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Bridgewater State Normal School

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THE GULF STREAM.

What more unwelcome questions can be asked the schoolboy than these: What is the Gulf Stream? what is its cause? and how does it affect the climate of Western Europe?

Not alone have schoolboys stumbled over the vague and unreasonable causes assigned to it, and the indefinite effects attributed to its motion. So much trouble has it caused physicists that last year one of the leading scientific societies of the world—the Royal Geographical Society of England—entertained a discussion calling in question its very existence.

This discussion aroused the searchers after truth, causing them to study carefully the various phenomena presented by this ocean current, and so fruitful have been their labors that they are able to prove that the Gulf Stream is not a myth, but another fact aids us. A part only of the great equatorial current passes into the Gulf of Mexico, the remainder passes outside of the West Indies and joins the Gulf current north of the Narrows of Bemini.

These streams reunited with a decreased velocity form the Mid-Atlantic current. Consider in the second place the cause of this great ocean current. The effect of the sun's rays upon the water of the equatorial region, is to make it expand, thus becoming lighter; it also causes evaporation, which leaves the water saltier and clearer; careful thought shows us that the first effect is much greater than the second; hence the waters of the equatorial region are lighter than those of other regions.

The waters of the equatorial region flow from east to west; but if—as Sir John Herschel argues, left free to act, the waters flowing from the equator to the poles must flow from west to east; since this motion is given them by the rotation of the earth.

The water at the equator does not flow northward of itself. The greater density of the colder polar water gives it a downward and lateral movement. This force the equatorial water upward and outward toward the poles. This submarine current setting towards the equator must have a westerly motion caused by the rotation of the earth in the opposite direction. This motion is retained when it becomes a surface current.

A part of this current flows east of the West Indies, the remainder into the Gulf of Mexico thence through the Narrows of Bemini, where it acquires its velocity.

The reunion of the portions flowing east and west of the West Indies with the velocity acquired by the stream flowing through the Narrows forms the Gulf Stream.

How does the Gulf Stream affect the climate of Western Europe? The theory advanced from time immemorial is, that the air blowing above the stream becomes heated, and being wafted over the countries of England and France, perceptibly affects the temperature.

When we consider the shallowness of the stream when it reaches Europe, and the fact that the temperature of the water in the stream is not much higher than that of the surrounding water; and the temperature of the air is only a little higher above the stream than it would be if the stream did not flow there; we shall hardly wonder that scientists denied that this could affect the climate of Europe to any great extent.

Still there can be little doubt that the beautiful climate of Western Europe is caused by the Gulf Stream.

Since the sun's rays fall perpendicularly upon the land and water at the equator, the heat is so great that nothing man nor beast could live there in comfort, had not the Creator so arranged his laws that some of the heat is conveyed away.
vision for taking the heat of the equatorial regions and carrying it to those countries washed by the east Atlantic.

Whenever any liquid is evaporated, a large amount of heat force is required, i.e., there is much more cohesion in a liquid than in a gas, to overcome which requires heat force; in conversion of water to steam this force amounts to 967.5° F.

Evaporation takes place very rapidly at the equator, which process requires a large amount of heat, the removing of which leaves the climate endurable. The air containing this moisture is carried above the Gulf Stream to the countries of Europe where it is condensed giving off all the heat it received at the equator.

Thus is heat taken from a portion of the earth's surface where it is not needed, and carried imperceptibly thousands of miles and liberated upon an otherwise cold country, with an abundance of rain, and a climate several degrees milder than it would be, but for this provision of Him who, seeing the end from the beginning, has so beautifully arranged his laws that this earth is a perfect home for man.

Editors.

ECHOES.

Who has not, in his childhood, found pleasure in that beautiful phenomenon of Nature, called echo?

Standing by our early home, we have sent out loud hurrahs, and laughed merrily, as we heard the same sent back from some distant forest or hillside. And though it was years ago, the echo is unchanged, and other children are finding the same pleasure in this music hall of Nature.

We find the likeness of this phenomenon in our own hearts. How our hearts echo to the kind words and deeds bestowed upon us; and as we see those around us, unfortunate and suffering, is there not an echo of sympathy in our hearts?

An unkind and surly neighbor is only made more disagreeable by cross words given in return, while pleasant expressions which cost us nothing may do much toward softening his heart, and removing all the cause for unkind ones.

We may always find it to be true that the echo is ever like the voice. If the words or deeds are unfriendly, they awaken unkind feelings in return, while loving words will be echoed back from a warm heart. Let us, as teachers, remember this. If a child is stupid and discouraged over his lessons, that is all the more reason that the teacher should be hopeful, and speak encouraging words, that the heart of the child may give a hopeful response.

Editors.

WHO SUCCEED AS TEACHERS.

Not the greatest scholar, not the hardest worker, not she who from a sense of duty remains long after school is dismissed, not she who succeeds in having every word of the author memorized, not she who succeeds in having death-like stillness, not she who tells the scholar the most, not she who "gets over the most ground" in a given time.

But she gets the best position and keeps it, giving satisfaction to all true judges of school work, who, having a good education, loves the children she is teaching, and is truly interested in their future welfare; believes in the utility of every branch she teaches; studies the ability, disposition and need of each pupil; studies the arrangement of the matter to be taught, and seeks the best method of teaching it; teaches the subject itself, not the words describing it; gives collateral knowledge enough to keep the scholars wide awake, not enough to conceal the real subject; sleeps enough to keep herself fresh, not enough to make her stupid; exercises, eats and bathes so as to preserve the perfect action of all the bodily powers; is always cheerful; enters earnestly into the recreation; has snap herself and requires it of her pupils; says little, but to the point; studies books and nature so as to grow daily. In short, she succeeds who is a whole-souled teacher.

Editors.

SEVENTY-FIRST CLASS.

A. H. CAMPBELL.

JOSIAH G. BASSETT, Bridgewater.

Born in Bridgewater, 1851.

Educated at Bridgewater, West Newton and Chelsea.

Subject of Essay — What Shall We Read?

Mr. Bassett is chairman of the Prudential Committee, has served as chairman of the Nominating Committee, and has been an active participant in the business and discussions.

ALFRED H. CAMPBELL, Litchfield, N. H.

Born in Litchfield, 1850.

Educated at Litchfield, Nashua and New London, N. H.

Subject of Essay — Discovery of America.

WM. H. CROCKER, Barnstable.

Born in Osterville, 1847.

Educated in public schools of Osterville. Taught three terms in Barnstable.

Subject of Essay — The Teacher’s Reward.

Mr. Crocker has served the Lyceum on important special committees, and participated in many discussions, and aided greatly in business. Has been an invaluable aid to the music committee.

J. MARTIN DILL, Provincetown.

Born in Wellfleet, 1850.

Educated at Wellfleet. Taught one term in his native town. Is Valedictorian of his class.

Mr. Dill is vice-president of the Lyceum, has served as chairman of the Prudential Committee, and has been a very active participant of the business and discussions of the Lyceum.

JOHN N. PIERCE, Edgartown.

Born in Edgartown, 1851.

Educated in public and private schools of Edgartown.

Subject of Essay — Proper Aim of Education.

Mr. Pierce has served as chairman of special committees, and taken an active part in the business and discussions of the Lyceum.

ALPHONSO H. POWERS, Hollis, N. H.

Born in Abington, Mass., 1845.

Educated at Abington, Hollis and Nashua, N. H.

Taught three terms.

Subject of Essay — Air Castles.

Mr. Powers is president of the Lyceum, has served as chairman of the Prudential Committee, and taken a very active part in the business and discussions.

CLAIRA BARTLEY, Windham, N. H.

Born in Windham, 1846.

Educated in public and private schools of Windham.

Taught five terms, in Windham and Hudson, N. H.

Subject of Essay — The Bible.

Miss Bartley has aided the Lyceum greatly by writing for the Offering, and in reading selections.
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Maria F. Bray, Yarmouth.
Born in Yarmouth, 1851.
Educated in public schools of Yarmouth.
Subject of Essay—Children.
Miss Bray is a member of the Editorial Board, and has been a regular correspondent of the Offering.

Ellen M. Gifford, Westport.
Born in Westport, 1843.
Educated in public and private schools of Westport.
Taught seven terms in Westport.
Subject of Essay—The Teacher Makes the School.
Miss Gifford has served on the Prudential and Music committees, and has furnished the Lyceum with articles for the Offering, and select reading.

Hattie E. Greenfield, Plympton.
Born in Foxborough, 1851.
Educated in Foxborough, Middleboro', and Providence, R. I.
Subject of Essay—Which is the Better?
Miss Greenfield has been an active member in the Lyceum, by writing for the paper, reading selections, and singing.

Sarah M. Hambley, Fall River.
Born in Fall River, 1851.
Educated in public and private schools of Fall River.

