1900

The Normal Offering 1900

Bridgewater State Normal School
THE NORMAL OFFERING

PUBLISHED BY THE STUDENTS OF THE BRIDGEWATER STATE NORMAL SCHOOL.

1900
In recognition of the esteem
in which he is held by the students and alumni
of the school, we take pleasure in
dedicating this book to
ARTHUR CLARKE BOYDEN.
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Greeting.

Once again the Offering is presented to its readers as a year book. The year 1900 commemorates two anniversaries, the sixtieth in the School's history and the fortieth in Mr. Boyden's principalship. It is a banner year, and the editorial staff hope they have placed before the alumni and students a fair account of the doings of the School for that period.

The book has been enlarged somewhat from last year, and as the School increases as it will from year to year, we trust its year book will take a corresponding prominent position.

Many thanks are due those who in any way have contributed to its success. Grinds and quotations have been indulged in freely. If any find their names used promiscuously and are disposed to "let their angry passions rise," let them look further and enjoy a laugh on their room-mate.

The usual apology and excuse for not presenting a more interesting book is offered by the Staff, also the hope that next year the Board will be chosen earlier and enjoy a longer time in the preparation of the annual "Offering."
Year Calendar.

September 12, 13, 1899.
Full well the Ex-Juniors remember these days.

September 14.
"A little learning is a dangerous thing."

November 28 — December 4
"Be it ever so humble,
There's no place like home."

December 22 — January 1.
'Twas the night before Christmas,
When all through the hall
Not a pupil was studying,
Not even — a Special.

February 17, 1900.
I am an Ex-Junior.
I am a Senior.
March 23 — April 2.

THE GIRLS' VACATION.

April 19.
Normal 9
Burdett 3.

MAY 30.

THE BOYS' VACATION.

June 26.
The Faculty.

ALBERT G. BOYDEN, A. M.

*Principal of the Normal School and Instructor in Educational Study of Man.*


ARTHUR C. BOYDEN, A. M.

*Vice-Principal and Instructor in Natural Science, History and Civil Polity.*


FRANZ H. KIRMAYER, Ph. D.

*Instructor in Classics and Modern Languages.*

WILLIAM D. JACKSON.

Instructor in Science, English Literature, Mathematics.


CHARLES P. SINNOTT, B. S.

Instructor in Natural Science and Geography.


HARLAN P. SHAW.

Instructor in Physical Science and Industrial Laboratory.

Bridgewater Normal School, 1890. Post-Graduate and Assistant, 1890-91. Special courses at Mass. Institute of Technology and Harvard University. Instructor at Bridgewater since 1891.

FRANK E. GURNEY.

Instructor in Latin, Astronomy, Book-Keeping.

Bridgewater Normal School, 1890. Special courses. Taught at Cathedral School of St. Paul, Garden City, Long Island. At Bridgewater Normal School since 1891.

ISABELLE S. HORNE.

Instructor in Vocal Culture and Reading.

Courses in Boston University School of Oratory. Taught at Dover, N. H. Master's Assistant in Prescott Grammar School, Somerville. At Bridgewater Normal School since 1875.

CLARA C. PRINCE.

Instructor in Vocal Music and Mathematics.

FANNY A. COMSTOCK.
_Instructor in Rhetoric, Arithmetic, Botany._
Bridgewater Normal School, 1875. Taught in Marlborough High School. Instructor in Easton State Normal School, Castine, Me. At Bridgewater since 1888.

ELIZABETH H. PERRY.
_Instructor in Drawing._

EMILY C. FISHER.
_Instructor in English, Geometry._
Bridgewater Normal School, 1887. Courses of study in Paris and Berlin. Courses at Radcliffe College and Institute of Technology. Instructor at Bridgewater Normal since 1889.

BESSIE L. BARNES.
_Instructor in Physiology. Physical Training._

LILLIE E. MERRITT.
_Assistant Instructor in Drawing._
Bridgewater Normal School, 1894. Assistant during last two years of course. Regular instructor since 1894.

LILLIAN A. HICKS.
_Supervisor of Practice Teaching._

Model School Instructors.

BRENELLE HUNT, _Principal_. Grade IX.
ADELAIDE REED. Grade IX.

MARTHA M. BURNELL. Grade VIII.

HANNAH E. TURNER. Grade VII.

NELLIE M. BENNETT. Grade VI.

JENNIE BENNETT Grade V.
Bridgewater Normal School, 1886. Courses at Summer Schools. Teacher in schools of Middleborough. Teacher at Bridgewater since 1898.

MARY L. WALLACE. Grade IV.
Bridgewater Normal School, 1893. Teacher in schools of Rockport and Malden. At Bridgewater since 1895.

SARAH W. TURNER. Grade III.
Bridgewater Normal School, 1878. Teacher in schools of Dighton, Taunton. Came to Bridgewater, 1897.

SARAH E. PRATT. Grade II.
Bridgewater Normal School, 1869. Experience in schools of Kingston, Bridgewater, Melrose, Malden, Newton, Somerville. Returned to Bridgewater as teacher in Model School, 1897.

FLORA M. STUART. Grade I.
Bridgewater Normal School, 1889. Courses at Summer School. Teacher in schools of Fairhaven and Newton. Returned to Bridgewater as teacher, 1890.

ANNE M. WELLS. Kindergarten.
Kindergarten Training Class in connection with Mrs. Quincy Shaw’s School, Boston, 1889. Post-graduate work with Miss Fisher in Boston. Taught in schools of Brookline and Hartford. At Bridgewater since 1893.

FRANCES P. KEYES. Assistant Kindergarten.
Fortieth Anniversary of the Principalship of Albert G. Boyden, A. M.

The Bridgewater State Normal School has been acknowledged as standing at the head of the Normal schools in the United States. This testimony does not come from the faculty of the school, nor from the people of this good old town, but from outsiders, educators and public men not connected with this school. Allusion is made to this testimony not for the sake of boasting, but simply for giving the reason for the uniform sentiment which the writer has heard for the last thirty years on many occasions, and which educational papers of this and other states have expressed again and again. The principal of this school for the last forty years has been Albert G. Boyden.

Albert G. Boyden 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, determined to do what he could for himself. At twenty one years of age he had good health, good habits, his trade, and he had taught a district school three winters.

He entered the State Normal School at Bridgewater in 1848, 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 assistant teacher in the Bridgewater State Normal School and 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 for 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.

Mr. Boyden was a diligent student both in school and under private tuition, and while he was assistant in the Normal School he was called upon to teach nearly all the studies of the course, and to make careful study of the principles and method of teaching. He started in life with the determination to do everything intrusted to him to the best of his ability, and has never sought a position as teacher.

He has been president of the Plymouth County Teacher's Association, of the Massachusetts Teachers' Association, of the Schoolmasters' Club, of the New England Normal Council; vice-president of the American Institute of Instruction; secretary of the National Council of Education; president of the Old Colony Congregational Club; editor of the 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.

Mr. Boyden graduated under the first principal of the Bridgewater Normal School, taught three years under him, and three and one-half years under the second principal. He had, therefore, all the chances possible of imbibing the inspiration of those two good men, and of becoming acquainted with the whole work of the Normal School. He acquired facility in teaching in the various subjects, since he was called upon to teach nearly every branch in the course of studies during those six and one-half years. This, together with four and one-half years teaching in Grammar and High Schools between the first and second periods at the Normal School, besides the studies pursued under private tuition with the special object of extending his knowledge, gave him a comprehensive view of the whole field. That he made good use of this opportunity, that by tireless work he added richly to what he had acquired, that he kept alive to the ever increasing demand of the times, and always in advance of the educational agencies around him, is now our pleasant duty to show by examining his record of forty years' service as principal of this School.

As our guide we lay down the following proposition. The principal of a Normal School must have these three qualifications: he must have an excellent character; he must possess high executive ability; he must be an educator, representing the best thought and methods in educational matters of the times.

That Mr. Boyden is a good man is abundantly shown by his early determination under untoward circumstances to get an education which would fit him for teaching; by the fifty years of his life which he has passed at Bridgewater; by the testimony of his fellow-citizens, his assistant teachers, the authorities of the State, and the thousands of graduates from this school since his administration.

The great executive ability of Mr. Boyden is most clearly shown in the material upbuilding of the school, and in the discipline which he has introduced for the management of the school. Here his firm conviction, strong will power, tact, power to grasp the subject in hand and master its details, perception of the hour and ceaseless effort till those needs are met, are clearly evinced. Mr. Boyden was appointed principal in 1860. The school building was then a plain wooden structure, forty-two by sixty-four feet, two stories high, and was considered a fine and well-equipped building for that time, although the whole plant, land and all, did not cost more than ten thousand dollars. In our times we would be astonished to see such a primitive establishment for the preparation of teachers. It must be borne in mind, however, that at that time the people of this country, and even the people of Massachusetts, did not see the absolute need of trained teachers, and so the legislature had to be approached very delicately when any large amount, for instance one thousand dollars, was to be asked for necessary repairs or supplies. The school had to endure all sorts of attacks and criticisms. Like an infant, it was exposed to, and assailed by all
manner of diseases. However, under the fostering care of Principal Boyden this infant grew, waxed stronger and stronger, so that it soon outgrew its pin-
fores. The good work of the graduates became known, the pay obtained by teach-
ers who were carefully trained was higher than that of the untrained, the attend-
ance increased rapidly, the school became crowded to its utmost, filled with en-
thusiastic young people eager to learn. The school began to look like a hand-
some woman dressed in clothes which were too small for her. By constant 'en-
treaties, polite appeals, and urgent invitations on the part of the principal, some
of the wise men at the State House came out to see what was needed. These
good men from the State House came, saw, and were convinced that such an
anomaly should not exist, so went home and voted that the young lady should
have a long dress of good material and well made, and some adornments, that
she might take her place in society. In 1861 the building was enlarged 70 per
cent.

The tact of Mr. Boyden had accomplished the end sought. He had already
drawn his plans, had provided for all the details, had given his vacation to the
performance of this arduous task. This was the beginning of the grand im-
provements which have been made since. Again and again the dress of that
young lady had to be altered, and as she grew into strong womanhood, very sub-
stantial, fine, new clothing, befitting her station, was necessary, and under the
principal's watchful care it was procured, until she stands before us in all her
glory, the pride of the State.

In 1869 Normal Hall was built, and enlarged in 1873; in 1871 the Normal
school building was enlarged by the addition of a third story; in 1881 the labo-
ratories were built and furnished with modern appliances; in 1883 and 1887 a
farm and Boyden Park were purchased; in 1887 Normal Grove was presented
to the school by two alumni, Dr. Lewis G. Lowe and Samuel P. Gates; in 1890
the old wooden building was moved back and the present handsome brick struc-
ture, eighty-six by one hundred eighty-seven feet, was erected in its place. At
the same time the laboratories were moved on the adjacent school lot, which the
town gave to the State, and turned into Woodward Hall; in 1894 the new
school building received an addition of one hundred twenty-seven feet so as to
accommodate the Model school, which has now over four hundred scholars. The
school building now is eighty six by three hundred fourteen feet, of three stories
above the basement, heated by hot air, lighted by both gas and electricity, and
equipped with all the modern appliances of a school building. In 1895 Tilling-
hast Hall and a laundry were erected, both of brick, and the South Field was
purchased. The value of the plant is now over a quarter of a million dollars.

All these great improvements were planned in every detail by Mr. Boyden.
It took, as one can readily see, the vacation of nearly every year to think out,
draw plans, and make estimates for all these vast improvements. A fact worthy
to remember in this connection is, that in all these various operations, improve-
ments, alterations, and in the erection of new buildings, the estimates were so
carefully made by Mr. Boyden that, when the appropriations were made by the State, they invariably covered the necessary outlay.

Another proof of Mr. Boyden's executive ability is the discipline under which the school is managed. This discipline is firmly but kindly administered, in fact it is so adjusted as to execute itself. Young men and young women come here to prepare themselves for training the young. It is therefore supposed that they behave in an exemplary manner and make the best use of their opportunities. They are put upon their honor to do what is right before God and man. The regulations that have been adopted from time to time were at the solicitation of the pupils and as experience has shown their necessity. The principal is only carrying out the wishes of the pupils and parents, that the wayward should be warned, the indolent encouraged to work, and the good and industrious protected against temptation and contamination. All pupils, on entering the school, are requested to sign a pledge that they will faithfully keep these regulations, and so those who are unwilling to conform cheerfully are presumed to be unfit to become teachers in the public schools.

Having shown Mr. Boyden's executive ability by describing the material upbuilding of the school and the discipline under which it is managed, we come to his qualifications as educator.

Here is Mr. Boyden's definition of "Education," as it is found in his work "The Educational Study of Man." "To educate a child is so to stimulate, direct and control his activities through his childhood and youth, as to bring him up to that state in which he will make the best use of all his powers, physical and rational." This definition is the basis on which he builds his work in the schoolroom. It is surely a good, broad, solid foundation to build on. In his schoolroom one hears such expressions as: "Think, think on your feet, think before you speak." Again, "Present the object as a whole, then notice its parts, the relations of the parts to the whole and to each other." "Present the subject as a whole by defining it, analyze it into its main divisions, separate each main division into its sub-divisions in the order of their dependence."

