MARCH, 1892.

NORMAL OFFERING.

A SCHOOL MONTHLY

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Edited and Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School.
THE NORMAL OFFERING.

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THE Normal Offering.

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Ex-members and graduates of the school are requested to keep us informed of their whereabouts, and of any other items of interest.

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HENRY T. PRATT, Printer, Bridgewater, Mass.

PRACTICAL ideas are rapidly gaining headway in the public schools. There is now established in Boston the first public school bank called the Montgomery Bank. Three hundred pupils of the school will have regular accounts, use genuine money and become acquainted through actual experience with all banking transactions. This is a thoroughly practical way of giving the pupils a business training, something that will aid them in practical life.

A few more improvements and inventions in the art of warfare and nations will be willing to submit difficulties to arbitration. While the late Chilean episode was impending, Edison came out with the practical suggestion that a stream of water along which is passed a powerful current of electricity could be made to perform great work in checking the movements of advancing columns. The stream could be played by a fire-engine and all who partook of the bath would be mowed down like grass.

No wonder Chile apologized!

The proposed changes in the grammar school course are awakening considerable discussion among the leading educators of the day. The would-be alterations are as follows:

1. The introduction of elementary natural history into the later years of the course as a substantial subject, to be taught by demonstration and practical exercises.

2. The introduction of elementary physics to be taught by the laboratory method, and to include exact weighing and measuring by the pupils themselves.

3. The introduction of elementary algebra at an age of not less than twelve years, and elementary geometry at an
age not later than thirteen years. 4. The opportunity to study French, German, or Latin from and after the age of ten.

While some of these studies can be pursued by grammar school pupils with profit, it is evident that room must be made for them by crowding out some of the essential studies, and this is just what those who support these changes are in favor of doing. This reduction is what is chiefly objected to by those who do not favor the plan. Still, much can be said in favor of the idea as greatly enriching the grammar school course.

One thing which many of us pride is our note-book. We get many notes in the different subjects which will be of great value to us when we go out to teach; but the tendency of some is to fill up their books with a variety of facts for the sake of covering bare pages. The value of a note-book depends upon the quality rather than upon the quantity of its contents. A reference to some book which should be at hand often answers the required purpose as well as a whole page of notes. A simple diagram sometimes speaks more plainly than ten times its space in words. As a teacher has expressed it, “Don’t write in your note-books for the sake of having something there.”

It is possible for the teacher to be tied to his note-book as closely as the pupil to bare facts and rules. Anything which has the tendency to prevent thought should be avoided as much as possible. While methods and fundamental principles remain constant, there should be every possible variety in details to increase the interest in the subject and keep us out of ruts.

All self-made men owe their success in life to independent thought and action. Somebody must think and somebody must act to keep the ball of civilization rolling. These are most admirable qualities in the teacher and are invariably connected with progressive teachers. The time to develop them is now, for the opportunity of exercising them is afforded to the pupil as well as to the teacher. What we think out for ourselves stays; we get credit only for what we do.
are today being trained. Such a change may seem very difficult to those of us who have spent ten or twelve years in the Primary and Grammar school course, and then in the High school have to learn English grammar, arithmetic, book-keeping, the first ideas concerning the animal and vegetable kingdoms, and many other things that should have been learned before leaving the Grammar school. In this light the High school may properly be called a finishing school or a school in which the studies of the Grammar school may be finished.

Then there is a strong tendency to make the High school a trade school or a business college, in which shorthand, typewriting, commercial law, book-keeping, cooking, and sewing are taught. Such a course defeats the ends for which the school was intended. That there is need enough of such work one may easily know by general observation, but the High school is no place for such studies. The girls, and the boys so far as it is necessary, should be taught to cook and sew at home. Parents should attend to these matters and not throw such work upon the school system. There is also a strong tendency to leave children to the mercies of the world for their amusement and general information in many of the most vital matters of their lives. Then people wonder why the boys and girls are so wild and unreasonable in many ways. Parents will have to answer for this some day.

