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Bridgewater State Normal School

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During the school year we are constantly receiving calls for grade teachers. We are frequently unable to recommend such candidates as are wanted.

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110 TREMONT ST., BOSTON,
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The Normal Offering.

Published Monthly During the School Year, by the Congress of the Bridgewater Normal School.

Editorial Board.

Editor-in-Chief, PIERCE D. BROWN.

Assistant Editors.

Exchanges, FLETCHER B. HOLMES.
Athletics, ERNEST W. BENTLEY.
Personals, LOUISE M. FISHER.
School Notes, ARBRE C. HITCHCOCK.
Business Manager, FRED M. HURD.
Asst. Business Manager, FRED H. BUCK.

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November.

There comes a day when autumn suns are brief
A little perfect day when winds are still:
Soft gleams of golden light the warm air fill,
And fire the crimson of the maple's leaf.
The robin's clear, full note, untaught with grief,
Blends with the spirit's inner, slenderer trill;
And over the summit of the far-seen hill
Float clouds, rose-tinted, like the coral reef.

The brooklet ripples o'er its pebbled bed,
And tosses damps upon the sedgy shore;
The oak, with foliage of dark-burnished red,
Stands bold, frost-rifled of its fruited store,
And over all the heavey skies are spread
The semblance of the skies that summer wore.

Editorials.

Do you not remember the first time you got into a boat to row? How afraid you were that you would upset, how uncertain you were with the oars. You would go round, and round. One oar would dive below or soar above, the other would give one good strong pull. All this happened in your first row. Then when you took your second row how much surer you were.

We are now taking our second lesson. We feel at home. Are we progressing? If hard pulling will cause us to progress we will finally get under headway. Then while we are going why not give us all we can carry? Our friends have been very liberal so far, but our stock on hand and anticipated material will not keep us busy long. So write an article, write one especially for the Offering, and send it in as soon as you can. If we perse-
vere in keeping the zire under the boiler we will all steam up soon. Don't wait for all the heat to come from us before you reply with some kind of a contribution. Build a fire of your own and let it warm other Normal students up to the fact that they have a paper that furnishes them a field for getting their thoughts out into the world. If you can't write any more than your name, saying that you wish to be a subscriber, we will gladly accept that much.

What an inspiration and stimulus it was to see so many bonafide teachers around us, and to hear such rousing addresses as we listened to on Friday, October 30. It was with disappointment the convention listened to the reading of Mr. Bailey's letter explaining his absence. His address we are sure would have been very instructive and elevating. We shall look forward eagerly to hearing that address some day.

Congress.

Congress has been this term, from the very first meeting, a success. The attendance and interest shown has been good. The entertainments furnished by the executive committee have been complete and entertaining. The entertainment on Friday evening, Nov. 6, was furnished entirely by Juniors. It was novel, in that it was mysterious. It consisted of representations of the illustrated advertisements of various firms, found in some of the magazines. There was the "Chocolate Girl of Baker's," Sozodont and LaBlace face powders was represented nicely. There was the wheel woman with her crescent, the school girl feasting on Lowney's, "You Dirty Boy" and his mother, of Pear's production and last the representation of Sapolio's latest advertisement. The "Dirty Boy" had to respond to an encore. Mr. Osuna, the professor in charge of the Mexican students, read an interesting paper on Mexico.

There is however a lack still of debatable matter. There is a chance for an increase here. There are many subjects which would prove interesting and productive of much argument, both pro and con, if put before the assembly in the form of a bill or resolve. One should not suffice, nor two, there should be six, seven, eight, on the orders of the day for every meeting. Take hold all and bring this up to where it belongs. If you think you can't write out a bill in good form ask some of those who are older in the Congress, and they will gladly help you. We want to boom the Congress this winter. Ex-Speaker.

Plymouth County Convention.