This is the topical method, now so universally used in all newspapers, periodicals, etc. No one would think of doing without a process that brings at once light and order into every department of mental activity. This topical method was introduced first by Mr. Boyden after a careful study of his own mind and of the minds of his pupils. It is the natural, and therefore the logical way of teaching. And yet this method was at first very much misunderstood. Prominent educators had their doubts about it, saying that it was fine to look at, but could not be applied with success in the schoolroom. The fact is, that it is now the common mode of procedure. With this clear and concise way of handling any subject, Mr. Boyden set to work to have all the subjects in the course arranged on the topical plan. He himself outlined the work in nearly all the branches. He held frequent meetings of his teachers, presented his method to them, invited them to discuss it, impressed it so strongly and so convincingly that it was fully
adopted by all the teachers of the school. It is a pleasure to recall the enthusiastic manner in which he taught the teachers, in those teachers' meetings, many of the objects and subjects in order to show what he considered good teaching. To prove the soundness of his doctrines, the teachers in rotation were required to prepare topics suitable to be taught to the whole school during the period of the general exercise in the morning, and to teach them. Since this work was to be discussed and criticized in subsequent teachers' meetings, it stimulated the teachers to make their best efforts, so the benefits derived from it were of incalculable value to the principal and teachers.

If Mr. Boyden had done nothing beyond the introduction of his topical method in the school, his ever-enduring fame would be secure, for through this method the pupil has the key to self-instruction, he knows what to study, in what order, and how. It is frequently found that pupils who come to the Normal school do not know how to study. Considerable time must be devoted to every new class in giving them directions of how to study; but this time is well spent, nay, it is absolutely necessary that it should be spent for this purpose, for if a person once knows how to go to work intelligently on any given task, he can by application master that task. This power of knowing how to study shows its results most plainly in the case of those who go to college after their Normal course, and who uniformly testify that they can do more work in a given time, and do it better, than those who did not have that training.

Mr Boyden was one of the prime movers in all the steps taken to shape the courses of study which are now in force in the Normal schools of the State. When new subjects needed to be added, when improvements could be made in the schoolwork or apparatus, he was always on the alert to keep his school in the front rank.

In 1870 the four years' course was started, and so a heavy task was placed before Mr. Boyden, for he had to rearrange the whole work of the school so as to meet this new demand. Higher work and more subjects were required to fit pupils for teachers of secondary schools besides those for primary, intermediate and grammar grades. But there was compensation in this, that the applicants who came were better prepared, and infused a desire for higher culture in their schoolmates. While in 1870 a graduate from a High School was a rare acquisition, the standard of the scholars was gradually raised so that now only graduates of High Schools, or of Schools which have High School standing, are admitted. The requirements are now as those for colleges. Within a few years college graduates and teachers of successful experience who have not had Normal training, have been coming to take special courses to fit themselves for teaching. In 1893 a Kindergarten training school was added to make the system complete from the lowest round to and including the highest—the High School. To adjust all this work properly, and to carry it on successfully can be accomplished only by a man of exceptional ability as teacher and executive officer.

What have been the results of Mr. Boyden's fifty years of teaching, forty years of which he has been principal of this School? The results in buildings
and equipments stand here in Bridgewater; the beneficent work of the thousands of graduates who are to be found in all the States of this Union, in Canada, Mexico, Cuba, Chili, France, England, South Africa, India, Japan, in the Philippines, can not be estimated. One only knows, "Who knoweth all things and rewardeth him that doeth His will."

With the last addition, that of the Kindergarten to the Model School, it seems as if the Normal School has reached the ideal of what a Normal School should be. And yet there is one thing more that is wanting to put the finishing touch to the magnificent structure; one thing, foreshadowed as it were, by the Kindergarten. Just as with the Kindergarten the lowest point was reached at which education can begin at the lower end, so it ought to be possible at the upper end to reach the highest point to which the education of the teacher of the common schools can be carried. It should not be too much to expect, and it would only keep Massachusetts on par with some other states which she out-ranks in other respects, to see the Bridgewater Normal School, which is the only one that has a full four years' course, raised to the dignity of a college, with authority to confer degrees of Pedagogy. The Bridgewater Normal College would be the well earned crowning of Mr. Boyden's fifty years' great work as teacher, and of his forty years' work as Principal of the Bridgewater State Normal School.

F. H. K.

The following sonnet was written to commemorate the completion of twenty-five years of Mr. Boyden's principalship in the Bridgewater Normal School. Its republication seems not inappropriate to this memorial year.

**SCRIPTUM EST.**

**BY M. H. LEONARD.**

Angel, of Record, what inspires thy pen?
A quarter-century with work full-fraught,
And manifold results this work hath wrought;
Thoughts daily sown to bloom in thoughts again
And lives of women true and earnest men,
And hosts of children these have reared and taught.
A thousand schools that inspiration caught
With issues intricate beyond our ken.

And when, O Angel, will this record close?
When matter, mind and force shall cease to be,
When fire burns not, when water no more flows,
Nor makes its circuit through air, earth and sea,
When truth shall perish and Creation's light
Be blotted out, then will I "FINIS" write.
The Classes.

JUNIORS.

QUESTION.—Oh, why did you Juniors decide to come here?
FIRST VOICE.—“I’d abandoned my hopes of a college career.”
SECOND VOICE.—“My father and mother were teachers you see
So that is the bent of the family tree.”
THIRD VOICE.—“With a five hour day and an eight month year
That a teacher’s profession is easy, ’twas clear.”
FOURTH VOICE.—“A catalogue told me the charms of the place
Which created a longing no time can erase.”
CHORUS.—Since coming our purpose is clearly defined,
An ethical value in teaching we find
To lead to right thinking and willing, the mind,
And raise to a plane that is higher, mankind.

SENIORS.

QUESTION.—Oh, why are you Seniors so sorry to go?
FIRST VOICE.—“The world is so large, and little we know.”
SECOND VOICE.—“The hours of study, the quiet of ten,
Now go from our life in the worship of men.”
THIRD VOICE.—“Those talks in the morning, we’ll have them no more,
But the precepts and lines are for others in store.”
FOURTH VOICE.—“We’d like to stay and win back our ball
But the Juniors will lose it themselves next fall.”
CHORUS.—We part from a place and friends that are dear,
Whose kindness and help will no longer be near,
But still through the days of the oncoming year
We’ve memory always to comfort and cheer.
MONG the old standbys for Friday afternoon speaking, there used to be one belonging especially to the repertoire of the feminine portion of the school's dramatic corps. It was called "We Are Seven." It appears from a careful canvass of the class that at least ten per cent have declaimed that masterpiece from the platform. Now, in laying our history before the public, we wish to say that we are ten. Not in the sense, however, that that number includes all who ever were members of our Section, but only the valiant few who have held out for four long years. The events of the first three of these years have already been recorded, and there remains only those of this, the last.

The first half of this year, we subsisted chiefly on Psychology. It is one of the advantages given to advanced students that they have one term in which to recover from the extraordinary strain put upon their intellects, and to discuss the principles learned in the Educational Study of Man before putting them into practice.

But, going on, it is well known that Psychology affords a wide field of usefulness to the individual endowed with an argumentative soul. For that reason, we warmly welcomed the Specials and wandering Three Years' Students to Number 17. There we derived the usual combination of pleasure and instruction from the lengthy debates. By the way, it is not absolutely necessary that the members of this class should have their minds emulate the supposed recep-
tivity of children, as in the case of Geometry. Still, do you suppose the frankness and imagination of a little child could have produced anything more delightful than the following statement? "Potato sprouts started in a closed box are white because such is the color of the generating vegetable." This is not exactly verbatim. We do not believe in learning by rote, as it is a habit "pneious in the extreme," and since the ideas did not seem to have a logical arrangement, there was no other way of remembering it.

Some time each day was also spent in the instruction of the real *bona fide* article. We not only led them in the path of knowledge, but also covered their books, straightened their spinal columns, and were able to recognize them on the street. Our experiences in this first real taste of our work were thoroughly enjoyable. No cases of over or under severity have been reported and we believe that our specialty is discipline. The verdict of the class is that teaching is preferable to being taught. Moreover, it has been decided in class conclave, that all the government in our future schools is to be carried on by the eye, or hand.

The attention of the class for a part of the term was taken up by the presentation of tragedy. We have found Shakespeare very well adapted to our histrionic genius, and consider it really very handsome of him to have written those plays, of which we selected Julius Cæsar. The Commentaries of the great Roman had received much attention during our classical course, so that we felt quite well acquainted with him. Probably his death scene was the *chef d'œuvre* of our presentation. It is possible that Cæsar made rather unnecessary noise in his fall, but it was altogether the fault of his slayers, who knocked him over in their impetuosity. Some critics might not have considered it the correct thing for the corpse to giggle during an impassioned after-speech by Brutus. Yet it cannot be denied that the general effect was thereby much heightened.

In Literature our store of general information has been much augmented. As a result, we have a great deal of pity, and possibly some fellow-feeling, for the ignoramus who cannot quote exactly the Scriptural reference to turning "shields into plowshares," and also give the chapter and verse. Some intense thought was, on one occasion, given to the character of Charles Lamb. As, whether it is possible that the rulings of an all-wise Providence gave him a strong sense of humor in preparation for our class. For that day his shade beheld the title of one of his dearest brain children emblazoned on the blackboard as the Essays of a Liar. Since then, we believe in the advantages of correct pronunciation and spelling.

The period of transition to our second and last term was a dark one, simply because it consisted of only one night. We have not yet decided to call it the Renaissance. A good deal of our time now is being devoted to talking, not at all interesting to the uninitiated, for our conversation can scarcely be called a "feast of reason and flow of soul." Individual character is freely discussed, the invitations for the graduation, and the uncertainty of human desires.
Trigonometry has been begun and finished with much pleasure. For the benefit of any inquiring minds, we will state that the chief impression left by that study on the brain, is a somewhat hazy one of triangles and logarithms. By taking things according to analogy, one is likely to meet with fair success in the understanding of the subject. Still, a slight knowledge of the arithmetical operations, such as is obtained in the Second Grade, is necessary for accurate work.

We have the privilege this term of wandering on the campus and studying the stars during the evening study hour. It is not without its dangers. For instance, a harmless cat was found on the walk one night, wriggling his paws at the moon, and sustaining a sinuous motion with his body. A slight misunderstanding as to the nature of the animal caused a swift retreat to the shelter of the halls. A few were desirous of making further investigations but were overruled by the caution of the rest, and the mystery has never been solved. On another occasion the sight of our party with its gaze bent on the firmament was too much for some passing boys, and they applied the usual appropriate slang.

Since the success of Julius Caesar, Hamlet and his supporters have been safely made way with, and we shall soon concoct a witch's broth for Macbeth. The class, as a whole, is not yet recovered from its toil as gravediggers in which its personality was completely merged. We have hopes that the close relationship with ghosts which we enjoyed in Hamlet will stand us in good stead with Macbeth.

Lately a new occupation has been opened to us. It is that of developing the microscope eye. This does not mean the diminishing in size of that organ, but the power to gaze upon the bacilli tuberculosis, when found, with one eye and keep the other optic in an expansive, though unseeing state.

Now our horizon is changing. September, with its new thoughts and cares, seems very near. Perhaps sometimes there comes a slight distrust of self as the understanding of our future responsibility broadens. Still, there is danger in too much self-confidence, as in too little. And when we stand before our pupils may we remember first of all, that we are dealing with little lives which are to become the great ones of this world.
Seniors.

Susan G. Bakeman, . . . President
Margaret T. Kane, Vice-President
Velma W. Morris, . . . Secretary
Grace Damon, . . . Treasurer
Jennie A. Orendorff, . . . Historian

"Oh, you dear!" "How glad I am to see you!"
"Don't you think it's good to be back again?" Such
were some of the exclamations to be heard about the buildings
and grounds of this renowned institution the thirteenth of
September of last year, when the class of nineteen hundred
returned to complete its labors, so well begun before. How natural the places
we had come to know and love appeared—natural, yet somewhat different; for
were we not Seniors and did not that fact give us an added dignity, touching the
familiar scenes with a new light?

After three or four days had passed and the novelty of the return worn off,
we were plunged again into work, and the different subjects opened new vistas
to our minds.

In Geology, every phenomenon for which no apparent cause existed was
due to "percolating waters." To the person passing by the school building
there appeared in the windows of the Assembly hall and Geography room,
sheets of white paper which seemed a little mysterious, to say the least. Could
the observer have seen behind each of those sheets he would have found a stu-
dent whose flushed face was screwed into an expression bordering on agony,
whose neck was craned to the farthest possible limit, and who, when questioned
concerning his purpose in assuming such a position, would answer laconically,
with a wave of his pencil, "doing maps."

In Rhetoric we struggled bravely to escape the quiet "I'll have to stop you
there," which sounded so simple, yet carried so much weight. Many of us
probably remember the smooth and oft-repeated remark, "Well, has the dipper
clinked for the last time?" as we sat waiting for the last members of our class.

