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Bridgewater State Normal School

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In reviewing the work of the year, it seems to us that the one thing above all others that we should make mention of, is the hearty cooperation we have received on all sides. Especially are we indebted to the Teachers for the interest they have manifested on every possible occasion. Financially, the year has been a very successful one.

Nothing remains for us to do but to introduce our successors. In presenting Mr. George H. Galger to the readers of the Offering as the Editor-in-Chief, we would say that into no other hands would we entrust the paper with more confidence than into his. His presence in the school for three years and a half and his well-known literary ability, are ample guarantees of his success. We ask for him the cooperation that has been given to us. He will be ably assisted by Misses M. F. Bosworth, M. E. King and F. A. Newhall.

May the Normal Offering live long and prosper, and like the School which it represents ever be in the front rank of progressive institutions!

FRANK E. GURNEY.

LECHELLA M. SNOW.

MARY F. BOSWORTH.

J. QUIVY LITCHFIELD.


Vol. IV. No. 5.
number. In 1871, a third story was added, which
gave to the main building its present form.

* * *

We are happy to say that we have some of those
smart, clam and cranberry fed, men and
women mentioned by our Cape correspondent,
here at the Normal. You can tell them by their
clam-orous and saucey speech.

The Normal Offering is indebted to Principal Boyden
for the cut which we have made use of this
month. The facts in regard to the building were
obtained from the “History and Alumni Record.”

It is gratifying to receive so many communica­
tions from friends outside the school. Let the
good work go on; we are glad to hear from you
all.

May 1889 be a happy year for all the readers
and friends of the Offering.

Our Personal column is an interesting one this
month.

The First State Normal School
Building in America.

A cut of this building will be found upon the
first page of the cover. It was erected in
Bridgewater, Massachusetts, in 1846.

The Bridgewater State Normal School was
opened September 9, 1840, in the old Town Hall
which was situated at the corner of Bedford and
School streets. It was a one-story wooden build­
ing, forty feet by fifty, standing upon a brick base­
ment which was occupied as a dwelling. In this
primitive structure, the school remained for six
years.

In 1845, through the efforts of some of the prin­
cipal men of the state, a move was made toward
the erection of a building especially adapted for
a Normal school. The Board of Education ap­
propriated twenty-five hundred dollars, the people
of Plymouth raised a like sum, and the building
was immediately erected, the dedicatory services
being held August 19, 1846.

As may be seen from the cut, the building was
a plain edifice, of the Tuscan order, constructed
of wood, sixty-four feet by forty-two, and two stories
in height. The upper story was divided into a
principal schoolroom, forty-one by forty, and two
recitation rooms, each twenty-one by twelve. This
story was designed for the Normal school.

The lower story was divided into a Model school
room, a Chemical room, and two anterooms.
Blackboards extended entirely around each of the
schoolrooms. The main schoolroom had an en­
tablature and each room was supplied with neat
new furniture. The location was excellent; upon
a corner lot, one and one-fourth acres in extent,
and having an eastern slope. The light, cheerful,
convenient rooms, and the pleasant surroundings
of the building, made it one of the most attractive
schoolhouses in the state.

In his address at the dedication, Mr. Horace
Mann said:—“I consider this event as marking an
era in the progress of education—which, as we
all know, is the progress of civilization—on this
western continent and throughout the world. It
is the completion of the first Normal schoolhouse
ever erected in Massachusetts,—in the Union—
in this hemisphere. It belongs to that class of
events which may happen once, but are incapable
of being repeated. Coiled up in this Institution,
as in a spring, there is a vigor whose uncoiling
may wheel the spheres. * * *

To be sure, there always have been some who have opposed
the Normal schools; and who will, probably con­
tinue to oppose them as long as they live, lest they
themselves should be superseded by a class of
competent teachers. These are they who would
arrest education where it is; because they cannot
keep up with it, or overtake it in its onward prog­
ress. But the wheels of education are rolling on,
and they who will not go with them must go un­
der them.”

In the Near Future.

Reception to Graduating Class.
Friday, Jan. 18, 6¾ to 9½ p. m.

Graduation Exercises.
Wednesday, Jan. 23, 9.15 a. m.

Program.
Devotional Exercises.
Exercises in teaching and presentation by graduating class.
Singing.
Gymnastics and recess.
Report by the Principal and address to the Graduates.
Valedictory (two years' course), by Kate Hamilton Thompson, Exeter, N. H.
Valedictory (four years' course), by Susan Yardley De Normandie, Kingston, Mass.
Singing.
Presentation of Diplomas.
Addresses from Visitors and Guests.

SOCIAL RECEPTION IN NORMAL HALL.
Jan. 23, 7 to 10 p. m.