The sixty-third convention of the Plymouth County Teacher's Association was held in our Assembly Hall on Friday, October 30. Visiting teachers began to arrive as early as eight o'clock. The convention was to open at ten o'clock. The time between eight and ten was occupied in the examination of the art exhibit furnished by P. P. Caproni, W. H. Pierce and Prang Art Co. all of Boston. The former exhibited casts and busts; the remaining pictures, both photographs, solar enlargements and reproductions of noted pictures. The subjects chosen were those which could be used in the school room decoration and the teaching of art therein. In the library J. L. Hammett, Educational Publishing Co., New England Publishing Co., and the Bemis Publishing Co., had representatives showing their goods. They reported a good business both in sales and orders.

At 10.25 the convention opened with devotional services led by Rev. Chas. A. Allen. Mr. Boyden then addressed a few words of
welcome to the convention. He spoke of the influence of Messrs. Tillinghast and Conant, former principals of the school, in the establishment of the Association.

Miss Arnold followed these words of welcome with an interesting address upon the subject, "The Moral Training in the Public Schools." She said in part, "That which we are in our own personality does the most to help our children in their living. We must be what we want those whom we love to be. But because we lack a characteristic which we want our children to possess we must turn to history and literature for patterns. In Columbus, his perseverance, the bravery of Washington at Valley Forge, honesty in the life and deeds of Lincoln, turn to the Village Blacksmith and to Elizabeth Stuart Phelps. Throughout all our teachings in history and literature impress upon the child the high ideals of integrity and character. It is your own doing which makes the truth and powers yours.

Power of working together is made possible through the school room. We must help our children to grow into moral strength by developing the power of self-control and self-guidance. Obedience has not been won when outward obedience has been secured. The highest type of moral training is that which tends toward the powers of self-control, of right action in times of crisis. Our children will be helped most of all by that which we are."

At the conclusion of Miss Arnold's address Mr. Jackson quickly disposed of preliminary business and then the company divided, a portion passing across to the Unitarian church. Here was held the Primary section under the chairmanship of John W. Herrick of Plymouth. The exercises in the Assembly Hall were in charge of Harold C. Childs of Brockton, chairman of High and Grammar depart-

ments.

The opening address in the Primary section was on "Study of Nature as an aid, not a hindrance in the work of a Primary School," by Miss Annie B. Radham of Boston. She said in part: "Personally, I could ask for no better reason for adding nature study to my daily programme than Ruskin's beautiful suggestion, "Make to yourself nests of pleasant thoughts."

If we are teachers, our thoughts suggests the questions, "What was the early training? Why was the outer nature of this man or woman not developed? Why have the needs crowded out the wholesome growth in the garden of the soul?"

We must hold fast to one thought in our teaching. We cannot afford to remain mere imitators, however worthy an example we may be following. Every man in the "Chamber of his imagery" has the power to originate, to create, and any teacher earnest in her calling needs no greater inspiration than her own God-given personality, the inert motherhood latent in every true woman's heart, to direct her work with her pupils. Then, with her life's forces spurring her into action in definite lines, is she prepared to profit by the experience of others, and to separate the chaff from the wheat in the manifold methods that are brought to her notice for approval or disapproval.

Our work in nature study must have for its prime object, to teach the child to observe accurately. If the aim is to teach accuracy of sight, which will necessarily lead to awakened thoughts and correct expression, we may employ all natural means to secure such, and thus widen the child's horizon that he may live more abundantly, more richly. It is in this connection we gain valuable help from such suggestive books as Miss Bass's Nature Stories," Miss Spear's "Leaves and Flowers,"
Let the children feel then, not only the utility of nature but the beauty of design and purpose. There can be no surer way to lead the young child's mind in reverent thought to its Maker than through these same nature lessons. Let the children once feel the adaptation of everything in the universe to its peculiar function and their young souls expand in wonder and worship. Objects so small as the winged seed of the maple, the tufted thistle seed, the barbed sticktight, or the peculiar teeth of the squirrel and mouse, the flexible trunk of the elephant, the padded foot of the camel may reveal to the growing boy or girl the touch and purpose divine.