Although we had come to a realization of our brilliancy as a class, we were
surprised in History. One young woman, with a fitting sense of injury, in-
formed us that "it was Martin Luther who was absent from the Convention of
1787," and appeared disgusted with that gentleman for thus neglecting his po-
political duties. Another young lady put us so far behind the times as to state that Columbus made his important discovery in 1620. Still another showed great interest in "the French Explorers, Hengest and Horsa."

After our Christmas celebration, which, by the way, was a very festive occasion, oh, why was the review question in Zoology, "explain the chewing of the cud," omitted? Perhaps our honored instructor can explain. Very few persons, I think, realize that the gypsy moth is a romantic insect. The fact is that it is an excellent sample of the "old, old story" which has been since Adam and Eve, for we learned it in Nature Study. In our struggles over Greek Art, we painfully copied borders and made portfolios from Greek originals and complimented each others efforts with a cheerful attempt to feel satisfied.

During our course here, we surely have learned our principal's views in regard to certain subjects, so imagine our surprise when one of our number boldly asserted that she liked the Hosea in our "Frieze of the Prophets" best, giving as her reason, "because he's young."

The first time during our Model School practice that we heard the teacher's words "lower the slides, please," what heart did not echo the dull "bump" as the slides slipped down into place and we knew that our time had come? This feeling, however, soon left and we found the work exceedingly pleasant. It was during this time that most of us made strenuous efforts to "do less talking."

And how we have struggled in room 17 trying to perceive and explain the activities of our own minds. If we cannot now read correctly the youthful mind we have only ourselves to blame.

So, as the new century opens before us a fresh field of opportunities, let us enter it with the wisdom and worth of our principal's and teachers' precepts firmly in mind, realizing more and more as time passes, how much we owe to their kind guidance and the examples they set before us during our two years at the Bridgewater Normal School.
Section C.

President
Sarah A. Packard.

Vice-President
Henry P. Fitton.

Secretary-Treasurer
Cyrus Benson.

Historian
Edward L. Curran.

Comparing our notes labelled "General Exercises" with the present morning-talks we find a peculiar coincidence of dates and subjects; which warns us, with no slight emphasis, that the school year is fast drawing to a close. Looking back over this short year we are conscious of great changes, both in our looks and in school-life. To account for the marked transformations the class now places its humble history before you. The object of the present panorama is not to dwell upon "old stories," but rather to supplement the record of a Section, almost indispensable to the growth and development of the Bridgewater Normal School.

In defense of this last statement ample proof is given in the editor of the Offering, also the business manager of the same. Four sturdy men including a captain were prominent factors in football; while an equal number with the addition of captain and manager uphold the honors of the baseball team. We are represented in basketball and tennis as well as in the library. The Normal Club is also benefitted by our amateur actors.

The social life of the class was renewed by the advent of the Junior reception. On this occasion it was rumored that the young ladies of the class were among the first to label themselves. The boys took advantage of this fact to "tag" after them, which they have continued to do ever since.

The following Monday found us sailing with all sail set toward that distant isle called the seventh of February. Just at this time some members, famous
for their bursts of speed (due largely to the aid of a horse) commenced "skipping" over the billows of trouble which lay in their path. These wanderers soon sighted in the distance a "worn-out bluff" which gave fossiliferous evidence of being formed in 1840.

Others in the class wished to introduce a class in horticulture to a course already crowded with studies. These may even now be discriminated by their tendency to cultivate "pairs."

The appearance of new dresses marked another epoch in Normal life. This display of finery is the herald of Thanksgiving recess. What a pleasure it is to stagger under the weight of a heavy dress-suit case, or to be fortunate enough to share the same seat in the railway train with a girl of more than a passing acquaintance!

At Christmas tide the same act is repeated together with the exchange of a few tokens—prizes you know, for good scholarship.

The New Year brings with it the customary resolution "I'll quit fooling and get down to study." These we recollect were made then but put off until the new term for execution.

With the month of February, comes a new course of studies. "Cleaning house" in the physical laboratory, we marched across the corridor to drown our sorrows in $H_2S$ gas. In Chemistry an evaporating dish was given to us, an article for which Section C has little or no use, as Dr. Kirmayer can testify.

In the History class there is a grand reunion as this is the only lesson that the three and four year members have in common. This meeting in No. 2 every day reminds us that another dear classmate has followed the footsteps of the first, and has already broken the ties now growing strong with age. Soon the members of the three years' course will step before the class for the last time, and with one backward glance, will leave the field and the century to the naughty ones (01). Note here that some of us graduate in this century while others will have to wait for another century before forming distinct ideas of concepts and general terms.

Now that we are bound together by the golden bonds of a class pin, the prospective parting in June will not seem so heart-rending. These beautiful pins will recall the animated discussion in that class meeting which decided their lot. And if perchance, one should take (by mistake) a pin with another's initials, who could blame him?

* * * * * * * * *

In preparing the foregoing history the author has borrowed freely from various class authorities such as, "Telegraph Poles and How to Know Them" by J. H. Glover, whose knowledge of genealogical trees have proved invaluable in securing the chronological order. Spauldings's Football Rules have rendered valuable service. Use has been made of Benson's version of "The Bridal of Malahide," while "Parliamentary Law" by W. R. Kramer has been a loadstar to a wandering transgressor.
Section B.

President
SUMNER W. CUSHING.

Vice-President
ETHEL BOYDEN.

Secretary-Treasurer
EDMOND L. SINNOTT.

Historian
CHARLES P. SAVARY.

Read the history of Section B in the results of her enterprise, in the talk of the school, in the lives and deeds of her members. Never has there been collected a like company of artists, poets, composers, authors, and lions in society, (for this Section has a lion). Never was a class endowed with such a variety of talent in this institution.

When this remarkable constellation reappeared in September and found two of their fellow stars not present, did they shrink into a corner and mope? No! Within six weeks after the first burst of grief they had forgotten their sorrows in the dizzy whirl of social life. And when, later, another member dropped out, we see the class, though staggered momentarily under the blow, soon rise supreme over downheartedness and give a party.

Receptions, exclusive, elegant, were gotten up for the entertainment of the Section, and what mattered it that they were usually given by the Section to itself? Since the picnic at the “Nip,” it has been the ambition of Section B to keep up its social prestige then acquired. Early this year facilities were most opportunely presented by the chairman of a committee appointed for that purpose when she invited the Section to her home.
This was one of the most enjoyable festivities of the season. Here it was that to a gentleman, who disclaims the slightest interest in children, but whose sweet tooth is abnormally developed, was presented by the master of ceremonies a most beautiful paper doll, while a young man who is a professed lover of children received a box of chocolates. These were as prizes in a contest of brains, and the only reason that one person did not win both, was that the president had gone away before the contest began.

The ambitions of the Section ran also to having a distinctive pin as an emblem of its exclusiveness, and forthwith a very efficient committee of three was appointed to procure it. Now, among other excellent attributes, the members of Section B, that is to say that part of them who acted as chairman of the committee, had a most inordinate aversion to labor. As a result, after about six months the efforts of the committee produced some fruit. The activity of the committee even then was probably due to the satire of one of the ladies, who answered the question, "What does C. P. S. most dislike doing?" with "Class Pin Soliciting." C. P. S. be it known are the initials of that chairman.

The occasion on which this occurred was the second entertainment of the Section, this time by one of its friends among the faculty in the large reception room at Normal Hall, when the class, at that time engaged in the study of Greek Arts, listened with much interest to the reading of Stoddard's lecture on "Athens" by the hostess.

There were other jokes besides that just mentioned above, in fact the Section is always very witty, and the members of it are cracking jokes continually. The Section boss cracks jokes, too, but he has the advantage of being able to assemble the class when he has anything to say. The class meets on the average, I should say, once every ten minutes. Mr. Merritt was a great boss, as a joker, to the Section. It was he who called the president "Section boss," and said that Charles Dana Gibson would be a drawing card at the head of the presidential ticket next election.

The next and last social event in the calendar of the Section was the "Great Rabbit Party," where the president and one of the ladies each made a rabbit; at least, they called them rabbits, and as the products were edible no one questioned their veracity. It is a courageous and heroic thing to do, to sit and watch a rabbit stew, and wonder all the while how much will come to you.

Shortly after this party the class was very much surprised to learn that the pin committee was in activity, and the day after the spring recess found the members of Section B proudly wearing the gold and black bee which distinguishes them today from the rest of the world.

And now, dear reader, here ends the history, up to date, of the "Great and Only Section B," first in social life, second to none in academic pursuits, and last in basketball. May her sojourn here at Normal be long (but not over four years) and prosperous, and may all her members achieve the highest goal of their ambitions, and become successful teachers in public schools of the Commonwealth.
GOOD BYE, I'm afraid I won't pass but nevertheless I'll do my best," shouted a bright-eyed girl as she left her home in the early fall of '99. What did she mean? If I don't pass the examinations she meant. But where? At Bridgewater Normal School of course! Where else could she mean? That is what one girl said but doubtless that is how we all felt as we sat in Assembly Hall on that beautiful morning waiting anxiously for the time when our fate would be decided. The hour at last approaches and we take seats while the questions are distributed and paper is also given to us on which to show how worldly wise we are.

At last it is over and each fortunate person departs feeling that he is really and truly a member of that much coveted Normal School.

With a membership of twenty the history of Section D begins.

Perhaps we did not do quite as well that first day as might be expected for we were really very frightened. As Mr. Boyden was calling the roll suddenly
he stopped and said, "Did I hear a Gunn?" We soon learned that that Gunn was in our class and then of course we felt as if we were well protected and had no further cause for fear.

Our singing, sad to relate, was not always what it ought to have been. Although the Carroll is undoubtedly our favorite song, it was with some little difficulty we sang it due perhaps to the fact that we have a continual Paine.

In spite of the fact that we were continually warned that certain properties of tones (of which we learned in Music) could not be acquired by some without "going out into the woods and shouting" it seems that our members did not avail themselves of this valuable opportunity, but we hope that before next year we will have so far advanced in this particular that our teachers' warning will be more of the nature of "Don't speak so loud."

The pitch-pipe proved a source of some little annoyance to a few not only because they realized it was their duty to imitate this little machine, but when before the class with nerves "all shaking and quaking" they realized that sounds would come from only one side and even when the sound did come it often proved to be other than the desired one.

On certain days Psychology took the place of some of our other lessons and once in that study when the question was asked, "What do you think I'd mean if I said, How?" one of the students misunderstanding the word replied, "I should think you meant you had a pain."

Even during the absence of a teacher (for we have conducted several of our own classes ourselves) we believe in a strict adherence to what is truest and best. Even in such a simple thing as naming an object it is our policy to give it its best name, whether it be a "turnip or a piece of paper." For pieces of paper made into definite forms by the work of our own hands have been sources of delight to more than one troubled heart!

As a Section we have had the greatest difficulty in restraining our "Powers." Not only are they shown very strongly in the laughing direction, but are even manifested in a strong tendency to set fires. One must not be surprised then to learn that one day a certain girl startled her teacher by setting fire to her hair. This we might have overlooked, if a few days later when asked by the same teacher, "What things burn?" she had not answered, "Hair."

In other realms of study we have made amazing progress, but Friday mornings, Oh Shaw! it would perhaps be unwise to tell what a multitude of sins sandpaper can be made to cover.

Even though the goddess of sleep at times enters our ranks and works her magic charm, we were not so influenced by her but what we realized that we must have our class organized and early in the Spring we had our first class meeting and elected officers. After a short fulfillment of duty our president left us, and at our next meeting we made our vice-president, president for the remainder of the year. Unlike the classes of last year, we are not to have our pictures taken, instead we have the above sketch to go down to posterity and to keep alive the memory of that much renowned and illustrious Section D.
"FELLOW citizens," said Abraham Lincoln, "we cannot escape history."

Let us, therefore, yield gracefully to the inevitable.

A flood of sunlight and a bright blue sky smiled on the birthday of our class last September, and inspired us with new courage as we entered Assembly Hall, that scene of our late struggle with the entrance examination. At first everything seemed new and strange, but soon we felt more at ease and longed to begin our studies immediately. Our eagerness for work was not satisfied for some time, and while the teachers were busy with the other classes we looked about and felt, like Kipling's camel, "most 'scruciating idle."

But this was only a pause in which we gathered strength for the coming struggle. Work began in earnest. This and the Junior reception soon made us feel that we were really a part of Bridgewater Normal.

Since then we have been "tutor'd" in the rudiments of many desperate studies. We constructed geometric forms, fearfully and wonderfully made; we labored hard with physics measurements, and although we did not escape without a hair of our heads injured—some filaments having been sacrificed in the cause of scientific investigation—we can, nevertheless, from our present distance look back upon those anxious days with pleasure, and remember some "general" facts and many more specific anecdotes.

Nor have we forgotten the "brisk" mineralogy walks, nor the difference between quartz and halite.
Our thoughts were bent on Psychology, puzzling questions in Orthography, Ethical Values, and many other subjects, but Drawing brought us back to harmony, in color at least, and then instructed us in the art of doing plane washes—had we received twenty cents a dozen for these some of us would have amassed a fortune.