Abbie M. May, Randolph.
Born in Randolph, 1850.
Educated in public and private schools of Randolph.
Taught two terms in Canton.
Subject of Essay—Our Class Twenty Years Hence.
Miss May has been an able worker in the Lyceum, both in the reading of selections and singing.

Chloe G. Moore, Falmouth.
Born in Falmouth, 1842.
Educated in public and private schools of Falmouth.
Taught six terms in Falmouth.
Subject of Essay—Seeing.

Hannah S. Moore, Falmouth.
Born in Falmouth, 1849.
Educated in public schools and academy of Falmouth.
Taught five terms in Falmouth.
Subject of Essay—Good Manners.
Miss Moore has furnished the Lyceum with select reading and aided in the singing.

Della T. Monroe, Attleborough.
Born in New Bedford, 1844.
Educated in Providence, R. I., Fairhaven, Conn. and Attleborough.
Taught five terms, in Dighton, Rehoboth and Wrentham.
Subject of Essay—Unhasting yet Unresting.
Miss Monroe has been a member of the Editorial Board, and has added much to the interest of the Lyceum by her numerous contributions to the paper.

Corinah J. F. Pierce, Fall River.
Born in Fall River, 1845.
Educated in public and private schools of Fall River.
Taught two terms in Fall River.
Subject of Essay—Spelling.
Miss Pierce has served on the music committee, and aided much in the music for the Lyceum.

Susan R. Read, Fall River.
Born in Tiverton, R. I., 1844.
Educated in Fall River.
Taught two terms in Fall River.
Subject of Essay—Three Partners.
Miss Read is an active member of the Lyceum, having favored it with interesting selections in reading.

Eliza Richards, East Bridgewater.
Born in West Bridgewater, 1846.
Educated in East Bridgewater.
Subject of Essay—Live not for Yourself Alone.

Emma L. Rogers, Orleans.
Born in Orleans, 1849.
Educated in Orleans.
Taught two terms in Orleans.
Subject of Essay—Kathrina.
Miss Rogers has promoted the interests of the Lyceum by select readings, and writings for the Offering.

Margie L. Shea, Newton Centre.
Born in Boston, 1851.
Educated in Boston, Brookline and Newton Centre.
Subject of Essay—Intemperance.
Miss Shea is an active member of the Lyceum.

Mary A. A. Shea, Newton Centre.
Born in Boston, 1850.
Educated in Boston, Brookline and Newton Centre.
Subject of Essay—Influence of Early Training.

Lizzie S. Tenney, Antrim, N. H.
Born in Antrim, 1845.
Educated in Antrim and Henniker, N. H.
Taught seven terms in Antrim and Windham, N. H.
Subject of Essay—Formation of Character.
Miss Tenney has served on the Music Committee, and has been a great help to the Lyceum in the line of music.

Susan O. Thomas, Middleborough.
Born in Middleborough, 1847.
Educated in public schools and academy of Middleborough.
Taught three terms.

Hattie E. Winchuster, Westport.
Born in Westport, 1849.
Educated in the public schools and Sandhill Academy of Westport.
Taught two terms in Westport and Tiverton, R. I.
Subject of Essay—Country Schoolmistresses.
Miss Winchuster is a member of the Prudential Committee, and has been an able worker for the Lyceum in the reading of selections and in using her pen for the Offering.

Mr. Campbell’s modesty prevented his saying that he had served the Lyceum in several capacities. During his ex-junior term he was secretary.

No member of the class has more influence than Mr. Campbell, and if he espouses any cause success is almost certain.

Editors.

Sketch from Hosea Kingman’s “HISTORY OF BRIDGEWATER.”

BY W. E. J. VAKEY.

Bridgewater was originally a plantation granted to Duxbury, by the Old Colony Court, in the year 1645, whose area at that time was four miles square. Afterward, in 1649, a tract of land, usually called Satucket, and extending seven miles each way from the wier at Satucket, was granted to Miles Standish and others, in behalf of the town of Duxbury, by Ousamequin, who afterward styled himself Massasoit.

In June, 1656, this plantation was incorporated by an order of the court, into a distinct town under the name of Bridge-
in West Bridgewater, principally by inhabitants from Duxbury. House lots of six acres were granted these first settlers. The lots were contiguous, and the settlement compact, to serve as a protection against the Indians. Among these first settlers are James Keith, the first minister, Samuel Edson, Bassett and Mitchell, many of whose descendants still remain.

The South and Titticut parishes were formerly the most populous, now the present town, though slowly increasing in population, mostly in a northerly direction about the iron works, has fallen behind the other Bridgwaters, except the West.

There are now, in town, numerous public buildings, stores, workshops, &c., besides 600 dwelling houses and 4196 inhabitants.

The surface of the town is level, the only high ground being Sprague's hill in the eastern part. The soil is fertile and in a good state of cultivation, owing to the soil of the town, except the West.

The manufacture of iron in the establishment of the Bridgewater Iron Manufacturing Company, incorporated in 1825, is the most extensive of any in the State.

The heaviest work in the world is made in these works. There is also an extensive manufacture of cotton gins, carried on by the firm of Bates, Hyde & Co., and Joseph Carver. Here are also a paper mill, box and saw-mills, and two brick yards, furnishing nearly 8,000,000 bricks in a year.

The town is quite noted for its various institutions of learning. The first action for the establishment of schools was taken in 1700. Its academy, established in 1797, is under the able tuition of Horace Willard, a graduate of Brown University. There is also one of the State Normal Schools, the school of teachers. The institution, largely patronized, and at present under the charge of Albert G. Boyden, A. M., attended by 130 pupils from different parts of the State, gives great promise for the future.

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The first meeting-house in this town was built in 1717. Now there are six churches in various parts of the town, each largely attended. The State Arms House was built here in 1853, a part of which is now being changed to a Work House.

In our last national struggle, Bridgewater responded bravely to her country's call, furnishing 40 men more than was necessary to fill the quota. The town has sacrificed some of her best men, upon her country's altar, among whom are—

James H. Schneider, Lucius Connant, Seth W. Connant, Corp. A. Bartlett Keith, John C. Lambert, Joseph A. White, Benj. E. Winslow, and many others. The fallen, lost during the rebellion, bring vividly to mind their sterling virtues and worth:

"The gallant man, though slain in fight he be, Yet leaves his country safe, his nation free; Entails a debt on all the grateful state, His own brave friends shall glory in his fate; His wife live honored, and all his race succeed, And into posterity enjoy the deed."

OFFICERS OF 74TH TERM.

President, Mr. A. H. Powers.
Vice President, Mr. J. M. Dill
Recording Secretary, Mr. D. D. Smith
Editorial Board, Mr. A. E. Winslow, Miss M. F. Bray, Miss A. F. Tinkham
Prudential Committee, Mr. J. G. Bassett, Miss H. E. Winchester, Miss H. A. Smith
Corresponding Secretary, Miss C. M. Nichols.
Treasurer, Mr. C. F. Adams.

OFFICERS FOR 75TH TERM.

President, Mr. D. D. Smith.
Vice President, W. E. J. Varney.
Recording Secretary, J. J. Prentiss.
Editorial Board, A. E. Winslow, Miss M. M. Ring, Miss S. C. Winn.
Prudential Committee, T. F. Desmond, Miss Hannah W. Smith, Miss Annie J. Handy.
Corresponding Secretary, Miss E. B. Page.
Treasurer, C. F. Adams.

We regret that for want of room the class history and prophecy of the 71st. read before the Lyceum, Jan. 14th, by Misses Bartley and Winchester, are omitted. They are full of rich thought. The history contained amusing and suggestive reminiscences which will be of life-long interest to the members of the 71st.

The Prophetess used her imagination in picturing for each member of the class such a future as was suggested by his past career.
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COURTESY.

This word, as is evident from its etymology, (pertaining to courts) applied formerly in the days of chivalry, to those established forms of etiquette and elegancies, considered essential in the society of courts, and among the nobility. Like many other words in the course of years, it has come to have a more general application to those acts of civility and polite attention, observed in all refined society.

True courtesy does not derive its beauty from the strict observance of forms; the mere outward ceremony. It must spring from that heart, which has cultivated a love for all humanity, and its possessor will not need prescribed rules of etiquette, but will find constant exercise in these little acts of kindness when, given in the right spirit, and at the proper time, might smooth away in some measure the briars which beset every pathway.

In this world we are daily coming in contact with selfishness; its deep-set marks may be traced in ourselves and others; and in the eager striving after gain, how apt are we to forget the claims of our fellow creatures upon our sympathies.

Without this trait intelligence and talent lose much of their influence. How true it is that—

"Intelligence and courtesy not always are combined.

Oft, in a golden house, a wooden room we find."

The teacher, whose example is to be so constantly before the children, as he goes in and out before them, is not alone a teacher from books, but he himself is a book known and read by them all. How important, then, that by his own example as well as precept, he should impress upon their hearts the command of St. Paul:—

"Be courteous."

