1890

The Normal Offering, Vol. 7, No. 1, Feb. 1890

Bridgewater State Normal School

Recommended Citation

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FEBRUARY.

NORMAL

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OFFERING.

1890.
THE NORMAL OFFERING.

Chauncy-Hall School.

The sixty-second year begins Sept. 18, 1889.

Thorough preparation is made for the Institute of Technology, for Business, and for College. In all classes Special Students are received. Particular attention to Girls and Young Children. Unusual care of health is taken.

The Normal Class for Training Kindergarten Teachers will re-open the second week in October.

The course comprises a study of Froebel's Gifts, Occupations, Songs, and Games, and of “The Child.” Some manual in psychology in its relation to education is studied, and lessons in natural science are outlined. Physical exercises, based on the Delsarte system, are given by a competent teacher, and special lessons in Clay-Modelling. Ability to sing, a love for children, and a previous course of study in a High School or its equivalent, are requirements for admission to this class. The course is completed in June, when diplomas are given to those who have successfully followed the work, both in theory, and in actual practice in the Kindergarten.

Normal School graduates especially would be enabled, from their previous training, to obtain the full advantages of this course.

259 BOYLSTON STREET, BOSTON.
TO MY VALENTINE.

BY KATE L. BROWN.

Were all these leaden skies one dome of blue,
This snow-clad earth encased in tenderest green,
Were all her paths with meadow violets set,
'Twere not too rare a fate for my dear queen.

For her, the bird should sing its gayest carol,
The winds be tempered to a soft caress,
And at her coming, desert wastes might bloom,
And sorrow, pain and grieving grow to less.

O she is light of those whose light doth wane,
And hope to those whose hope all weary lies;
The soul of summer round her brow doth dwell,
The light of gladness in her bonnie eyes.

And so 'neath leaden skies despite their frowning
I send this halting message; wilt divine
How much my heart strays in its feeble writings,
And seeks thy thought for me,—my Valentine.

COMMON SCHOOLS OF GERMANY.

By one who was educated in them.

The child from four to six years of age attends the Kindergarten, where there is one. Most cities and towns have such. When the child is six years of age, he (or she) is placed on the list of children which have to appear at school in the district where he resides. The control is simple, as the registers of births and deaths, of emigration and of immigration, are rigidly kept. Every child is at school every day, if well and not otherwise unavoidably prevented. It is seldom necessary for the teacher to notify the police, who act as truant officers. If truancy occurs, a note is sent by the teacher to the parents and if this note is disregarded, the teacher gives the matter over to the police. The child then comes or the father, mother or guardian, is fined for the first and second offences, and the truant is imprisoned for the third. There is no case known to the writer, where such severe measures were necessary. The Germans like to send their children to school and the children like to go, for the schools are good and have been good for nearly a century.

The furniture in many schools is very simple, the desks are long, four scholars often sitting at one desk and the seats are without backs; we were at school to recite, studying being done at home. We were expected to sit up straight and behave. The recesses which had to be spent in the open air were frequent. If an American goes into a German school he will find perfect discipline and willing obedience. Bad conduct is usually reported by the teacher to the parents, and the parents see to it that the teacher is not troubled again. The authority of the teacher is upheld by the parents.

I seem to see before me now, after a lapse of forty years, my venerable old teacher, the friend of every child and of every parent of his school district. I shall describe, somewhat, that dear old school and some of the work in it.

The schoolhouse is a two-story brick house. The lower story is occupied by the master and his family, the upper story contains two large schoolrooms, well lighted, the walls are adorned with maps, charts and pictures of the most common poisonous plants and mushrooms, colored as they are found in nature; the teacher's desk stands up high to enable him to see easily all the scholars and to be seen by them. On the desk stands a board with many small holes, in which the scholars' goosequill pens stand which the teacher made for today's work. (Steel pens are now generally used). The scholars, the girls on one side, the boys on the other, are quietly sitting in their seats in both rooms for the great repeating clock on the near-church spire is just striking the hour for school to begin. As the last sound of the great bell dies away, the door opens and the venerable teacher enters with a smiling face into our room, while the sub-master enters the other room. All the children rise from their seats and turning their faces towards the teacher say in chorus, "Good morning Mr. Teacher." With a pleasant "Good
morning, dear children," he walks to his desk, a short prayer is offered and the task of the day begins.

