1899

The Normal Offering 1899

Bridgewater State Normal School

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Offering

Published by the students of the Bridgewater State Normal School.

1899

Bridgewater:
Arthur H. Willis, Printer.
“Full of wise saws and modern instances.”

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We have not striv'n for mighty words
Nor lofty sentiments and great,
But with devoted loyalty,
Our efforts true we dedicate.

To him whose pure and noble mind
With gentle firmness guides our way;
Whose words, with wisdom richly stored,
Oft check us when we restless stray;

Whose genial and approving smile
Would cheer us with a sweet, glad thrill;
Whose word of hearty, whole-souled praise
Would richly with contentment fill.
A YEAR BOOK, published by the students of this School, is something of a new departure. As time has passed and some conditions of school life here have changed, it seemed wise in many ways to change the plan of the school publication. On account of the condition in which the old monthly found itself, it was determined not to publish it in the old form this year, but to concentrate our efforts in one number, to be published at the end of the year. The Offering staff appointed by the President of the Normal Club have had the book in charge, and with much trepidation herewith submit the results of their labor, and hope that in a small way they may have fulfilled expectations, and have opened the way for a much larger and better effort.

The plan of the book has been to simply supply a good souvenir for students and friends of the School.

The staff wish to thank all contributors for their efforts in behalf of the paper, both in the line of articles and drawing.

It is hoped that in undertaking the preparation of this number, the wishes of the School have been met, and at the beginning of what we hope will be an annual feature, we ask for sufficient encouragement to render the continuation of the plan feasible.
“Fine words—I wonder where you stole 'em.”

OFFERING STAFF.

Ernest W. Bentley, Editor

Emma L. Benson, Edna M. Roberts, Grace S. Welles.
Helen P. Wyatt, Frank W. Litchfield.

Archer M. Nickerson, Business Manager
William R. Kramer, Assistant Business Manager
NORMAL PROGRAMME.

6.30. "Silence that dreadful bell."
7.00. "And then to breakfast with What appetite you have."
9.15. "Creeping like snails Unwillingly to school."
12.20. "That all-softening, overpowering knell, The tocsin of the soul,—the dinner bell."
1.30. "To that dry drudgery at the desk's dead wood."
4.00. "Calm, quiet, innocent recreation."
5.45. "And men sit down to that nourishment which is called supper."
7.00. "Labor and intent study."
9.30—9.45. "Hear ye not the hum of mighty workings?"
10.00. "Lights are fled."
INSTRUCTORS.

ALBERT GARDNER BOYDEN, A. M., Principal.
ARTHUR CLARKE BOYDEN, A. M., Vice-Principal.
FRANZ HEINRICH KIRMAYER, Ph. D.
WILLIAM DUNHAM JACKSON.
CHARLES PETER SINNOTT, B. S.
HARLAN PAGE SHAW.
FRANK ELLIS GURNEY.
ISABELLE SARA HORNE.
CLARA COFFIN PRINCE.
FANNY AMANDA COMSTOCK.
ELIZABETH HELEN PERRY.
EMILY CURTIS FISHER.
BESSIE LOUISE BARNES.
LILLIE EVELINE MERRITT.
ALBERT G. BOYDEN, principal, was educated in the home, on his
grandfather's farm, in his father's blacksmith shop, in the district
school, the State Normal School, and by private tuition. At the age
of fourteen years he decided to be a teacher, strongly desiring to go
to college but could not get the funds. He gave his evenings to study, deter-
mind to do what he could for himself. At twenty-one years of age he had good
health, good habits, his trade, and had taught a district school three winters.

He entered the State Normal School at Bridgewater, taking the regular
course and an advanced course. After his graduation he taught a Grammar
school in Hingham during the next winter; received the appointment of assist-
ant teacher in the Bridgewater State Normal School, held the position three
years under the distinguished founder of the school, Nicholas Tillinghast; was
principal of the English High school for boys in Salem three years; sub-master
of the Chapman Grammar school, Boston, one year; first assistant again in the
Bridgewater Normal School three and one-half years under the able tuition of
the second principal, Marshall Conant; was appointed principal of the school in
August, 1860, and the same year received the degree of A. M. from Amherst
College.

He was a diligent student in school and under private tuition, and during
the time he was assistant in the Normal school he was called upon to teach
nearly all the studies of the course, and to make a careful study of the principles
and methods of teaching. He started in life with the determination to do every-
thing entrusted to him to the best of his ability, and has never sought a position
as teacher.

He has been president of the Plymouth County Teachers' Association, of
the Massachusetts Teachers' Association, of the Massachusetts Schoolmas-
ters' Club, of the New England Normal Council; vice-president of the Ameri-
can Institute of Instruction; secretary of the National Council of Education;
president of the Old Colony Congregational Club; editor of Massachusetts
Teacher, and author of numerous educational addresses.

He has been invited to take charge of Normal schools in other states, with
larger compensation, but has preferred to remain in Bridgewater, that he might
carry out his plans for the development of this school.
ARTHUR C. BOYDEN prepared for college at Bridgewater Academy. Graduated from Normal school in 1871. Taught one year in Medway High school. Graduated from Amherst College in 1876, Commencement part as representative of scientific studies of the course. Member of Alpha Delta Phi literary society, and elected to the Phi Beta Kappa. Received degree of A. M. in 1879.

Taught Mathematics for three years in Chauncy Hall school, Boston; appointed instructor in Bridgewater Normal School, May, 1879, in the departments of Science and Mathematics.

Special studies since graduation from college with Prof. W. B. Dwight in Zoology, Dr. J. W. King in Microscopy, and Natural History Society Courses in Geology.

In 1891 went with Hon. J. W. Dickinson on educational commission to Jamaica to give course of lectures to the teachers of the island, under the auspices of the English colonial government.

For many years instructor in the summer schools, particularly Chautauqua and Cottage City. Many articles and publications on the subject of Nature Study in the schools.

DR. FRANZ H. KIRMAYER'S educational advantages have been as rich and varied as his other personal experiences. He was born in Bavaria, attended the public schools, the Latin school, and the Gymnasium. He attended the Universities of Munich and Giessen. He has travelled extensively through Europe and the United States. He has taught the Classics and Modern Languages in the Bridgewater Normal School since 1870. In June 1895 the degree of Ph. D. was conferred upon him.

Dr. Kirmayer has given the most of his life-time to the study of languages. He has written and published several text-books: "Eine einfriube Methode"; "A Short Treatise of Latin Syntax"; "Latin Drill Cards"; "Drill Cards of Latin Pronouns"; "Method of Teaching German and French"; "An Elementary Latin Book."

WILLIAM D. JACKSON graduated from the Bridgewater High school; studied at the Bridgewater Academy and under private teachers. Graduated from the two-years' course at the Normal school; taught a Grammar school; returned to Normal School for another two years, taking special work in addition to the regular course.

Taught at the Royal Normal College for the Blind, London, England; had opportunities for study and travel while there. Became a teacher at the Nor-
mal school. Has taken Summer School courses, also courses at the Boston Teachers’ School of Science, and under private instruction. Took a special course at the Mass. Institute of Technology. He has also taken part in Teachers’ Institutes and in other educational work.

CHARLES P. SINNOTT graduated from the four years' course at Bridgewater in 1881. Taught the village school at Dennis, Mass. the next year. In 1882 became principal of the Normal Department of Atlanta University, which position he held for five years. Entered Harvard in 1887 and graduated 1889 with degree of B. S. Elected teacher of Mathematics and Science in the Milwaukee State Normal School in fall of 1889. Remained as teacher in that institution until Jan. 1897, when he came to Bridgewater. Has worked extensively in the Institute field and has had considerable experience in Summer School work. Has written numerous educational articles on Elementary Science and is joint author with Dr. Avery of “First Lessons in Physical Science.”

HARLAN P. SHAW was born of teachers, both parents being teachers before their marriage. His mother was one of the early graduates of Mt. Holyoke, which was then a seminary.

A part of each year from his fifth to his fifteenth year he was in attendance at a graded public school in Berwick, Nova Scotia. After one term in Horton Academy he had a short experience in teaching in a primary school. He was away from all school work for the next four years.

He entered the Bridgewater Normal School in September, 1886, and the following year he was appointed instructor in the Industrial Laboratory. After graduating from the four years' course, he became a post-graduate student and assistant to Mr. A. C. Boyden for one year. The past eight years he has been instructor in Chemistry, Elementary Geology, and Manual Training. During this time he has taken a number of special courses at the Mass. Institute of Technology and Harvard University.

FRANK E. GURNEY graduated from the Brockton High school, then entered Amherst College where he was unable to remain on account of ill health. He graduated from the four years' course at the Bridgewater Normal School, taking special work in the languages in addition to the regular course. He taught at the Cathedral School of St. Paul, Garden City, Long Island, a college
preparatory school with a complete military system. In 1891 he became a teacher at the Bridgewater Normal School. He has taken Summer School courses, also special work under private instruction. He has published in connection with Dr. Kirmayer the “Elementary Latin Book.”

MISS ISABELLE S. HORNE began teaching at Dover, N. H., her native city, soon after graduating from the High school. After three years there she went to Somerville, Mass., as master’s assistant in the Prescott Grammar school. After several years there she left teaching to take the course in the Boston University School of Oratory; upon graduating from the course she came to Bridgewater to have charge of the Vocal Culture and Reading.

MISS CLARA C. PRINCE was educated in the public schools of Bridgewater and Quincy and graduated from the four years' course of the Bridgewater Normal School, taking charge of the work in Geography, as pupil-teacher, for one or more terms during the last part of her course.

After graduating, she went immediately to the Andrew School, Boston, as teacher of the Fifth grade, and later became master’s assistant in the Bigelow School, Newton, returning in a few years to the Normal school as teacher of Music and Mathematics.