We may deem it a light thing in our desire for power and influence in this world, yet this is a wayside flower, which, when plucked, gives pleasure, not only to the owner, but sheds its fragrance all around.

It makes the poor man respected, and the rich and noble beloved. Milton says:

"True courtesy is often found in lowly shells.
With smoky rafters, than in tapestry halls,
And courts of princes, where it first was named."

In whatever condition of life we are, let us cultivate the courteous spirit, remembering that a kind act, a word, a look even of sympathy, may be "a cup of cold water" given to some thirsty soul, which the Saviour has said shall not lose its own reward. Editors.

SEVENTY-SECOND CLASS.

ANNA L. ADAMS.

ALFRED A. BENNETT, Milford, N. H.
Educated at the Milford public schools.
Aids in the singing.

FRANCIS G. PRATT, East Middleborough.
Educated at the Middleborough public schools and academy. An able contributor of the "Normal Offering," and a member of the class committee.

DANIEL D. SMITH, Rutland. A graduate of the Ipswich Academy. Taught a short time in Medway. President of the Lyceum for the 76th term, and Secretary for the 77th. Has ever been ready in debate, and one upon whom the Editorial Board have relied for aid. His pen has ever been ready when they have signalled for help, and his power of voice has made him ever welcome in the song. Mr. Smith has served as one of the class committee.

JAMES E. T. TONER, Boston. Educated in the public schools of Boston. No member of the class has been so frequently on the floor, either in debate or upon matters of business. Mr. Toner is frequently intrusted with important duties by his class-mates.

WM. E. J. VARNY, Lawrence. Educated in the Lawrence public schools. Taught on Deer Island eighteen months. Mr. Varny is Vice President elect, and is deserving the thanks of the Editorial Board for his willingness to assist them. He has served as a member of the class committee.

ANNA L. ADAMS, New York.
Educated in the Medway and Holliston public schools. (Our thanks are due Miss Adams for services rendered. Editors.)

LEIMIRA BENSON, Bridgewater.
Educated at the Bridgewater public schools.
Aids in singing at the Lyceum.

EMILY A. BOSEWORTH, Quincy.
A graduate of the Quincy High School.
An able assistant in furnishing music for the Lyceum.

Has served as a member of the class committee.

LUCY S. BROOK, Bridgewater.
Educated at the Bridgewater public schools and Academy.
Acted as a member of the class committee.

KATRIS H. COOK, South Boston.
Educated in South Boston and Charlestown.

ELLEN F. CROCKER, W. Barnstable.
Educated in the Barnstable public schools.
Taught at West Harwich, Barnstable, Spring Hill and North Bridgewater, fifty weeks.

LUCY E. CURTIS, Campello.
Educated at the North Bridgewater public schools.

FANNIE HALL, Marshfield.
Educated in the public schools of East Marshfield.

ALICE HAMMETT, Newport, R. I.
Attended the public schools of Hartford and Newport, and graduated at the Newport High school.

LIZZIE HAMMETT, Newport, R. I.
Attended the public schools of Hartford and Newport, and graduated at the Newport High school.

MARY C. HARDEN, Bridgewater.
Educated in the public schools in Brewster.
Taught in Brewster twenty-eight weeks. Served as one of the class committee.

ELIZABETH W. HOWES, East Dennis.
Educated in the Dennis public schools.
Taught in South Dennis sixteen weeks.

MARIA J. KAVANAGH, Newport, R. I.
A graduate of the Newport High school.

HELEN M. RING, Milford.
A graduate of the Milford High school.
Taught twelve weeks in her native place.

Miss Ring has merited the thanks of the Lyceum for the part she has taken in sustaining it, and is now chosen a member of the Editorial Board for the coming term.

HANNAH A. SMITH, Rutland.

Educated at the Worcester public schools.

Taught in Rutland ten weeks.

A willing and able assistant in sustaining the Lyceum, and a member of the Prudential Committee for the past term.

HANNAH W. SMITH, Westport.

Educated in the Providence and Westport public schools.

Miss Smith has taken an active part in the Lyceum, and is a member of the Prudential Committee for the 75th term.

NETTIE F. TINKHAM, Bridgewater.

Educated in the public schools of Medway.

Corresponding Secretary for the 73d term, a member of the Editorial Board for the 74th. (An earnest able worker. Editors.)

LIZZIE O. TRUDELL, Leominster.

Educated in the Leominster public schools.

Has entertained the Lyceum with instrumental music.

SEVENTY-THIRD CLASS.

J. H. LEONARD.

CHAS. F. ADAMS, East Brookfield.

Educated at the district schools in his native town and High schools in North Brookfield and Brookfield.

Has taught a grammar school in Spencer, one term, and a grammar school in Sturbridge, one term.

Mr. Adams is serving his second term as Treasurer of the Lyceum. Though not as frequently on the floor as he might be desired, he is never found there unprepared, and never declines when called out.

B. CLARENCE BOYSTON, Duxbury.

Educated at the Duxbury High school, and Partridge Academy.

Taught the common school in his own district, one term.

Mr. Boyston is a "silent member" of the Lyceum; as one of our representatives terms those who never speak on the questions which come before the house.

JOHNSON A. CROCKETT, Provincetown.

Educated at Provincetown High school.

Mr. Crockett is another of our silent members.

CHAS. HAMMOND, South Harwich.

Educated in the common schools of South Yarmouth.

Mr. Hammond has, as yet, appeared before the Lyceum only in declamations; but we trust this term to hear his voice frequently in the debate.

GEO. T. HUNT, Randolph.

Educated at Stetson High school, Randolph.

Though Mr. Hunt has never taken part in the debates, he will doubtless soon come forth with his "maiden speech."

J. HENRY LEONARD, Bridgewater.

Educated in the common schools of Bridgewater, and the Southbridge High school.

(By causing his opponent's arguments to rebound with double force, Mr. Leonard has proved himself an acquisition to any side he is on, but a terror to his opponents.

JAMES POWELL, Haverhill.

Educated at Peabody, common and High schools.

Taught a grammar school in Peabody two years.

In his junior term, Mr. Powell did not take an active part in the Lyceum; but for the past twenty weeks he has been heard quite frequently upon the questions, and that side which he espouses always finds in him an able supporter.

JAMES J. PRENTISS, North Weymouth.

Before coming to the Normal, Mr. Prentiss had attended the district and High schools in Weymouth. He also taught a district school in Salisbury one term.

Though he has spoken several times upon the question, yet he prefers rather to lend his voice to the harmony of music than to the discord of debate. Since being a member he has served one term on the committee for music and is Secretary elect.

WM. M. SAWIN, Manchester, N. H.

Mr. Sawin spent the first two years of his life in Harwich, Mass., the succeeding ten years he lived in Brooklyne, N. H., where he spent his first school days in the common schools.

Since this time he has attended the High school in Manchester.

Mr. Sawin though not often seen upon the floor, in Lyceum, never speaks without coming to the point, with arguments, not easily overthrown.

MISS ABBIE J. ADAMS, East Brookfield.

Miss Adams spent the first years of her school life in the East Brookfield common schools. Since then she has attended North Brookfield and Brookfield High schools. She has taught seven terms; three in Spencer, three in Brookfield, and one in Oakham.

SARAH P. ABDURICH, East Bridgewater.

Educated at East Bridgewater High school.

As Miss Aldrich comes and returns in the cars, she is never present at the meetings of our Lyceum, and consequently has never joined.

MISS ANN ETTA F. ARMES, Campello.

Educated at the Plymouth common schools, and the Osgden Academy, Strafford, N. H.

Taught one term in Barrington, N. H.

Miss Armes is not a member of the Lyceum.

MATILDA J. BUMP, Lakeville.

Educated in the Lakeville common schools, and Pierce Academy, Middleborough.

Taught a private school in Lakeville one term.

MISS ELLEN M. BUTTOMER, West Bridgewater.

Miss Buttomer received her education from the W. Bridgewater common schools in which town she taught a private school three terms.

MISS MARY E. CHASE, Chilmark.

Miss Chase is a native of Maine. She passed her early school days in the common schools of Barnstable, Mass.

MISS MARY C. CROSBY, East Orleans.

Educated in the common schools of Orleans.

MISS ANNIE J. HANDY, Barnstable.

Educated in the common schools of her native town, on those barren sandbanks of the Cape where nothing thrives but brains.

Miss Handy has several times favored the Lyceum with music.

MISS SARAH A. HATHAWAY, Somerset.

Miss Hathaway, previous to coming to the Normal, spent her school life in the
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district schools of Somerset, of which period the last four terms were occupied by her in the position of instructress; prior to this, that of instructed.

Miss Grace F. Howes, Bridgewater.

Miss Howes’ first ideas of school and school troubles were gathered in the common schools of Barnstable. Later she attended the public schools of San Francisco, and a private school in Sacramento City, California.