Music also employed our time and demanded our most energetic work. From the octave we struggled on through sextuple measure, chromatic tones, and transpositions of the scale. We glanced back continually over the outline, but were often "unresponsive" when our turn came to recite it. How many of us, as we stood bravely up before the class to teach, felt in deep sympathy with the man who said,

"Whate'er I knew, or thought I knew,
Seems now unmeaning or untrue!"

In January our class organized and chose its officers, and on February seventh rose to the dignity of Ex–Juniors, having survived that most trying period in the history of any class, the Junior term. With our fund of experience to aid us we have moved forward more peace-fully than before, boldly facing the uses of the minus sign, problems in mental arithmetic, and "slides" in botany. In fact our courage is good in all our studies except in Reading, where some of us still show great timidity.

As we look back upon our first year with its failures and successes, we realize how happily it has passed, though saddened for a time by the loss of one of our classmates. We begin to understand the dignity and responsibility of the life work we have chosen, and we look forward to our reunion next September with the hope that not one will be missing from the seventy-two which now make up our class.

Undaunted by the knowledge of our own limitations, we hope to prove in the coming year that each member of the present Ex–Junior class is, like the fabled mariner, "a person–of–infinite–resource–and–sagacity."
About twenty years after the founding of Bridgewater State Normal School, the most substantial member of the Special class began her education in a primary school in a little town in Maine. Later, between 1870 and 1880, over forty other chubby, rosy-cheeked lads and lassies began their educational career in their resident towns, promiscuously scattered over the New England States, Pennsylvania, and New Brunswick.

"As little acorns develop into great oaks," these prodigies grew on and on steadily climbing the ladder of knowledge, many receiving the benefit of Normal training in various schools, others enjoying college life at Harvard, Brown, or Wellesley, till each finally found his sphere and became famous in some district, graded or high school.

Then, strangely in the early part of '99, all this number conceived the idea that there was yet more to learn and like Bellerophon as he proceeded to combat with the Chimera, we consulted the Goddess of Wisdom, who directed us to Bridgewater.

As in 1513 Ponce de Leon and his followers came to Florida in search of a fountain which would restore youth to the aged if they bathe in its waters, so "We Specials" with this same zeal came to Normal, as the spring in whose waters we might dip and refresh ourselves.

Several years had passed since many of us had been accustomed to adapting ourselves to study, in its "Normal" sense, and to classes we went with "fear and trembling," lest we should not meet the approval of teacher and students, knowing full well, that more was expected of us, as we had previously taught. However this experience did not prevent the distinct "pit-a-pat" within, when called upon to "present."

As we leave this school and take up our respective duties, no thought of Normal will remain more distinctly in our minds or make a stronger impression upon our lives, than the pleasant hours spent in "No. 17," where the "I that
thinks, feels and wills” was much strengthened, and enabled to proceed from
the “general idea of a whole to the particular ideas of the individual” in a more
logical manner, through the kindly and patient teachings of our instructor, who
so generously gave us the benefit of his wisdom and years of experience.

Our enthusiasm over Drawing became quite
apparent to observers, and those who smiled as
they saw us laden with our “trunk” proceeding
to “that upper room,” little knew of the exhibi-
tions of patience as well as of art which were
given during that “social hour.” Though few
of us developed into real artists, none can feel
but that his eyes were opened to the beautiful.

We could record loud praises of all classes
into which our several members entered, but
suffice it to say that all were extremely pleasant,
in spite of the fact that many times during the
first of the year we were greeted with the exclama-
tion “Those Specials!” as we entered the
classroom. We infer that all must have changed
their horrified opinion when they shortly learned
that we were but human like “other folks.”

We are averse to admit that one of our
class became matrimonially inclined, one in whom
all were surprised to learn such. Among her
many admirers in Chemistry, Physics and French, she found all were “too
short” in stature and otherwise for her elevated and fastidious tastes. With
her as with the American girl of whom Col. Baine said, “She wants someone to
whom she can look up, but, looking up sees nothing.”

The social side of Normal life has appealed to us as well as the intellectual.
Many pleasant evenings were spent with the Normal Club, and the quiet (?)
room-parties added generally to our enjoyment, especially when Bré’r Rarebit
was present in his highly seasoned attire.

On looking over the School records of past years we surprisingly learn that
Normal flourished then as now, and that this year’s prosperity is not wholly due
to the presence of the Specials; however, we
are truly thankful that kind Minerva guided our
whole number to assemble in this delightful in-
stitution whose privileges we were permitted to
enjoy as well as the companionship of those
here gathered, all of which tended to help us to
right living.

“Leaped out of the frying-pan into the fyre.”
<table>
<thead>
<tr>
<th>WALTER HAROLD BENTLEY</th>
<th>MABEL DUNHAM HANCOCK</th>
<th>SARAH VINETTA PRICE</th>
<th>MARY ANNA PEFFERS</th>
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<tr>
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<td>Making Deliberate Haste</td>
<td>Spouting Verbatim, Psychology</td>
<td>Mischievously Alarming People</td>
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<td>Writing Horribly Bad</td>
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<td>Sometimes Venturing Persistently</td>
<td>Manifesting Active Progress</td>
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<td>LOUISE MAY LANPHER</td>
<td>LILLIAN GRACE RUNNELS</td>
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<td>Collecting Few Coins</td>
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<td>GEORGE WENTWORTH DICKSON</td>
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<td>Getting Wiser Daily</td>
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<td>Giving Wisdom Distinctly</td>
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<td>Verifying Economic Mistakes</td>
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<tr>
<td>ALTON WILLIAMS REED</td>
<td>ANGIE EDITH SPARKS</td>
<td>MARGARET SHAUNESSY</td>
<td>CELIA WESTON GOODES</td>
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<td>Always Walking Rapidly</td>
<td>Analyzing Every Subject</td>
<td>Majestically Speaking</td>
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<td>After Weighty Reading</td>
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<td>HENRY WARD HALL</td>
<td>ANNA MARTHA BUZSLEL</td>
<td>MARY SHAUGHINSEY</td>
<td>CLARA WINTER HOOPER</td>
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<td>Habitably Working Hard</td>
<td>Alleviating Many Burdens</td>
<td>Magnanimous Schoolmistress</td>
<td>Continually Wanting Help</td>
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<tr>
<td>Happy When Helping</td>
<td>Admonishing Mischievous Brats</td>
<td>Melodious Songstress</td>
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<td>EDITH MARY ARCHIBALD</td>
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<td>ETHEL ETTA THOMAS</td>
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<td>Enthusiastically Etching Tress</td>
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<td>FLORENCE ASH</td>
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<td>Felicitous Always</td>
<td>Absurdly Making Errors</td>
<td>Acquiring Jaunty Ways</td>
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<td>“Fetching” Automatically</td>
<td>Always Ministering Everybody</td>
<td>Always Joking Wittily</td>
<td>Edifying Knotty Juveniles</td>
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<td>EDITH GERRISH BOUTWELL</td>
<td>NELLIE FLORENCE ATWOOD</td>
<td>SUSANNA WESLEY MERRITT</td>
<td>HANNAH GENEVIEVE KENNEDY</td>
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<tr>
<td>Ever Getting Brighter</td>
<td>Never Feeling Annoyed</td>
<td>Securing Wealth Modestly</td>
<td>Honestly Gaining Knowledge</td>
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<td>Educating Great Boys</td>
<td>Numerous Friendly Admirers</td>
<td>Seeking Wisdom Methodically</td>
<td>Heedlessly Giving Knocks</td>
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<tr>
<td>BLANCHE LINCOLN CARR</td>
<td>SARA AMES ELDRIDGE</td>
<td>ANSIE CLARA MOODY</td>
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<tr>
<td>Brightening Life’s Cares</td>
<td>Saucily Answering Everybody</td>
<td>Accomplishing Clever Methods</td>
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<td>Blushing Little Charmer</td>
<td>Saving All Earnings</td>
<td>Adjusting Costume Moderately</td>
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<td>FANNIE ANGENETTE DAVIS</td>
<td>EDITH MARION GRIGOR</td>
<td>NELLIE WINIFRED NOLAN</td>
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<td>Foreshortening All Drawings</td>
<td>Ever Making Grimaces</td>
<td>Uselessly Working, Never!</td>
<td></td>
</tr>
<tr>
<td>Forever Arbitrarily Declaiming</td>
<td>Excellent Mathematical Genius</td>
<td>Neatly Writing Notes</td>
<td></td>
</tr>
</tbody>
</table>
The Out-of-Town Student.

O, yes! you may call us but trifles,
Not worthy a place in the hall;
Just rubbish swept out in the evening,
And back again drifted at morn.

Where perhaps we are not worthy a place in the Hall, but each one of us has his snug little study where he is hampered neither by a seven o'clock bell nor a watchman. Study hour? Of course we keep it, and we often keep hours that are not included within limits of study hour, but it is not necessary to tell how they are kept. "I studied till ten last night," said one of our students as he was attempting to get five lessons during his hour's ride on the car. It would take a profoundly erudite psychologist, however, to examine his frame of mind. From our observations we infer that his "study till ten" was not a study of books.

"Howard Seminary next," called out the verdant conductor, thinking that we were members of that noble institution. Ah, no! we are not prepared for that now. That is where we get finished.

Frequently we stay over for the Normal Club entertainment and take the last car home. It is a source of great amusement to some of the boys to notice the cross section of a conductor when he is urged to take a school ticket.

These are some of the things we never do: Never get to school later than 9.44. Never steal a brother student's bag or dinner. Never leave our bags on somebody's lawn. Never visit Normal Hall except on business, but always make it a point to leave before the lights are extinguished.

The Bridgewater people have the greatest admiration for any young lady student from a neighboring town, and this is what they say of her:

Far deep within her eyes of blue there seems so warm a rapture,
No Normal guy I ever knew could well escape her capture.
Normal Club.

Arthur C. Boyden, President
Maude M. Freelove, Vice-President
Emily C. Taylor, Secretary
Edmond L. Sinnott, Treasurer
Louise A. Wallon, Auditor

Committees.

Literary.
Emily C. Fisher, Chairman.
Sara A. Eldridge,
William E. Smith.

Musical.
Ethel Boyden, Chairman.
Marion C. Goward,
Charles F. Chessman.

Social.
Gertrude S. Mitchell, Chairman.
Vera M. Knowlton,
Nahum Leonard.

The Normal Club, descendant of Congress and the earlier Lyceum, was organized in the Fall of 1898. Its object, as announced then, was for the common enjoyment of its members and the greater development of life among them. With this purpose its work was to be three-fold,—musical, literary, and social. Meetings were to be held on alternate Friday evenings. As the result of the combined efforts of officers and committees, a series of entertainments was given. These were so successful as to lead us to hope that the same good fortune might attend the season of 1899-1900.

This year the aim of the Club has been the same and its work along the same lines. From the entertainments its members have gained much true enjoyment. They have welcomed back some of those who gave them so much pleasure last year, whom they have come to look upon as old friends, and have become acquainted with many new ones.

It is the wish of them all that the season of 1900-1901 may be as productive of enjoyment as this has been.

September 22, 1899. The first meeting of the year was called to order at 7:30 o'clock by the President. The names of the officers for the year were read.

Mr. Boyden made a few remarks appropriate to the opening of the year, and explained to the new comers the object and aim of the Normal Club. As many of the by-laws as were thought necessary were read for the benefit of those desiring to join.

A recess was then taken in order that the by-laws might be signed.

Meeting was again called to order and the Social Committee, through the President, extended an invitation to all the members to a reception to be held at Normal Hall on the following Friday night.

Meeting adjourned.
September 29, 1899. The Social Committee gave a most enjoyable reception to the officers and members of the Club in Normal Reception Room. The officers were assisted in receiving by Mrs. A. C. Boyden. The decorations of the room were very tasteful and pretty.

The large number present showed that the opportunity to join during the preceding week had been grasped.

During the evening refreshments were served in the dining room, which was also daintily decorated.

The members seemed to get well acquainted, and the interest in the Club was evident.

October 13, 1899. Mr. Sam Walter Foss entertained the Normal Club members delightfully with readings from his own poems. The selections, which included both humorous and pathetic, were well chosen and the rendering was excellent. In conclusion, "A Shred of Kelp" was given by request.

The Club is indebted to Miss Fisher for a very enjoyable evening.

November 3, 1899. The Music Committee prepared a very pleasing programme for this evening's entertainment. The first number was a quartet consisting of Misses Prince and Wales and Messrs. Whitehill and Wales. This was followed by vocal solos by Miss Wales, Miss Busiel, Mr. Wales, Miss Prince and Mr. Allan Boyden, a duet by Miss Prince and Miss Burnell, and violin solos by Mr. Fletcher Holmes. The accompanists were Miss Westgate and Miss Ethel Boyden. The selections were enthusiastically received, many having encores.