Her training as a member of some of the best musical societies of Boston has been of great value to her in her work as musical director of the school. Her preparation has been continued by courses in methods of teaching at the Holt Institute of Vocal Harmony, the American Institute of Normal Methods, and with Mr. Leonard B. Marshall of Boston, as well as by the study of Voice Culture with Mr. George L. Osgood and of Harmony with Mr. Homer A. Norris.

MISS FANNY A. COMSTOCK graduated from the Bridgewater Normal School. After graduating she taught first in the Marlborough High school, then had charge of some of the courses in the Eastern State Normal School of Castine, Me. In February, 1888, she returned to Bridgewater as instructor. Her home is at Watertown, Mass.

MISS ELIZABETH H. PERRY graduated from the Westfield Normal School, then taught in the public schools of Springfield, Mass. Later she
studied at the Normal Art School, Boston. She has since supervised drawing in the public schools of Chelsea and has taught in the Normal Art School of Boston. For the past several years she has directed the drawing in the Bridgewater Normal School.

MISS EMILY C. FISHER was born in Norwood, Mass. After graduating from the Bridgewater State Normal School she taught in the Weymouth High school, then returned to the Normal school as an instructor in English and Geometry. She has since spent a year of travel upon the continent of Europe, taking courses of study in Paris and Berlin. She has also taken courses in English at Radcliffe College and the Institute of Technology.

MISS BESSIE L. BARNES was born in Boston. She attended private schools, the Lewis School, and the Girls' High School. She graduated from the Boston Normal School, and also from the Boston Normal School of Gymnastics. She has taught in the Lowell School, Boston, and for the past six years has been instructor in Gymnastics at the Bridgewater Normal School.

MISS LILLIE E. MERRITT graduated from the Brattleboro, Vt., High school, then attended a private school in the same town. She taught a year and a half in ungraded schools, then entered the Bridgewater Normal School in September, 1890. In September, 1893, she became Miss Perry's assistant. After graduating she was appointed Assistant Art Instructor.

MODEL SCHOOL INSTRUCTORS.

Lillian A. Hicks, Principal.


Kindergarten.

Anne M. Wells. Frances P. Keyes.
FRANZ H. KIRMAYER was born March 25, 1840, at Unterhoerlitch, a small village of lower Bavaria. Attended the common schools till his eleventh year, entered then the Latin school of the neighboring town of Abenaberg (Abruina castra) and after graduating from its two years' course he was admitted to the Gymnasium of Wetten on the Danube. After graduating from that Gymnasium he went to the University of Munich for three years and then to the University of Giessen for one year, in both of which Universities he devoted himself to scientific and literary subjects, taking chemistry as his specialty, and language as a pastime.

After graduation from the University, he travelled extensively both on the continent of Europe and in England, and came finally to the United States, where he arrived in the summer of 1863. Here he pursued the occupation of decorative painter and paper hanger, a trade which he had learned during his stay as student at the Gymnasium of Wetten. As the war became more fierce from day to day, and all his friends enlisted, he left his lucrative work and joined Co. G, 54th Ohio Vols., Zouaves, in March, 1864. He was with General Sherman during the Georgia Campaign, and was in many a hard-fought contest at Resaca, Dalton, Dallas, Kennesaw, and other places, until on July 3, 1864, at Nickajack Creek near the Chattahoochee, not far from Atlanta, he was blown up by a rebel shell. The loss of his left leg, a severe wound in his right leg, injury to back, eyes, and head from the explosion left him helpless on the field. His injuries were so severe that he was considered beyond hope, and either through rash belief of rumors, or jealousy, he was reported dead.

He had been appointed Sergeant from the ranks, for gallantry at Kennesaw Mt. When after many months in various hospitals he was discharged in March, 1865, he betook himself to Ohio, where he worked as clerk and accountant during the day, and in the evening as teacher of a private evening school.

In 1867 he went back to Germany to prepare himself for the profession of teaching. In 1868 he was appointed Vice-Consul of the United States at Munich. This position required only two hours' work each day and so gave him ample time for study, besides helping him to defray his expenses. At that time the Hon. J. W. Dickinson, our late Secretary of the Board of Education, came to his office and asked for a letter of introduction to the Minister of Foreign Affairs, to get permission to visit all the schools of Munich from the lowest to

(14)
the University. Mr. Kirmayer procured this permission and accompanied Mr. Dickinson on his visits. Through Mr. Dickinson he was engaged to teach here in the Massachusetts Normal Schools, where the four years' course was to be started in 1870. Accordingly he sold out all his household goods in the summer of 1870 so as to be here in September. But when he wished to leave Munich, war suddenly broke out between France and Germany, and he had to stay in Bavaria, as no passengers or goods were carried by the railroads. He went with his wife and two children home to his father, where he stayed until the end of September, when he received a despatch from his agent that he could pass through Holland. Mr. Kirmayer arrived in New York about the 15th day of October, and knowing that the schools here had begun long ago, he wrote to Mr. Dickinson, then principal of the Westfield Normal, that he was in New York and intended to go to Cincinnati. A prompt despatch, that he was expected with every steamer, brought him here, where he began to teach and where he has been teaching since.

In 1894 Mr. Kirmayer applied to the University of Munich for permission to be examined for the degree of Doctor of Philosophy, but as he could not present himself in June or October, when such examinations are held, he was referred to the University of Washington. From there he was referred to Boston College, whose faculty examined him and upon satisfactory examination conferred upon him the degree of Doctor of Philosophy, June 27, 1895.
THE CLASSES.

Let's all come now with grace,
To view our "Normal Race,"
We've some of us just begun,
While others are nearly done.
And some are just between,—
As those who may be seen
With lingering "freshness" in their eyes,
Who soon will change to Seniors wise.

And now our tales we'll tell,
And may they please you well.
They are records of past events,
So of course may well lack sense.
But 'tis way behind the times
To speak or write in rhymes,
So up to date we'll be,
And prose our history.
SECTION F. '99.

"The choice and master spirits of this age."

Ernest W. Bentley, . . . . . . . . . . . . . . . . . President
Bessie F. Nash, . . . . . . . . . . . . . . . . . . Vice-President
Florence W. Keith, . . . . . . . . . . . . . . . . . . Secretary
Ernest Libby, . . . . . . . . . . . . . . . . . . . . . Treasurer
Bessie F. Nash, . . . . . . . . . . . . . . . . . . . . . . Historian

MEMBERS.

Bessie F. Nash, So. Weymouth. Archer M. Nickerson, Manchester.
HISTORY, according to Webster’s International, is the record of the development of a people, race, institution, or individual. We, therefore, shall seek to lay out a retrospective panorama which shall present an unbiased account of the stages of development of Section F and the achievements and manoeuvres incident thereto.

This remarkable class began its career in September, eighteen hundred and ninety-five, having more or less successfully passed the ordeal of the entrance examinations which left many of us faint-hearted and lacking courage for the coming struggle for existence. According to Bridgewater customs, we were on the first day enlightened concerning the laws and principles of the institution of which we were a part, and were requested to sign the solemn compact with the Commonwealth which binds all the innocent, unsuspecting creatures who enter here to endeavor, so far as in them lies, to train up the young of Massachusetts in the way they should go. During this first stage of growth, when we were in our infancy, we were tenderly cared for by the faculty and “broken in” to Normal ways. We acquired self-possession, in fact we excel in this characteristic even to this day to such a degree that some misunderstanding ones have dared to call it by another and a harder name. We also cultivated that quality of manner so essential to the teacher, which has ever since been a distinguishing property of the section,—Enthusiasm, wild enthusiasm. We may add that this property is more obvious just before vacation than at any other time, but that fact has no especial significance. These are but two of the many attributes which make Section F unique in its way (not a bad way, either).

In our next stage we organized and differentiated; organized formally with a magnificent constitution—much too good for everyday use—which no one but the committee who drew it up ever read. Business meetings were held which
were models of parliamentary law and "points of order." Social meetings were held under the management of the Section Committee which were models of innocent amusement and instructive recreation.

At this period it was found necessary to cultivate the vocal apparatus of the members of the class, and our nightly efforts to render the jaw flexible, and free the tongue may account for the present remarkable volubility of some. The young ladies were also introduced to the Gymnasium that their development might be symmetrical, but the events which occurred there are a sealed book which we (editorially), for good and sufficient reasons, have no desire to open.

The connecting link between this stage of childhood and the next of adolescence was the circular letter written during the summer. One young man was so impressed with the adjective "circular" that he "strove to conform with the aid of a plate." This same conscientious individual wishing to preserve the fragmentary epistles that reached him, mounted them in a note-book (for directions in mounting such articles we refer you to the assistant teacher of Drawing.) This increased the postage so much that the free circulation of the letter was somewhat hindered. Indeed it seemed highly probable that some had to wait until they could earn the required amount. The next year our benefactor of the note-book was solemnly warned and threatened with dire disaster if he attempted any such thing again. But that is another story.

The third stage of our development passed without many exciting events. The beginning of each new term was marked by the mild excitement of commencing new subjects, and rapid quenching of one's curiosity as to their nature and bearing, e.g. Solid Geometry. All through our course we had seen the Senior classes wearing class-pins fearfully and wonderfully designed, and we decided that it was time for us to hang out some sign of our high standing. Many class meetings were held, designs were examined, criticized, and pronounced unworthy, but finally one was found whose price and pattern suited our purse and our pride. We wish to say for the benefit of inquiring undergraduates that the color of the pin does not signify verdancy, but everlasting vigor.

Through the kindness of a resident member who perceived that we were in need of recreation and refreshment, the class spent one of the most enjoyable evenings in its existence outside of Normal. Perhaps this fact increased the general hilarity of the occasion, for we developed an amount of wit and a sense of humor quite unsuspected before.

The year drew to its close and we left with regret the Chemical Laboratory where we had soiled our lily fingers with nitric acid, broken much glass, ruined many clothes, and filled up the reagent bottles for the succeeding class. We left with regret the Gymnasium, where we had learned to co-ordinate our movements that we might be able in the dim, distant future to thrash one boy with one hand and shake another by the collar at the same time. We left Livy still discoursing in complex, compound sentences between such innocent looking
covers. We left Hermann “unter ein Baum-tree” and went home to write another circular letter and show our friends the new lines in our faces.