You must humanize many a nature before you can instruct it, which in its highest sense is but to develop it. Will it not be easier to deal with the intricacies of the multiplication table of three, if we utilize the leaflets of the clover leaves rather than balls and splints? Will not the beautiful tints of the apple blossom or the perfume of the wild rose serve as an aid if we use the pedals or stamens to reveal the mysteries of the table of five? Will the spelling lesson not have an added interest if on a windy day a poem or story is read and the needed vocabulary for the day taught from it rather than from the columns of the spelling book or reader? Can we not make these same spelling lessons a pleasure and a profit if we keep our observation lessons in harmony with the day as it appears in nature.

That learning which makes us acquainted with ourselves, with the powers and faculties of the human mind, with divine truth which is plainly revealed, with its power on the mind and heart, with the concatenations of cause and effect, and to understand our every day duty which grows out of our wants and the wants of those about us is learning of a better quality than that which only enables us to call things by different names without giving us a knowledge of their qualities either for good or evil.

Miss Badlam was followed by Supt. F. H. Nickerson, of Whitman, who spoke on "Vertical Writing." His talk was illustrated with charts and sample sheets of work done by students in the Whitman schools. He maintained that the average business man of to-day desired first, legibility, and this was always secured under the Vertical style.

In the High and Grammar departments Supt. Geo. I. Aldrich of Newton, spoke on "The Latest in Grammar School Programs."

The speaker spoke at first of the spirit of conservation among the people which makes it difficult to introduce reforms, that there is no national system of education and every town manages its own affairs so that in the same state you find great diversity in the programmes for study.

The advocates of Grammar School enrichment desire to make the transition from the Grammar to the High School more gradually marked by introducing into the upper grades of the Grammar School studies taught heretofore only in the High School. The studies specified were elementary Latin, Algebra or Geometry and Science. The speaker urged the necessity of clarifying the courses of study by throwing aside that which experience has proved to be of little value. This can only be done by improving and enlarging the teaching force and an increase of expenditure.

The objections to this enrichment commonly urged, were the overwork of teachers and
pupils and superficial work. But these objections were ably met by Mr. Aldrich showing the difference between thorough and exhausting teaching.

In closing he advocated the duty of teachers to use their influence in creating a public sentiment which will conserve the highest and best interests of our public schools.

Mr. Aldrich was followed by Supt. A. J. Jacoby of Middleboro on "Departmental Teaching." He spoke as follows:

"Departmental teaching may be defined as the system in which a teacher teaches the same subject or subjects in several grades, instead of teaching all the subjects of one or more grades." After stating some of the objections to departmental teaching he proceeded to show the incorrectness of some and the foolishness of others. He then turned to the advantages which he enumerates as follows:

First—It will render possible an enrichment of the Grammar School course of study without increasing the burdens of teachers and pupils. Simply adding new subjects to the curriculum however does not necessarily enrich it, for it may result in a poorer teaching of the old subjects due to the withdrawal of too much time and energy from the teaching of these subjects and devoting it to the new studies. I believe that the introduction of departmental teaching will make possible better than in any other way a true enrichment of the old curriculum either in the old studies or by adding new studies, or both, and this without increasing the burden of either teachers or pupils.

Second—It will improve the scholarship and skill of the teacher. Accurate and ample scholarship is necessary to teach intelligently. The departmental plan will make it possible for teachers to make that careful preparation which ensures successful teaching. It will also give them more opportunities to study the science of teaching. Their knowledge of principles and methods will thus be increased, and all this will lead to greater skill.

Third—Subjects will be better taught. This will be a direct outcome of the improved health, better scholarship, and greater skill of the teachers. A teacher thoroughly interested in a subject possessing ample and accurate knowledge of the same, together with the best knowledge of the best methods of presenting it, and the ability to adopt herself and her teaching to the taught, will be able to create an interest and kindle an enthusiasm which will give valuable results, and with less wear and worry on the part of both teacher and pupil.