In reading and telling of Bible stories the voices ring out clear and loud; some essential parts in Arithmetic or Geography are recited in chorus. In Mental Arithmetic numerous new examples arouse the scholars to do their best, eagerly the little hands come up. If the scholar gives the correct answer, he must show the way by which he arrived at the result. If a wrong answer is given, the patient teacher unfolds the principle involved and by giving similar examples fixes the method employed.

The wand is used on the charts and maps with promptness by the pupil who is called out to recite. Much attention is paid to the correct use of language. If the voice is not used rightly, the proper way is shown and a repetition of the now corrected expression is insisted upon.

The teacher makes a copy on the solitary board for penmanship, carefully and beautifully; the scholars copy. All are so attentive that no sound is heard but that of the pen going over the paper; and here and there an involuntary groan of disappointment on the part of some ambitious but unsuccessful urchin. Now and then there is a tendency to whisper or to mischief, when the teacher's back is turned, but such conduct is soon discovered, for the wise man knows human nature; besides, he has on the wall behind his desk a small mirror, a glance in which shows at once the delinquent. Turning round the good man says: "Karl, I hope you like to hear me tell you stories next Saturday morning again. If you communicate again, you shall not be allowed to come into this room next Saturday, but you will have to pass that half-day in my room down stairs." This was all the punishment this teacher inflicted on any of his scholars. It was considered a harder punishment than the infliction of any bodily pain, for his stories were beautiful and told in a charming manner. The son of this teacher has now been for many years master of the school in which his father taught so well. My brothers and schoolmates who send their children to him, say that the genial spirit of the father has descended upon the son with all its charms. When meeting the teacher on the street, the boy takes off his cap, the girl makes a courtesy. The same respect, in higher degree if possible, is shown the pastor, who comes to the school twice a week to give religious instruction.

The child goes to school till the end of his fourteenth year, if he aims at nothing higher than the common school education. Those who wish to become doctors, lawyers, clergymen, philologists, or scientists, pass through a Gymnasium course of nine years, entering about the age of twelve years, and a University course of four years (five for Doctors of Medicine). There are numerous other schools, as Real, Polytechnis, Forrest, Military, etc. As is seen, the courses are long at all schools. Not much is required at a time, but whatever is taught, is taught thoroughly and systematically. The courses of study and the methods are the results of long and patient study on the part of minds well fitted for the task assigned them.

FRANZ H. KIRMAYER.

EDUCATION IN JAPAN.
BY SHIOZABURO NISHIMURA,
TOKIO, JAPAN.

The population of Japan is nearly forty million, about two-thirds that of the United States. The number of children of school age, according to the report of the Department of Education, is 6,796,929 of which 3,039,161 are attending school.

The lower grade schools in Japan are classified as Common Schools for Easy Lessons, Common Schools, and Higher Common Schools.

In the easy lesson schools, reading, writing and arithmetic are taught. These schools are for poor children who are expected to finish their work in three years, though they can add one year if necessary.

The common schools have for their subjects, morals, reading, writing, drawing, singing, and a few others which are not fixed. These schools correspond somewhat to the primary schools in America, but our schools are supported largely by tuition of the pupils, while American schools are free to all.

Higher common schools are for those children who, after finishing their lessons in the common schools, want some more education. Here they are taught, in addition to the common school stud-
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ies, geography, history of Japan and the sciences such as physics, chemistry, mineralogy and physiology.

Our higher common schools correspond in many respects to your grammar schools, but our schools of this grade charge heavy tuition. In Japan, only easy lesson schools are supported entirely by the public expense, and the number of these is comparatively small. Our profound thinkers about education all insist that we should have more free schools, and I have no doubt that in a few years this wish will be accomplished. The number of our lower grade schools including easy lesson schools, common schools, and higher common schools, is not less than twenty-five thousand, two-thirds of the entire number being common or primary schools.

There are several hundred of middle schools, which correspond to American High schools and Academies.

About fifty of them are supported by the public expense, and some of the others by endowment of wealthy people, some by Christians, some by Buddhists, and some by individual educators. In every middle school the English language is taught, sometimes French and German. Greek and Latin are in our country replaced by Japanese and Chinese.