November 24, 1899. An unique entertainment in the form of a Silhouette Party was given by the Social Committee in Normal Hall. Large sized silhouettes of various members of the faculty and of the school had been made and were found hanging about the room. Each person came with paper and pencil and was set to work at guessing whom each silhouette represented. Prizes were awarded to those guessing the greatest and the least number. Mr. Boyden presented these to Miss Margaret Kane and to Mr. Alfred Stowe, making a few appropriate remarks.

He also presented Miss Gertrude Mitchell, chairman of the committee with a box of chocolates, in appreciation of her earnest efforts to make the evening a success. The affair was thoroughly enjoyed by all.

December 15, 1899. A very delightful lecture on Ireland was given by Mrs. Alice Gray Teele, a former graduate of Bridgewater. The lecture was in the form of a trip through the country, the important and picturesque places being shown by stereopticon views. It was both interesting and instructive.
January 12, 1900. The Music Committee prepared an altogether new kind of programme for the meeting of the Club. First there was a cantata, "The Grasshopper." Miss Jennie Orendorff introduced her garden of trained sunflowers and they told the tragic tale of The Grasshopper. The sunflowers were represented by Miss Eldridge, Miss Westgate, Miss Kirmayer, Mr. Chessman, Mr. Myron Smith, and Mr. Harvey. This was enthusiastically received. The Glee Club made its first public appearance, and rendered three selections in a manner that did credit to their careful training and practice. Readings were given by Miss Sadie Wilson.

The evening closed with a fan drill by twelve of the girls. The costumes were of bright colors and the effect was very pretty. Miss Boyden and Miss Crane were the accompanists.

January 26, 1900. The Club received a visitation from the supernatural world in the form of twenty-six ghosts of former students of Bridgewater. Their advent was heralded by Mr. Leonard and the sheeted shades burst upon the expectant crowd in Normal Hall, which was in total darkness for a time. Each came with a tale to tell, and all were given a sufficient chance to converse with the spectres and to hear their message.

Towards the end of the evening the ghosts took off their masks and each removal disclosed some familiar face, unrecognized before. Refreshments were served, and the evening closed with singing of songs.

February 16, 1900. This was a delightful programme prepared by the Music Committee. They were very fortunate in securing out of town talent, Miss Rachel Wade of Brockton and Mrs. Grace Bonner Williams of Taunton both rendered some excellent vocal selections and were kind enough to give several encores. Mr. Alton Paull of North Easton was accompanist and also gave some instrumental selections to the enjoyment of all.

The programme was varied by readings by Mr. Edward L. Curran and Miss Annie Leahy of the Club. The meeting was well attended, Assembly Hall being almost full.
March 9, 1900. Scenes from The Odyssey were presented this evening to a large and appreciative assembly in the hall. The stage was very tastefully decorated with palms, rugs, etc., and the setting was further improved by the addition of electric footlights, which through the kindness of Mr. Boyden, have been permanently introduced. The costumes were bright and effective.

The cast was as follows:

Ulysses, Mr. Leonard
Penelope, Miss King
Telemachus, Mr. Litchfield
Athene, Mr. Spaulding
Calypso, Miss Orendorff
Eumaeus, Mr. Benson
Nausicaa, Miss Benson
Arete, Miss Winchester
Alcinous, Mr. Bentley

Besides these, there were courtiers, maids, and attendants.

Six scenes were presented. During the first, Miss Prince sang a Greek ode to Bacchus.

The acting was all excellent and showed the careful training which the actors had received through the earnest efforts of Miss Horne and Miss Fisher.

The performance is among the great performances of the Club and is a credit to the Literary Committee.

March 16, 1900. With the proceeds of last week’s entertainment, the Literary Committee was able to provide a great treat for the Club in the form of a lecture by Professor Palmer on The Odyssey. Almost everyone took the opportunity offered, and Assembly Hall was filled.

Professor Palmer spoke in a very interesting manner of the life and customs of the time of the Odyssey, and of the meaning of the characters portrayed therein. The lecture was most appropriate, following the play.

April 27, 1900. “A Course in Dramatic Art” was the name given to this evening’s entertainment by the Social Committee. The guests assembled in the reception room of Normal Hall and were divided into groups, each of which was to plan and act out a charade to be guessed by the others. Several were very well worked out and occasioned great merriment. During the latter part of the evening refreshments were served.

The attendance was not so large as usual, many being out of town.
MAY 11, 1900. Mr. Homer A. Norris, who, through the kindness of Miss Prince gave us such a pleasing lecture last year, made the Normal Club another visit and this time brought a number of his friends with him. As a result the Club thoroughly enjoyed an evening of choice music.

The participants were as follows: Miss Lillian Chandler, violinist; Miss Maud Paradis, pianist; Mr. Arthur Philips, baritone. Mr. Norris accompanied Mr. Phillips in his songs, some of which he also composed.

All were heartily received by the audience. Encores were demanded to almost every selection, and these the visitors were kind enough to furnish willingly. The audience was very large, many townspeople being present, and a number of the Howard Seminary students.

JUNE 9, 1900. The last meeting of the year was held on the evening of the above date in the reception room. It proved a very enjoyable occasion, in fact, a fitting climax to a successful season. A business meeting was first held in which committee and officer's reports were presented and new officers elected for the next year. After this, the members were given a treat of music intermingled with chances for sociability and the pleasure of refreshments. During the evening the President, Mr. A. C. Boyden, gave an address to the Club, which address being in one of his happiest veins was received with much enthusiasm by the audience. The meeting closed with the hopes and well wishes of the members for another successful season commencing next Fall.
Tuesday Evenings.

BEGINNING with September 23, this year has seen inaugurated, a series of Tuesday evening entertainments occupying the half hour directly before seven o'clock. No special purpose or definite line of work has been carried out in these, but their aim has been to furnish something of general interest to the students. In this they have met with thorough success.

The first two evenings were devoted to the reading of selections by the renowned Mr. Dooley, by Mr. Bixby. On the second of these occasions, the reception room of Tillinghast Hall proved too small, and an adjournment was made to what is now known as the "Auditorium."

Following these was a reading from Ruskin together with a display of pictures of the places and buildings which he described. This evening was under the charge of Miss Fisher and Miss Perry.

Another evening Miss Barnes and Miss Keyes were the entertainers, with a game—the guessing of book-titles from their representations.

Following these came a lecture by Rev. Mr. Wheeler upon "Correspondences and Representatives."

Then, an interesting talk by Miss Revere, upon Egypt, accompanied by pictures and embroideries from that land.

The Tuesday before Thanksgiving a story of the season was told by Miss Sarah Turner, and recitations were given by Miss Orendorff and Miss Alden.

An evening devoted to Music, in the reception room of Normal Hall, was next in order. Miss Boyden was the pianist. There was singing by Miss Prince and Miss Burnell, and selections were rendered by Miss Noyes, guitar. Later in the year, another musical evening was given, at which Mrs. Aldrich sang.

At Christmas time the reception room was converted into an art gallery of the Nativity, and appropriate selections were read by Miss Perry.

Next, Miss Barnes read that quaint little tale of Eugene Field's, "The Coming of the Prince."

Two evenings were occupied by a talk upon Sicily, with stereopticon views, by Miss Fisher, who, later, gave a description of life, as she had met it, on board an ocean steamer.

While here, Miss Leonard talked upon the South African troubles, telling of the life of the Boers previous to the war, and the changes likely to occur.

One Tuesday was given up to an interesting account of the George Junior Republic, by Miss Thompson. Parts of the newspaper published by the citizens were read and greatly enjoyed.

Two more of the entertainments were upon one subject, an account of her trip around the world, by Miss Gordon.

Of the two evenings left, one was by Miss Bates upon the John Howard Home, the other by Mr. Wordell, also upon the Home, which enlisted the sympathy of all the listeners.
Athletic Association.

Nahum Leonard, '02, ....... President
William R. Kramer, '00, ....... 1st Vice-President
William E. Smith, '02, ....... 2nd Vice-President
Myron A. Smith, '01, ....... Secretary
William D. Jackson, Faculty, ....... Treasurer
William G. Howes, '01, ....... Auditor

The Athletic Association has charge of all football, baseball, field and track matters connected with the school. Tennis and basketball that come in for a large share of popularity are controlled by separate organizations. Officers of the Association are chosen twice a year, at the beginning of each term. The 1st Vice-President serves as baseball manager and the 2nd Vice-President as football manager, in addition to ordinary duties of vice-presidents.

Through the efforts of the Association a football team was placed in the field last Fall and a baseball nine this Spring. Of the success of the former, we had best be brief. The season was gone through with under the most discouraging circumstances, and we can only hope for better success in the future. Football, however, is likely to always have a weak standing at Normal unless greater abundance of material annually shows itself. On the other hand, the baseball season was very successful in most ways, at least, has been up to the time of this going to press. For a time, some doubt as to financial means was expressed by the management, but the season came to a close before serious difficulties were encountered. A concert was given on June 2nd as a benefit but it unfortunately did not prove financially as successful as would have been wished. Next year, it is to be hoped, that if it becomes necessary or advisable to hold an entertainment, that steps will be taken earlier in the season, when the weather is more conducive to indoor performances.

A new move was adopted by the Association this year in having an assistant manager in baseball. This plan has proved a great improvement as it relieved the manager from much burden of work and provided for a responsible head when the manager was necessarily absent.

Another effort of the Association has been crowned with success. The police work on the ball field during the progress of the games has been performed very well this season. Ropes have been placed around the field and constant persistent endeavor to keep the juvenile population behind them. More care also, than usual, has been shown in providing seats for the young ladies of the school.
For several years football at Bridgewater Normal has been on a very unstable basis. Frequently the advisability of maintaining this sport has been questioned, but until the season of 1898 a team had always been put in the field. The above season, however, witnessed a crisis, and for the first time in the history of the school, since football was introduced, no team represented it upon the gridiron. However much this condition was deplored, it was felt to be unavoidable in view of the then existing circumstances.

With the opening of the current school year last September, the old question was revived. After much discussion the Association determined, with commendable courage, to place a team in the field. The conditions and prospects were not over encouraging. Interest was seemingly half-hearted, material from which to form a team but meagre, and the prospect of sufficient financial support, at least, uncertain. Yet, notwithstanding these drawbacks, the necessary officers were chosen and a team placed in the field, with a regularly arranged schedule. If the season was not as successful as might have been wished, we beg to call the attention of the school and the public to the difficulties under which the management labored. In the first place, it takes eleven men to make a football team, yet at no one time was the captain able to muster that number for the purpose of practice. When it came to playing out the schedule, the necessity of obtaining outside assistance became imperative,—a practice perhaps condemned and certainly unfortunate, but at times a present need in trouble. Let it be said in vindication of this action, that we sailed under true colors, concealing nothing, but acknowledging the facts and depending on the decision of our opponents as to advisability of playing us. The only reason for so doing was to fulfil engagements and not disappoint. The fact that we had not a pure school team was freely acknowledged by the management and the school at large.
GAMES.

The season was opened on Sept. 30th by a game against Bridgewater High School. In a close hard-fought contest, Normal won 5 to 0. The High School put up a splendid defensive game.

A tie game with Taunton High School resulted on Oct. 11th. Normal had the ball once on Taunton's one-yard line but lost victory on a fumble. The score was 5 to 5.

Thayer Academy defeated Normal on Oct. 14th by a score of 18 to 0. Poor team-work was largely responsible for Normal's downfall, although Thayer played strongly.

Normal played the Olympics of New Bedford at New Bedford on Oct. 28th. The final score was 11 to 5 in favor of Olympics, but Normal should have won as she outplayed her opponents for a large part of the game. Adverse decisions by the umpire and the unexpected call of time operated against Normal.

On a field of mud and water, Normal defeated Bridgewater High School for the second time, Nov. 4th. The score was 5 to 0, as in the first contest, but individual work and fortune's smiles really saved us from defeat.

Normal's Waterloo took place on Nov. 18th, when the team journeyed to Campello and was beaten by Brockton High School 29 to 0. Our light representatives could do practically nothing against the Brockton heavyweights. This game closed the season.

SCHEDULE.

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent 1</th>
<th>Score 1</th>
<th>Opponent 2</th>
<th>Score 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 30</td>
<td>Normal</td>
<td>5</td>
<td>Bridgewater High School</td>
<td>0</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>Normal</td>
<td>5</td>
<td>Taunton High School</td>
<td>5</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Normal</td>
<td>0</td>
<td>Thayer Academy</td>
<td>18</td>
</tr>
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<td>Oct. 28</td>
<td>Normal</td>
<td>5</td>
<td>Olympics of New Bedford</td>
<td>11</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Normal</td>
<td>5</td>
<td>Bridgewater High School</td>
<td>0</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Normal</td>
<td>5</td>
<td>Brockton High School</td>
<td>29</td>
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</tbody>
</table>

TEAM.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sumner W. Cushing</td>
<td>Manager</td>
</tr>
<tr>
<td>Arthur L. Gould</td>
<td>Left end</td>
</tr>
<tr>
<td>Edward L. Curran</td>
<td>Left guard</td>
</tr>
<tr>
<td>(No regular man)</td>
<td></td>
</tr>
<tr>
<td>Frank K. Leland</td>
<td>Centre</td>
</tr>
<tr>
<td>Leander H. Roscoe</td>
<td>Left tackle</td>
</tr>
<tr>
<td>C. Pemberton Savary</td>
<td>Right guard</td>
</tr>
<tr>
<td>Michael D. Carroll</td>
<td>Right tackle</td>
</tr>
<tr>
<td>Leon E. Maglathlin</td>
<td>Right end</td>
</tr>
<tr>
<td>Cyrus Benson, (Captain)</td>
<td>Quarter-back</td>
</tr>
<tr>
<td>S. Chilton Crocker</td>
<td>Left half-back</td>
</tr>
<tr>
<td>Amherst Eaton</td>
<td>Right half-back</td>
</tr>
</tbody>
</table>

This personnel is made out on the basis of placing the man who played most regularly in any one position as filling that position. So much shifting was rendered necessary that an accurate definite line-up is difficult to present.
Baseball.