Fourth—Much time and energy will be saved. This is partly due to the superior scholarship and skill of the teachers which enables them to give more and better instruction in a specified time, arouse a greater interest and enthusiasm in her pupils and more successfully hold the pupils attention to the work in hand.

Fifth—It will give a certain unity to the instruction in each subject which is not possible under the class teacher system.

Sixth—It will improve the knowledge and mental power of teacher.

Seventh—Teachers and pupils generally favor the plan after it has had a thorough trial.

Into what grades should it be introduced, and how should the work be organized? Number of grades should be confined I think to 7th, 8th and 9th grades. Teacher should have a room. It should not be carried so far, however, as to deprive the teacher of a
room that may be called her home, or the children of the reasonably uniform and steady supervision of some one person. A teacher should have not less than byo. Dr. Balliet says: "I believe, however, that it is not well to have a teacher teach only one branch under the departmental plan. Each teacher ought to teach at least two or three branches and these should form a group of closely related subjects. In this way teachers are not so apt to become narrow in their work, and related things are more likely to be taught in their own relation."

The convention here adjourned for dinner.

After dinner the convention reassembled in the Assembly Hall to listen to the address of Edwin D. Mead of Boston, on the subject of "Art in the Public Schools."

First, in the matter of business was the election of officers. Mr. Jackson then announced a few numbers not on the regular programme. Master Arthur Lawrence favored the audience with a cornet solo. He was followed by Misses Burnell and Prince in a vocal duet.

Mr. Mead was then introduced, who spoke as follows. "No one can pass through the business portion of Boston without being impressed with frightful ugliness, the ugliness of decay. The elements of beauty are ruined by equalor and the sign advertising habit of American business life.

We are never going to have a beautiful life until we train the young to appreciate the beauty and dislike the ugliness which he sees around him. We will never have it until we have it through the public school. The moment enlightenment comes then follows discontent and desire for reform.

We leave the matter of beauty in architecture and other things to mediocrey and incompetence when we have talent at our command. We shall never have beauty until we have a Board of Beauty as we have a Board of Health, and the people so educated to create such a board. That time shall come when the eyes and ears shall have the same rights as their noses and tongues. In this matter as in some others we are behind the best cities of the civilized world, such as Paris and its art, its modern palaces, with its unified streets and of Birmingham and its homes for laborers. True liberty is simply the liberty to do right, to do those things which consort to the public and private good.

We need to realize how much a beautiful public building does for he who lives in or near it, the beautiful bridge to him who passes over it, the park to him who passes through it, or lingers within its boundaries. What an index to the town is its railway station. New England is full of railway stations which cumber the ground, offensive and distasteful to those who are so educated as to realize its offensiveness. The beauty in every sphere has been since the world began, what the people in every clime have demanded. All great art—the pictures and the sculpture which have had vitality enough to endure and to be treasured by later generations in galleries and museums, in the cathedrals to which we pilgrimage, has been great because it has been the true expression of the dominant feeling of the people among whom in Athens, in Greece, in Holland or on the Rhine, it comes into existence."

The sixty-third convention was soon a thing of the past, and a memory. The assembly adjourned at the close of Mr. Mead's address.

"The Zena Missionary Band" hold a mending circle each Tuesday from 4.30 to 5.30 p. m., and desire your patronage. All orders neatly and promptly despatched. Articles to be mended may be sent to No. 29 Normal Hall. Charges for work moderate.
**Nature.**

It is well to have something to look for in our walks. Now is a good time to begin the study of birds for the leaves are gone and the birds more easily seen.

A few of the song sparrows are still here and their sweet song is an inspiration.

One black-capped, black-throated, happy little bird greets us everywhere, hopping almost to our feet. He is not afraid, so take a good look at him. You will not need to ask his name for soon comes, “Chick-a-dee, dee, dee,” and often, too, a clear sweet whistle.