STATISTICS.
There are twenty-two in the graduating class, three young men and nineteen young women.
Two years' course. - Chester Howard Wilbar, Brockton; Carrie Alma Colton, Taunton; Clara Emveste Colton, Taunton; Anna Ingalls Crandell, Adams; Emily Drew Delano, Duxbury; Clara Williams Eaton, No. Middleboro; Julia Anna Ellis, East Brewster; Helen Jackson Gibbs, North Middleboro; Mary Louise Harrub, Plympton; Lottie Augusta Hood, East Marshfield; Annie Isabel Lantz, Rockland; Bertha Christena Leonard, Brockton; Marguerite Louise Lillis, Natick; Abby Winslow McLoud, Boston; Annie Augusta Macomber, Taunton; Kate Hamilton Thompson, Exeter, N. H.; Nellie Maude Thompson, Wollaston Heights.
Intermediate course. Francis Abele, Jr., Boston; Merton Channing Leonard, Norton; Mary Adelaide Worster, Quincy.
Four years' course. Alice Pettee Adams, Jaffrey, N. H.; Susan Yardley DeNormandie, Kingston.

A CAPE COD HAMLET.

To the Editor of the Normal Offering:

THINKING that some of the many readers of the OFFERING, unacquainted with the beauty, natural history, and chronicles of the Cape, might be interested in a sketch, historic and descriptive, of one of its hamlets, I am induced to essay an article for you.

I am aware many (of course none connected with the B. S. N. S.,) entertain the erroneous idea, that Cape Cod is a Sahara on a small scale, producing nothing but clams, cranberries, and smart men—and women, the last two subsisting on the first two. To dispel that illusion would be a pleasant task to one who is "native here, and to the manner born." The writer has been from one end of the Cape to the other, and can say truly, that many places exceed Bridgewater in points of natural beauty, in attractions to the seeker of rest and to the tourist, and the care taken by the citizens in beautifying their homes. But I am getting away from my original intent which was to attempt a pen-picture of the village I am now in, East Dennis by name.

This is rather a straggling place, the majority of the houses being placed on either side of a long winding street. Turning a bend, a few rods from place of writing, it enters "Quivet Neck," a name known among the Indians when the first settlers came. This is a natural valley nestling among the hills, having an egress to the Bay by Brewster marshes, great broad stretches of salt meadow waving with grass in August. On a chill morning, with a white mist like a wraith embracing the marsh, the brook a sinuous line to the sea, whose dull monotone is faintly heard, it needs but little imagination to see several convicts like Abel Magwitch, raising their heads from the rank grass, their irons clanking, to confront a trembling "Pip." Formerly the inhabitants depended solely upon farming and fishing, land being good and fish plenty. In the Autumn the men went off in boats, and got enough of that most valuable fish, the cod, to supply them through the winter.

Long lines of sand hills coated with "Poverty grass," which some one has suggested should be the coat-of-arms of Barnstable County, bar out the sea, like dykes on the Zuyder Zee, and through wind-blown hollows, with the wind "to the norrard," comes incessantly a sad refrain, and the wild waves churning on the sands seem to say requiescat in pace, a mournful requiem for the lost dead. Between the hills lie perched the homes of the
LYCEUM.

NEWLY ELECTED OFFICERS.

"Each in his narrow cell forever laic!
The rude forefathers of the hamlet sleep."

The nominating committee consisting of Mr. F. F. Murdock, Messrs M. B. Leonard, Shaw, Battice, and Beals, and Misses Crandell, King, Conwell, Ryder, Hamblett, and Newhall, presented the following list of officers, who were elected:

President: Mr. S. W. Hines; Vice-President: Mr. D. M. Nickerson; Recording Secretary: Miss K. D. Jones; Corresponding Secretary, Miss A. H. Pitts; Treasurer: Mr. W. H. Hutchinson; Prudential Committee: Mr. H. P. Shaw, Misses G. Savage and F. G. Marsh; Ushers: Messrs W. Battice and W. N. Crocker; Editorial Board: Editor-in-Chief: Mr. G. H. Galger; Assistant Editors: Misses M. F. Bosworth, M. B. King, and F. A. Newhall; Business Manager: Mr. W. L. Bates.
N. A. ASSOCIATION.
President: Mr. F. B. Thompson; Vice Presidents: Mr. E. D. Whitford, Mr. E. D. Parker; Secretary: Mr. A. O. Burke; Treasurer: Mr. W. D. Jackson; Auditor: Mr. J. F. McGrath.

VALUABLE REFERENCE BOOKS FOR A TEACHER'S LIBRARY.