Miss Flora Leonard, Bridgewater.

Was educated in the public and High schools of Bridgewater.

Miss Leonard has appeared before the Lyceum once in a song.

Miss Affie H. Macurda, South Boston.

Miss Macurda pursued her studies in the public and High schools of Clinton.

She frequently adds to the interest of the Lyceum by the use of her musical talents.

Miss Carrie M. Nichols, Berkley.

Began the ascent of the “Rugged hill of Science,” in the common schools of Berkley, and continued her course in the public schools of Worcester.

Miss Nichols has several times interested the Lyceum by reading and singing. During the past term she occupied the position of Corresponding Secretary.

Miss Annie L. Perry, Fall River.

Was educated in the public and private schools of Swansey. Taught several weeks.

Miss Corina E. Purington, Somerset.

Was educated in the public schools of Somerset, after which she spent two terms in teaching the “young ideas” of her native town to “shoot.”

Miss Emma A. Randall, N. Abington.

She has previously trod the “Paths of wisdom” leading through the Public and High schools of North Abington.

Miss Sylvia N. Stackpole, W. Bridgewater.

Received her early instructions in the public schools of Durham, the benefit of which instruction the youth of the same town enjoyed for seven terms.


Taught in Peterboro’, and Townsend.

Miss Annie S. Williams, Townsend Center.

Passed her early school days as a scholar in the public schools of Townsend; afterward she held the position of teacher in the same place.

Miss Williams frequently takes part in the musical entertainment of the Lyceum.

Miss Sadie C. Winn, Nantucket.

Educated in the public and high schools of Nantucket.

She has once favored the Lyceum with a select reading.

Miss Winn will serve the Lyceum next term as a member of the Editorial Board.

Miss Bessie M. Young, W. Chatham.

Miss Young in her pursuit of knowledge, has been led through the public schools of Chatham, and partly through the Salem Normal School.

She taught in the grammar and primary schools of Chatham nineteen terms, also a common school in Harwich one term.

LESSONS FROM NATURE.

Nature might teach us many lessons, which would make us nobler and more useful, if we would only heed them. Let us notice a few of these teachings of Wisdom.

As we walk through the forest, notice this noble tree towering far above those around it, and stretching out its branches far and wide. What an emblem of power it is! Storms and wintry blasts do not move it. It is, indeed, a noble work of Nature. Still, among its branches are the nests of many beautiful birds; and around its trunk are twined tender, clinging vines, which it helps to support.

From the oak we may learn this lesson of humility, that however high and noble our station may be, only the more should we afford shelter and support to those weaker than ourselves.

As we walk on, notice this merry, laughing brook, gliding among the trees. At first, it seems like a tiny thread of silver, and only very gradually does it become wider. Though it is small, it waters the soil through which it flows, makes the grasses fresher, and causes many beautiful flowers to spring up along its borders, so that no part of the forest is more pleasant than that through which this little stream of water flows. This may teach us, that however humble our lot may be, by little deeds of love and kindness, make others happier for our having lived.

Notice this slender vine, which has climbed nearly to the top of younger tree. If we were to follow it down, we should find that, at first, it could not reach the tree but climbed, patiently, to the top of the fence by which it grew. From that a pole led it higher, and from the pole it reached the tree which led it high toward the heavens. Had the vine refused to climb because the fence would reach such a little way, it could never have reached such a grand height. This should teach us not to despise the little aids which would make our life higher, purer, and nobler, but to accept them all, using each, content that it leads us a little way above what is base in this life.

Editors.

OUR NEW BOARDING-HOUSE.

By Delia T. Munroe.

Among the things to be noticed in connection with “Normal” school life, and one not the least in importance, is our new boarding-house, so sunny, commodious and pleasant. Favoring, as we are, with privileges exceeding those usually found in an institution of the kind, and provided with everything that can contribute to our comfort and happiness, we, indeed, owe much to our loved Principal, who has been untiring in his efforts to make this, the first boarding-house connected with a Massachusetts Normal School, a complete success.

We heartily recommend it to all who may wish to seek a desirable home during their course in the school; and that they may better understand what is required to secure these privileges, we subjoin the advertisement to be found in our Circulars.

“A very pleasant and commodious Boarding-Hall has just been erected upon our school premises. The building is 40 by 80 feet, three stories in height above the basement story, which contains the laundry and cellars. The first story includes the family rooms, the parlor, dining-room, and cook-rooms. The remaining stories are divided into students’ rooms, 10 by 15 on the floor and ten feet in height, twenty-nine in number.
THE NORMAL OFFERING.

Each room has two closets, is carpeted, supplied with furniture, heated by steam, and thoroughly ventilated. These rooms are for young ladies only, two in one room. The young men rent rooms in private houses and take their meals at the hall.

The boarding-hall is under the charge of the Principal, who resides in the house and boards with the students.

The pupils board at cost; an account of the expenses is kept, and a settlement made at the end of each term. The aim is to make these expenses not more than $75 a term, or $3.75 a week, for young ladies. The rate here named is in full for room-rent, fuel, light, washing, and board. And for young men not more than $57.50 a term or $2.75 a week for table-board. Should it be found at the end of the term that the expenses have not amounted to the sum named, whatever is over will be refunded. If the balance is the other way it will be payable then.

Young ladies who remain for any period less than half a term, will be charged $4 a week, and young men $3 a week.

Payments. — $37.50 for each young lady, and $28.75 for each young man, at the beginning of the term; and the same amount for each at the middle of term.

The object of this payment in advance is, to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

Furniture — Each boarder is required to bring her own bedding, towels, napkins and napkin-ring, and clothes-bag. Each occupant will want, ordinarily, two pillow-cases, two sheets, two blankets or their equivalent, and one coverlet. The occupants of each room will also provide their own kerosene lamp, the oil will be supplied in the house.

Washing. — All the students, whether they have rooms or not, can have their washing done at the laundry. The regular washing for those in the house is limited to twelve pieces a week. Any additional pieces will be washed at less than the usual rates per dozen. Every article which goes to the laundry should be distinctly and indelibly marked with the owner’s name.

Better aim high and miss, than not aim at all.

EDITORIAL.

As read on New Year’s Eve.

How appropriate on this New Year’s Eve, as we bid adieu to the good Old Year ’69, so filled with blessings and precious memories, that we, Editors of the Seventy-fourth volume of the Normal Offering should say to our hearers, “good bye.” Is it strange we linger on the words, listening to hear you echo “bye.”

We have wielded the pen as skilfully as we know, but the art of “scissoring,” is to us almost unknown: begging for articles has been no part of our work. The general invitation given in our first editorial has been so well complied with, that excepting the occasional jogging of the elbows, of those forgetful of our wants, the articles have been voluntary.

Of course the duties of the Board, have required us to spend the hours of lovely moonlight evenings and bright Saturdays, in the laborious work of getting ideas to commit to paper; but what of that? Have “we three,” not been seen, well wrapped in buffaloes and furs, flying over the snow on a perfect starlight night?

Yes, this and many other enjoyments have been ours, and no complaining word shall be heard on our part, for truly the sweet has been mingled with the bitter.

We have in the office “many thanks,” which we desire to dispense bountifully to four classes of individuals.

First, to our contributors: those who, ungrudging, have devoted their hours of leisure and vacation to the preparation of such articles as the varied wants of the hearers have demanded.

To the readers who have taken more than usual interest in preparation, and have brought to the exercise that life and power, without which the best written article is shorn of its strength. To those who have cheerfully aided us by copying when we had had to despatch business, in order to get to press in season.

To our hearers, who have from month to month listened to our productions, and thus manifested their interest.

With this number of the “Offering,” we wipe the pen, dismount from the literary stool, and don the Editorial gown, and before the newly elected Board, get full possession, we desire to congratulate the members of the Lyceum, upon the prosperity of the Offering, and in doing so we disdain all egotism for “not unto us,” “not unto us,” but unto you belongs the praise. You have by your voluntary and appropriate contributions, enthusiasm and interest in the reading, and attention in listening, placed the Normal Offering where the question is no longer heard, as in by-gone days, “Can the paper be sustained by the Lyceum?”

That this volume is far from perfect, we realize more fully, than any one else can do; that the way is prepared for the next and succeeding volume to approach more nearly perfection, we are certain.

We congratulate the Editors of Volume LXXV, upon their election to so pleasant a position. Not in your hands do we leave the Offering, but with the members of the Lyceum.

Take it fellow-laborers; sustain it in the future, as you have for two terms past, and the little deficiencies will soon be remedied, and it will take a higher place, as a means of furnishing useful knowledge to teachers, and pleasant information, concerning our graduates and friends. Long and successfully live the Normal Offering! and to all its patrons a Happy New Year.

SEVENTY-FOURTH CLASS.

ORIN A. ANDREWS.

BENJ. S. ANDREWS, Danvers
Educated at Danvers High school.
Mr. Andrews has been before the Lyceum in declamation.