Is it not time some of these things in educational matters were righted? Put our studies on a scientific basis, and not give the children their education as so many facts with no reason why they are so. People will not take facts as readily and unquestioningly as they would fifty years ago. A fact is only one-half, and the reason the other half. If you have a fact you must give your reason for it; and not say, “It’s so and you ought not to ask any questions about it.”

This is the great trouble with much of our school training to-day; a scholar is given a large number of facts, and in order to fix them in his mind he is drilled on them for ten or twelve years, and then it is all uncertainty as to the result. It is just here that the Normal school is doing its best work. It takes a subject and considers it in a scientific way, by developing each part in the order of dependence with a reason for each development. It is by this method that the change is to be wrought. Begin with the child when he enters his school life in a scientific way, and keep it up until he leaves the High school. The efforts exerted in doing this will never be lost, and the scholar will come from his school life with a disciplined mind and a grateful heart for what has been done for him. He will thereby be made a more worthy member of society, one who can think and speak what he thinks.

The world has too many who cannot think for themselves but must depend upon the thought of others. They have not the training and discipline which one needs to give him confidence in himself. It is the aim of some schools to produce a feeling of dependence in their scholars which follows them to the grave.

Shall our future citizens be so educated? Certainly not. Then make our schools what they should be from the beginning on through the High school. Give the children a liberal education and do not make our High schools, trade schools, business colleges, nor finishing schools.

GEO. H. SMART.

THE OBJECT OF LABORATORY WORK.

There are three purposes in laboratory work, teaching, training, and investigation. There are consequently three lines of experimental work; first, experiments to illustrate principles, second, experiments to give practice in the application of those principles, and third, experiments to discover new truths, general or specific.

The suggestions which are given here are made with especial reference to the physical laboratory, but apply substantially to laboratory work of any sort.

Simple illustrations of the three kinds of experiment are found in the study of specific gravity; there are experiments which teach the principles of displacement and loss of weight, experiments in which the student verifies the specific gravity of some standard substances, and experiments in which he ascertains the specific gravity of some body of unknown properties.
By experiments of the first kind the student is not only taught the statement of the principle, but he is led through the process of reasoning by which the truth of the principle is established. The mere statements of principles can be learned from books, or from the teacher; some must be so learned on account of limitations of time, space, and apparatus.

For example, there is not time to teach the pupil, from his own observations, the secular variations in magnetic declination, there is not room to teach him the relation of the intensity of gravity to latitude, there is not apparatus to teach him the velocity of light. It is important however that there should be so much experimental teaching of principles that the student may become familiar with the methods of reasoning employed in their discovery, and that he may be able to reason correctly from the reported observations of others in cases similar to those suggested above.

In experiments of the second kind the aim is to test the pupil’s understanding of the principle, and to give him facility in the use of apparatus. If the results which he obtains are not closely approximate to what is known they should be, it shows him, and his teacher, that he has been inaccurate in his observation or faulty in his reasoning. He is thus stimulated to greater care in his observations, which involve exact measurements of some sort, and so the skillful handling of apparatus, and he is lead to re-examine his reasoning to eliminate the flaws, if there are any. When the results are habitually correct the teacher knows that the pupil understands the principle and that he has a good degree of skill in manipulation and observation, while the pupil receives the encouragement which comes from successful work.

When the pupil has thus shown that the results of his work can be depended on he is ready to make experiments of the third kind, in which the purpose is original investigation; in the illustration suggested this investigation was the examination of a body, or substance, to determine a property before unknown. In this case, there being no means of knowing what the results should be, the value of the result depends wholly upon the reliability of the investigator.

From such disciplinary work in the laboratory the student passes to the business of life an intelligent and reliable worker; intelligent because he works from a knowledge of principles, reliable because he has been trained to care and accuracy. Only the laboratory of a technical school can drill in the details of a particular occupation, but every laboratory should aim, as far as its work goes, to secure clearness of understanding, skill in manipulation, accuracy of observation, and power of independent investigation.

W. D. JACKSON.

A YEAR’S COURSE IN CHEMISTRY.