EDUCATIONAL READING.
Among the good books for the teacher in his Educational reading are the following:
“The Outline Study of Man,” by Mark Hopkins.
“Handbook of Psychology,” by Sully.
“Elements of Pedagogy,” by F. E. White.
“Lectures on Teaching,” by J. G. Fitch.
“Training of Teachers,” by S. S. Laurie.
“School Management,” by Landon.
“Habit in Education,” by Paul Radestock.

ELOCUTION AND VOICE CULTURE.
Mechanism of the Human Voice, by Emil Behuke.
Philosophy of the Human Voice, by James Rush, M. D.
Hygiene of the Vocal Organs, by Dr. Morell Mackenzie.
The Throat and its Functions, Louis Elsberg.
The Diaphragm and its Functions. (Considered especially in its relations to respiration and the production of voice.) By J. M. W. Kitchen.
Vocal Culture, by Murdoch and Russell.
Gymnastics of the Voice, by Oskar Guttmann.
Aesthetic Physical Gymnastics, by Oskar Guttmann.
Principles of Speech and Dictionary of Sound, by A. M. Bell.
Principles of Elocution, by A. M. Bell.
Practical Elocution, by J. W. Shoemaker.
The Voice, in Song and Speech, by Lennox Browne and Behuke.
Reading as a Fine Art, by Ernest Legonvè.
Delstarte System of Dramatic Expression, by Genevieve Stebbins.
There is a very valuable “Monthly” called “The Voice,” published by Edgar S. Werner, 48 University Place, New York. (An international review of the speaking and singing voice.) Price, $1.50 per year.
The books mentioned can be obtained of Werner at less rate than in Boston. He makes a specialty of this class of literature.

WHAT TEACHERS TALK ABOUT.

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

X. has a majority of 125. M.
X’s majority is 250. N.

[TTo our readers:—Which of these answers is right? Ed.]

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

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

In each of these cases, study the individual pupil and apply the general principle of education in the best way fitted to him.
The doing of whatever ought to be done must be made more pleasurable than the omission of it.

L.

To the Editor of the Normal Offering:

BELIEVING with “M. W. A.,” that the success of the teacher depends largely upon the variety and kind of busy-work, I enclose the following:

When the pupil enters school, he forms the habit either of being busy or idle, and the former is as easily formed as the latter if the child is made to understand from the beginning that he must work all the time.

My materials for busy-work are kept on a case of shelves which is readily reached by the pupils. I lay out the busy-work for the day, and at a stated time, the children, themselves, take it, having sufficient regular work to keep them busy before that time. In this way I go on with my recitations
without interruption, the room is perfectly quiet, and the children keep themselves busy.

Busy-work is almost endless in variety, and I will mention a few of my best kinds for use in each grade.

1st Grade. Cut the forms of different animals from colored pasteboard, children draw around them on slates, finally, draw without the forms; cut worsted of different colors into pieces about five inches long,—children assort according to color; make small pincushions of large figured cloth,—children put pins around figures: instead of giving the child a bunch of the sticks which are used for stick-laying, give him two, tell him to arrange them in as many ways as he can, and draw what he makes on his slate. Gradually increase the number of sticks.

2d Grade. Draw on the board colored squares and triangles, placing in each, promiscuously, the letters of some word. The children are to find out what the words are, and write them on their slates. This may be adapted to other grades by varying the length of the words. Paste on cardboard short stories for them to read. Have some reading matter for each grade. Color some common wooden shoepeg. After teaching the Roman Numerals, the children may represent them upon their desks with the pegs, drawing the representation upon their slates. These may also be used by the first grade for representing common objects, such as the rake, shovel etc., this representation also to be followed by the drawing of the object.

3d Grade. Arrange the words of the reading lessons in alphabetical order. Tell the class to put the words which are pronounced like some of those in their reading lessons, into sentences. (Their, there; to, too, two.) Make this a lesson in Penmanship as well as Language, giving the class full-lined paper.

My third grade class are now reading stories upon productions for their busy-work. The children have been getting a collection of natural productions, the study of which we shall take as general exercises, Friday mornings. As a preparation for these talks, they are reading these stories, which I cut from the "Popular Educator," and paste upon cardboard. They are "topically ar-

ranged," and are very interesting. They are much too hard for the children to read aloud, but I like them for this purpose, for I believe in giving children something to study on once in a while, instead of this reading matter made up of words of two syllables which they can skim over in two minutes.

My letter has assumed such proportions that I will stop, for before this I think you have arrived at the conclusion, that (as I previously stated), busy-work is endless in variety.

Susie W. (Snow) Manter.

Weymouth, Mass.

PERSONALS.

—Mr. Whipple has left school on account of sickness.

—'88 Miss Maude Mackenzie is principal of the primary department, Fairhaven.