We started on our fourth year, our stage of maturity, with sad hearts, for we had been twenty-three and now we were but eight. All the rest, either from love of filthy lucre, love of teaching, or lack of love for us and Bridgewater, had left us; left us fewer, older, wiser; a notorious instance of the survival of the fittest. Only eight, the Homely Eight, we are called by unsympathetic and unappreciative Juniors, who ought however to be thankful we are only eight instead of twenty-three. And now we eight, all that are left of the “noble six hundred,” are about to leave our Alma Mater. Next Year,—we say, and pause. The words have a new meaning for us, we cannot use them with that delightful certainty of former years and we repeat—“next year”—with a feeling of awe and reverence (open throat, aspirated quality), and in our hearts thank with deepest gratitude those faithful instructors who have tried to develop in us the whole-souled teacher, and prepare us for “next year.”
SECTION A. 1900.

"Turn over a new leaf."

Arthur Linwood Gould, President
Gertrude Wood Dexter, Vice-President
Sarah Elizabeth McMenamen, Secretary and Treasurer
Gertrude Wood Dexter, Historian
HISTORY.

The four-years' class of 1900, Section A by name, entered this illustrious institution with a membership of eighteen, and the highest hopes in the world. It may be said that even before we entered we had a reputation to sustain, for the last Section A, to whose name and fame we fell heir, was of a most superior character. Thus at the very outset great expectations of us were entertained. It is said that this very expectation of good is an active spur to honest effort. Whether or not this is true in our case we would best leave outsiders to judge and time to prove.

Through our first year we existed. This really is all that can usually be said of anyone's first year in a new place. We were all strangers to each other; it took some time to learn even the names. No special feeling of class unity was developed that year. In school it is probable that we worked harder than at any time since. The new and undiscovered is always an incentive to effort rather than the tried and known. There is not the deadly sameness to it which saps one's energies.

In the field of Music our natural brilliancy was somewhat obscured by the presence of a second and larger class, but this was not the case in Chemistry where we distinguished ourselves, especially in the line of explosions and the like, though with a lack of fatality truly remarkable. In Mathematics we rather excelled, being considered in many respects the star class of the year, for at the end we rested on our laurels instead of being obliged to go through the ordeal of a final test.

This one first year was the ever-to-be-remembered one of the reign of the scarlet fever. We furnished from our class three candidates for the hospital, rather more, we thought, than our rightful quota.

At the end of this year we found ourselves well acquainted, both with each other and the ways of the school, and looked forward with considerable pleasure to a reunion in September.

Our next year was one of very pleasant work involving little worry and anxiety. In fact its delightful character much exceeded our expectations, for we had not realized what a sense of independence the knowledge of a previous year at the same sort of work would give us, or how much we could enjoy small contretemps. We all remember that in our pursuit of a knowledge of draughts in (22)
chimneys, mines, etc., (a draught is rather a difficult thing to catch by the way), one of our number, while giving a teaching exercise on the subject, illustrated by a cigar box and two lamp chimneys, inquired what was in said box, being at the same time careful to specify that it was empty. Some brilliant young person replied “air.” Possibly this answer was based on some previously obtained knowledge of the subject.

Some of us took great flights in the line of Literature and even reached the realms of poetry. Though in that last high flight, I think we must have melted our wings of wax by flying too near the sun, as did Daedalus of ancient times, for then most of us suffered a grievous fall, and since, none of us have dared to soar so high.

But these lofty things were prevented from taking us off the earth entirely by the admixture of a great quantity of varied practical knowledge; as for instance, when cash is debtor; what is the disease termed appendicitis; and what is the difference between a toadstool and a mushroom. On the whole we managed to imbibe a fair amount of knowledge, and to gain much varied experience. Thus endeth the second year.

The third year of our sojourn began in rather a melancholy way with the secession of several members of our class to the three years' course, so that now nine are “all that are left of our noble band.” This seemed very strange at first, but when we realized that the old order was actually changed, we became more reconciled till, at this time, we scarce remember that there ever were more of us than at present. This year we organized as a class and chose class officers. With not more than the usual amount of discussion we chose a class pin, and are at present awaiting its arrival with considerable impatience.

We trust that our present year's course in Mathematics compares favorably with that of our first year. During this course we were frequently impressed with the fact that everything was “perfectly simple,” especially the Binomial Theorem. The representation of the classic flower-pot and the artistic beer-bottle has occupied a good deal of our time, and we hope that our efforts in this direction have not been entirely fruitless. Very lately we are beginning to feel that our childhood is returning, for we spend long hours making round O's and crooked S's on the blackboard.

As the time goes on, however, I think we realize more and more the high profession for which we are preparing, and the possibilities of doing a great good or a still greater harm. Upon our failure or success rests not only our own hopes and ambitions, but also in some degree those of the institution which prepares us for our work. Those of the four years' class ought to be a special credit to the school because of their far greater opportunities for improvement. Let us hope that Section A of 1900 may, in the future, reflect still greater lustre upon her already renowned Alma Mater.
SECTION C. 1901.

William R. Kramer, President
Anastacia G. Leahy, Vice-President
Maude M. Freelove, Secretary and Treasurer
Wm. R. Kramer, Frank W. Litchfield, Geo. L. Spaulding, Historians
HISTORY.

AS IT BECOMES our welcome task to submit to our sister classes the history of our class during the last two years our minds, wander back over the events that have occurred during our Normal Course, now already half completed. Reviewing our history let us turn back to the day that, after crossing the Rubicon, we embarked on our voyage of Normal Life. We numbered twenty-five, among whom were those coming from homes scattered all over New England, from Maine to Connecticut. One came also from far away Scotland, and one even from the very hub of the universe. We entered, of course, novices, having only one among us who had led the children to right activity and to knowledge.

After we had loosed from our moorings, with what aesthetic inspirations did we float through the mists of lines and angles, and with what melodious harmony did we flit by the shores of the land of Euterpe! Soon we grounded in the narrow straits of Heat and Light. Surmounting this great difficulty, we found our energies somewhat impaired, but it was with a light and joyful heart that with hammer and saw in hand we began constructing our Summer castles on the sylvan shores of recreation.

Returning in the Fall, to take up our second year's work in Normal, our one question was, “Who has not come back?” Alas one of our dear classmates, on account of sickness, was unable to resume her work in our ranks. So we embarked upon our second year's voyage one less in number.

We sailed along smoothly until we reached the land of Obelisks and Sphinxes. Here our trouble began. Lost in the maze of a pyramid, we remained in darkness, until in the far east we beheld the beautiful colors of the rainbow, which we endeavored to imitate by the artistic (?) touches of our brushes.

C stands for Century, and it is to be our good fortune to be the first class graduating in the twentieth century. Of the twenty-four members of our class, thirteen are men. Thus we can truthfully say that not only have we the largest section that ever entered the school, but also that we have more men in our
class than have ever entered in a single section during the history of the school. Since five of our men are on the baseball nine, and we are strongly represented in basket ball, we are not at all backward in Athletics. Nor are we slow in other directions.

Long will we cherish the pleasant reminiscences of our ride to the Dahlia Farm, of our several Geological and Geographical excursions with Prof. Sinnott, and who of us can forget the pleasant evening spent together at Dr. Kirmayer's.

We have come here with a determination to do credit to our school, and to train ourselves that we may be more fitted for life’s work. So, dear classmates, let us make the most of our opportunities, that we may not only uphold the honor of Section C (1901), but also that we may become worthy representatives of Bridgewater Normal School.
SECTION B. 1902.

"My salad days, when I was green in judgment."

Sumner Webster Cushing, . . . . . . . . . . . . . . President
Ethel Boyden, . . . . . . . . . . . . . . . . . . . . Vice-President
Harry Tirrell Merritt, . . . . . . . . . . . . . . Secretary and Treasurer
Maude Melynda Browne, . . . . . . . . . . . . . . Historian
CONSCIOUS of its youth, knowing that deeds mean more than words, and believing that modesty, as well as honesty, is one of the best policies, Section B now places this history before you.

Not unlike the experience of others was ours, as we wrestled with Mathematics and toiled over the Sciences for two long September days in the Fall of '98; neither have we been the only ones to smile grimly at the picture of Daniel in the Lions' Den, which looked so suggestively down upon “the candidates for admission.”

Certain good qualities, such as a strong school spirit, enjoyment in work, pleasure in recreation are to be found in almost every class. We do not, therefore, affirm that these are peculiarly ours, only that they exist in us in a marked degree.

With characteristic energy, we elected officers early in the year and made many plans, most of which have been successful, especially in the social line.

During the winter, frequent class-meetings have afforded opportunities for better acquaintance as well as much amusement; but it is in the recitation rooms that the most interesting things have occurred.

What other section can boast of a musical prodigy, who commands his chorus to sing “four quart measures of parter notes”; or of a Latin scholar who persists, in spite of the young ladies' indignant glances, in translating “mulier” “mule”?

In a dreamy, sing-song voice this young man rendered “oppidum vocant Britanni,” “The Britons call the town,” “The Britons call the town.”

Not long ago the question was asked in Mineralogy, “What do animals and human beings need to live?” One, whom we have learned to know as another Washington, replied with his usual honesty, “Appetite.”

If the present war in the Philippines lasts much longer, we shall expect to see one of our number in the very front rank, waving his arms wildly and shouting to his followers “fiat, fiat!” Will he remember the difference between “consequents” and “consequence”?

Though now used to finding people in humorous situations, still we were somewhat surprised when a certain young man so far forgot himself and us as to say, “Let us love, Miss——.”
Of our honored president we will only say that he knows who his friends are, in class as well as out, and that the facility with which he extracts the right answers to questions are marvellous.

Miss B——, we understand, is going to devote her course in this institution to the study of the Latin verb. Her present knowledge in that direction leads us to hope greater things of her.