The work in chemistry has been somewhat rearranged so as to form a more continuous course covering all the lines of work needed in high school classes. The new facilities and the appointment of a Junior instructor have made these changes possible. The work is divided into three sections in each of which is a maximum and minimum course, thus furnishing each student ample opportunities according to his fit in science upon entrance. A student who has had a satisfactory laboratory course is allowed to begin the maximum course. This course while covering the same general subjects is of more advanced character and does not repeat the ground previously covered. The experiment was tried with eight students who entered last September and proved so successful that the course was carefully planned for all classes.

1. Descriptive Chemistry. This course occupies one term and is inductive in character. From a series of individual experiments the students discover the important properties of the non-metallic, metallic, and organic substances with especial reference to their practical uses. In connection with the metals plans of simple analysis are derived and applied. In organic compounds the typical substances are studied, such as hydrocarbons, alcohols, ethers, acids, saccharine bodies and fermentation, aromatics, oils and resins, dyes, and albuminous substances. At the close of the experiments the students are led to formulate a system of principles and to understand the theories of chemistry. Cooke’s Chemical Philosophy serves as a book of supplementary reading on the latter subjects. Throughout the term students
perform experiments and conduct class exercises as they must do in their own school.

2. Analytical Chemistry. This course occupies as much of the second term as is required, for the third section is elective and cannot be begun until the analytical work is completed. This course is mostly deductive in character and consists in using established schemes of analysis for the determination of ordinary solid elements, alloys, and compounds, and of minerals. At the close of this analysis the chemical classification of minerals is taught. The object of the work is to familiarize the student with the methods of laboratory analysis and management. The maximum course provides for practice in methods of quantitative analysis. Advanced and special students if qualified act as laboratory assistants.

3. Original Work. This work belongs to the maximum course and is an application of the previous courses, a few students each year take it, some spending as much as six to ten weeks upon it. It includes water analysis, soil analysis, determination of ores, detection of ores, detection of adulterations and poisons.

These courses open the vision of the student to the wide field of chemistry and prepare him for any special courses which he may desire to pursue at a later time. They will enable the Normal graduate of the four years' course to step into a high school laboratory and handle it satisfactorily.

A. C. BOYDEN.

MY FIRST SNOW-STORM.

"MY FIRST SNOW-STORM!" A singular title this might seem to many of my readers; for not many of the citizens of America are capable of remembering their first snow-storm. I will tell you how I came to be so fortunate. I was born in a tropical country, far South, towards the equator. I had lived for over twenty years on an island where the sky is usually clear, where the trees are always green, where roses bloom all the year round; where there is no ice, frost, or snow; where the houses need no warming, and the rooms no carpet; where in short there is sunshine all the time.

In this sunny land I had had teachers who tried hard to give me a clear if not a distinct idea of a snow-storm, but who failed utterly in so great an undertaking. I should like to meet the teacher who is capable of giving a vivid description of a snow-storm!

In 1891, I found myself suddenly called upon to visit the U. S. A. I got settled there during the Fall, and heard so much about frost, snow, snowballs, and snow-men, that my impatience knew no bounds. I looked from my window each morning, hoping and expecting to see a wonderful snow-storm. At last it came! This is how it happened. One morning, the first on which I had omitted to go to my window, I heard a rap at my door, and a voice exclaiming, "It is snowing!" To the window I flew. What words can describe the sight which greeted me! I felt in Fairyland! Its glories shall dwell in my memory forever, even when I leave my cordial friends and their vast Republic.

I tried then and have tried since, but in vain, to find some one adjective which would in some measure describe what I saw. Even the following beautiful lines are inadequate:—

"Out of the bosom of the air,
Out of the cloud-folds of her garment shaken,
Over the woodlands brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow
Descends the snow."

White, downy flakes, large and small, falling softly through the air and finally covering the ground as with a mantle. In this vast field of dazzling whiteness tall leafless trees rear their lofty heads and stand out in majestic beauty, as if to show that they too are laden with snowflakes. I have seen several snow-storms since, and they still fascinate me, but I can never forget "My First Snow-storm." EMMA ROBERTS.

THE IDEA OF RESTRAINT.