This sport has always been held very dear in the hearts of Normalites and this year proved no exception. A good team was developed that passed through a successful season. W. R. Kramer as manager and L. E. Maglathlin as captain did painstaking work and much of the success is due to their combined efforts.

Taking the work of the team as a whole, it was strong and effective. The fielding was generally as good as that of last year's team, though a tendency towards listlessness and carelessness showed itself at times. The rearrangements that the infield had to suffer during the season proved deteriorating in the way of team work, but these shiftings could not be avoided. The main weakness for the year was the batting, but constant effort at improvement was made with considerable degree of success. Gould did most of the pitching. Gardner was available for a few of the opening games, but his services were soon lost. Gould by his excellent work deserves especial mention.

Of the other men, Maglathlin proved as reliable and strong as ever but an accident to his knee compelled his withdrawal from the game for a large portion of the season. This was a serious loss, as even when he reappeared he was handicapped and incapable of doing standard work. Cushman, Fitton and Gammons all did creditable work in their respective positions. The new men on the
team, Carroll, W. G. Howes and Dickson showed up well and gave promise of even better work in the future. Dickson however gave way to Smith who finished the season at first. Benson started as a substitute but in the latter part of the season played quite regularly and gave a good account of himself. H. H. Howes and Edwards the other substitutes, deserve commendation.

GAMES.

April 17. The season opened with a game against the Bridgewater High School. The damp condition of the field and consequently a slippery ball made errors liable, but for an opening contest both sides played well. The score was 9 to 3 in Normal's favor.

April 19. Patriots' Day was celebrated by a victory over Burdett College of Boston. The visitors could do very little against Gardner's pitching which was as effective as ever. On the other hand Normal batted very successfully, earning most of her runs. The home team played a clean fielding game, remarkably so for so early in the season. Earnest battery work and quick throws characterized the work of the visiting nine. Final score, 9 to 3.

April 21. In a rather one-sided contest, Normal defeated Fall River High School by a score of 14 to 3. Gardner proved practically invincible, striking out fourteen men and being particularly effective with men on bases. A three base hit by Rowley of Fall River was the chief feature.

April 25. Normal defeated Middleboro High School in a five inning game, 3 to 2. The contest was slow and monotonous, it being simply a pitchers' battle between Gould for Normal and Shaw for Middleboro. The contest was absolutely devoid of any fielding or batting features.

April 28. Normal vanquished Dorchester High by the narrow margin of one run, the score being 4 to 3. The team played well, making several pretty bits of fielding and working steadily throughout. Gould deserved great commendation for his masterly work. The fielding of Fitton and W. G. Howes for the Normals and Hickey for Dorchester were features, also Curran's work in the box. The batting was weak on both sides.

May 5. A game with Newton High School resulted in a win for Normal by a score of 6 to 3. While outbatted and in many ways outfielded, Normal managed to win by a successful bunching of the few hits made and Gould's clever work in the box. Fitton's batting and a fine stop of a sharp grounder by Holt of Newton were the features.

May 12. Normal sustained her first defeat of the season at the hands of Friend's School of Providence by a score of 9 to 5. Inability to hit the opposing pitcher and listless fielding were the causes of defeat. The whole team seemed half asleep and this coupled with a few costly errors lost all chance of victory. Notwithstanding indifferent support, Gould pitched steadily throughout.
May 16. Outplayed at every point, Normal lowered her colors to the Bridgewater High School by the humiliating score of 13 to 2. Overconfidence, doubtless was the cause of the poor showing, as Normal was certainly capable of better work.

May 19. Game with the Brown Freshmen cancelled because of rain.

May 26. Normal was defeated by Tufts 2nd, 9 to 7. Up to the seventh inning the Normals held the advantage and seemed likely to win. Injuries to Gould and Cushman crippled the team then, however and the visitors scored five runs thus winning the game.

May 30. Normal easily vanquished Frye School by a score of 16 to 5. The visitors were clearly outplayed up to the last inning when a brace on the part of Frye and careless work by Normal allowed a few runs to be made by the visiting nine. Catching of the younger Gould was a special feature.

The games with Rockland Glee Club on June 9th and the Alumni on June 16th, occurred too late to be recorded, as the Offering was then in press. A game also with English High School was scheduled for June 2nd, but was cancelled for lack of funds.

**SCHEDULE.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Score</th>
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<tbody>
<tr>
<td>April 17</td>
<td>Normal 9</td>
<td>Bridgewater High School 3.</td>
</tr>
<tr>
<td>April 19</td>
<td>Normal 9</td>
<td>Burdett College 3.</td>
</tr>
<tr>
<td>April 21</td>
<td>Normal 14</td>
<td>Fall River High School 3.</td>
</tr>
<tr>
<td>April 25</td>
<td>Normal 3</td>
<td>Middleboro High School 2.</td>
</tr>
<tr>
<td>April 28</td>
<td>Normal 4</td>
<td>Dorchester High School 3.</td>
</tr>
<tr>
<td>May  5</td>
<td>Normal 6</td>
<td>Newton High School 3.</td>
</tr>
<tr>
<td>May 12</td>
<td>Normal 5</td>
<td>Friend's School, Providence 9.</td>
</tr>
<tr>
<td>May 19</td>
<td>Rain</td>
<td>Tufts 2nd 9.</td>
</tr>
<tr>
<td>May 26</td>
<td>Normal 7</td>
<td>Frye School 5.</td>
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<td>May 30</td>
<td>Normal 16</td>
<td>No game.</td>
</tr>
<tr>
<td>June 2</td>
<td>Normal</td>
<td>Rockland Glee Club</td>
</tr>
<tr>
<td>June 9</td>
<td>Normal</td>
<td>Alumni</td>
</tr>
<tr>
<td>June 16</td>
<td>Normal</td>
<td></td>
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</tbody>
</table>
Basket Ball.

To the girls of the gymnastic classes, basket ball has always been a diversion from the numerous cares and worries of a Normal student. This year the interest resulted in the desire for a tournament, so a committee was chosen which arranged a schedule of games. The Seniors concentrated their forces into three teams, I, II, and III; Section B into one; the Specials formed a team, and the Juniors three, A, B, and C, which, playing among themselves, found Team A to be their champion. This team, taking the name of D, began to play in the tournament. It is useless to try to describe the many exciting games, so the best we can do is to publish a record of the scores, and let you imagine what they were like. The tournament was closed by the Specials and Team I playing off the tie they had made in a former game. By winning this game the Specials proclaimed themselves to be the champions, they having beaten all the contesting teams. After the game, the team was presented with a silver cup, a present from Miss Barnes to the champion teams of this school. It is with great pleasure that we offer the picture of the team which first won this prize, and we hope that in years to come there may be as pleasant and exciting tournaments as this one has proven to be. The tournament has afforded pleasure not only to the members of the School but to the townspeople, and those of us who are leaving this year hope there will be a fine new gymnasium with a balcony for the spectators before we come back to visit. In behalf of the basket ball players and members of the School, the Offering thanks all who have so kindly aided in the work for the tournament, Miss Barnes for her kindly advice and great interest, the committee, the time and score keepers, and especially the umpires and referees who have performed their unenviable work so faithfully and well.
Following is the schedule of games:

<table>
<thead>
<tr>
<th>Date</th>
<th>Teams</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 10</td>
<td>II and III,</td>
<td>7-7</td>
</tr>
<tr>
<td>&quot; 12</td>
<td>Spec. and Sec,</td>
<td>4-2</td>
</tr>
<tr>
<td>&quot; 14</td>
<td>I and II,</td>
<td>2-5</td>
</tr>
<tr>
<td>&quot; 17</td>
<td>II and Sec,</td>
<td>7-7</td>
</tr>
<tr>
<td>&quot; 21</td>
<td>I and Spec,</td>
<td>7-7</td>
</tr>
<tr>
<td>&quot; 24</td>
<td>A and B,</td>
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The captains of the teams are: Miss Kershaw, Team I; Miss Chamberlain, Team II; Miss Taylor, Team III; Miss Mills, Section B; Miss Hull, Specials; Miss Lowry, Team D; Miss Knowlton, Team C; Miss Smith, Team B.
Oft in the long May evenings
We played, the fair Normal and I,
Love games o'er the net of our tennis
With glances enticingly shy.

This season, again we play tennis
Love games through many a set,
But now we always play double
'Gainst the world just over the net.

—Adapted.

DURING the past year which has witnessed increased enthusiasm in all lines of athletic sport, tennis has not fallen behind. This good old game has many claims to superiority which were recognized as early as the fourteenth century when tennis was a favorite pastime at both the French and English courts. Few games furnish as much exercise in quality and quantity in a given time as tennis. It calls into vigorous play every muscle of the body, taxes one mentally to keep the score and morally to keep the temper.

Our Normal Tennis Club membership at present is about thirty. Under the direction of a new plan which has been adopted by the club Messrs. Smith and Vaughan have marked out eight courts this Spring. These courts have been prepared at the regular price with the understanding that they shall be remarked by the first of June at half price. In this way it is hoped that the court boundaries will be in good condition throughout the season. Last fall a tournament which aroused considerable interest was played among the men. Mr. William Smith was the successful contestant and carried off the laurels. In former years tournaments were frequent among the girls as well as among the men. If several could be arranged for each season, the result would doubtless be a desirable increase in skill, interest, and membership. The fees derived from the latter would make it possible to do more toward bettering the condition of the courts and thus increase the pleasure of all players.
After the spring vacation there is always general rejoicing when the advance of the season permits to again avail of the various charms which our campus offers. In the evenings of early Summer a more attractive spot could scarcely be found than the campus with its animated groups of tennis players and the interested lookers-on. The bank, which is a useful as well as an ornamental accessory, always offers a cool shady retreat for those who have become tired at playing (love games) over the net. All tennis lovers have been greatly pleased at the interest expressed this season and let us as a Club hope it will be increased next season.

Yells.

"Another general shout! I do believe that these applauses are for some new honors that are heaped on—(Normal)."

SCHOOL YELL.
B. N. S.—B. N. S. Rah rah! Rah rah!
B. N. S.—B. N. S. Rah rah Rah rah
H o o r a h H o o r a h
Normal, Normal, Rah, rah, rah!

THE FELLOWS’ PET.
Brickety—brax—co-ax, co-ax
Brickety—brax—co-ax
Hullabaloo, Hullabaloo, three times three for the Normal crew
Rah, rah, rah! Rah, rah, rah! Rah, rah, rah!!
N O R M A L ! ! ! !

THE GIRLS’ DELIGHT.
Alla garoo, garoo, garoo
Hi iks—Hi iks
Hika pika doma nika
Hom pom tippity cuss
Alaga talaga tah
Normal, Normal—Rah! Rah!! Rah!!
The Glee Club.

VENINGS after supper the students gather in the Reception room. By a piano player who knows familiar songs, the students can usually be led into singing. One evening in the latter part of September these two conditions were present, and the singing became unusually catching. Then it was that Mr. Leland suggested that a Glee Club be formed from the number of young men. He went to Miss Prince who, pleased with the idea, promised her aid as leader. Very soon after Mr. Leland made a room-to-room canvas of the fellows, muster- ing eighteen who believed in a Glee Club. These eighteen, with Mr. Shaw, met a few days later and proceeded to organize. A nominating committee brought in names of officers, and also by-laws. Both were ratified by the fellows present, and the Club was formed.

Upon Wednesday, Oct. 4, there gathered in the Kindergarten room eighteen men, many who having voices knew not what to do with them. Hardly one of us had any idea of what a Glee Club ought to do. We could sing “coon” songs in “rag-time” forte-forte fortissimo with gusto. But such songs were belched forth only in the pandemonium of the West Wing, and that such songs could gain a place in a Glee Club we sorrowfully doubted.

We learned to sing here. We gained an added respect for little things. We found that transparent, stemless notes, and little black stemless characters were not deformed cast-offs, but were as respectable members of the note family as their mates, the notes with a prominent stem flying three graceful flags. Why, we became so deferential, so courteous to the note family, that the tenors at one time tried to sing an ink blot five spaces below their staff. Every note had here a tone that we must sing or the note would not come at our call. Of our rough, noisy voices most notes seemed afraid, and we seemed destined to live in discord. But at last, aided by Miss Prince, Miss Boyden and the piano, all of us, notes, rests, time and fellows, came to dwell together in harmony and contentment.