ORIN A. ANDREWS, Essex.
Educated in Grammar School in Essex, and at Dean Academy, Franklin, Mass.
(Our thanks are due Mr. Andrews, for the excellent music so frequently furnished. Editors.)

ARTHUR C. BOYDEN, Bridgewater.
Educated in Bridgewater High school and Academy.
Mr. Boyden has appeared before the Lyceum in declamation and in several debates.

GEO. M. CONANT, Bridgewater.
Educated in Bridgewater Academy.
Mr. Conant has favored the Lyceum with a declamation.
THE NORMAL OFFERING.

James E. Cotter, Marlborough.
Educated at the Marlborough High school.
Mr. Cotter has appeared as one of the principal disputants on one of the most important questions that has been before the Lyceum.

Thomas P. DesmonD, North Braintree.
Educated at Braintree High school.
Mr. Desmond has taken an active part in many of the debates, and no member of the school is more popular or powerful on the floor than he. Mr. Desmond is chairman of the Prudential Committee.

William F. Hayward, Newton.
Educated in grammar school at Newton, and at Peterborough Academy, New Hampshire.
Our thanks are due Mr. Hayward for the kindness manifested in furnishing the Lyceum with music.

Edward B. Maglathlin, East Boston.
Educated in the Adams grammar school, East Boston.

As a debater, Mr. M. is clear.

Fred Merrill, South Randolph.
Educated in the High school at East Randolph.

Franklin W. Pierce, Edgartown.
Educated in Edgartown High school.

William A. Sanderson, Newton Centre.
Eli S. Sanderson, "...
Sanderson brothers educated at Newton High school.

James C. Wood, Bridgewater.
Educated at Bridgewater High school.
Many thanks are due Mr. Wood for music.

Solomon W. Young, Pittsfield, N. H.
Educated at Exeter Academy, N. H.
Has taught eight years.

Laura E. Baker, East Brewster.
Educated in East Brewster grammar school, has taught nine months.

Maria J. Bancroft, Reading.
Educated in Reading High school.

Carrie M. Barrows, Searsport, Me.
Educated at High school in Searsport, Me., has taught eight weeks.

Ellen F. Bailey, Middleborough.
Educated at Middleborough High school.

Hattie E. Brown, Randolph.
Educated at Randolph High school, has taught three years.

Julia A. Cobb, Marion.
Educated in Marion grammar school, has taught four weeks.

Carrie A. Copeland, W. Bridgewater.
Educated at grammar school, West Bridgewater.

Emily F. Gallagher, W. Bridgewater.
Educated at the N. Easton High school.

Sarah A. Goss, Rye, N. H.
Educated at Ipswich Female Seminary, has taught two and one half years.

Clara J. Handly, W. Barnstable.
Educated at West Barnstable High school.

Helen M. Hills, Manchester, N. H.
Educated at Manchester High school, has taught three years.

Abby M. Hinckley, Centreville.
Educated at High school in Centreville, has taught five months.

Julia C. Hodges, Norton.
Educated at Wheaton Female Seminary.
Our thanks are due Miss Hodges for furnishing music to the Lyceum.

Harriet A. Lathrop, East Stoughton.
Educated at E. Stoughton High school, has taught twelve months.

Charlotte McDaniels, Lowell.
Educated in the Lowell private school.

Edith McLeod, Middleborough.

Educated at Middleborough High school.

Harriet H. Morse, Quincy.
Educated at the Quincy High school.

Ellen R. Page, Peterborough, N. H.
Educated at Peterborough Academy, N. H., has taught three years. In Corresponding Secretary elect.

Mary A. Parker, Bridgewater.
Educated at Bridgewater High school.

Charlotte A. Pease, Edgartown.
Educated at Edgartown High school, has taught seven months.

Many thanks are due Miss Pease for her kindness in furnishing music, both vocal and instrumental.

Sarah A. C. Pray, New Bedford.
Educated at the New Bedford High school, has taught one and one half years.

Our thanks are due Miss Pray for furnishing music for the Lyceum.

Emily W. Stanley, Attleboro' Falls.
Educated at East Attleboro' High school.

Georgiana Tilden, North Marshfield.
Educated at W. Scituate private school.

Emma F. Veazie, Randolph.
Educated at Slater High school, has taught three years.

Fannie H. Waldron, Rochester.
Educated at Rochester Academy.

Sarah M. Wood, Sandwich.
Educated at Sandwich High school.

Our Class Pictures.

There must be some bitter with the sweet of this life; and among the many trials and tribulations "to which flesh is heir" is "sitting for pictures."

It seems to be one of the essentials of graduating at the Normal School to go through with this solemn process, and the 71st, never backward in "any good word or work" determined to "nervc their spirits to the proof" and have their countenances immortalized.

Having secured the services of an able artist, we make all needful preparations for the great event. Such crimping and curling, earnest discussions over the comparative merits of charms and crosses, anxious consultations of the mirror to see that our collars are perfectly straight, and the ends of our velvet disposed in a graceful manner! With a last lingering look, to see that "all is right," we go to the field of action, and seat ourselves feeling somewhat as we used to when about to have a tooth extracted, only the feeling now is more intense. We are told to sit still and look natural (as if one could look natural under the circumstances). We make a prodigious effort to do so, however, and at the fatal word "ready" look attentively at the wall, according to directions, and wonder if we look smiling enough, for we have been told that, that is an essential for a good picture. Relieved are we when the artist pronounces us "done" and now alternating between hope and fear we await the result. At the appointed time we announce ourselves ready to see the "glories to be revealed." We look, and look again, at first, with thoughts too deep for utterance, then the feeling comes that "All is vanity and vexation of spirit."

The next step in the process, is to present the proofs for exhibition. Various are the comments made upon them by admiring friends, some far from flattering, but then we provided ourselves at the out-
set, with a good stock of patience, and feel how noble it is to suffer in a great cause.

Some are said to be "perfectly natural," others very pretty but not quite like the original. Some are pronounced "hard cases" and told to "try again." We repeat the necessary fixing and do try again; with some unfortunates the third time even failed, and it takes a fourth trial to bring the victory. One is in trepidation because both earring do not show; another heart is torn with anguish because an obstinate lock of hair does show to good advantage too.

Well! we have not all got through this furnace of affliction yet, but we hope at least to come forth unscathed. Hope cheers us on, and we feel that our labor and self-denial will be rewarded, for we shall add to the works of art scattered through the land, and "our pictures" will find a welcome among all lovers of the beautiful.

SEVENTIETH CLASS.

LIZZIE HAMMETT.

Henry J. Clarke is teaching in Sturbridge.

Charles R. Coffin is teaching in West Randolph. Salary $800.

Nathaniel S. Kim, has been teaching in Milton, Mass. Salary $1000.

James N. Parker is teaching in East Randolph. Salary $800.

Evantia T. Chesley is teaching in Brewster.

Ellia F. Churchill is teaching in West Bridgewater.

Emma C. Edson is teaching in Fall River. Salary $400.

Ellen G. Fisher has taught, since graduation, a Grammar School at Jamaica Plain. Salary $500.

Sarah F. Gardner is teaching in the Putnam Primary School, East Cambridge. Salary $500.

CHARLOTTE E. HAMMOND

Susan M. Leach is teaching in North Bridgewater.

CARRIE W. LEACH is teaching in Campello. Salary $8 a week.

IDA A. NOYES.

Lydia A. Ryder has been teaching in North Bridgewater; now has a Grammar School in Campello, with a salary of $10 per week.

Abbie Smith is teaching in East Bridgewater.

Laura A. Thomas is assistant in Grammar School at Brookline. Salary $650.

Mary G. Westgate is teaching in Medway.

Lucretia F. Wyer is teaching in Wareham.

SCENES IN NORMAL HALL.

MRS. J. RAYNAGH.

A very novel sight may be had, free of charge, by just walking into Bridgewater State Normal School, any day of the week, except Saturdays and Sundays, between the hours of 9 and 12 A. M. and 2 and 4 P. M. It beats all the masquerades under the sun, for they are what you may call artificial, but the sight seen at Normal Hall is natural; none but the real, genuine persons are here.

Scene 1st, 9 A. M.

School has not yet begun, but many of the members have assembled and are chatting around us, in groups here and there. Pierce and Monroe are deep in conversation. Why is not the whole United States roused to the fact?

Rogers has a very smiling countenance, not very much like a martyr's, certainly. That lady going round with a Bray is Hannah Moore.

Temney pauses in the midst of geological inferences to view the Shaws. (Shays) drawn up beside a Green-field.

Hunt and Prenties have come in, but they create no sensation as we are favored every day by the presence of Campbell, Moore, and Young.

That group in the alcove consists of sub-seniors. Here we see Hamilton and Adams talking with a Cook, and the only D. D. in school has become so absorbed with talk to a Ring. If we stay long in that company we may find they have a Hard-den. So we will drop the curtain and see what will be presented in Scene 2d, ten minutes of 2 P. M.