Beside these middle schools we have five higher middle schools which are considered to rank as high as American colleges.

Their course extends through five years, two years being a preparatory course in which general subjects are taught. After finishing the preparatory course, the students enter one of four departments, Law, Literature, Science and Politics, and must study for three years in that department.

The students who finish this course have a right to enter one of the four departments in the Great School at Tokio.

The Great School or University has about two thousand students, and its course extends five years. It is the highest place for the education of Japanese students. Those who graduate from this school are held in high estimation by the people, and the titles Dr. of Law, Literature, Science, and Civil Engineering are given by the Government. And some of the graduates are sent to Germany or England for further study by the Government. We have, also, schools for Medicine, Agriculture, Army, and Navy.

Who are our teachers? We have normal schools, forty-six in number. One of which is a higher normal school, having for its object to provide good teachers for the other normal schools, and also, for the middle schools. But these normal schools do not supply the demand, and about one-half of our teachers have received their education in private schools. Only about one-third of our normal schools receive female students, so most of the teachers, even in the lower grade schools, are men. The course of study in our normal schools is about the same as here at Bridgewater, except that there, Japanese, Chinese and English are taught instead of French, Latin and Greek.

All of our normal schools have only a four years' course.

The students in the higher normal school are selected from the graduates of the common normal schools.

And some of the graduates of the higher normal school are sent to America, Germany, England and France for further educational study by the Department of Education.

One of them was studying at Worcester Normal School, Mass., and finished his course last January. He will go back to Japan next June. I am certain he will succeed in introducing American ideas into our country.

Two great educators, Mr. Fukusawa and Mr. Niijima are at present busily engaged in establishing their own Universities for Law and Literature. No doubt they will succeed in their works.

Mr. Niijima is a graduate from one of the American universities, and used to have his own college at Kioto, the third city of Japan.

Most of the professors in his college came from America and a great part of the expenses is paid by American missionaries. Hence the system of education is almost entirely American.

Mr. Fukusawa also used to have his own college for politics and English, and his new university is to be opened next March, and several professors have been hired from this country. We will have the two universities of the American system in a few months.
ELEANOR.

That awful day of slaughter
Was now well nigh an end;
The tropic sun, his scorching rays
Had ceased at last to send.
The heat on fair Jude'a plain
Could scarcely be endured,
And added torture to the pain
Of men who ne'er were cured.

In the royal tent, was an English Knight,
Prince Edward stricken low,
A poisoned dart had pierced his flesh,
Sent by a savage foe.

"O God!" he cried, "is there no way,
No means by which to save—
Who would redeem Christ's sepulchre of—
From an untimely grave?"

"Must I, the heir unto a throne,
Stay in this land and die?
For only this have I come hence
Neath foreign soil to lie?
Oh, for one year, as England's King,
Her grievous wrongs to right
I.
Oh, but for strength to wrestle still
The Saracens to fight"

Just then, into the tent there came
Fair Eleanor, his bride,
Who but a moment since had learned,
The state of England's pride.
She did not pause unto her grief
Expression then to give;
She only thought of Edward, Prince,
How he through her might live.
And placing quick her youthful lips
Against the ugly wound,
She drew the deadly poison forth,
And life for Edward found.

She died, he lived for many years,
On England's throne to sit,
And history now styles him
The Great Plantagenet.

Well may'st thou, O History,
His noble deeds recall
But dost not that of Eleanor
By far excel them all? A. & W.

FROM BOOT-BLACK TO BANKER.
BY M. A. O.

"YOU won't do it? Well we'll see who's master in this house, you good-for-nothing rascal."

"But it isn't true, father."

"I dont care whether it's true or not, you'll do as I tell you, or leave the house," said the man taking the boy by the shoulders, shaking him, and flinging him off.

"My father said, when he was alive, that I must never tell a lie, and I won't do it. Please don't ask me to."

"A pity your father didn't take you with him. Don't think I'm going to support you and then be defied by you. Get out of the house, I say." He took the boy by the arm and threw him out of the door. He fell on the sidewalk, but though bruised, he picked himself up and crept away. He was such a little boy, while the man was a great strong fellow that the contest had not seemed equal.