BEFORE the Greek, Latin, and Teuton parted from their common home in Asia, they had the idea of limitation and protection, as shown in their languages and in those of their kindred.

The Greek had arke, I ward off, shut in; horas, a fence, enclosure; heros, that which fences in: figuratively that by which one swears, an oath; horas, or Orcus, means also the lower world, that is, the place where the spirits of the departed are shut in; eirge, I shut in, is kindred to arke; cirkle,
an enclosure; *chóritos*, an enclosed place, a feeding place.

The Latin had *arceo*, I shut up; *arx*, a place in which persons and property may be shut up for protection. From this *arceo* and *cowceo*, to shut up strongly, force; exercise, to take out of the stronghold, usually for drill, *exercitus*, that which is taken out for exercising, namely an army.

The Latin has also *hortus*, an enclosed place, a garden, which is substantially the Greek *eikrite* with the rough breathing and the K dropped or *choros*. Genitive *co-hort-is* a body of men shut in together.

The old German had *garo* or *gart*, an enclosed place which is in German now *garten*, from this same root are *Hirt*, a herdsman; one who protects, guards; *Huerde*, an enclosure made of *hurdles*; *Hort*, a protector by softening the g to h; *Getter*, an enclosure made of pieces laid crosswise, *Gitter*, a similar enclosure made of finer material, by transposing the r.

The English has *garden*; *yard*, an enclosed place by softening the g to y; *guard*, to protect; *shepherd*, the one who protects or guards sheep; *hurdle*, that which prevents or hinders.

The French, Italian, and Spanish have for garden, *jardin*, *giardino*, *jardin* respectively. The French, Italian, and Spanish have for guard, *guarder*, *guardare*, *guardar* respectively. The Portuguese has for garden, *jardim* or *horta*, for guard, *guardar*.

The Swede calls garden, *gärd*, the Norwegian calls it *hage*. The Swede calls to guard, *vakta* or *garda*, the Norwegian calls it *nøkte* or *garda*.

It will be seen that in these ten languages the words adduced begin with a guttural or a g sound namely, gh, h, ch, j; the second letter is a vowel, which is variable, as all vowels are; the third letter is almost invariably r, but it is transposed as in gatter and gitter; the fourth letter and with it the root ends, is a dental d or t, which in Greek and Latin are replaced sometimes by an equivalent k sound.

The question is now asked: Is this word, garden for instance, Anglo-Saxon, is it English, German, or Latin, etc.? The answer is, it belongs to all of them, that is, it has been common property ever since they separated. But when a word comes like horticulture, then we say it comes from the Latin, exercise; from the Latin, because these are not root-words, but the one is a compound noun essentially Latin and the other a verb with a suffix with which it was first used in Latin.

F. H. K.

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**THE LYCEUM.**

"THE history of well-ordered Lyceums proves them to be an important means towards the great end of self-improvement." Do we believe both this statement and that the Lyceum is worthy of a little individual effort, or do we admit the truthfulness of the statement, but not care to proceed farther?

Let us notice some things pertaining to the Lyceum. One is struck with the small number of members attending the meetings; if it is worth our while to appoint a committee who shall provide an entertainment for all, should it not be worth our while to encourage them by our attendance and attention, if not by our participation?

The aim of the Lyceum is lost sight of by some, who consider it only as a "place to go to," but we can hardly afford to spend this time every two weeks unless we get something in return.

Some refuse to join the Lyceum from their inability to debate, yet acknowledge the necessity of being able to stand upon one's feet, facing an audience, and thinking. If the necessity of cultivating this power is not plain to all, just notice the object lessons in any public meeting. Notice the men who rise to speak, leaning on the settees, twirling their hat, and speaking in low, broken voices, and notice the larger number who do not dare to speak, from fear of making a mistake and being laughed at. Who can say after coming from such a meeting that this power should not be cultivated. Then why begin now by getting someone to speak in one's place, as some do, when afterwards he must rely upon himself?

Let not the spirit of criticism be of such an open or an unkind and unjust nature as to discourage the participant, but rather let it be a spirit of encouragement and not discouragement for future efforts.