And so we might go on, but that we agree with the poet who says, "brevity is the soul of wit." We will, then, close this year's history with thanks to the teachers and upper classes for the kindness they have shown us, and which has helped us to look toward the future with bright and hopeful eyes.
SENIOR CLASS. '99.

"Find your niche and fill it."

William T. McDonald, President
Bertha W. Kimball, Vice-President
Mary E. Loud, Secretary
Louis T. Morse, Treasurer
Jennie A. Tarbox, Historian

HISTORY.

As we come to the close of our present course at Bridgewater Normal School, we look back at the many pleasant experiences of the past two years with a feeling of pleasure that we have finished our school days so creditably, and yet with a feeling of pain, that those happy days can never come again. Can never come again? Hardly that, for have we not many dear memories to take with us through life? Let us gather up some of these memories and form our class history.

We doubtless all remember our first coming here to school. Some of us had been here the June previous to take the examinations and so felt very much at home, but for the rest of us, how odd it seemed! In some cases the Seniors had come back early and very kindly took us in charge, telling us, among other things, that we would have apple sauce and plain cake for supper, and a teacher at every table; also that we must not fail to read the rules at once, and not stroll about the campus after seven o'clock, or sit up after ten o'clock. In the dining-room came another trial. The gentleman at the head of the table (for each table had at least one, I believe) tried to pass his plate to the ladies at the side,
lest he should be thought selfish in serving himself first. These new confused feelings soon passed away, and we learned to do our part of the work in an orderly manner, and to enjoy the companionship of teachers and schoolmates.

The first morning of examinations found us in Assembly Hall, warm and nervous. We took seats, and after a time a number of the lady teachers came and sat in a row on the platform. I remember especially Miss Prince, Miss Fisher, and Miss Merritt, and wondered which subjects they taught. I associated Music and Drawing with Miss Fisher, and Botany with Miss Merritt. I had already learned that Miss Prince taught Mathematics, and it seemed to me History was a good companion study. In this, as in many conclusions I have since made, I found I was wrong.

The next afternoon we all went to Assembly Hall to hear the result of our two days' work. Mr. Boyden could not accept us all and was sorry to reject a few who did not, for various reasons, meet the requirements of the school. These persons (I never knew who they were) made a quiet journey homeward, with the determination, we hope, to come and "try again." In a day or two those who were considered competent to take up the work were assigned rooms in the boarding halls, with which they were variously suited. We soon learned to live with our room-mates, agreeably or otherwise, and to enjoy associating with so many persons of our own age and ambitions. We formed the habit, too, of putting the light out before the light step of the watchman was heard, and of keeping very quiet if, for any reason, a teacher's step was heard on the stairs.

At school we soon got used to the routine of work. Our class was divided into three divisions according to alphabetical order,—a cruel act many thought it, when their names began with T, and their best friend's began with C, or similar letters, that caused them to be separated. The morning talks by Mr. Boyden were very helpful. He showed us that we each have a special and particular work to do, and made us feel with Emerson that "Nature arms each man with some faculty which enables him to do easily some feat impossible to any other."

So the first year passed away quickly till June when the Class of '98 was graduated. We watched all the proceedings carefully, that we might know how to do as well or better in '99, and we felt proud to step into their places and become Seniors.

After we came back in the Fall, fewer in numbers but with no less spirit, we were organized as a class. September 21, 1898, we all assembled in the Principal's classroom, and having some knowledge of law and order acquired at the old Normal Congress, we proceeded to nominate and elect our officers in a business-like manner. Mr. W. T. McDonald, who had shown his ability to become President by serving as a prompt and faithful Chairman, was elected to this highest position in the class. Miss Bertha W. Kimball was elected Vice-President. Her duties, however, have not proved arduous, if we judge from her remark to some friends that "the hardest duty she had performed as Vice-President was having her picture taken in a group with the other officers." I think you will all agree that our class as a whole was not in the habit of staring at
inanimate objects with a show of interest great enough to disconcert them, but for some reason on this day its steadfast gaze so embarrassed the camera that it couldn’t stand the blow of the wind even, and fell crashing to the sidewalk. But we had a picture taken the next day, and as it is in this book I will leave you to judge of its merits. Miss Mary E. Loud was elected Secretary, and Mr. L. T. Morse, who could reasonably be expected to fill any ordinary-sized position, was elected Treasurer, but I am afraid he has had very little money to handle for us.

In October the class assembled and selected blue and gold for the class colors, and these were well combined in the class pin which was chosen in December. In May Mr. King, the photographer here in Bridgewater who has given such universal satisfaction to former graduating classes, was chosen class photographer, and his work this year is even better than formerly.

I look back on the many pleasant experiences of the school life here, recalling the subjects we have endeavored to grasp, our successes and our failures, and this book would not contain them all. In years to come we shall perhaps remember the many experiments in Physics and Chemistry that “worked all right before class when we tried them;” the cut and bruised fingers that made us painfully conscious of our skill in handling tools; the “points that were never impressed” by us in Arithmetic; the old principles of Grammar that were with difficulty uprooted and replaced by the more modern system of elegant English; the glowing landscapes that were hard to paint in words, and the forcible if not graceful gestures which “made up in stiffness what they lacked in ease”; the stools that failed to use their organs of locomotion and form orderly rows under the desks when the class was excused from drawing; the terms that we forgot to derive in Psychology; and last, our habits of excusing ourselves when the blame of carelessness was wrongfully (?) laid upon our consciences.

Now we close this short period of our life history, and go out to work in the larger field of life. We owe more than we can ever realize to the kind, helpful influence of our faithful teachers, who have endeavored to guide us in the right way of living. As we begin life’s work let us keep in mind, as one has said, that “today is, for all we know, the opportunity and occasion of our lives.” We desire to widen the circle of our influence, and to be felt as a power for good by all whom we meet. To do this we must keep in view the end toward which all of the various lines of our work have tended, the noble, far-reaching purpose of “True Living.”
JUNIOR CLASS.

“Though last not least.”

Susan Gardner Bakeman, President
Margaret Teresa Kane, Vice President
Velma Warren Morris, Secretary and Treasurer

HISTORY.

“AMMA,” said a curly-haired boy in the seat behind me, as the train steamed into the station on the morning of September 12, 1898, “all those girls with the blue books are going to get off here. What place is it?”

“This is Bridgewater, my son. Where the best Normal school in the State is, and I presume they are going to take their entrance examinations. The blue books are catalogs.”

Yes, Madam, we were to take our examinations on that beautiful hot September morning.

We had no difficulty in finding the way, for as “all roads lead to Rome in the old world,” so in Bridgewater all streets lead to the Normal School.

The great building with its sentinel-like towers, which we now look upon as home, seemed imposing and forbidding to our terror-stricken minds, but once inside its walls, we were met by genial teachers and soon, 140 strong, we were seated in Assembly Hall, waiting for our first paper.

How well we remember the kindly words of Mr. Boyden as he tried to calm the anxiety which would show in some of our faces. “Don’t be frightened. We won’t hurt you. You are simply to do your best.”

With this encouragement we finished the work of the day and wandered forlornly yet curiously around our “might-be” abiding-place. At supper that night all our conversation was peppered with the trite phrase—“If I pass.”

During the examination on the following day we had our first interview with Mr. Boyden. Six at a time we were called into the Language room and happy were those who believed that they were to “teach pupils and not subjects.”
In the afternoon the sentence was pronounced and the fortunate pupils wrote home that they had passed successfully. The others, poor mortals, went home to tell that they had not.

That first evening was a long one in spite of the fact that the town of Bridgewater celebrated the arrival of the illustrious "1900" with fireworks. I believe a whole box factory was consumed for our benefit. Many of the Seniors had arrived, however, and they did their best to make us forget our verdancy. Though their pretty, cozy rooms were quite a contrast to the ones we were occupying we mentally resolved that ours should soon be as pretty as theirs. At 11.30 the last room had been assigned, the noise of moving trunks had ceased, and the birthday of the class of 1900 was over.

Thursday morning we were ready for work—we were here for a purpose, and although it proved a little hard for some fresh from the petting of approving High School teachers, we realize now the truth of our principal's kindly words: "We have no time here for petting and coddling. When your teachers criticize you, it is for your best good. You are here to gain power and self-reliance."

The first social event in our school life was the Junior Reception or "Impression Party" as someone has called it.

There, teacher and pupil, Senior and Junior exchanged greetings and impressions. Everyone was delightfully cordial and as we were tagged with our full names no introductions were necessary.

Early in the week we were each presented with a souvenir in the shape of a study card by which we learned that preparing a lesson to teach was quite different from preparing it to recite.

Our efforts at first were laughable. In music we began at the beginning and it took a great deal of imagination to believe that the thirty young men and women before you were little tots in the first grade and that their interest must be aroused by telling them to sing as if they had just come home from school and were calling $\frac{M_A A}{A}$ from the bottom of the stairs. Or to explain to bearded youths, the little song,

"Strive to make each other happy,  
And you will yourselves be blest."

In Geometry we learned to appreciate the value of forms—for we had to make them all, from a triangle to an icosahedron. Strings of them may be seen hanging on the walls of our rooms. No doubt they will some day be useful in a schoolroom, if not previously consigned to a less noble fate.

Think how the world is being revolutionized! There are at least ninety-six girls in the State of Massachusetts, who can drive a nail straight and without pounding their fingers, as a result of our course in the Industrial Laboratory.

The first six weeks have passed. All the teachers are late to supper. We ask what it means. It is the regular Faculty meeting, where our triumphs and our failures are weighed in the balance, and the next morning we know if we are found wanting.
One of the most interesting features of the School has been the General Exercise in the morning. Mr. Boyden either talks to us, or some subject is discussed by the pupils. We have learned to cultivate our powers of observation. One morning when we were talking about the trees in this vicinity, only a very few could tell the kind of tree in front of Mr. Cole’s store. “Had we ever been there? Who is Mr. Cole?” you ask. Why, he is the genial proprietor of a so-called drug store, but in reality he keeps everything that Normal girls want, from wooden hoops for wall decorations to paper blocks and chocolates. He always has candy or fruit for us to sample, and even now we go to Cole’s—lest we should forget the kind of tree, you know. We were told on one of these occasions by a bright young woman of the Class of 1900, that a chair was “a seat for a person with four legs.”