And along the roadsides and in the open roads are the Juncos, ever chirping, very sober slaty black birds. Their chief beauty is not seen until they fly, when their white outer tail feathers show to good advantage. This characteristic will distinguish the Junco, for no other bird of its size has the mark except the Vesper Sparrow, and it has gone to warmer lands. By many the Junco is called the brown snow bird. It is a pretty sight, when something startles a flock, to see their white tail feathers come to view.

The Jay’s noisy call, which Mrs. Tryon likens to the creaking of an ungreased wheel-barrow, greets us everywhere, and way up on the top of some tree may be seen a glimpse of blue.

The Hairy Woodpecker and its little brother, the Downy, are with us during the winter. Except in size they closely resemble each other. The Downy may be seen in the Park. It has a fondness for evergreen trees. If you hear a “creaking” in a tree watch carefully and you will see the cause; a soft downy bird, mottled black and white, whose bill and tail will tell you he is a woodpecker. On his crown is a scarlet patch. The “creaking” is made by his striking the tree with his bill in his search for insects.

Another bird closely associated with the Downy Woodpecker, and by some mistaken for a woodpecker, is the White Bellied Nuthatch. The under parts are white, the back gray blue, the crown and back of neck nearly black. It is very interesting to watch the bird as it runs up and down the trunks and limbs of trees. It is frequently seen in the trees near the School. Notice the tail and see its use.

Two tiny birds have come to us from the North to remain during the winter. The Winter Wren and the Golden Crowned Knight you may well call it a happy day when you see either one for the first time. Both are friends of the Nuthatch and the “Chick-a-dee.”

Let us keep our eyes open so that the words of Agassiz, that “we study Nature in books and when we go out of doors we cannot find her,” cannot be applied.

**Athletics.**

Since the last issue of the Offering the foot ball team has played three games. The first of these was with the C. M. T. S. team on Oct. 24th, played on South field. The visitors won by a score of 12 to 4. The game was an interesting one from start to finish, and while the home team lost it played fully as strong a game as Cambridge. Both sides scored once in the first half but Normal failed to kick the goal. In the second half Webb of the Training School made a touch down on a run around Normal’s right end. This ended the scoring, although when time was called Normal had the ball on Training School’s four yard line. The referee was decidedly unsatisfactory in the second half, and Normal suffered in the loss of several minutes of playing time.

On Oct. 31st the team went to Worcester
and played the Worcester Academy eleven. This game also was a defeat for Normal, the score being 34 to 10. Worcester had a heavy team and is playing a strong game this fall, and the Normal team has no reason to take the defeat to heart at all.

In the first half Worcester had the ball most of the time and piled up a score of twenty-four to nothing. In the second half, however, Normal took the ball for awhile and scored two touch-downs in quick succession. This was very good work indeed, and the greater part of it was done by Nickerson, whose plunges through the line rarely failed to make the required distance. Normal was weak on defense, and that is why such a large score was piled up by Worcester. On Saturday, Nov. 7, Phillips Exeter Academy played Worcester and only scored four, and that school is considered to have one of the best foot ball teams in any preparatory school in New England.

The third game was with the Alumni team. This was played on South field on Saturday, Nov. 7, and Normal won, the score being 21 to 0. At the beginning this promised to be an exciting game, for Alumni had the ball on the kick-off and rushed it down to Normal's ten yard line, but here Normal braced and held for downs, and their goal was hardly in danger during the rest of the game. Alumni put up a strong game at first, but lack of training and regular practice told against them before long. They lost considerable for off-side play and for interfering with the centre, although they were not the only offenders in the former. Normal played a steady game throughout, although a bit dazed by the first few rushes which Alumni made. On the defense the work of the team was better than usual, while on offense it was very good indeed. The end interference ran better than in any game this year and long gains were made round the Alumni ends. The work of the Normal backs was first-class, and they played with a snap and dash that was encouraging to see. The line held well, and opened up good holes for the backs to go through. Take it altogether the work of the team was first-class, and in the remaining games we hope it will do as well.