From this point forward all went merry as a marriage bell. We learned many pleasing songs, and were uneasy only because no chance to sing to our friends had come.

The chance came. Upon the evening of January 12 we sang at the musical entertainment of the Normal Club. Our songs were well received and we were asked to sing again at some coming time. It happened, however, that for many reasons we could not sing publicly again. On April 18 we met for the last time. A vote of thanks was given to Miss Prince who has faithfully and skilfully led us. To her is due any success which we may have attained. A vote of thanks was also given to Miss Boyden who has patiently borne with us in our efforts to make the piano sound “well” with our voices. The Club ended its season in good form. Nearly all the members were present at the final meeting, and departed hoping that another year may bring a Glee Club which shall, from this foundation, be able to have greater success.
The Fraternity.

"Let us swear eternal friendship, and friends receive
with thumps upon the back."

L. E. Maglathlin, '00  President
H. Gammons, '01  Vice-President
N. Leonard, '02  Secretary
L. T. Morse, '00  Treasurer

During the school year just closing, a number of young men in the school about ten in number, have been in the habit of meeting together for the purposes of social intercourse and entertainment. As associations formed in school are often of the most pleasant and lasting in a person's experience, anything that may further such associations seems both beneficial and proper. In such a spirit this company thus organized itself into a society or fraternity with the above mentioned purposes as its fundamental law. Such a fraternity, the members believe, should be absolutely free from restraint or antagonism; in fact a band of brothers, always ready to stand by each other in time of trouble. To secure such a condition, the members must have mutual regard, thorough acquaintance with each other's individualities, and a bond of friendship forged by constant association. These conditions being seemingly supplied only by those classes who have been in this institution at least a year, membership to this fraternity has been limited to the male members of such classes, in the best judgment of those drawing up the constitution of this organization. Furthermore, since harmony is best accomplished, and friendship the more firmly formed when numbers are small enough for easy management, the number of members from those eligible has been limited. We regret, of course, that the ladies of the school will not be allowed to enter the portals of this mystic brotherhood, but when the relative number of ladies and gentlemen in this school is considered, I think forgiveness will be forthcoming. The mere protection against bright eyes, rosy cheeks, dimpled chins, etc., really demands a union of forces for humanity's sake (this not to be taken too seriously). In conclusion, we may state that this society is ordained to be perpetual, the vacancies to be filled by others eligible, but the total membership to be always the same. Those now composing the organization are considered charter members, as it were. The permanent name of the organization has not as yet been definitely determined upon.
Bridgewater Normal Association.
Organized Aug. 20, 1845.

President,........             Frank F. Murdock
Vice-Presidents,............. J. Gardner Bassett, Harry N. Andrews
                             Carrie F. Spear, Mrs. Nettie F. Hamilton, Sarah E. Brassill
Secretary,...........             Emily C. Fisher
Treasurer,...........             Charles P. Sinnott

MEETINGS, 1900.

Winter Meeting, February 9.

The 46th meeting of the B. N. A. was held at Hotel Brunswick, Feb. 9, 1900. Friends enjoyed a social hour from 5 o'clock. At 6.30 the dinner was served. Later Pres. F. F. Murdock introduced the speakers of the evening, claiming that Boston is a condition of the mind, but that the state of the mind is Bridgewater, and presented Mr. Boyden as the source of it. Regrets were read from several absent friends, then greetings were given by the guests.

Sec. Hill interested all in the "Sabbatical Year." Mrs. Kendall spoke of fifty-four years ago. Prin. Chapin emphasized that there are two kinds of thinking—"thinking and thinking."

Mr. Gay of Malden spoke of Educational exhibits at Paris; Mr. Winship, of Bridgewater's grand-children. Mr. Baldwin spoke of Spirit in Oswego—the open-mindedness of Dr. Sheldon. Mr. Martin paid a strong tribute to Mr. Boyden. Other interesting speeches were made by Mr. Ripley, Mr. Granville Fletcher, Mr. Louis Nash, Mr. Tillson Mead.

Many thanks are also due to the quartet, Messrs. Hobart, Lincoln, Litchfield and Howard for their delightful music through the evening.
I am teaching the Atherton school, Stoughton. I find the work very interesting. Georgiana E. Taylor, '98.

Miriam Gray Bartlett has completed her second year in Hopedale.

At present, I am principal's assistant in Quincy. Mary B. McLellan, '98.

I am teaching in the Centre Grammar school of Holden. I have twenty-four pupils in four grades, 5th, 6th, 7th, 8th. Florence C. Boynton, '99.


I am principal of the Grammar school at Cotuit. I find the work very pleasant and interesting. Alton C. Churbuck, '98.

Florence L. Fairbanks is teaching the Fifth grade in the Central school of Oak Park, Ill.

Frederic F. Smith, '96, is principal of High school, Ludlow. Secretary of Springfield Zoological Club. Special interest in invertebrate zoology; would be glad to hear from others interested in collecting marine specimens. Vacation address, Buzzards Bay, Mass.

Room 3, Grade 2, Linden Street school, Fall River, is the field of my labor in the cause of education. Mary Wood Hart, '96.

Florence Gammons, '99, is teaching in East Bridgewater.

Since graduating I have been teaching in New Bedford. Am located in the Sixth grade, in the Thompson St. Grammar school. Helen T. Maxfield, '98.
I am at Harvard this year and enjoying the work very much. There are several Bridgewater men here now and I hope to see others next year.

Fletcher B. Holmes, '98.

Gertrude F. Broad, '99, is teaching Second and Third grades in the Rogers school, Gloucester.

Caroline Patrick, '99, is teaching in Auburn, R. I.

Nora E. Fitzpatrick, '98, is teaching in the Adams school, West Stoughton.

Since graduation I have spent a year in the Cambridge Training school and now have one of the first grades in the Wyman school, Cambridge. After five years one appreciates more fully the Normal instruction and the spirit of Bridgewater.

Mary Hoyt Brooks, '95.

Mary H. Robbins, '92, is teaching in the Fourth grade of Adams Street school, N. Abington.

Since April, '99, I have been Master's Assistant in the Whitman and Lincoln schools, Brockton. The Principals of the schools, Mr. E. W. Farwell and Mr. Chas. Jenney, are graduates of the Bridgewater Normal School.

Sara Lane, '97.

Alma Hallamore, '95, and Ethel Roberts, '95, are teachers in the Lincoln school, Brockton. The engagement of Miss Hallamore and Mr. Archibald, son of the pastor of the Porter church, Brockton, was announced during the winter.

Clara Hathaway, '95, and Mabel Williams, '97, are teaching in the Whitman school, Brockton.

Jean C. Cartwright, '99, is teaching in the Pratt school, Bridgewater.

Murray Baker, '97, is principal of the High school at Cotuit.

May L. Stone, '99, is teaching in Warwick.

The school here at West Cummington numbers thirty-three. Ages range from five to sixteen. Grades I, II, III, VI, VII.

Alfred L. Stowe.

I have the First Grade in the Hicks St. school. Mabel L. Stewart, '96.

I have been teaching Third Grade at the Tufts school, Medford, the last three years and enjoy my work very much.

Elizabeth Watt, '96.

I am at present very pleasantly located as principal of an eight room Grammar school, Melrose. On Dec. 26, '99, I came into possession of a "hidden motive" (B. N. S., Class of '98), and we have enjoyed the comforts of a home since.

Herbert L. Rand, '97.

Elsie F. Stuart, '99, is principal's assistant in Broadway school, Fall River.

Ellen B. Ewell, '92, has been a teacher of Mathematics in the Perkins' Institute for the Blind for the last three years, having gone to that Institution from Brockton where she taught for two years.
Flora M. Corwin, '98, is teaching in the Fifth Grade Annex of the Parker St. Grammar school, New Bedford.

Jennie Tarbox, '99, is teaching in Springfield.

I am principal of the Canaan, N. H., High school. This is my third year in this place.

May E. Dunham, '95, is teaching the Fourth Grade in the Winthrop school, Brockton.

I am principal of Upper Grammar school, Sandwich. I am striving to instill Normal principles.

May H. Sears, '93, has charge of a Sixth Grade in Winthrop. In the same building are Mabel L. Fales, '98, Eighth Grade; Edith M. Barrett, '97, Second and Third Grades; Mabel Connor, '97, Fourth Grade.

Katherine L. Bragg, '99, has First, Second, Third and Fourth Grades in Caryville, a village in Bellingham.

Ethel Remson, '99, is teaching in Orange, N. J.

Zelpha L. Thayer, '98, is teaching Fifth Grade, Highland school, Reading.

I am teaching Sixth Grade, Cornish school, Plymouth. Lydia E. Holmes.

Bessie W. Howard, '98, is still attending the Boston Normal School of Gymnastics.

This school year has been most pleasantly spent in a District school in Ridgefield, Conn.

Anna French Gregg, '99.

I teach the Flagg St. school, Bridgewater, which consists of eight grades, thirty pupils.

Laura A. Enos.

I am teaching in the three highest grades of the E. Dedham Grammar school. The work is departmental.

Florence M. Farnum.

My situation is at Bridgewater (South), in a school of six grades, from the first upward.

F. W. Keith, '99.

I have been employed in the town of Pascoag, R. I., since graduating, first serving as principal of the Pascoag Grammar school for four terms, and for the past five years acting as Superintendent of Schools.

Allen P. Keith, '94.

Ellen Barker, '99, is teaching in Pawtuxet, R. I.

E. J. Rowse.

After two years of teaching, I concluded that a few years of study would do me no harm. During the past year I have been trying to make Boston University Glee Club a “howling success.”

Hattie Spencer, '99, is teaching in N. Uxbridge.

May Daily, '99, is teaching in Fall River.

George M. Hawes, '99, is principal of Grammar school in Cummington.
I am principal of the Park Street Grammar school, West Springfield. We do work from the Kindergarten through the Eighth Grade.

Archer C. Bowen, '98.

I am at present very pleasantly situated in the town of Bourne, teaching the Sagamore Grammar school. The grades are the four upper grammar, and I find the work very enjoyable.

Jeannette M. Leavitt.

Ernest W. Bentley is teaching in Chelsea.

William T. McDonald, '99, is teaching in West Townsend.

This year has been spent in the Grammar school of the small village of Furnace. I have the Sixth, Seventh, and Eighth Grades. C. M. Smith, '99.

I am teaching a department room, including the first three grades, in the Westville school, Taunton.

Emily Martin, '99.

Edna L. White, '96, is principal of the Prospect school, Bridgewater.

For two years I have been teaching the Grammar school at Reed's Ferry. Enjoy my work very much; have only twenty-six pupils.

Nettie E. Campbell, '97.

Nannie I. Westgate, '96, is principal of the Main St. school, Bridgewater.

Stella M. Moulton, '98, is teaching in the Ninth Grade, Westboro.


Though not teaching, I feel a deep interest in all pertaining to the Bridgewater Normal school, and can join with the other members of my class in saying that the broad and practical training received there can not be excelled by any other such school in the state.

Alice E. Wilson, '99.

Steep Brook, Fall River.

This year I have been teaching the Second Grade in one of the Hyde Park schools.

Helen Balkam, '99.

Present position, Sub-Master, Rockland. Line of work,—a little of everything. Great interest in my science classes. One pupil recently deduced the following pedagogical law:—"The quality of a pupil's conduct varies inversely as the square of the distance from the teacher's desk." W. I. Hamilton, '99.

Annie Sullivan and Bertha Harris, both of '98, are teaching in Fall River.

At present I am very pleasantly located in the Lincoln Grammar school, Medford, Grade V.

Jennie Quimby Bucknam, '99.

I have been teaching in the Passaic Night School. The work is mostly primary as the children are foreigners, some of whom could not speak a word of English when school opened. In the night schools of New Jersey attendance is compulsory for all working children under sixteen. Lucy M. Brown, '99.

Rutherford, N. J.
Rosella Barton, '99, is teaching in the schools of Brockton.

I am still principal of the Dyer Grammar school, Whitman, which has a membership of 350 pupils, with a Ninth Grade of 60. I have opened an agency at 910 Tremont Building for Normal teachers, "The Normal Teacher's Agency."

W. C. French.

F. H. Buck, '98, is principal of N. Raynham Grammar school.

Emma L. Benson, '99, is teaching in Dighton.

Ernest Libby, '99, is principal of Grammar school in Northfield.

SALTIMBO, COAH, MEXICO.

Editor Normal Offering:—

I am at the State Normal school in this city. I continue as principal and teach Psychology and Pedagogics in general. I am also State Superintendent. Four District Impertos do the actual inspection of all the primary schools in the State and report to me. I have a secretary and a clerk to assist me at the office. Mr. Villareal teaches in our Model School and is the principal of the same. Mr. Aviles is also teaching at the Model School. Each of them has a class at the Normal three times a week. Mr. Moreira teaches Spanish and Mathematics at the Normal; Mr. Gaona teaches Science and Modern Languages; so we are all at the same school.

Yours very truly,

Andres Osuna, '98.
Out and About.