Our Psychology lessons were very much enjoyed, though we had them only a few weeks. They were a taste of what we are to have next year, and none of us will forget that “the mind is the eye which thinks, feels, and wills.”

At the close of the Thanksgiving recess, when we were looking forward to coming back to work again, imagine our disappointment Monday morning at seeing the world buried in snow, and to hear that wires were broken and cars were not running. All day Tuesday the trains that got through the drifts brought scholars and teachers, though many pupils found it impossible to get here till Friday, and the last teacher got through from the Cape on Thursday. For the next few weeks permission to spend Sunday away from Bridgewater was granted rather charitably, lest there should be another storm.

We learned in Chemistry that experiments will not always come out as we wish them to do, and learned the value of the maxim, “If at first you don’t succeed, try, try again.” One day as we had gathered round the table to watch an experiment, our instructor, by way of precaution, advised us not to get too near, as possibly there might be an explosion, but he looked so serene that we were hardly prepared for the violent action that followed,—a loud noise, water spattering the pupils, the walls, and even the ceiling. Some timid maidens were half way down the hall before they realized that we were all laughing and no one was hurt. After the commotion had subsided we were told to again witness the experiment,—if we were courageous enough. A similar result followed, but the third time was successful.

One day in the Reading class, Miss Horne asked a young lady who had just finished a selection, what she lacked to make her rendering effective. “I think I have lost my waist support,” she naively remarked.

Twice a week we look forward with pleasure to the hour spent in the “Gym.” Some of us are awkward and ungraceful; some do not know their left hand from their right. “I shall have to tell some of you young ladies as I tell the children in the Model school, ‘Your left hand is on the side where the clock is,’” said Miss Barnes. I trust by this time, however, that in the development of our muscles, we are showing the strengthening of our characters as well. The “play” of our Gym. work comes in our Basket Ball. We are very proud of our

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four teams, the Brownies, the Royals, the Bluets, and the Spiders. The teams were chosen by lot, so that the good-natured rivalry existing is only a stimulus for us to do our best.

How glad all Nature was to welcome us as we returned from our Spring vacation! The world looked very beautiful in her new dress of delicate green, and, as if in accordance with this, a delightful surprise awaited us in the dining hall. In place of the accustomed heavy white dishes and the "cut glass" tumblers, were pretty blue and white ones, new chocolate cups, pitchers and glasses. The tables looked so inviting, so home-like, that the little lonesome feeling which had begun to creep over us took wings, and we all drank some tea to try the new cups.

An epidemic of chicken-pox, which we had seen symptoms of as early as February, now broke out in earnest. The first cases were among the Seniors, and following their illustrious example not a few of the young ladies in the Junior class were slightly afflicted. It is probable that no serious results will follow, and that by the 19th of June all will have recovered.

One day all our teachers went to a Convention and left us to run the school. I don't mean to say that Mr. Boyden left a Junior at the head of the school, for probably the Seniors would have resented that acknowledgement of our superiority. But in spite of the rumor that the Seniors would conduct our recitations, these were left exclusively to us. It was curious to note the unconscious imitation of our teachers, and we might also have imagined that they were with us as we recognized the familiar sayings, "Think on your feet." "Is times a factor?" "What is the ethical value?"

Contrary to the usual custom of the Juniors, we have organized this year, although Maud did not see how we could without the members of "Section B" in the class. We succeeded in getting our pictures taken, although the Seniors did "break the camera." May we never have a record like that to go down to posterity!

We have ninety-six girls and only two men in our class, consequently we are very modest, and many of our illustrious deeds we will forbear to mention until next year, thus leaving the field to the Seniors. Suffice it to say, that we are the "Class of the Century" of whom the world will hear more later.
A valiant set of Specials
To Normal School once went,
On learning schemes and methods new
Their energies were bent.

But what is their surprise,
As to the hall they wend,
That to all intents and purposes
They children are again.

In school at desks they sit
And must not speak or smile,
And when to class they start to go
They needs must "pass" in file.

And when they would recite,
Must go before the class,
And must "present" and often teach,
Or "Specials" have, alas!

All things are done by rule,
Lights must be out at ten,
And when a walking they would go
Girls must not go with men.

But why should they complain,
For is it not their aim,
A better chance to get to teach
Because of "Normal" fame?
<table>
<thead>
<tr>
<th>Name</th>
<th>Definite Aim in Coming Here</th>
<th>Distinguishing Characteristic</th>
<th>Pedagogical Ambitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gertrude Maie Hanson</td>
<td>Get Merry Hearted</td>
<td>Great Mathematical Head</td>
<td>Gain Many Hearts</td>
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<tr>
<td>Mary Perley Merrill</td>
<td>Master Pedagogical Matter</td>
<td>Mighty Poor Mathematician</td>
<td>Make Professional Marriage</td>
</tr>
<tr>
<td>Grace Southworth Welles</td>
<td>Generalizing Special Wisdom</td>
<td>Gaunt Serious Worker</td>
<td>Guiding Social Welfare</td>
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<tr>
<td>Antoinette Fiske Batchelor</td>
<td>Assimilate Facts Biological</td>
<td>Always Fearing Burglers</td>
<td>Absorb Frebel's Books</td>
</tr>
<tr>
<td>Sarah Helen Briggs</td>
<td>Help Sustain Bridgewater</td>
<td>Ho! So Bashful</td>
<td>Helping Sturdy Boys</td>
</tr>
<tr>
<td>Grace Eudora Cogins</td>
<td>Gaining Effective Certificate</td>
<td>Gushing Everlasting Chatter</td>
<td>Getting Exceptional Concentration</td>
</tr>
<tr>
<td>Georgie P. Magee</td>
<td>Gain Precise Manners</td>
<td>Great Psychological Memory</td>
<td>Guide Pupils Mentally</td>
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<tr>
<td>Ida May Mason</td>
<td>Imbibing Much Music</td>
<td>Imagining Many Marvels</td>
<td>Improving Minute Men</td>
</tr>
<tr>
<td>Annie Laura Richardson</td>
<td>Achieving Lasting Renown</td>
<td>Always Learning Rhymes</td>
<td>Arithmetic Largely Reducing</td>
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<tr>
<td>Lucia Bradford Carver</td>
<td>Little, Beside Cash</td>
<td>Lively Bug Collector</td>
<td>Lick Big Children</td>
</tr>
<tr>
<td>Gertrude Field</td>
<td>Getting Famous</td>
<td>Great Frankness</td>
<td>Gaining Followers</td>
</tr>
<tr>
<td>Maria Gendron</td>
<td>Market Gardening</td>
<td>Meandering Gently</td>
<td>Money Gaining</td>
</tr>
<tr>
<td>Nellie Blendenia Hilliard</td>
<td>No Better Haven</td>
<td>Never Being Humbugged</td>
<td>Nourish Benighted Heathen</td>
</tr>
<tr>
<td>Alice Moulton</td>
<td>Animate Mankind</td>
<td>Angelic Modesty</td>
<td>A. M.</td>
</tr>
<tr>
<td>Bertha L. Sanford</td>
<td>Breviate Laborious Studies</td>
<td>Banish Lasting Schemes</td>
<td>Better Logical System</td>
</tr>
<tr>
<td>Lucy Blanchard Saunders</td>
<td>Learning Bridgewater Sapience</td>
<td>Limning Beautiful Sketches</td>
<td>Lovely Big Salary</td>
</tr>
<tr>
<td>Grace May Tuxbury</td>
<td>Getting Mental Training</td>
<td>Generally Mildly Truthful</td>
<td>Genuine Mind Trainer</td>
</tr>
<tr>
<td>Lida Varney</td>
<td>Little Variety</td>
<td>Laughing Violently</td>
<td>Long Vacations</td>
</tr>
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<td>Edgar Marshall Copeland</td>
<td>Educate Massachusetts Children</td>
<td>Envying Married Companions</td>
<td>Earn More Cash</td>
</tr>
<tr>
<td>Roy Ellsworth Mooar</td>
<td>Rejuvenate Elemental Methodology</td>
<td>Regnant, Energizing Mentality</td>
<td>Remedy Educational Maladies</td>
</tr>
<tr>
<td>Warren Albert Priest</td>
<td>Wishing Absolute Peace</td>
<td>Work Always Postponed</td>
<td>Writing Another Physics</td>
</tr>
<tr>
<td>Leonard Otis Tillson</td>
<td>Learning of Teaching</td>
<td>Leaning On Table</td>
<td>Lots Of Tin</td>
</tr>
<tr>
<td>Ross Vardon</td>
<td>Rather Vague</td>
<td>Riotous Vagabond</td>
<td>Receive Vs</td>
</tr>
</tbody>
</table>
ALUMNI.

"Tho' lost to sight, to memory dear."
(We'd like more on this page next year.)

ONE FEATURE of a Year Book for the Bridgewater Normal School should be as large a numbers of notices from the Alumni as possible. For this number we have tried to secure these notices, and we wish to say that at any time the editors will be glad to know of the whereabouts and work of any of the Alumni, '41 to '99 inclusive. Some notices have been received this year too late to be published, but the senders have the thanks of the staff for remembering the paper. We hope to have a much larger number in the next issue.

Mr. Samuel P. Gates soon after graduating from this school, entered the office of the old firm of Bates, Hyde & Co., cotton gin manufacturers in this town, and afterward became a member of the firm. It was re-organized in 1877 as the Eagle Cotton Gin Co., and he has always been its treasurer. The office of the Company is in the brick building in which is also located the Bridgewater Savings Bank of which Mr. Gates has been treasurer since its incorporation in 1872.