Once in the game Reynolds went through the Alumni line where Rand made a hole for him and secured the ball on a fumble by the Alumni quarter, and ran thirty yards for a touch down. Nickerson also made a run of over fifty yards round Alumni's right end for another. Eaton made good gains on the left end and Winter and Nickerson never failed to make their distance through the line. For Alumni the work of C. V. Nickerson and Morrill was noticeable, and also the tackling of West was hard and timely. The following is the line up:

**NORMAL.**
French, I e, Buck, I t,
Brown, I g, G. Keith, c,
Tibbetts, r t, Herst, f g,
Gaffney, I t, Gardner,
Reynolds, q b, West,
Eaton, f h, Perkins,
Nickerson, r h b, Swan,
Rand, f b, Perkins,
Chamberlain, r e,
Alumni.
French, I e, Buck, I t,
Brown, I g, G. Keith, c,
Tibbetts, r t, Herst, f g,
Gaffney, I t, Gardner,
Reynolds, q b, Winter,
Eaton, f h, Perkins,
Nickerson, r h b, Morrill.

The football manager wishes that all subscriptions for the support of foot ball, which are not paid, be handed to him as soon as possible, as the season is about over.

Photographs of the team may be had by applying to the manager. Large size, eleven by fourteen, regular finish, 75 cents; carbonette finish, 90 cents; small size, 25 and 35 cents, according to finish.

E. W. B.
Exchanges.

An editorial in one of our exchanges from New York speaks of the general tendency of persons to pass by objects day after day without forming any distinct idea of them. The writer of the article wonders how many of the students after having been in the chapel some fifteen times can recall the prevailing color of its walls and ceiling.

It is some comfort to learn that we at Bridgewater are not the only ones who have not formed the habit of close and accurate observation.

The October number of the “State Normal Monthly” contains an interesting article on “Children’s Secret Language.”

The “High School Argus” from Harrisburg, Pa., is a very bright and interesting little paper.

The “Normal Record” from Chico, Cal., certainly stands in the first rank of school papers.

Ollapodrida.

16 to 1.

You will get fired if — — — —.

It is with sadness we chronicle the disgrace of two of our members in the purloining of aged pullets from a neighboring hen-coop.

To an observer on the outside it would appear that there was a United States Army signal station in the West Wing. Electric lamps are to supersede flags soon for signaling purposes.

Football season must be over. Many of the players have had their hair cut.

Sub-senior to Junior (looking at the stuffed birds)— “Those stuffed birds are very valuable.”

Junior— “What are they stuffed with?”

Some of the young men took part in the sound money demonstration, Saturday evening, Nov. 14. There were some in football uniform, the rest in a Zouave uniform. They had the post of honor, the right of the line.

We editors of Judge and Puck ought to be able to get some jokes from the Rhetoric class. They would need a magnifying glass to find the points however.

Hurrah for the Alumni football players! We trust they can teach school as well as they can play foot ball.

Why was the foot ball team at Worcester like the platform of the silver party?

Some of the Juniors have discovered a new quality of tone, namely a “shriek tone.”

A sub-senior has just found out that a crab makes up his mind what is right and then goes sideways.

Psick of Psychology.

“Psick psick of Psyche, psyghpd a pstudent Psereve pstudy makes my psoul grieve, I discover no psense in psensations And perceptions I cannot perceive. Punch classifications and psystems, Psick psubtle to makes one’s head muddy, I sadly confess that I know of No psitimulus psufficient for pstudy. Oh, ye gods! psend this Psyche pswift to Hades And distress psinful phades wi th it there. And we seniors psall psing the pswect plaes If us in your goodness ye pspare.”

A doubtful syllogism. A lazy boy is better than nothing. Nothing is better than a studious boy. Therefore a lazy boy is better than a studious boy.