—'87 Miss Cora M. Churchill has accepted a position as principal of a Grammar school at Hyannis.

—Principal and Mrs. Boyden held a very pleasant reception for the students, Friday evening, Jan. 4.

—'88 Mr. F. P. Speare has obtained the principalship of the Gifford school, Avon. He began work Monday, Jan. 7.

—'50 The first lady principal of a Normal school in this country was a graduate of the Bridgewater Normal school,—Miss Mary J. Cragin, Principal of the St. Louis Normal school.

—'86 "Middleboro' loses another good teacher and Brockton is the gainer. Miss L. S. Nightingale has taught in Middleboro' ever since her graduation from the Normal school two years ago last June, but at the close of this term will accept the principalship of one of the primary schools in Brockton. Miss Nellie F. Thomas will succeed Miss Nightingale, and the latter's place will be filled by Miss Nellie M. Bennett, '88."

Middleboro' News.

—We have had the pleasure of seeing many familiar faces this month. Among the visitors have been,—Supt. Nash of Hingham, Supt. B. B. Russell of Brockton, Mr. Sanborn, High school, Hingham, Mr. Edward Southworth, Master of Mather.

—'86 Mr. John G. Owens, Rockland, Grammar, 2 grades; Miss Mary W. Pierce, East and West Attleboro, 2d Assistant in High school; Miss Elonora Emerson, Reading, Primary, 5th grade; Miss Mary H. Field, North Taunton, mixed school; Miss Alice E. May, Principal of Grammar school, Brewster; Miss Grace Beattie, Middleboro'; Miss Edith Cram, not teaching; Miss Gertrude F. Dean, Taunton, Primary; Miss Sarah Fahy, Cambridge, 6th grade, Grammar; Miss Gertrude Goodwin, Wollaston, Grammar; Miss Annie M. Keith, Bridgewater, Intermediate; Miss Gertrude Long, Cambridgeport, Grammar, 5th grade; Miss M. E. Mackenzie, Taunton, Primary, 4th grade; Miss M. Mabel Parker, Amesbury, Principal, 2d grade; Miss Minnie Patterson, No. Easton, Principal, Intermediate; Miss Alice Ryan, Hingham, Intermediate, Principal; Miss Louise Wadsworth, Athol, Advanced Primary; Miss Susie E. Walker, Memphis, Tennessee; Miss Addie Wentworth, Brockton, Primary and Intermediate.

LOCALS.

A NORMAL MAIDEN'S DREAM OF BLISS.

'Tis of a boarding school I dream,
That graced a quiet spot
In southern lands, where winter's chill
And drifting snows come not.

Where all day long with voices soft,
The brooks and fountains flow,
And gorgeous birds mid branches green
Fling gaily to and fro.

Where spacious lawns with shrubs are set,
And orange trees abound;
Magnolias breathing faint perfume
With blossoms strew the ground.

A brown stone front the building was,
Of beauty rare and grand,
Combined with strength in massive state,
That graced that lovely land.

The furniture of finest plush
Was with rare carving set,
While mantels, tiles, and hearths shone forth
In onyx, marble, jet.

And thither came young men and maidens,
From distant countries sent,
To take the course of study there,
On learning quite intent.

The rising bell pealed forth at nine,
And breakfast came at ten,
Of viands of the choicest kind,
There were no "boxes" then.

And there no need of stupid walks,
For when the day grew cool,
The scholars rode—each drove a horse
Belonging to the school.

And when 'twas time, and classes called,
The teachers always read;
Each pupil listened in his chair, with ease,
To all they said.

Oh could some normals that I know,
Not many miles away,
But find that school what bliss for them,
How they would like to stay.

If homesick ones that place could find,
What dearth of tears and woe;
Alas they may not seek it now;
It is not there; O no.

—Robert Elsmere has to pay for being so popular. There were six bills made out against him the other day in the Book-keeping class.

—Teacher.—"When reading Paradise Lost, why is it that we often sympathize with the character of Satan?"

Student.—"Because we are so much like him."

—Teacher in Geography.—"What do you call a man who lives in Poland?"

—Student.—"A Pole."

—Teacher.—"In Holland."

—Student.—"A Hole."

—The course of Lectures to which the students have been asked to subscribe during the past week, has recently been given before the students of Wellesley College and the New England Conservatory of Music, from both of which institutions Mr. Corey has very strong letters of endorsement. It is
Teachers Wanted: Graduates of Bridgewater Normal School.

We have more calls for Bridgewater graduates than for those of any other school in Mass. If you are a successful teacher we can recommend you at once for good positions. A large number of desirable vacancies, all grades, on our books. Call and investigate. If you cannot call, send for circulars.

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