David Bentley, graduated in 1860, class 52. Taught for a short time in the High schools of Bolton, Ashby, and Sherbon; two years principal of Center Grammar school, Milton; fifteen years principal of Ward Grammar school, Brookline; three years Master of Ingall's school, Lynn; Superintendent of Hyde Park public schools two years. Unable to teach since close of 1888 on account of impaired eyesight. Residence, Bridgewater.

Esther A. (Boyden) Bentley, class 51. Taught one year in Medfield. Residence, Bridgewater.

J. Edgar Parker, '94, is at present connected with the firm of F. A. Parker & Co., Marblehead.
I am principal of Elementary school, No. 9, in this city. Have charge of fourteen teachers and six hundred pupils. Claude L. West, A '96.
478 Ellison St., Paterson, N. J.

Marion N. Darling, A '96, has returned to the Normal Art School, having given up her position in Dedham on account of her health.

R. E. Burke, Section A, 1896, is engaged in geological work at the Lawrence Scientific school of Harvard University, graduating in June, 1899. He is principal of one of Boston's evening schools.

Principal of High school at Ludlow, since Sept. '97. Special interest and work in invertebrate zoology, and during the past year it has been mainly confined to certain Nematode worms (microscopic) causing diseases in plants, and to the Protozoan parasites of insects and other animals. [Hope to hear or meet alumni interested in invertebrate zoology or cryptogamic botany.]

(Vacation Address, Buzzards Bay.) 31 Thompson St., Springfield.

"We are the creators of tomorrow, and all true work is sacred."
Edna Leone White, '96.
Principal Prospect School, Bridgewater.

To teach our pupils to be brave, to speak the truth, to be kind, and loyal to their country, should be the aim of every teacher.

Principal Main St. School, Bridgewater.

Norman S. McKendrick, Class of '96, is principal of the Grammar school in Osterville, Mass.

For the past two years I have been teaching the Third grade in the Geo. A. Priest school at Manchester-by-the-Sea, my own home. I have thoroughly enjoyed the work, having a nice class of children, commodious building, and pleasant associate teachers.

Carolyn E. Allen, '96.

Miss Etta F. Woodbury, '95, who could not graduate on account of ill health, is teaching in the Second grade of the Geo. A. Priest school in Manchester. She is entirely well now and enjoying her work.

Miss Mercy E. Kelley, '97, is principal in the West Harwich Grammar school.

Cape Cod has been my destination since I left Normal. I am holding an assistant's position in the Hyannis High school. Cape Cod is a pleasant retreat for teachers, and if you need any sand, apply on the Cape.

Margaret N. Cleveland, '97.
For the past year I have been teaching the High school in this place. It is a school having a three-years' Latin-English course only, the whole of the work devolving upon the principal. I have found my duties pleasant, and have enjoyed my stay here very much.               Murray Baker, '97.  Cotuit.


Since my graduation from the Normal, I have been located in this city (611 So. Main street, Brockton). Am principal of the first four grades, teaching the Third and Fourth. Have held same position for two years and have been re-elected for the ensuing year. Ida May Pettee, '97.

I am teaching a Sixth grade school in Plymouth. Lydia E. Holmes, '97.

I am principal of a Primary and a Grammar school in what is known as the Bradford District, Haverhill. W. L. Coggins, '97.

I have been teaching in Winchendon ever since I was graduated in 1897. Alice Louise Crosby, '97.

I have wondered if any of my fellow-workers have had a more varied experience than myself during the past three years. During that time I have taught (or tried to teach) in three states,—Vermont, Massachusetts, and New Hampshire respectively. I have taught in Massachusetts only two terms. At present I am principal of the Canaan High school, and am on my second year of service. I have charge of three grades. A. M. Eldridge, F, '97. Canaan, N. H.

Miss Lucy B. Foster, Billerica, three years, Sec. F, '98, has been at home for the past year studying music.

Miss Bessie W. Keith, three years, Sec. F, '98, has been teaching during the past year in Radnor, Pa. She has a school of twenty children in the first three grades, and enjoys her position very much.

Miss Bessie W. Howard, a former member of Sec. F, '99, who was graduated in June '98, is taking a course in the Boston Normal School of Gymnastics.

Miss Jeanette M. Leavitt, also a former member of Sec. F, '99, is teaching in the Third and Fourth grades at East Saugus.
Miss Elizabeth B. Jones of Belfast, Me., a former student and member of Sec. F, is regaining her health at home and hopes to take up her studies again in the near future.

Archer C. Bowen, B, '98, principal of Grammar school, Granville.

Walter I. Hamilton, B, '98 has been in charge of the Science Department in the Rockland High school during the past year.

Have a three-roomed Grammar school here at Woods Holl. Have Sixth, Seventh and Eighth grades in my room. Fletcher B. Holmes, B, '98.

I am at present teaching an Eighth grade here in Danielson, Ct. Everything is fine and I only hope all the other alumni and alumnae are enjoying life as much as I. A good many of my children are fifteen and sixteen years old, and I have accordingly to look up to them in point of size; and they are also large in number, there being forty of them.

Mary B. McLellan, B, '98.

At present I am at home studying music. I expect to continue that work next year.

I am situated at Cotuit, as principal of Grammar school, three grades, Seventh, Eighth and Ninth. Alton C. Churbuck, B, '98.


I am teaching in Fall River, at the Davenport school, and have an Eighth grade. I like my work very much, and will never forget that the Bridgewater Normal School laid the foundation for whatever success I may attain.

Sarah A. Burgoyne, '98.

The Bridgewater Normal School is well represented here in Winthrop. Miss Higgins has the Ninth grade, Miss Fales the Eighth, Miss Connor the Fourth, Miss Barrett the Second, and I have the First. Misses Fales and Higgins do departmental work in both Eighth and Ninth grades.

Miriam Babbitt, '97.

This year I have been teaching Grade 7 in Cochituate district of the town of Wayland.

Elvera M. Bloom, '97.

I am at present teaching in the Adams School, West Stoughton.

Nora E. Fitzpatrick, '98.

Miss Isabel Church, '98, taught in Easthampton in the Seventh grade but was obliged, on account of illness, to resign and return to her home at Ashfield.
I have charge of the Third and Fourth grade work in the town school here which fits for Dartmouth College. Dora B. Tuson, '98.

Hanover, N. H.

Miss Georgie Taylor is teaching in an ungraded school in Stoughton.

I have taught the past year at the Blackstone school, Bridgewater. Julia Gassett, '98.

I was fortunate enough to secure a position in my home city. I am principal of a four-room building, and have three assistants. There are three grades in the building, the highest being the Third. I have full charge of the Third grade. Enjoy my work very much and feel that I owe my success to the excellent training which I received at the B. N. S. Bessie J. Holmes, '98.

514 Hanover St., Fall River.

I am very pleasantly situated in the village of Reed's Ferry, N. H. Nettie E. Campbell, '97.

I am teaching at the Scotland school, Bridgewater. Margery C. Bruce, '98.

The twenty-eight pupils of the first six grades of the South school, West Bridgewater, have for their teacher, Miss Bertha H. Dickerson.

Miss Margaret M. Sullivan, Class of '98, is teaching in Franklin.

I have been teaching this year in the North Mill school, New Bedford. Flora M. Corwin, '98.

I have been teaching in the First and Second grades in the Centre school, Wayland, since September, 1898. Lottie Mitchell, '98.

My school is in Gill, a pretty town situated just west of the Connecticut river. I have ten pupils, forming eight classes in Arithmetic. Although not a large school, yet it is a very pleasant one. Ethel Egerton, '98.

This year I have been acting as principal of the Nason Street building at Franklin. T. Desire Lewis, '98.

My year's experience as assistant in a Grammar school in East Bridgewater has brought to me the conclusion that, beside a love for the work, a good equipment consists of everlasting determination, infinite patience, and Normal School training. (The last is best found at Bridgewater.) Minnie W. Churchill, '98.

Bridgewater.
I am an assistant teacher in the first four grades at the Winthrop school in this city and enjoy my work very much. Carrie I. Davis, '98.

Just at present I am at home, but have been substituting in the First grade at the Wingate school at Haverhill. Annie Hunt, '98.

Miss Mary H. Wentworth, '98, is teaching in Dedham.


Brenelle Hunt, Sec. A, '96 is principal of the largest Grammar school of Westfield. By recent act of Legislature a fine new training school of three stories, containing ten rooms and an assembly hall, is to be erected at once to take the place of his present school building. The new school, of which he will be principal, is to be run in connection with the Westfield Normal, the oldest school of its kind in the country.

I taught for only one year after leaving the Normal, as assistant at Lawrence Academy, Groton, Mass., and am now stenographer in the office of Harris & Barker, attorneys-at-law, Brockton. Geo. M. Churchill, '97.
NORMAL CLUB.

Arthur C. Boyden, . . . . . . . . President
Helena M. Kimball, . . . . . . . . Vice-President
Jennie A. Tarbox, . . . . . . . . Secretary
Ernest W. Bentley, . . . . . . . . Treasurer
Ellen E. Barker, . . . . . . . . Auditor

COMMITTEES.

LITERARY.
Emily C. Fisher.
Emma L. Benson.
Roy E. Mooar.

MUSICAL.
Helen M. Westgate.
Ethel Boyden.
Paul V. Donovan.

SOCIAL.
Grace F. Barrett.
Gertrude S. Mitchell.
Archer M. Nickerson.
THE NORMAL CLUB is the direct descendant of the "Normal Congress," well known to students of late years, and a second remove from the "Normal Lyceum" of earlier days.

At the close of the school year in June 1898 a committee was chosen to suggest a plan of reorganization that would be most helpful to the largest number. This committee reported in the fall with the details of a club arranged in a set of By-Laws. Three lines of interest, literary, musical, and social were provided. Each was in charge of a special committee for the year. These committees were to be appointed by the President, and with the other officers form an executive board in general charge of all the interests of the club. The club was also to provide an editorial board to have charge of the Normal Offering in whatever form it might seem best to publish it.