We should judge the scenery at the South Field very striking, considering the amount of iodine we see on the Normal boys after every football game.

“Decline a man,” the teacher cried,

The maiden colored red;

“Decline a man?” the pupil sighed —

“I can’t, I won’t,” she said.

Ex
"As Providence willed
By her bicycle killed."
'Twas thus that her epitaph ran:
"In bloomer and cap,
Though sad the mishap,
She went to her death like a man."

Most of the Normal young ladies went to the polls Nov. 3. Many were so enthusiastic as to declare that before the next four years were passed they would be residents of Colorado. Never mind, the women will have their rights before long, and then the government will be of the people and by the people, rather than of and by one-half of the people as it now is.

A grave question has been troubling many of the young ladies, namely: Why do not the young men have to keep Saturday morning study hour?

Psych teacher—What is love?
Chemical student—Love is a volatile precipitate, and marriage a solvent in which it quickly dissolves. The above is a lie.

The silvery moon was well named, considering the fact that it makes its change in "quarters."

DeProfundas Amoris—
Amo, Amos, Amat,
But quem amas I can't get at;
I hope that I am quem amas,
But my rival hopes that too, alas!
Oh! quem amas I wonder so!
I'm certain, quite, of quam amo,
I'm just as sure of quam amat,
But quem amas I can't get at.

Jack of Hearts.

From the lack of young men in the dining room Sunday morning the sound money demonstration must have been too much for them.

Should you ask me what I wanted,
Why I look so pale and careworn,

Why I seem so very anxious,
I should answer, I should tell you,
"Tennis fees are what I wish for,
Money for the courts assigned."

Lanormale—"Been playing tennis?"
Lennon—"Yes."
Lan—"Who have you been playing with?"
Len—"With Mr. B——."
Lan—"Who beat?"
Len—(proudly)—"I did."
Lan—"Why! can't Mr. B—— play at all?"

Personals.

'94 Mr. Geo. M. Fisher, a special student, is principal of the Lake View School, Worcester.

'96 Mr. Geo. E. Murphy, class of January, '96, is teaching in Milbury, principal of the Grammar School.

'96 Mr. Mortimer H. Paine is teaching in Plympton.


Miss Flora Billings is teaching in the Wiggin School, Boston.

'94 Mr. Allen P. Keith is superintendent of schools, Pocumt, R. I.

'93 Mr. Warren Bowen is teaching in Edgewood, R. I.

'96 Mr. Joseph Reddy has left Oakdale to accept a school in Danvers.

'96 Mr. Charles Sampson has resigned his position in Gorham, Me., to accept a school in Quincy.

'93 Miss Belle Gannett is teaching in Quincy.

'93 Miss Kate Lahey is teaching in Cambridge.

'94 Mr. G. Alvin Grover is principal of the Grammar School in Valley Falls, R. I.
'94 Mr. John Carroll returned to the principalship of the High School, Avon, this fall.

'94 Mr. J. Edgar Parker is at his home in Marblehead.

'95 Mr. Robert E. Burke, Section A, teaches in the night school, South Boston.

'94 Mr. Fred W. Swan is principal of the Grammar School at Dedham.

'96 Miss Adella Boutwell is in Tewksbury.

'95 Miss Clara F. Hathaway is at her home in Fairhaven.

Miss Kate Farlin, who entered with the present sub-senior class is teaching fourth grade in Hyde Park.

'96 Miss Belle Miller has second grade in Chicopee.

'96 Miss Emery is teaching in Winthrop.

'96 Mr. Frank W. Seabury is in Pawtucket, R. I.

'96 Misses Hart, Stuart and Westgate are teaching in Fall River.

'95 Miss Fannie M. Clarke has returned to the High School at Myricks.

'95 Mr. Fred E. Goddard has been substituting in Abington this fall.

'95 Miss Lucy W. Brown is at her home in Quincy.