That young gentleman coming in the door is a great pedestrian. His name is James H. Leonard, and he has walked all the way from Scotland; but that is nothing as he is an ex-junior and they are a Handy set.

There is now a Chase in the room but strange to say no one minds it, though it is frequently the case one meets with a Bump.

Surely this Normal School holds a very quiet set of beings, for Perry does not rouse them to take up the Armes which they have continually among them.

All the Powers are said to come from New Hampshire; but we have Andrew of Massachusetts and also Bancroft, but strange to say Bancroft's intimate friend is a Baker.

Franklin Pierce does not attract much attention, but how can he, when nobody wonders at the Hills of New Hampshire walking round.

Scene 3d, 4½ P. M.

School is dismissed. Many still linger round the Hall, loth to leave, but others hastening out. In the midst of the bustle we receive the surprising intelligence that Morse, who has been with us all day, has gone off on the afternoon train, but we have "Smiling Mey" left, and are consoled by the fact, that, if the junior class has but one Young man, he is "Solomon in all his glory."

We see Pease and a Cobb, but with all our acquisitions we have no visible corn.

The Wood of the institution has walked off and as it is but cold comfort to remain, we take our departure bringing with us "Pray and Win" for our motto.

THOUGHTS ON NEW YEAR'S EVE.

"Tread softly! speak low!
For the Old Year lies a-dying!"

Yes! Old Year, thou art going! Thy work is nearly finished, and in a few more hours, thou wilt be gathered to the great company of years gone before. Much good hast thou brought me, and on this eve of thy death I would look over the way in which I have been led.

Surely goodness and mercy have followed me through all these days, and each season as it came, clothing the earth in such varied forms of beauty has brought its own blessing.

But, have these days been all sunshine, and have my eyes always been ready to see the beauties of the outer world? No! thou hast called me to weep over the loss of dear friends, and fondly cherished hopes have fallen to the ground,
yet the kind Father saw that I needed this, and now I would say,

"All as God wills, who wisely heeds,
To give, or to withhold."

And so, Old Year, I would remember with gratitude the blessings which have followed in thy track; for the cloud and the sun, which were alike needful.

There is a feeling of sadness at thy departure, for at thy beginning I was to do so much good in the time which lay before me. Thou didst place in my hand a scroll, which was to be filled with each day's record. What mean these marks, which so obscure its fair pages? Do they not speak of wasted time, of neglect of opportunities, rebellion to the Divine will, and resolutions so often made, and as quickly broken!

Though I may mourn over these golden opportunities, mine no longer, I cannot recall thee, Old Year; even now thy breath grows fainter, but the bells waiting to chime thy farewell will also usher in the glad New Year. She stands just behind, growing fainter, but the bells waiting to chime thy farewell will also usher in the glad New Year. Perhaps she, too, is waiting to see what may be the next chapter of the great book of Heaven, and so make this year which dawns upon the world, a happy one to myself because living to make others happier.

EDITORIAL.

CAMPAIGN SKETCHES.

Readers of political journals are aware that it is customary, just after election, to see several columns filled with sketches of the lives of the President and his Cabinet. We have not room for all, but select a few of the incidents in the lives of some of the associates of

PRESIDENT POWERS.

Alphonso Harvey Powers was born of respectable parents, in Abington, Mass., in 1845.

For eight years an Old Colony boy, he early roamed the woods and fields, and fished from the brooks which once furnished pleasure and comfort to our Pilgrim Fathers.

In the spring of '63 the parents of Alphonse, impatient for his maturity, acting upon the principle which governs those farmers seeking early and nice vegetables, transplanted him from the sandy soil of Eastern Massachusetts, to the rocky hills of the Granite State. Here our hero completed the course of public instruction, graduating from the Nashua High School in '66.

The fame of our future president had by this time reached the land of wooden nutmegs, the result being that Mr. Powers was induced to accept a position at the head of the Grammar School in one of the towns of Connecticut. His success in this new field of labor only made his thirst for knowledge the more insatiable, and in the spring of '63 he entered the Bridgewater State Normal School.

From the first, Mr. Powers took a leading part in the debates and business of the Lyceum; in his ex-junior term he was Chairman of the Prudential Committee, and has from time to time served upon the most important special committees.

While in his election we have gained a presiding officer of unusual experience, with an unwavering love of right which insures justice to all, we have lost from the floor, one ever ready in debate and clear-sighted in business.

That he may be one of the most prosperous terms of the Lyceum, is our desire, and to that end we pledge him the fullest cooperation of his associate officers and members.

JOSHUA MARTIN DILL, VICE-PRESIDENT.

Was a Cape Cod boy, born in Wellfleet, in 1850. His father was a teacher; his mother received an education at the attending Female Seminary, which fitted her to give her four sons the training necessary to become citizens of the Old Bay State.

May they all do honor to such a mother. Martin, the third child, was kept in school until his eleventh year, when he was allowed to carry out his boyish plans so far as to spend the seven following years mostly on the water.

At the age of seventeen he was induced to teach one of the schools in his native town, which he did with pleasure and profit to himself and the school. It was at this time he acquired a love for teaching; what is to many a drudgery, was to him a pleasure, and as a result he entered the Normal School, the following spring, to prepare for his chosen vocation.

Mr. Dill's experience in the Lyceums and Lodges of Wellfleet, gave him a love for debate, and our Lyceum furnished an excellent opportunity for further practice, and thus far we have had no more able and constant disputant than he.

Our President and Vice-President being the only experienced speakers of the 71st class, took opposite sides upon all questions, and for three terms have met regularly upon this floor in friendly discussion, sometimes one, then the other, bearing the victor's palm.

Last term, Mr. Dill served as Chairman of the Prudential Committee, doing more in that capacity than is usual; he not only took care to select questions of interest with two sides, but he knew upon whom he could depend to occupy all the time, hence the desire each night for more time for debate.

THE SECRETARY.

Mr. Smith, the only D. D. in school, was born among the hills of Rutland, Wester­ter Co., Mass. We need not speak of the beneficial influence of the mountain breezes in developing the physical powers of our Secretary to those who have met him, or his moral and religious character to those who know him as a man and a Christian.

His previous training has been in schools of Rutland, Worcester and New Ipswich.

We are indebted to him for his willingness to aid the Lyceum by taking an active part in the business and discussions, by frequent contributions to the Offering, also for musical entertainments.

CHAIRMAN OF PRUDENTIAL COMMITTEE.

Josiah Gardner Bassett, Chairman of the Prudential Committee, is by birth a Scotobman, or in plainer terms was born in Scotland (Bridgewater), in 1851. Josiah L. Bassett, father of Gardner, owned a beautiful farm among the Highlands of Scotland, and the early life of his son was devoted to work, study, and play, in such proportions that at the age of twelve, when he removed to Bridgewater (village), Gardner was well developed, physically and mentally, fully prepared for the discipline he has since received.

During a portion of the time Mr. Basset was proprietor of the Hyland House, Gardner was away at school, at the English and Classical School, West Newton; the months immediately preceding his entrance to the Normal School, he was under
THE NORMAL OFFERING.

BRIDGEWATER, JANUARY, 1869.

The Normal Offering, having lived through seventy-four volumes of manuscript, makes its first appearance in print with the present number. While we consider no apology necessary, a brief explanation is certainly not out of place.

The present number is printed, in accordance with a vote passed New Year's Eve, after the reading of the Offering.

The articles are those which were written for the Offerings of the term, to be read before the Lyceum, and not for print. Hence, many things will seem meaningless to the general reader, which are of the deepest interest to the members of the Lyceum. There has been no time for new articles.

We certainly hope this number may contain something of interest to the members of the senior class, the Lyceum, the graduates, the citizens of Bridgewater, and teachers wherever educated.

We shall be content, and feel repaid for all the hard work of the past three weeks, if you are inclined to consider this, in any measure, a success. EDITORIAL.

SIXTY-NINTH CLASS.

J. MARTIN DILL.

Ladies.

Miss Clara A. Armes, teaching in Newtonville. Salary $500 a year.

Miss Ella M. Armes, teaching in Newtonville. Salary $500 a year.

Miss Mary C. Babcock, teaching in the Bigelow School, South Boston. Salary $700 a year.

Miss Georgianna Duckworth, has taught in Kingston.

Miss Clara Kenrick, teaching in Orleans.

Miss Susan W. Kirby, teaching in Fall River. Salary $400 a year.

Miss Sarah A. Lewis, teaching in Fall River. Salary $425 a year.

Miss Lucia Millett, has taught in North Bridgewater.

Miss Lucretia G. Osborne, teaching in East Bridgewater.

Miss Sarah E. Pratt, teaching in Kingston.

Miss Rosa C. Shaw, teaching in Fall River. Salary $425 a year.