This was not the first scene of the kind that had occurred in the little house in Charlestown. It was a sad day for Henry Rowe when his father died, but it was a much sadder one when his mother married again. She had kept a sailor's boarding house and had been able to support herself and son very respectably. But Tom Lawless came to board with her, and very soon after, Henry was told that he was to have a new father. Don't think that Mrs. Rowe did not think of her son when she promised to marry Tom. She did, and was assured that it was best for him as well as for her.

For a while after the wedding all went well, but soon it was plain that Henry and his step-father both had strong wills, and when they collided Henry of course got the worst of it. Mrs. Lawless had attempted to interfere at first, but having been told forcibly to mind her own business, after a time she gave it up. It seemed to Henry that she could not love him or she would not allow him to be so treated. He wronged her there, but she was a weak woman, in no way a match for her husband. And now, when only eleven years old Henry was turned out into the street.

It was getting toward night when he picked himself up from the sidewalk. He did not know where to go, and he had no money. Suddenly he remembered an old man who lived in a cellar not far away. He had been as kind to Henry as circumstances would permit on some other occasions. Going to him he asked if he might stay with him that night, as he had been put out of the house by his father. The old man did not ask many questions but seemed very willing to let Henry stay.
In the morning Henry made the best of his way to Boston. He thought he might get some errands to run and thus make some money. He tried this for a time, but did not make a great success of it, so as soon as he had money enough he invested it in newspapers and became a paper-boy.

He was a bright, handsome little fellow with light hair and blue eyes. He looked so cheerful that it really was a pleasure to buy a paper from him. He spent his nights in a house in North End where he paid five cents a night for a place to lie down on. He met many boys whose acquaintance was not desirable, but he was not in a position to be very fastidious. He tried to remember what his father, whom he dearly loved, had always said to him. “Be straightforward and honest and all will go well.” This was not always thought by the boys whom he met. Most of them were older than Henry and their conversation was not always edifying. One time when telling his day’s experience Henry told how a man had dropped his handkerchief near him, and how he returned it.

“What! returned it! What a little fool you are!” said one.

“What kind of a handkerchief was it, any way?” said another.

“Oh, a silk one,” said Henry.

“Don’t you know you could have sold it, stupid?”

“But it wasn’t mine to sell.”

“Why, of course he meant to leave it to you for a little present,” said one of the boys sarcastically. “Have you never heard of people doing that kind of thing?” No more was said on that subject as Henry saw that they did not agree.

His ambition now was to be a boot-black, and having carefully saved his money, at the end of two years he was able to get the necessary paraphernalia. What a happy boy he was then!

This was indeed a rise in the world. He soon became popular and was allowed to stand in front of one of the leading hotels in Boston. He was a favorite with the gentlemen there, and was often invited to dine at their expense. He was employed by all the frequenters of the hotel. He also had a more aristocratic lodging now.

His step-father and mother had not forgotten him during this time, but had tried to get control of him. Henry had friends now, however, and Lawless was paid to let him alone.

Henry’s father had been fairly well educated, and had impressed on his son’s mind the fact that an education is necessary. As he had to work all day he had only the evenings to devote to study. Being persistent and having a purpose (what boy does not think that he may yet be president), he worked on steadily, getting help from one of his patrons if he could not himself master a difficulty. He thus was as well educated as most boys.

Henry continued in the boot-blacking business for some years. He was very careful of money and he had a flourishing trade he was able to save considerable. This he handed over to a friend who invested it for him in various ways.

When he was nineteen he changed his occupation in this way.

To be continued.

EXCHANGES.

M. A. Drake.

The Academy, Worcester, Mass., has a very interesting article on “The Silver Question.”

Would that all would follow the advice given in the High School Reflector, as to “How and What to Read”!

We notice in the Premier, that the Editor puts the “McGinty” jokes in a column headed “Sense and Nonsense.” Which does he intend them for, we would like to know.

The Argus, Philadelphia, says, “The grip epidemic is as universal as the McGinty joke” This statement must be a little exaggerated, as we know of a few, who have not, as yet, been victims to the dread disease.