'94 Mr. W. F. Babcock is in Paterson, N. J.

'96 Miss Ina M. Stevens is teaching one of the lower grades in Newton Centre.

'96 Miss Mary E. Clapp teaches in Cohasset.

'96 Miss Lillian Snow is at her home in Nantucket.

'94 Miss Annie L. Nickerson is teaching in Brockton.

'95 Miss Alma G. Hallomore is teaching the first grade in the Centre School, Mansfield.

'95 Miss Marion L. Webster is teaching in the Williams School, Chelsea.

'95 Miss Etta F. Woodbury is at her home in Manchester-by-the-Sea.

'96 Miss Helen Torrey is teaching shorthand, typewriting and book-keeping in the Waltham High School.

Miss Mabel Barton, who entered with Sect. A, is teaching in H希望通过。'

'96 Miss Harriett Gooding has the first four grades in Manomet.

'96 Mr. N. S. McKendrick is teaching in Raynham.

'96 Miss Grace Clifton is teaching the 6th and 7th grade in Spencer.

'93 Miss Helen Humphrey teaches Botany and Literature in the Fitchburg Normal.

**Camera Club.**

A Camera Club has been formed in the school. It was found there were quite a number possessing cameras and so an organization was formed, having as its object the furtherance of the photograph cause. All members of the school owning cameras are eligible to membership. Mr. Churchill is President and will receive all applications for membership.

**The Reviewing Stand.**

To the student of political history the past month has been one of the most intense significance and interest. Here at home a most remarkable presidential campaign since our civil war has passed its culminating point. The people of the United States have shown by their votes that "it is a good deal better to open up the mills of the United States to the labor of America than to open up the mints of the United States to the silver of the world."

In England the people have been aroused to the highest pitch over the Turkish trouble. The Porte recently issued a statement declaring the alarm in Constantinople to be wholly due to the British agitation against the Sultan. This incensed the people of England greatly,
anti-Turkish meetings were held everywhere, Mr. Gladstone himself addressing one in Liverpool. Now is the time for some definite action. In connection with this comes the fact of the length of the present sovereign's reign, the longest in the history of Great Britain.

In the country across the channel its citizens have been lifted up "to the seventh heaven of ecstasy" by the visit of the Czar and Czarina. This visit has made clear to the whole world that the arrangement between the French Republic and the Russian Empire is not merely a vague fancy, but is a firm and solid alliance. In consequence much international prestige has come to France.

Spain has still her Cuban question to settle which daily grows more and more hopeless. The result in the Phillipines becomes more formidable daily. Her bankrupt condition at home is very marked, and she is kept busy keeping down the revolutionary outbreaks at home.

South Africa has been steadily marching on and making history with rapid strides. President Kruger has been importing enormous quantities of arms, thus preparing for a decided move sometime in the future. Cecil Rhodes having restored peace in Matabeleland is preparing some new moves that, if not looked after, will keep the British colonial office and various local authorities of half the African continent anxious and intent.

Australia has not been quiet, but is working more and more earnestly upon plans of colonial federation. Japan has been changing leaders, putting more aggressive and bolder spirits to the front. Who knows but what they are secretly fomenting the disturbances in the Phillipine Islands with the hope of securing that territory when the inevitable Spanish collapse takes place.

In our own hemisphere Venezuela is awaiting anxiously the verdict of the commission to settle the question of boundary. This is known to be nearly ready. Knowing not just what it will be, they feel it will be a fair one.

Italy is thankful that she is able to purchase the release of her soldiers held in bondage by Menelek, ruler of the Abyssinians. There is now prospect of permanent peace in that portion of Africa. Dongola has been easily taken by a combined expedition of English and Egyptian troops. Khartoum is next and news is expected of advance upon this place to take place before long. Thus the whole of the Soudan is to be recovered and placed under a civilized and orderly administration.

Thus the cause of justice, peace and true civilization is making steady gains, and the human race is by no means in process of decadence.

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