On Friday evenings of alternate weeks the various committees were to provide appropriate exercises, and the fruit of the first year's plans are to be seen in the Secretary's report.

The social interests of so large a student body required special attention, and with the new reception room at Normal Hall an opportunity was at hand for a series of successful entertainments. The success of the musical and literary efforts of the club is evinced by the fact that at some of the meetings only "standing room" was available in the large assembly hall. A full treasury and the present volume of the Offering are also evidences of an enthusiastic response to the formation of the club. With a membership of between two and three hundred the club is decidedly alive.
NORMAL CLUB FRIDAY EVENINGS,
1898-’99.

WHAT IS THE aim of the Club? Well, one can’t say really, except perhaps in a general way by saying that its purpose is to fill a long-felt want. Whether it has in any measure succeeded in filling the void left by the Congress is a question which seems to have been definitely settled.

In looking over the records of the Secretary one is struck immediately by the single word heading the report of each meeting. It is either “Social,” “Literary,” or “Music,” and these three words show the lines along which the Club has worked for the past year.

The committees having these departments in charge have carried out their work in such a manner as to set a good example for their successors, and we know that the standard set will not be lowered.

Following, we give a schedule of the entertainments given by the Club since it organized on November 4, 1898.

November 18. Social.
The evening was given up to a reception to the officers of the club. The reception room was prettily decorated and the social side of the club was brought to notice on its first night.

Mr. Homer A. Norris lectured on the “Great Musical Composers.” His lecture was illustrated by Mr. John Marshall, pianist. A large audience listened to Mr. Norris who gave an interesting and instructive lecture.

December 16. Literary.
Dr. A. E. Winship, well known to members of the Bridgewater Normal School, lectured on “Training as a factor in education.” His description of the George, Junior Republic was especially interesting.

The pupils of the school were called upon to help in this entertainment. It consisted of the characterization of noted persons of the past six centuries, each one appearing in costume and giving a selection from the writings or sayings of the person he represented. A large audience was present, and the club furnished unique souvenir programmes.


The music committee provided an interesting evening. Miss Revere read a paper on Music, and her talk was illustrated by selections rendered by several soloists and a quartet.

February 10. Social.

For this evening's entertainment the committee provided a "Cobweb Party," which was largely attended and enjoyed. Refreshments were served in the small parlor.


This musical evening was devoted to Master Darwin Wood, the boy musician, and Miss Miriam Babbit who read for the club. The boy rendered improvisations which were listened to with great interest by the large audience. Miss Babbit was heartily received by her old school friends, who were glad to welcome her to the Normal Club. At this meeting of the club, an admission was charged; ten cents to club members and twenty cents to others.

March 17. Literary.

"Ultra Portas." This entertainment was a representation in six scenes of portions of John Kendrick Bangs' "House Boat on the Styx." The parts were all taken by members of the club and the whole entertainment was one of the best and most successful of the season. Between the scenes musical selections were rendered by Mr. James Kimball, saxaphone; Mr. Gunnar Ekman, violin, and Mr. Paul Donovan, piano. Souvenir programmes were provided and
an admission was charged as in the preceding entertainment.

April 14. Social.

This evening was devoted to a "Normal Club Library." Each member was invited on condition that he should represent the title of some book. The reception room was prettily decorated and refreshments were served in the dining-room. Souvenirs were given to the one having the best representation of a title and to the one guessing the largest number. Master Allen Boydén received the prize for the most characteristic representation, his book being "Boyden's Nature Study by Months." Miss Harrington received the prize for guessing the largest number of titles.


The entertainment was by the Æolian Mandolin and Guitar Club of Brockton, assisted by Miss Ruth Burill, Miss Josephine Lynch, Mr. E. M. Copeland, soloists, and Miss Desire Nickels, and Miss Jeanette Thibadeau, readers. The audience was large and the meeting very successful.

May 19. Literary.

Rev. T. M. Crothers of Cambridge lectured on the "Mission of Humor." This lecture was one of the most enjoyable entertainments given by the club. It was largely attended and the lecture was listened to with pleasure.


The last entertainment of the season was a piano recital by Miss Nellie Dean of the Faelton School of Boston, assisted by Miss Lena W. Lothrop, reader. Miss Dean rendered a very fine program which was enjoyed by the audience. Her recital was one of the musical events of the year in Bridgewater. The selections given by Miss Lothrop were also enthusiastically received. In fact, the entertainment was a fitting ending for a very successful first season.
ATHLETIC ASSOCIATION.

George M. Hawes, . . . . . . . . . . President
Ernest W. Bentley, . . . . . . . . . . 1st Vice-President
Charles H. Taylor, . . . . . . . . . . 2nd Vice-President
Henry P. Fitton, . . . . . . . . . . . . Secretary
William D. Jackson, . . . . . . . . . . Treasurer
Harry T. Merritt, . . . . . . . . . . . . Auditor

The ATHLETIC ASSOCIATION has charge of all athletic matters pertaining to the school. All teams, football, baseball, and track which represent the school are controlled by the Association.

No football team was supported last season, as the candidates were few and the interest slight. It is doubtful if the game will ever be revived in the school.

In baseball matters the school is more fortunate, the team of this year being one of the best in the history of the game in Normal.

SCHEDULE.

April 22. Normal, 22. Fall River High, 4.
May 13. No game.
June 2. Normal, 9. Natick High, 0.

(52)
THE BASEBALL TEAM.

Arthur L. Gould, Captain, . . . . . . Third Base.
Joseph A. Cushman, . . . . . . . . . . . . . . . . . . Catcher.
Henry P. Fitton . . . . . . . . . . . . . . . . . . Shortstop.
Harry E. Gardner, . . . . . . . . . . . . . . . . . . Pitcher.
Leon E. Maglathlin, . . . . . . . . . . . . . . . . . . Center Field.
Archer M. Nickerson, . . . . . . . . . . . . . . . . . . Right Field.
William E. Smith, . . . . . . . . . . . . . . . . . . First Base.
Charles H. Taylor, . . . . . . . . . . . . . . . . . . Second Base.
Herman Gammons, . . . . . . . . . . . . . . . . . . Left Field.
Warren A. Priest, . . . . . . . . . . . . . . . . . . Substitute.
John H. Harvey, . . . . . . . . . . . . . . . . . . Substitute.
Cyrus Benson, . . . . . . . . . . . . . . . . . . Substitute.
Ernest W. Bentley, . . . . . . . . . . . . . . . . . . Manager.
Among the joyous sports of the Springtime which follow fast upon the peeping of frogs and are accompanied by the charming (?) music of buzzing mosquitoes we are glad to chronicle the arrival of the good old game of tennis. Messrs. Davis and Smith have marked out eight courts, which are in great demand by lovers of the game.

It is a pretty sight to see a number of players on our beautiful campus. The richly colored and short trimmed grass forming a pleasing background for the bright costumes of those engaged in the game.

Tennis is a branch of athletics in which there has always been considerable interest here in school and we hope that there will be an increase rather than a diminution of that vigor. As an exercise for the muscles and a recreation for the brain few games excel tennis. While from a scientific standpoint it is a game in which skill, activity and judgment are developed to a great extent. (And just think, all ye bashful ones—only twenty-five cents a year)

We would that the courts were in better condition. The majority of them are very uneven and much cut up. A heavy horse-roller would work wonders, and the club would perform a very profitable transaction to go to the slight expense of having this done.

It used to be the custom to have tennis tournaments at various times during the season. These are excellent devices for arousing and maintaining an interest in the game. We should like to see something of that kind now.

Let us sincerely trust that there will be no more talk of abolishing the tennis club. If there is, let all lovers of the sport rally and hasten to champion the cause, and with the true spirit and loyalty which should animate all our activities cry with us—

"Long live all good old Normal organizations, long live tennis."
OUT-DOORS.

"Nor rural sights alone, but rural sounds,
Exhilarate the spirit, and restore
The tone of languid nature."

There is a place we all hold dear
In every season of the year;
When soft the young leaves cast their shade,
Or brown and dry, they drop and fade;
When Winter blows his chilly breath
And locks the brooks and ponds in death;
When Summer comes with sweltering heat,
'Tis there we go with hurrying feet;
A haunt where students always flee
For specimens in botany;
A spot that's rich in every kind
Of beast or bird we wish to find;
A place to row, a place to skate,
A place where birds and beings mate;
How lovely, too, as a retreat
With charming book, or lunch to eat.
As panacea for every ill
Sure, Carver's Pond will fill the bill.
HOW dear to our hearts is the old South Piazza
When fond recollections present it to view;
The roof overhead and the wide-spreading railing
And every loved spot which we all of us knew.
The post and the pillars, the pairs that stood by them,
The steps and the walk where the soft moonlight fell,
The door of Old Normal, the brilliant light nigh it,
And e’en the rude sound of the seven o’clock bell.

The good old piazza, the rail-bound piazza,
The roomy piazza, we all loved so well.

That staunch old piazza we hailed as a treasure
For often at night-time, our frugal meal past,
We found it the source of exquisite pleasure,
We only regretted the fun couldn’t last.
How keenly we sought it with cheeks that were glowing,
And quickly our favorite corners we filled;
But soon came the ominous step of the watchman,
And swiftly we scattered, defeated and chilled.

The haunted piazza, the well-watched piazza,
The fated piazza, where bright hopes were killed.

A geology trip may be recommended as a capital way of combining business with pleasure. The business part comes in when you scratch your best boots all up with deceitful young brambles, in your enthusiastic endeavors to explore an esker, or when trying to jump over a stone wall gracefully with a long skirt on. These slight inconveniences are, however, more than offset by the enjoyment you obtain in finding out how much you don’t know about geological features, and in trying to untangle some remnants of confused ideas you have as to the
characteristics of diabase, diorite, amygdaloid melaphyr and other rocks much more unassuming than their names. A trip is also a tip-top appetite restorer, for something about the exhilarating walk, the pleasant company and all, makes you feel like a yawning chasm in the interior, and even stale gingersnaps and out-of-date cookies become sweet and dainty morsels. Geology trips also develop a marvelous fault-finding tendency which is a dip in the right direction. These are but few of the many pleasant and instructive features accompanying a typical walk of this kind.