The High School Times, Dayton, O., gives us the following piece of information: “A Freshman knows everything; he has explored the universe and has proved all things. A Sophomore has the wisdom of an owl, but like that sedate bird, keeps still about it. A Junior knows a little, but begins to be a little doubtful about it. A Senior knows nothing.” We wonder whether a Freshman or a Senior wrote it.
With many misgivings, we assume the Editorial management of the Offering. No one is better aware of our own shortcomings, yet we have accepted the trust and shall do our best. We expect and invite criticism. The critic who will kindly show us a way to better the paper, him we shall esteem as our truest friend. To him, who, to use the coarse metaphor of Carlyle, hunts for “dead dogs,” that he may expose and ridicule them, we say go on. Your censure is far more acceptable to us than your praise. The Editorial Board will spare no labor and will do everything in its power to make the Offering worthy of the school. Let us have the hearty cooperation of the students, faculty and alumni. When the Normal Offering shall take the same rank among school journals that the Bridgewater State Normal School holds among the educational institutions of our land, then, and not till then, shall we rest content.

The Board of Editors believe that it is desirable to permanently increase the Offering to a twelve-page paper, adding four pages. In the present issue, as our readers will observe, we have done so, but in order to continue the paper as enlarged, we must have more advertising and a larger circulation. Our Business Manager hopes to be able to provide the first requisite, and will every reader of our paper assist us to secure the second? The Normal Offering is published in the interest of the school, its pupils and teachers, past and present, and is sold practically at cost price. Should not all seek to aid in its improvement? The alumni of the school number 3,000, and we hope they will not allow the paper to be curtailed for the want of funds.

In this issue we publish an article on “Education in Japan.” Mr. Nishimura, the writer, has for several years been connected with an educational journal in that country, and is well qualified to treat this subject. We publish the article almost exactly as it left his pen. Our readers should remember that Japanese, not English is his native language, and that he has been only a few months in this country.

Mr. Nishimura speaks of an institution in Japan known as the “Higher Normal School” the object of which is to prepare its students to teach high schools or in similar institutions. Is Massachusetts behind Japan in this respect? Say what they will, we cannot believe that a man who is fitting to teach a high school, needs exactly the same training as does a woman who is intending to teach a kindergarten or primary school.

We request our contributors to limit their articles to one thousand words. As a general thing, long articles are not thoroughly read. We are all naturally lazy, and when we see an article taking three or four columns, we are inclined to put it aside thinking that we will read it when we have more leisure. We believe the object should be to tell the most possible in the fewest words, and to tell it so that a child ten years old can understand.

We are glad to meet Miss Fisher once more among the teachers. She has completely recovered from her serious illness and has returned to her work. We wish her a pleasant term. We also extend our greeting to Mr. Hines, first Edi-
A BILL has lately been introduced into the N. Y. legislature the object of which is to stimulate patriotism in the youth of that state. This is, indeed, a noble object. An ardent and devoted love of country is one of the loftiest of virtues. Any effort to foster it deserves to be encouraged. The bill provides for the display of the American flag from every public school building in that state upon public holidays and at such other times as the Boards of Education shall direct.

We sincerely hope the bill will pass, that the example will be followed by other States, and that soon the American flag will float above every schoolhouse in the land.

To use the language of the Tribune, "Flags are object lessons in patriotism, and what lessons are more valuable? Children cannot look upon too many star-spangled banners nor ponder upon the things for which they stand too often. In order that government of the people may be in the highest degree successful, the future rulers during their plastic years must be taught to love and take pride in their country, to familiarize themselves with its history, to appreciate its trials and triumphs, and to acquire something like an adequate conception of its manifest destiny. Let flags float above every schoolhouse and they will play a part in the accomplishment of this great work.

We are often assured that he who makes two blades of grass grow where only one grew before is a public benefactor. Yes, and so it is with him who sets two American flags floating where one floated before."

The Youth's Companion offers a regulation bunting flag, nine feet by fifteen and having forty-two stars, to that public school in each State from which it receives the best essay—written by a single scholar, the teacher of the school in each case selecting it—on the subject, "The Patriotic Influence of the American Flag When Raised over the Public Schools." Essays must not contain more than six hundred words, and must reach the Youth's Companion, on or before April 1.