"Go forth under the open sky and list to Nature's teachings."

Here are many places beside Assembly Hall and Recitation room that are important factors in the life at Normal. When the stroke of the gong announces that it is four o'clock and that school is over for the day, the alluring voice of Nature calls us out and about.

Amid the variety of attractions it is hard to determine which to select. There is the old south piazza where happy crowds congregate and fill the air with sounds of merriment; the Gym. steps often seem to rival the veranda in point of popularity; the Campus stretches out invitingly. Those ambitious to walk, the long shady streets invite; here the wide-spreading trees offer to lovers of Botany an excellent opportunity to apply the lessons of the day and they may "browse" in the fields to their heart's content, for specimens for the herbarium.

For those whom Bugology delight, there is abundant opportunity to hunt for grasshoppers, caterpillars and mosquitoes and to investigate their "nature, habitat, adaptations and uses to man." This last is very helpful, to know particularly at the time of the first exercise of the morning. Students of Geology can find quantities of conglomerates, shale and sandstone not to mention other specimens unpronounceable, sometimes, on account of the length of their names, but too often, alas, from a lack of knowledge. It must not be thought that there are no attractions out of doors in the Winter for indeed the pleasures of that season often outstrip all others. When the Ice King holds the waters in thrall crowds of merry skaters shine over lake and pond. In all seasons Nature offers variety enough to suit all dispositions and tastes.
Rules for the Sweet Normalite with such a dear Camera.

(Omitted by mistake from the Rules and Regulations.)

The first thing to do when you have got your new camera home and are preparing to take your first views is to examine your plates. Never mind the instructions on the box, they were put there for fussy people, you need not be so careful—take them out and look at them; see that they are clear; that there are no holes in the film; hold them up to the sun, if need be, a small bubble hole can be more easily detected. This operation is rather exacting and should be done with considerable care, for it may give you a good opportunity later on to write to the manufacturers a very interesting letter regarding the merits of their plates.

If you should happen to purchase your camera in the afternoon, it is well to spend the first evening in finding out what takes the picture. Remove the front piece. Notice carefully the shutter mechanism. Try bending some of the springs and observe the effect on the movement of the shutter. Infer a use for the springs. Take off the cap that holds the lens. If you find any dust upon the glass it must be removed with sandpaper. After you have turned the lens over in your hand several times, notice that one side is convex the other slightly concave. Infer the reason for this, and if you think it really makes some difference which side is placed outward, and you are at a loss to determine, toss up a cent—the chances are that it will come out right.
For preliminary study, this will be sufficient. Put the parts together again, (as many as you can find) load up, and I am sure, because you will have an understanding of the process, your picture-taking on the morrow will be far more fascinating.

Wheeling.

One need only look around the Campus to feel assured that wheeling is in as high favor at Bridgewater as elsewhere. The approval with which this mode of locomotion is looked upon by the majority of people doubtless arises from the fact that we always cherish most those things which have been the hardest to gain. The tribulations of a new rider are very numerous nor are all the trials over when one has overcome the first difficulty. The experience of finding oneself stranded ten miles from home with a broken machine is not the most pleasant imaginable nor is that of being obliged to ride with those whose pace is ten miles an hour when one is accustomed to ride but five in that time.

But on the pleasant roads in and about Bridgewater these dangers are soon forgotten and riders are willing to take all changes of an accident. The neighboring towns Taunton, Middleboro, Brockton and even Boston become accessible. Then there is the dahlia farm where every one loves to go in the fall and the State Farm where students of Sociology find food for reflexion and study not to mention the theatrical attractions which that institution offers. There are many other places of interest which a wheel enables one to visit and thus it adds one more pleasure to life at Normal.
FAVORITE HAUNTS.

CAMPUS.

Do you ask why call it the Campus,
The field stretching fair to our sight?
'Tis a word handed down from the Romans
And as such seems now to us right.

See the pond with its walks inviting!
'Tis the place where fishes are fed.
There's the field for the ball and the tennis
And the trees where the books are read.

GOLF GROUNDS.

The field which was once termed Fair Grounds
To a famous sport is given
You can walk or run, spend hours in the sun,
And only caddie be driven.
Carver's.

Fair Carver, thy name to us spoken
Brings thought of the walks by thy side,
Of the hours spent in boating and skating,
Thou, the goal of many a ride.

Sprague's Hill.

A landmark famous the standpipe stands
With its walls of dull red hue.
Here we walk and talk and study the rocks,
But above all behold the view.

The "Nip."

The lake familiarly called the "Nip"
Is far-famed for its beauty rare,
You can go by wheel, on foot, or by car,
You're sorry to leave if once there.
The pastime bringing much pleasure
Is to carry our supper and eat.
With the theatre there and the boats
so fine,
Oh! its pleasures are many and sweet.
Verse.

BELLE OF NORMAL.

Softly chimes the belle of Normal.
   From her lips sweet music falls,
For her eyes with joy are dancing,
   Waiting, longing, for that bald.

Can it be he is so handsome,
   So immortal, sage, and wise;
So adorned with Nature's sweetness
   As to gain those winsome eyes?

Friend beware! for to your sorrow,
   When your wedding belle has rung;
You'll find upon the morrow,
   That your belle has found its tongue.

ADVICE TO THE WOULD-BE POET.

Some say that poets are born inspired,
   While others say they are born tired;
But you, and I, and all agree,
   To be a poet sincerely,
You must observe the rules laid down
   By former men of great renown.
If then a poet you cannot be,
   Take refuge on the Cape, far down,
Where naught but hay-seeders abound,
   Where latest graduates find schools,
And there enforce the Normal rules.
   'Tis there you'll write sweet poems of love,
Of logic, deep, and things above.
Your hopes are crowned with thoughts acquired
   And you've to a true poet aspired.
He singeth hymns with marvelous zeal,
With voice of loud and hoarse appeal.
        Mr. Sm—th.

Query from the Specials.
What is the 17th of June, anyway, Decoration Day or the 4th of July?
Miss C.: "What can you tell me of the longevity of bactaria, Miss S.?"
Miss S.: "Well—er—they're a little longer than they are wide."
"Men may come and men may go
But I go on forever."
        Miss Elsie J—cks—n.

A man of ready acquiescence he
Of slow approach and much timidity.
        Mr. V—gh—n.

"She seems a cherub who had lost her way and wandered hither!"
        Miss D—ne.

"So wise, so young they say do ne'er live long!" Miss G—w—rd.
"An unextinguished roar of laughter shakes the skies." In Eng. Lit.
"I am he that is so love-shak'd." Mr. C—k.
"Give your tongue more holiday than your hands or eyes." Mr. N—thc—t.
Room 23. Stillness suddenly broken by the innocent exclamation, "O girls, see, Reggie's got a new pair of shoes!" Miss C-rn-y.

Overheard on South piazza at 7:45 p.m.

"Must I leave this pleasant spot so soon." Mr. Edw-rds.

"We never write as funny as we can." The Grinders.

"Nay, he hath but a little beard." Mr. Kr-m-r.

Recently moved to the first "Cot" on the "North side of the reception room.

Miss Or-nd-rf.

"Let no man contradict me for I won't believe him. Pa in No. 17.

"He cannot lay eggs, but he can cackle." Mr. H-rv-y.

"Her voice rang shrill and loud." Miss A. C-mpb-l1.

"I am resolved for death or dignity." Miss R-b--ts.

"And when a man is in the Case You know all other things give place."

Miss —sh.

"Say, Bent. when did you take your entrance exams?"

Bent: "I didn't have to; I have a pull with the State."

"The atrocious crime of being a young man." Mr. V-n-l.

"Wanted—a new joke for use" at table. Miss E. St-w-rt.

"If all your smiles were gold, my dear If all your smiles were gold, I'd have within this very year A store of wealth untold."

Miss H -- t - n.

"Take a little bit off of the top from me." Mr. P-w-rs.

By a careful observer it might be noticed that P-l1 ss -- r is less K -- n -- at the close of the week than he is on the following Monday.

"She strove the neighborhood to please With manners wondrous winning."

Miss S. W-1s-n.

Always ready to recite was she On obscure points with great alacrity.

Miss Th-m-s.

"He ne'er presumed to make an error clearer." W. D. J.

Heard in No. 23. "Hath not a Jew hand-organs."

Sound principle of Political Economy. Look after the "Nickels." The dollars will take care of themselves. Mr. M-gl-thl-n.
"Nay, if he take you in hand, sir, with an argument
He'll bray you in a mortar."

Mr. G—ld.

It is an old saying that "There's nothing new under the sun." That's false for we have a baseball manager with a conscience. Mr. Kr-m-r.

"Much study made her lean and pale and leaden-eyed." Miss Kn-wlt-n.

"I am more aristocratic in my glasses." Mr. Sm-th.

By careful consideration I find a weed to be a product of sin. Mr. Sp—ld-ng.

"Come, come, elder brother,
You are too young in this."

Mr. H. H-w-s.

"She looked down to blush
She looked up to Cy (sigh)."

Miss Fr—l-v—

"I am the very pink of Courtesy." Miss K-ng.

Reflection of the Harvard man. I find stealing upon me a growing tendency towards a "Moody" disposition.

Query. How long since a Bessey's Botany was not worth five cents?

For the benefit of delinquents at breakfast.

Read "Souls Belated." Mr. B-xby.

Of subjects many and microscopic
His talk was much and not much of it.

Mr. C—rr—n.

Full proud he was to rise and spout
To nominate and carry out.

Mr. L—n—d.

"Sure I am unless I win in arms,
To stand excluded from Emilia's charms."

Mr. C-sh-ng.

The bitterest vegetable in Normal's garden. Par's-“nip.”

"Had she no hairpins, had she no comb!" Miss Wh-ttle.

Born, indeed, way down in Maine, where people say, "Oh yeh-as!"

Miss L—mph-r.

"First cast out the beam that is in thine own eye, then shalt thou see clearly to cast out the mote that is in thy brother's eye." Mr. Gl-v-r.

Lost. An umbrella with M. A. P--ff-s on the handle.
Quotations.

"Of Speed not over hustling." Miss Wh--l-r.

"Her for the studius shade kind Nature formed." Miss T-rn-r.

"Her cheeks like apples which the sun has rudded." Miss D--n-hy.

"So unaffected, so composed in mind." Miss V-nst-n.

"Am I a married man or a bachelor?" Mr. D--cks-n.

"My life is one dem'd horrid grind." Mr. W. Sm--th.

"Free from deceit her face, and full as free her heart." Miss T-l-r.

"Nice as to her collars and particular to turn her toes in." Miss G. M-tch-l.

"He could on either side dispute, confute, change hands, and still confute." Mr. Sp--ld-g.

"I am not in the roll of Common men." Mr. D--m-n.

"I come no more to make you laugh." The Lecturer on Shakespere.

"Little, but Oh my!" Miss K-rsh-w.

"He is a little chimney and heated hot in a minute." Mr. F-tt-n.

"Fire in each eye, papers in each hand, They rave, dictate, and madden round the land." Committee on Basket Ball Tournament.

"I have a mind of my own." Miss B--r-r.

"Her witty and sparkling discourse is very frequently heard." Miss En-s.

"He is a little man, let him go and work with the women." Mr. L-w-.

"I am nothing if not critical." Miss H-nc-ck.

"He jests at scars that never felt a wound." Mr. N-rthc-tt.

"Far from the maddening crowd's ignoble strife." West Wing 69 and 70.

"She stood a sight to make an old man young." P-n-l-p-.

"No one but himself can be his parallel." Mr. G-rn-y.

"Laughter holding both her sides." Miss Arch-b-ld.

"Her stature tall." Miss C-rr-n.

"Tetchy and Wayward." Miss K--n-.

"With his ready wit." Mr. C-rr-n.

"So coldly sweet." Miss E. C-m-b-ll.

"Whose name refines coarse lines and makes prose song." Miss McM-n-m-n.

"A progeny of learning." Mr. C-shm-n.
"Well said: that was laid on with a trowel." Miss F-ll-r.

"Bid me discourse, I will enchant thine ear." Miss M-nn.

"Alone, alone—all, all, alone." Mr. G--ld.

"The Happy man's without a shirt." In west wing.

"Why should we shrink from what we cannot shun." Assembly Hall at 9.15.

"We all hate to see a woman doing a man's work. Normal crushes.

"More, more, I prithee, more." Ice cream at Normal Club socials.

"A poor thing but mine own." Algebra topics.

"They shall abound as formally." Flunks.

"A few strong instincts and a few plain words." In and for the entering class.

"All cats are gray in the dark." Even the Cam-"pus."

"A mighty maze but not without a plan." Psychology topics.

"A place for everything but nothing in its place." West Wing.

"A tragic farce." Football.

"Mocking the air with colours idly spread." Specials sketching.

"We have strict statutes and most biting laws." Sentiments of Juniors.

"Illustrious predecessor." Offering '99.

"Let it serve for table talk." General Exercises on fruit.

"Small Latin and less Greek." Graduate's linguistic abilities.

"What a fearful night is this." When the bats went up in smoke.

"So let high- sighted tyranny range on."

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Who say our "ads" don't pay.