"Of all the jolly places for a good time," says one of our correspondents, "the campus is the best. It affords every variety of amusement, from watching the flirtations of the pollywogs to cheering yourself hoarse over a basket-ball match. Then such adroitness, such gracefulness as the amateur tennis players exhibit to the gaze of all beholders! For one to whom the dollar is almighty, lucrative employment may be found in digging dandelion greens to be preserved for digestion in the future. To a lover of Nature, the time may be spent profitably by making a mental note of the number of leaves on each individual tree, or an exact calculation of the variation in length, breadth and thickness of the same. If one wishes to recall former seasons at the seashore, all that is necessary is to stand on the banks of the pond and listen to what the wild waves are saying. There are no awe-inspiring signs which confine you to the walks, nor are there any blue-coated members of society ready to seize your coat-sleeve if you dare tread gingerly on the velvety turf. Altogether it's a free, happy place where you can get your money's worth."
Echoes from No. 23.

"I have not art to reckon my gowns."
"O, that this too, too solid flesh would melt."
"Yon Cassius hath a lean and hungry look."
"Swear!"
"Help, ho! they murder Caesar."

Heard in the Astronomy Class.

"Radius victor."
"Fix your conceptions by imagination if possible."
"This is a large subject."
"You may represent the constellations."
"Trace the path of the equinoctial."

Literary Folly.

"The quality of Mersey is not strained."
"Samson’s Agnostics” by Milton.
Mr. J. “Where do you find Archbishop Ussher’s Chronology?”
Mr. B. “Down stairs.”

Never since the days of permutations and combinations has the mathematical machinery of Section F been so taxed as by the recent graduation thesis in Trig. Wan, pale faces hung over foolscap paper night after night, and distracted lips bit the ends of hard-worked pencils. Then how gayly we finally handed in our small, rare volumes for correction, and alas! how “blue, darkly, deeply, beautifully blue” some of us felt when we learned that the longest and hardest of the problems were marked with an ominous red cross!
Verdant teacher (trying to get the word “bleat”): “What do the lambs do?”
Children (in unison): “Baa–a–a!”

There’s a wing in Normal Hall,
Source of mystery to all,
Which no evils e’er befall,
Happy spot.
Females fair do look askance,
With a wond’ring, modest glance,
Then with hurried step advance,
Timid things.
Noises oft proceed from there,
Shouts that rend the peaceful air,
Howls and groanings have their share,
Horrid din.
Strains from violin or horn
Makes one wish he wasn’t born,
Fills one with a pain forlorn,
Oftentimes.
Frolics gay and cheerful fun;
Tricks and jokes on everyone;
Care and trouble always shun
Western Wing.
When we see with calm surprise
Bandaged heads and swollen eyes
Can’t do much but just surmise
Quarrels hot.
Oft with book and pen intent,
Over study-tables bent
Brows contracted, they present.
Students grave.
Yet, if there were no West Wing,
Fun and noise and cheer to bring,
Life would be a useless thing,
Don’t you think?

Prof.: “Can you find the cubical contents of a lobster, Mr. Z.?”
Mr. Z.: “Yes, if I know the capacity of its stomach.”

Senior: “Have you learned the quotation from Shakespeare?”
Special: “From Shakespeare? I did not realize that we had one to learn.”
Senior: “Why, yes, we have. It is one of Hamilton’s speeches.”
Special: “Ah! Is Hamilton a Shakespearean character?”
SPECIAL ADVERTISEMENTS.

Private instruction in the common school branches at all hours. Special attention to Seniors.


For Sale. Having no further use for them, the owners will sell one box of yellow, small, round, rough, ripe, juicy oranges, at less than cost. Address Section C.

For Sale. Several copies of the Public Statutes of Massachusetts relating to Public Instruction, with Annotations and Explanations. In good condition, having been but slightly used. Apply to Senior Class.

A Card.

At a recent meeting of the club, "The Upper Ten," the following resolutions were passed:

Resolved, That a vote of thanks be extended to the young men of the Normal School who have so kindly assisted the young women in carrying chairs between the recitation rooms.

Resolved, That a copy of these resolutions be preserved in the records of the club, and that a copy also be printed in the Normal Offering.

QUERIES.

Does the horse’s aesophagus run to his nose?

Where in New Brunswick is Ottawa?

Is the Statue of Liberty in Boston Harbor?

Has it ever occurred to any of our readers that three is a queer number to go together?
QUOTATIONS.

FOR GRADUATING CLASS.

"Zounds! I was never so bethumped with words."

"And of his port as meke as is a mayde."  Mr. T-lls-n.
"He ruleth all the roost."  Mr. B-ntl-y.
"The fair, the chaste, the unexpressive she."  Miss T-xb-ry.
"Exceedingly well read."  Miss M-rr-ll.
"Not pretty but massive."  Mr. M-rs-.
"Her voice was ever soft, gentle, and low."  Miss M-s-n.
"Thy liquid notes that close the eye of day."  Miss W-stg-t-.
"Nothing great was ever achieved without enthusiasm."  Miss K-th.
"Talk to him of Jacob's ladder and he would ask the number of the steps."

Mr. M-r--r.

"Ah, why
Should life all labor be?"

Mr. H-w-s.

"When she had paused it seemed like the ceasing of exquisite music."

Miss Wh-te-mb.

"Week in, week out, from morn till night
You can here his bellows blow."

Mr. L-bby.

"How sweet and voluble is his discourse."  Mr. Pr-st.

"A Rose is sweeter in the bud than full blown.  Mr. V-rd-n.

"Oh Caesar! dost thou lie so low?"  (upon a dictionary.)  Mr. D-n-v-n.

(62)
"I have an exposition of sleep come upon me." Mr. N-ck-rs-n.
"A sweet, attractive kind of Grace." Miss B-rr-tt.
"He was a man of an unbounded stomach." Mr. D-v-s.

“In her face excuse
Came prologue, and apology too prompt.”
Miss Wy-tt.

"'Tis a way we have at old Harvard." Mr. C-p-l-nd.
"For I am nothing if not critical." Miss S-nd-rs.
"Whose words all ears took captive." Miss D-s-r- N-ck-ls.
“One Pinch, a hungry, lean faced villian, a mere anatomy.” Mr. T-yl-r.
“For there was never yet a philosopher who could endure the tooth-ache patiently." “N-ck.”

“Infinite riches in a little room.” Miss B-ns-n.
“She is pretty to walk with,
And witty to talk with,
And pleasant, too, to think on.”
Miss T-rb-x.

“The daintiest last, to make the end most sweet.” Miss W-ls-n.

“The most patient man in loss, the most coldest that ever turned up ace.”
Mr. F-tt-n.

“I am Sir Oracle,
And when I ope my lips, let no dog bark!”
Mr. Gl-v-r.

“I’ll speak in a monstrous little voice. Mr. L-w-.
“A lion among the ladies is a most dreadful thing.” Mr. C-sh-ng.

"The moone is made of a greene cheese.”
Question. “Is there any life there?”

“I counted two and seventy stenches
All well defined”—proceeding from No. 28.
“Forever and a day”—four years at Normal.
“I have gained my experience.”—Four years' graduate.
"We few, we happy few, we band of brothers."
Inhabitants of the West Wing.

"Must I leave thee, Paradise?"—Sentiments of a graduate.

"Hitch your wagon to a star."—Motto of the Astronomy class.

"Whoever thinks a faultless piece to see
Thinks what ne'er was, nor is, nor e'er shall be."
From Industrial Laboratory.

"A thought is often original, though you have uttered it a hundred times."
Perform the Transaction.

"A very gentle beast and of a good conscience."—Martin's horse.

"A harmless, necessary cat."—Normal accessory.

"A dish fit for the gods."—Junk stew.

"Life is short and the art long."—Work in Sepia.

"Delightful task! to rear the tender thought,
To teach the young idea how to shoot."
Normal idea.

"They have been at the great feast of languages and stolen the scraps."
In No. 11.

"I am but a gatherer and disposer of other men's stuff."—Martin.

"Here at the quiet limit of the world."—Bridgewater, Mass.

"The rankest compound of villianous smell that ever offended nostril."
H₂S.

"Too much of a muchness."—A graduation thesis in Trig.

"I do but sing because I must"—Friday mornings.

"A bevy of fair women."—Female recruits in the teaching service.

"More matter for a May morning."—Botany specimens.

"O wad some power the giftie gie us,
To see oursels as others see us."
Practising graduation music.

"Records that defy the tooth of time."—Themes.

"Thou has left behind powers that work for thee."
When the Faculty is away.

"The game is up."—Section F.
"He makes his prices high as sin
To take away the students' tin."

L--tchf--ld.

"Full many a glorious morning have I seen."—Mr. B--yd--n.

"Farewell! Thou art too dear for my possessing."—Water color material.

"Hang sorrow! Care'll kill a cat.—Room 70 West Wing.

"What's mine is yours, and what's yours is mine."—Motto of West Wing.

"It is sometimes hard to get ideas to associate on any terms of equality."
In No. 17.

"Pray you now, forget and forgive"—the "Grinder."
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CONSERVATORIES, MAIN STREET, BRIDGEWATER.

What Shall We Have for Lunch?

WELL!
A Box of Sardines, Potted Meats,
Fruit of all kinds, Kennedy's Crackers.

CRANE & BURRILL.

YES!
I'm the same BURRELL that made that Photograph of your friend which you liked so well. I can make just as good a one of you. You've seen some samples at our entrance. Well, call up stairs, and we'll be pleased to show you lots that are not there. Everything in Photographs, Crayons, etc. All the Latest Styles at the Lowest Prices.

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