THE Editorial Board will give a copy of the book entitled "Burgoyne's Invasion of 1777" to that student of the school or subscriber to the Offering, who will send us the best original story. The story should not contain over one thousand words, and must be in the hands of the Editor on or before March 31. We will publish in the April number the best story, together with the name of the successful competitor. Address all communications to the Editor-in-chief, Bridgewater, Mass.

SUBSCRIBER'S COLUMN.

The Editorial Board do not advertise as a Bureau of Information, yet they will endeavor to ascertain the answer to any question of general interest. All communications intended for this department should be in by the first day of the month to appear in that month's issue.

Which was the first European country to establish free public schools?

Scotland in the last decade of the seventeenth
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century. A good account of which is found in Macaulay's History of England.

Is there any State in the United States which pensions its teachers?

What European countries have adopted this plan?

In answer to the above, we will publish a letter from the Commissioner of Education.

"I am not aware that anyone of the United States has undertaken to pension its teachers. The subject has been much discussed in Teachers' Associations and Conventions, but no action has ever been taken to my knowledge. Many European Governments have adopted this policy, viz: Every State of the German Empire pensions its teachers, the rates of the pensions differ with the length of service, the highest rate is paid after 40 years service. Switzerland and Holland copy Germany. Belgium, Denmark, Sweden and Norway, France and Italy, to a limited extent.

W. T. HARRIS, Commissioner."

(It was reported a few months ago, in one of the Boston papers, that Michigan had passed an act pensioning her teachers. We have a letter, dated Jan. 23, from the Superintendent of Public Instruction of that State, saying that this is not a fact.—Ed.)

What is filibustering?

What is the decision of Speaker Reed concerning a quorum?

Could filibustering be successfully worked in the Normal Lyceum?

Filibustering, as it is now generally applied, is the attempt made by some members of a legislative or deliberative body to impede and to prevent the transaction of business.

In the National House of Representatives, filibustering is quite common. One way to filibuster is to make innumerable Subsidiary and Privileged motions, raise Points of Order and Questions of Privilege, requiring the roll-call on every question. Each roll-call takes forty minutes. Another method, much used in the past, is to abstain from voting and to raise the point of "no quorum."

Speaker Reed has ruled that if members are in the house they are present and can be reckoned to make a quorum.

We think that filibustering would not be successful in our Lyceum. A factious minority could impede business to a greater or less extent, but if the president and the majority do not scruple to have recourse to "the previous question," and to use the powers the constitution gives them, we think that filibusters in the Lyceum would have a poor show. In the National House of Representatives, it takes a majority of the entire number of members to make a quorum, while in our Lyceum, nine is sufficient.

Is the axis of the planet Mars inclined to its plane of revolution? If so at what angle? M. C. L.

The inclination of the axis of the planet Mars to its plane of orbit is about 28°.5.

SENIOR RECEPTION.

The usual Senior Reception was held by Mr. and Mrs. Boyden in their parlors, Friday evening Jan. 24th. Mrs. Boyden was not able to be present on account of sickness. After supper in the dining hall, short addresses were made by the teachers. The graduates were more highly honored this time than is customary, in that everyone of them had an opportunity to speak. The heartiest good feeling was manifested throughout the evening, and the company broke up at nine-thirty with mutual good wishes from all.

ENTERING CLASS, FEB. 1890.

There were twenty-five applicants for admission, twenty-two of whom were admitted. The following are the names of the successful candidates.

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GRADUATION EXERCISES.

The exercises were opened by singing by the school of "Jack Frost." Owing to the amount of sickness in the school the past term, it was thought best to devote the time generally given to the preparation of teaching exercises for graduation day, to other things; so that part of the usual programme was omitted.

Two presentation exercises were given by members of the four years' course, one on "Electricity" by Mr. Noyes, the other on "Elements of Military Drill" by Mr. M. H. Jackson. These were followed by gymnastic exercises conducted by members of the school under Mr. Jackson’s supervision.

After the report and address to the graduating class by the Principal, the valedictory of the two years' course was delivered by Miss Dunn, who read a very fine essay entitled "True Success."

Gen. Walker of the Massachusetts Institute of Technology presented the diplomas to the members of the graduating class, viz:—


Brief addresses were made by Mrs. Alice Freeman Palmer, Mr. G. H. Martin, Rev. Mr. Wright, Mrs. Walton, Mr. Allen and Rev. Mr. Porter. The exercises closed by singing by the school.