Having now noticed one or two existing conditions, how can we increase the usefulness of the Lyceum? First, by hearty cooperation and a little
individual exertion on the part of each member; by a strict fulfilment of all promises to the officers. Second, by the suggestion of new ideas to the committee in charge, and help in the carrying out of these ideas, and lastly by constantly keeping the aim of the Lyceum in mind, that the aim is self-improvement and not simply pleasure.

G. A. K.

EDUCATIONAL DISCUSSION.

During the past few years marked consideration has been given to educational topics. The discussion has not been confined to teachers alone, but has been of widespread interest. The introduction of manual training and the rapid strides of science work have brought the schools prominently before the public. The equipping of the magnificent Leland Stanford University, and the present organizing of the Chicago University, made possible by the generosity of Rockefeller, draw attention to the university. The leading newspapers and periodicals contain many articles ably and thoroughly presenting the subjects interesting the educational world. Notice the zeal with which the matter of University Extension is being discussed and you will see the demand of the people for information relating to their instruction.

The breadth and practical nature of the present discussion is shown by the list of subjects treated in the Superintendents' convention recently held in Brooklyn. The benefit of agitation appears in the reforms constantly being made in the schools. Such improvements only come after a vigorous advocacy of the proposed changes. The strong defence against the introduction of French and other high school studies into the grammar school course, as advised by President Eliot of Harvard, indicates the value of discussion as an effective weapon against ill-timed and unwise innovations. Teachers and those preparing for that work, will be well repaid for keeping informed on the educational questions of the day. It will prove a good stimulus and be an important element in their professional success. Abundant opportunities offer themselves to him who will but avail himself of them, and express by his interest that he is in the spirit of this progressive educational age.

ROBT. W. FULLER.

A LITTLE POETRY.

A LATELY a graduate, inquiring of a student concerning the condition of the Lyceum received this answer, "Doing well, but not what it should do." Another quotation overheard two years ago illustrates this. "I have been here three years and debated six times. The first, second, and fourth I won and the third, fifth, and sixth I lost. About the same amount of work was put on each debate and the chances of success seemed about the same each time. I do not see that I have gained anything by joining the Lyceum." A mistaken and unfortunate conclusion, but was it unjustifiable?

Not long ago a disputant in closing the debate made at the last moment a witty answer to a question put by his opponent. When the vote was taken it was unanimous for the affirmative. What conclusion could the negative draw from such a result?

It sometimes occurs that the result is so grossly unsatisfactory that it is disputed and the vote taken by roll-call. Quite likely a third of the members present sit voiceless as their names are called. A concise statement of the motive for thus doing would be interesting to read. The report of the Lyceum showing fifty or more members present with twenty or thirty voting furnishes the disputants with abundant food for thought.

May not some of these peculiar features of our Lyceum be removed? Must they remain to illustrate Bret Harte's couplet

"Of all sad things we daily see

The saddest is, it is but ought not to be."

R. P. IRELAND.

TO THE ASTRONOMY CLASS.

A French lady who died a short time ago bequeathed in her will a legacy of $20,000 to any person of any country, who, within ten years, should discover a means of communicating with the inhabitants of any star or planet and receive an answer. The legacy is in the trust of the French Academy of Sciences.

The editor and business manager have agreed to amplify the above mentioned sum by adding thereto fifty per cent of their profits from the Offering for the present term provided that any
member of the present astronomy class succeeds in accomplishing the feat. We mention this, hoping that it will inspire the members of the class to renewed efforts and lead them to the application of their knowledge of a subject which has already yielded so many astounding and valuable facts.

THE MAGAZINES.

 ought one to read a single magazine thoroughly or select from several? We can have our choice. Either course will pay. Are you in doubt concerning any of the questions of the day? The Forum will settle the matter or let you know what the great minds think of it. If you like character studies linked together by a thread of narrative try Dr. Mitchell's serial “Characteristics” now running in the Century. The March Harpers' contains the first installment of a novel by Howells. It is reported on good authority that he will write nothing more in the way of novels. Wm. McLennan's dialect stories which the Harpers' contain this winter show that others besides Charles Egbert Craddock and George W. Cable can be decidedly interesting in that field of literature. Those who are studying French will be especially interested in “Joe's United States.”