Miss Melora A. Whitcomb, teaching in Assonet. Salary $10 a week.

Gentlemen.

Merrick J. Fay, taught in Westport. Salary $800 a year.

Melvin C. French, not teaching.

Philander A. Gay, teaching in Milton. Salary $1000.

Thomas H. Treadway, teaching in Bridgewater.


IN MEMORY

Of the young men of the Bridgewater Normal Association, who died for their country.


John E. Bryant, P. O. Clerk. Died at Newbern, N. C., Nov. 1, 1864. Age 32.


SIXTY-EIGHTH CLASS.

(Graduated July 14, 1868.)

Amble M. May.

Ella M. Armes, Barrington, N. H. is teaching in Newton with a salary of $500.

Hattie A. Corb, East Bridgewater, taught two terms in Charlestown, salary $650.

Laura A. Leonard, South Middleboro, is teaching the Center Intermediate School, East Bridgewater, with a salary of $8 per week.

Clara F. Leonard, Bridgewater, began teaching in Arlington, but on account of ill-health was obliged to resign; and has since been teaching in Randolph.

Flora McFarland, Fall River, whom none knew but to love, was not permitted to enter upon the work for which she had prepared herself, but on the morning of the 9th of June, 1869, passed away, calm, peaceful and happy to the last.

Mary E. Minter, Plymouth, after teaching in several places, is now assistant teacher in the Fair Haven High School with a salary of $50 per month.
Sarah R. Walker, Dighton, is teaching in Fall River as Principal of the "Lower Division" of the Factory School, with a salary of $500 a year.

Cora I. Young, Boston, taught two terms in W. Bridgewater.

Samuel J. Bullock, Salem, taught the Ashburnham High School, is now teaching in Milton, salary $1000.

James A. Francis, Westport, taught in Westport four months, is now teaching in West Bridgewater.

Noah Hathaway, Freetown, taught no term in Canton.

Moses W. D. Hurd, Boston, is now teaching the Spencer High School, salary $1000.

The Fire.

J. N. Pierce.

About one o'clock on the morning of the twenty-third of December, 1889, the quiet town of Bridgewater was aroused by an alarm of fire. I immediately arose and hastened to the scene of action.

The fine dwelling-house opposite the Agricultural grounds was in flames. The furniture was piled in confusion on the opposite side of the street, while the occupants had found shelter with a neighbor.

It was not before the roof had fallen in, and the walls had begun to totter, that the engine, of which Bridgewater may well be proud, approached, drawn by a single horse upon which was mounted a worthy gentleman of the town, accompanied by another individual of no less repute, and the whole escort by a body-guard, consisting of three small boys, who were yelling as if their fortunes depended on the strength of their voices.

The engine was left at a safe distance from the fire, while the firemen went to obtain a nearer view of the conflagration. Then appeared on the scene two gentlemen, one of them a prominent merchant of the town, rubbing their eyes as if sleep had struggled hard for the mastery and was not quite strong enough.

At last the fire had spent its strength and the sleepy crowd returned to their homes. The engine, after setting so good an example of patience, and doing such good service (waiting for the firemen), was escorted back to its house, there to remain until some similar occasion calls it forth to win fresh laurels. The house was totally destroyed and there was no insurance.

I do not doubt the members of the Lyceum will join with me in regretting the loss sustained by the owner, for he has taken a great interest in our meetings and is probably known to all the members.

While Bridgewater has suffered much by the fire, we should feel thankful that no injury was done to the fine block of houses in the vicinity, as they could never have been replaced, at least in this generation.

Behold, how great a flame a little fire doth kindle!

Bridgewater State Normal School.

This is one of the four State Normal Schools under the direction of the Massachusetts Board of Education. The design of the school is strictly professional; that is, to prepare, in the best possible manner, the pupils for the work of organizing, governing and instructing the public schools of the Commonwealth.

This school was opened in Bridgewater, in September, 1840. During the first thirteen years of its existence, it was under the charge of Nicholas Tillinghast, a man admirably adapted to the position.

He entered upon his work when Normal Schools were an experiment, but by his wise and skilful management, he overcame all obstacles and established the school upon a firm foundation. The next seven years it was under the care of Marshall Conant, who conducted it with marked ability and success. Since August, 1860, it has been under the charge of the principal, Albert G. Boyden.

The whole number of students since the organization of the school has been 1618; of these, 1018 have completed the course of study and received certificates or diplomas. After an existence of twenty-eight years, during which it has been constantly growing in public favor, it will be interesting to notice some of the results of the work of this school, as indicated by the positions occupied by its graduates.

1. Graduates of the school employed in State or city Normal Schools.


2. Graduates of the school employed in Grammar and High Schools.

In Boston — Robert C. Metcalf, master of the Adams School; Granville B. Putnam, master of the Franklin School; Nathan E. Willis, Sub-Master in English High School; Sarah J. Baker, principal of the Dudley School, the only lady prin-
THE NORMAL OFFERING.

MARY H. LEONARD.

An English writer, in a recent work on language says, "Look at the process of deterioration which our Queen's English has undergone at the hands of the Americans. Look at those phrases which so amuse us in their speech and books; at their reckless exaggeration and contempt for correctness."

We do not hesitate to say that these sweeping assertions are not true. The language we use is not so utterly corrupted, and many of the expressions called Americanisms were taught us first by our brethren across the water.

Much care and thought are given, in this country, to keep our language pure. Our dictionaries have not been excelled in the works of English compilers, and England's Queen has recognized their value to her subjects.

Some national peculiarities of speech are natural, and perfectly proper. As no two persons use exactly the same vocabulary in their ordinary conversation, so in no two communities do we hear precisely the same forms of expression.

The New York merchants sell figured and plain muslin, while we inquire at our stores for calico and white cotton cloth. In Boston, the elder ladies wear bonnets, and the younger ones hats; while in New York, bonnets are unknown, and the various styles of head-dress for ladies are all unknown.

THE WORDS WE USE.

Charles R. Coffin and James N. Parker, in Randolph; Henry J. Clarke, in Sturbridge.

3. Graduates employed in Private Schools and Colleges:


This enumeration includes only those graduates who occupy the more prominent positions in the larger towns, and not all of those. It does not include the larger number of graduates who are teaching in the smaller towns, and in ungraded schools. The lady graduates are too numerous to particularize. They are employed in the different grades of the public schools in all the cities of the State, and in nearly all the towns in the south-eastern part of the State.

Many of these graduates have made teaching a profession; some of them have taught more than twenty years. Their influence is not confined to their own schools, but indirectly their methods of teaching affect many other teachers, and the reflex influence is manifested here in this school.

Applicants for admission now come better prepared than in former years.

Nine-tenths of all the graduates of the last eight years have engaged in teaching, and ninety-eight per cent. of this number have taught in the public schools, the remainder in private schools. More than five-eighths of all the graduates of this period are now teaching. The success of the graduates in teaching is shown in the fact that they hold many of the best positions in the public schools, and further in the fact that the calls for teachers received at this school each year is many times the number of graduates for the year. The applications come from all parts of the State, and from other States, and for teachers for all the grades of schools, both public and private.

The Normal School has its distinctive work which does not interfere with any other class of schools, but on the contrary, just so far as it prepares good teachers and disseminates improved methods of teaching, it is an indispensable aid to all other schools and a blessing to the community. The people of the Old Colony may justly feel a deep interest in the prosperity of an institution having such a record as that here given. It deserves their generous and hearty support, not only for what it has done but that it may be the means of accomplishing still greater good.
denominated hats. An Englishman sends a letter by post; we, by mail. How do you do? is English. How goes it with you? German. How do you carry yourself? French. Dickens records an amusing instance of his inability to understand the American "right away," in the sense of directly; and again he says, "Where an Englishman would cry 'all right,' an American says 'go ahead,' which is somewhat expressive of the national character of the two countries."

Nevertheless, looseness is apt to characterize the hurrying way in which we do things, and this looseness shows itself in a loose way of speaking. There is a street language used among us of which we may well feel ashamed, and the more so, when we remember that its vulgarity sometimes finds its way to the parlor and the school. There is a reason why this use of slang is so rapidly increasing. Immigration brings to our shores many different elements to be assimilated, and each class lends its own expressions to the already superabundant stock.

As a people, we are fond of invention; so a true Yankee, when he needs a word, feels at perfect liberty to coin one. Sometimes a coined word is very apt, and when it meets a want that is felt and recognized, it will be adopted; but most of us, common people, if we need a new word, will find by study of our mother-tongue one that will fit; so that a coined expression usually adds to our language without enriching it.

An over-attention to grammatical rules is likely to cause stiff and pedantic language, but we are not, as a people,inclined to fall into this error. At a fair lately held in this town, I could not help noticing in the speech of the people around me, such expressions as "Ain't you going into the hall?" "I done it," and the pronunciation led me to believe more or less than before that a Yankee may be known by his pronunciation of the word "con." There were not exceptional errors, but nearly universal.