The graduating class has presented the school with twenty-one dollars to be used for models for the drawing classes.

THE NEGRO PROBLEM.

It may be true that "a more perfect union" could not have been formed save for those compromises that were incorporated into the Constitution, but in view of the deplorable consequences that have followed, we can but regret the attempt was not made. Though its hateful name nowhere occurs, slavery was none the less embodied by fatal compromise in the fundamental law of the land, and four years of disastrous war and a quarter century of hardly less disastrous political strife, is the result of it; the negro is the disturbing element through it all.

Can these two races dwell in peace in the land? It is more than prejudice, it is the instinct of preservation that keeps them apart. They will never blend. This is an impossible solution. But unless the equality of man has ceased to be self evident, and life, liberty and pursuit of happiness are no longer inalienable rights, the policy of disfranchisement and extermination pursued by the South must meet the reprobation of every patriotic and moral man. The two races may never blend, can never blend, but nothing in nature prevents their living in harmony together.

The remedy for ignorance and immorality lies in case of the white man and negro alike in education. No other race in the history of the world has shown a more docile spirit under injustice than the negroes have, and one will look long for a parallel to the improvement that they have made in education and accumulation of wealth, since they become free men.

If they are "ignorant, and lazy and dirty and immoral" as is asserted, it is to be remembered that two hundred years of slavery have made them so. Shall the white man repudiate his great debt?

"Four experiments have been tried," says Senator Ingalls. "I appeal to the Senate to try the fifth experiment, justice. Stack your guns, open your ballot boxes, register your voters black and white; then, if after the experiment has been fully and fairly tried, it is found that the complexion burnt upon him by an African sun is incompatible with freedom, I will consult with you about some other measure of solution. The experiment must be fairly tried, this is the starting point and this the goal.”

J. W. MITCHELL.
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DEPARTMENTS.

BOOK-KEEPING.

The printed outline of topics in this subject is already in use. Suggestions as to method, illustrations, and notes to accompany this outline will be printed during the term.

The division of the Senior class into two sections greatly facilitates and makes more effectual the efforts of both pupils and teacher. The course is so arranged as to cause each individual to do a much greater amount of independent work in acquiring knowledge and in actual teaching in the class room.

GEOGRAPHY.

During the past term the course in Geography has been revised and reprinted. In the Preliminary Course, the work on the Forms of Water and the Atmosphere has been rearranged and abbreviated. In the Elementary Course, the introductory chapters and paragraphs treating of the purpose of the work, what to teach, the powers active, the sources of knowledge, and the method of work have been amplified. The relations of occupations, especially that of commerce, and settlements to the relief, drainage, and productions of the continent have been more fully developed. References to books for supplementary reading have been given in connection with the different topics. Outlines of topics have been placed at the ends of the natural divisions of the subject. Two pages of reference books and a course of study have been added.

STUDY OF PICTURES.

Some of the students, under the guidance of Mrs. Bowler, are studying a few of the works of the old masters in painting. This work is done in leisure moments and for pleasure.

Photographs of the most important works are obtained, and mounted in albums for the purpose. Having gathered all the facts possible, the full description is written in the album.

Pictures which at first sight have but little interest to the scholar, grow steadily in beauty and interest, as the study of that particular one continues. The object of the study is to so acquaint the scholars with the Historic Schools of Painting, that they may recognize the distinctive marks of the different masters.

Helping along in this very line, Mrs. Boyden, thinking that the scholars might enjoy examining her large collection of engravings, kindly invited the students at the Hall, to her rooms. All who could accept her invitation enjoyed thoroughly the time spent in that way.

OBSERVATION.

One of the Normal graduates stated that she found that knowledge gained through observation was retained in her mind, when many things which she had committed to memory from textbooks, were forgotten. In many of the studies, sciences especially, we have much observation work. From this as from every kind of work, we may gain much or little, in proportion to deepness of thought. If it is the knowledge gained in this way, that we retain longest, then we must keep that fact in mind, and desire all that is possible to each of us, from every observation that we make.

Too often we are listless, and think only of finishing the work of the hour. At such times we lose far more than we realize, not only the knowledge which we might have gained, but also a certain degree of our power to gain it at another time.

ZENANA WORK.

Friday evening February the seventh, Miss Ward addressed the scholars in the school hall. Miss Ward is from India, where she has been as missionary for nineteen years, doing zenana work, and establishing schools.

Many of those who are members of the Zenana Band in this school, have had no definite idea of its object. Miss Ward realized this, and it was her purpose to make all clear. She gave many interesting facts, thereby increasing the interest of the members.

Miss Ward is to remain in this country until September, meanwhile she is to seek aid for the work in India. She would be pleased to have many go back with her as there is an abundance of work. She gave us some idea of the amount to be accomplished, when she said that many of the small towns, containing forty or fifty thousand inhabitants, have never had missionary workers in their zenanas.
PERSONALS.

-'90. Miss Sheba Berry is to teach in Harwich.

-'90. Miss Lizzie Dunn has a position in Avon.

-'90. Miss Mary Cross teaches Bridgewater.

-'90. Miss Minnie F. Eaton is teaching in Bridgewater.

-'90. Miss Eva E. Hall has taught during the last vacation in Fairhaven.

-'90. Miss Christina O. White is teaching the first class in the Wellington Primary school, Cambridge.

-The first set of gymnastics is to be taught by Miss Katherine D. Jones and Miss Margaret P. C. Tucker.

-Miss Susie Turner has taught for about two weeks last month in the School of Observation, owing to the resignation of the teacher.

-'89. Mr. Galger, third Editor of the Offering, has been offered the position of Principal of the High school in Manchester-by-the-sea.

-'89. Mr. Hines has returned to his Alma Mater where he is to teach Civil Government, History and some other of the studies in which Mr. A. C. Boyden has been the instructor. We heartily welcome him back.

-Among our visitors on graduation day were Miss Edith Sawyer, Miss Alden, Mr. Hobart, Rev. Mr. Cressy, Rev. Mr. Porter, Mr. Russell of Brockton. Mr. Nathaniel T. Allen of West Newton has visited us this month. Also Prof. Adams of the Normal school, Salem, Mr. Gifford, Superintendent of schools at Manchester-by-the-sea, Miss Hamet, a former graduate, who is now teaching in the Normal school in Providence, Miss Voight, also a graduate of this school who is teaching now in the Mather school, Dorchester, Miss Lottie Hood, and Miss Alma Colton.

LOCALS.

-Darling Brothers of Worcester, are contractors for the new building.

-The Astronomy class has recently been informed that Saturn has rings.

-Mucilage is defined as a vicious liquid.

-Rumor says we are to have an electric light on the school grounds.

-Teacher in Astronomy. "Put your finger on the earth Miss A—and there will be an eclipse."

-Two hundred and thirty-two students attended the school last term, seventy-one of whom were men.

-Mr. A. C. Boyden is to act as Principal, and he will also have the Senior class in School Laws and Psychology.

-In his lecture of January 8, Mr. Prince said the best work in Massachusetts was done by the Bridgewater graduates. This should be a fresh stimulus to us.

-Professor. "You may repeat the last direction given, Miss Y." Miss Y. "When the arm is vertical above the head be careful to keep it perfectly horizontal."

-"Non paratus" dixit freshie,

Cum a sad and doleful look.

"Omne rectum," prof respondit,

Et nihil scripsit in his book.

-The following officers have been elected for the class of June '90. President, Mr. F. E. Gurney; Secretary, Miss L. M. Snow; Treasurer, Miss G. H. Parker; Committee on Photographs, Mr. W. C. Moore, Miss F. G. Marsh and Miss E. L. Chapman.

-The following interesting facts were taken from examination papers in Physiology: The lower jaw has a ball and socket motion. The lower jaw moves side-wise. The diaphragm is a monument of muscle situated below the thorax. The diaphragm is a curved bone situated just below the stomach with its ends fastened to the hip joint. The two kinds of perspiration are inspiration and expiration.

-The Chemistry topics we fear will have to be supplied with footnote or explanatory paragraphs for the benefit of the Junior class. One young lady, on reading the experiment—place iron filings in HCl and heat in the sand bath—emptied the sand from the pan, washed it out, poured the HCl into the pan, dropped the iron filings and placed the pan over the burner. She probably thought she was at home cooking and preparing iron filing stew.
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