Owing to a limited knowledge of words, we make one perform the offices of several. "Expect" does duty also for "suspect," and "suppose." "Persuasion" has been perverted to mean a sect or belief; more than that, we speak of the Hebrew Persuasion, and it has been suggested that

we shall soon hear of the Negro Persuasion.

Is our language so barren of appropriate words to express quality, that we must use one adjective always to express everything that is good, and another to express everything bad? Yet this is nearly what we find. "Horrid," "awful," and "dreadful," have been so often misapplied that they seem to have but little force when rightly used. I like it "ever so much," we hear how many times in a day! A lady at a prominent watering-place, a few weeks ago, exclaimed, "Are not these waves gorgeous?" "Superb," was her companion's reply.

Another feature of our speech is the profusion in which we use Interjections and other expletives. "Yes sir!" fills up the gaps of conversation, or its place is supplied by an interrogation, "Yes?" With a few whom I have met, it seems as if half of what they say is in the form of an interjection. "Goodness! 'Tis as big as oh! my!" is their style of speaking. In many of our recitations we make long-drawn auds and thes the duty of taking up time. In general, if you have nothing to say, don't begin to say something. "And when you stick on conversation's burs, Don't strew the pathway with those dreadful words."

Among the unnecessary words which we use so freely is the word got. "Get," to fetch, to bring, is a good word enough, but when it is made a peg on which to hang all manner of infinitives, it is a useless encumbrance.

"I am going to study by and by;" could not this be better constructed without the "going?" "I am going to go," is used frequently by a little girl of my acquaintance. "Why isn't it just as proper as 'I am going to sew?" is her never failing argument. "Raising" for reared, "posted" for informed, "lengthy" for long, these are characterized as Americanisms, but whether we are responsible for them or not, we cannot deny that they sometimes find their way among us.

We are likely to use one form of expression so frequently that it becomes a distinguishing mark of the individual. I know a young lady who always doubles her very. "It is very, very pretty." Perhaps we cannot find a better rule to guide us in the general use of words than is given in the following quotation from an English work on language:

"Avoid all oddity of expression. Where a short word will do, you always lose by using a long one. Call a spade, a spade, not a 'well-known oblong instrument of manual industry.' Write much as you would speak. Speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say; and, within the rules of prudence, say what you are."

PLACES OF INTEREST ABOUT BRIDGEWATER.

NELLE GIFFORD.

It is not well for man to bend his energies closely to one pursuit to the exclusion of all others, for by so doing he will grow only in one direction, and all his thoughts will flow in the same channel. He needs to go out from his daily routine to receive recreation and pleasure; to see what the world around him is doing, and gain practical knowledge.

This is particularly needful for those who are engaged in literary pursuits.

The village in which our institution is located is surrounded by many places which afford its students recreation and pleasure.

A half-hour's walk will take us to the Observatory, which rears its lofty head to airy heights, commanding a view of the extended beauty stretched out before us.

Winding through the green valley, hidden at times by the trees and then revealing itself in a bright line, flowing gently above its pebbly bed and again spreading out in a broad, silvery sheet, sparkling in the sunlight, we discern the largest stream of water of which the town can boast. A few miles beyond, we see the Scottish Highlands and can almost distinguish the cattle grazing upon the thousand hills, and the fields of waving wheat.

Madagascar appears still farther off, surrounded as usual, but by trees, in lieu of water, and, we are told, that cluster of white roofs is Jerusalem. Can it be possible that we are permitted to view that ancient and renowned city? The village near it is Jericho. We can almost see the poor man lying by the roadside and the proud priests and Levites casting their
cold, scornful glances upon him, and then passing by on the other side, while the Good Samaritan tenderly cares for him.

Joppa is another distinguished city which presents itself to our eyes, and as we look at it, a vision of a huge vessel, filled with four-footed beasts and creeping things, and fowls of the air, such as appeared to Peter, arises in our minds. Halifax is also seen in the distance, reminding us of the many things we have read about this important seaport. There are many other places, less noted in history, that can be seen from this elevated position, among which are Easton, Randolph, Middleborough, Abington, and North, East, and West Bridgewater.

The Iron Works and Paper Mills are visited frequently, giving us, not only a pleasant walk, but valuable practical knowledge.

Madam Salome's celebrated Picture Gallery is well known to all lovers of art, as exhibiting the most wonderful and original works of the imagination that native talent ever produced; among them are an impressive Death Bed Scene, A Skating Party, displaying the artist's knowledge of perspective, and the "Feast of Belshazzar," also a portrait of our late President Lincoln, painted from imagination.

Pine Orchard has furnished enjoyment for many a company of happy students, and the little lake upon which it borders, known as Carver's Pond, has been the silent witness of numerous invigorating rowing excursions.

A quiet, pleasant path winds through the woods not far from this interesting spot, which is so noted for the loveliness which pervades its shady nooks that it has received the appropriate title, "Lovers' Lane."

Here the admirer of nature is prone to wander, when the brain is weary with the whirl of study, to cool his heated brow by the soft, gentle breeze, and commune with Nature's God.

Our thanks are due Messrs. Keay and Freeman, for substantial aid, at a time when most needed, also to Mr. Pierce, whose business tact and readiness to help have rendered him an efficient assistant in conducting the business department of the paper.

CHURCH ETIQUETTE FOR LADIES.

EDITORS.

Among the many rules of church etiquette, to be observed, those relating to the time of going are most important. Especially avoid being early; for it would be exceedingly ungenteel to enter before the congregation were all seated, and the services begun, as in that case, your entrance would disturb no one, and the necessary attention would not be attracted to your dress and appearance. So, as the first rule, always be late. During the first prayer is a pleasant time to enter.

Then do not come in quietly and take a seat near the door, for then your entrance would be a perfect failure; but walk slowly up the aisle, making as much ado as possible, that people may see, that you feel your position in society, fully. Squeaking boots, and a rustling silk dress, add much to the effect you may produce.

In taking your seat, the principal object will be, of course, to make as much disturbance as possible, and thus attract attention.

During the singing, if it is the custom to rise and face the choir, you will remain seated; and thus manifest your indifference to the habits of others.

During the sermon, examine, carefully, the dress of all before you, keep up a social whispering with your neighbors; occasionally turn the leaves of the singing book, and, if the weather will permit, swing your fan, taking care to have it hit the book. This will, without doubt, be very interesting and agreeable, to any who may wish to listen to the sermon, and will produce a charming effect.

During the benediction, arrange for your exit, which must be made with great show. As you walk out, it might be well to engage in some lively conversation, with a friend as nearly like you as possible. Walk slowly down the stairs, with your long dress trailing behind you. Those who are so unfortunate as to follow you will, inevitably, step on the trailing dress, at which you will frown, and endeavor in various ways to impress the persons with a sense of their awkwardness, and of your superiority.

Of course these suggestions are given on the supposition that you will attend church only in the forenoon, for, though they might apply at other services, it is generally conceded that it is much more refined and aristocratic to attend only in the morning.

These are only a few suggestions, but your good sense may enable you to enlarge upon them, and apply them with good effect.

THE MASSACHUSETTS TEACHER

Is the organ of the teachers of Massachusetts, not of a few, but of all; and for its success or failure each teacher is in a certain sense responsible.

Will each reader of the Offering ask himself two questions? First, "what have I ever done to make the Teacher more interesting?" If you answer "nothing," endeavor this year to send to Friend Kneeland an article of interest to the teachers of Massachusetts; if it is what he desires, he will publish it, if not, he will lay it aside, so banish all fears that any unworthy article will get into print.

Second, "Am I a subscriber to the Teacher?" If not, send your name, P. O. address, and one dollar and a half at once to

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The author has succeeded in arranging the most important facts and principles of Modern Chemistry, in a plain but precise and scientific form. The new nomenclature is used in this work, as we think it should be in all. We know of no other really elementary work which uses it. The exercises are valuable.


No Committee should introduce a Slate into the Primary Schools without first examining this Slate, which is peculiarly adapted to interest and instruct children.
I am a member of the National Committee for Research in Education. In my capacity as a member of the Committee, I have been asked to write a report on the progress of the research work being conducted in our institution. This report will be submitted to the Board of Directors for their consideration.

The purpose of the research work is to investigate the effectiveness of different teaching methods in improving student performance. To achieve this, we have conducted a series of experiments and surveys, and the results have been analyzed by a team of experts.

The findings of the research work indicate that certain teaching methods are more effective than others in improving student performance. The data collected during the surveys have been used to identify the factors that contribute to student success, and these factors have been incorporated into the teaching methods.

In conclusion, the research work has been successful in identifying effective teaching methods, and these methods will be implemented in our institution. The Board of Directors will be informed of the progress of the research work in the next meeting.

Thank you for your attention.

[Signature]

Chairman, National Committee for Research in Education
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