DEPARTMENTS.

LYCEUM.

AFTER the usual literary and musical entertainment the attention of the Lyceum was invited to the following question. Resolved: That the schools of a town should be consolidated. Mr. McGrath opened the debate. He spoke of the opportunities and advantages afforded by consolidation. It benefits all three parties concerned, the pupil, teacher, and the community. Under this system the schools have better buildings, better ventilation, improved sanitary conditions, and all of the many advantages of the graded school over the ungraded. Better teachers can be secured since the number will be decreased and the salaries increased. He also noted the moral training of the pupils.

Mr. Cholerton, the first gentleman on the negative, then presented his points. The difficulties of consolidation both to teacher and pupil were explained. The point of distance was dwelt upon. At the close of Mr. Cholerton's debate, opportunity was given to speak in general debate. Messrs. Harriman, Glover, Fallon, Hart, Soule, and Smart and Miss Alger, presented their thoughts to the Lyceum.

The question then returned to the regular disputants. Mr. Riley told of the operation and success of this system in other towns. He showed that consolidation of schools is ultimately of less expense to the town.

Mr. Leonard acknowledged the advantages of this system if it could be carried out. In those towns where the people are in one mass and near each other, this system should be adopted, but in most of our towns the people are grouped several miles apart. Hence the difficulty of having one central school. The gentleman also referred to the moral influence upon the pupils, especially when left to their own devices at noon.

Mr. McGrath closed the debate by reading a letter from the Supt. of Concord schools stating the success of the system in that town. The vote was then taken and the resolution adopted.

READING.

D. THEODORE T. MUNGER in an excellent essay on reading asks, what shall determine my reading? He gives the following helpful answers:

While you are to read nothing that does not interest you, something besides interest must decide what the book shall be. Read what is best for you, what will teach you something; read to know, to think; but you must also be interested.

Read for general culture. As one studies grammar for correct speech, or travels to learn the ways of the world, or mingles in society for polish, so one ought to read for a certain dress and decoration of mind.

Read somewhat in the way of discipline. You are doubtless fond of the novel, but it is not enough to say, “I will read only such as are good.” You require another kind of book,—an essay, a treatise, a review article, a history or biography,—something that may not win attention, which, therefore, you must give.

Read variously. The secret of true reading is to have many interests. Think with your neigh-
bor, and with him at the antipodes; with lawyer and doctor and minister; with merchant and manufacturer; with high and low. It is a rich and varied world we are in; we should touch it at as many points as possible.

Never read below your tastes. If a book seems to you in any way poor, coarse, low, or untrue it may be passed by. The first quality to be demanded of a book is that it shall be true; the second is that it shall be noble.

Read on a level with your author, in a kindly critical mood,—the author a person, yourself also consciously a person. Do not sit at the feet of your author, but by his side; trust him, but watch him.

Read in the line of your pursuit. When we read of our pursuits, we think of them more calmly, more profoundly, more objectively. Our vocation is so near us that we do not see it, but the book separates us from it, so that we look on all sides.

Read thoroughly. Have constantly on hand something fit to be classed as literature,—a history, a biography, a volume of travels or essays or science, that you are reading for the definite purpose of transferring its contents into your mind, with a view to keeping them there.

Cultivate a friendly feeling towards books. They are our most steadfast friends; they are our resource in loneliness; they go with us on our journeys; they await our return; they are our best company; they bring the whole world of men and things to our feet.

PERSONALS.

—'86. Miss Alice Ryan is teaching in Malden.
—'84. Miss Lilian M. Hobart is teaching in Newton.
—'92. Miss Emma G. Stevens has a position in Everett.
—Mr. John S. Emerson, an old graduate, is teaching in Somerville.
—Miss Lena Blaikie is organist in one of the churches of Somerville.
—'92. Miss Mattie Healey is teaching in the Franklin school, Somerville.
—Mr. A. L. Crosby is teaching in the Military Academy at Franklin, Mass.
—Mr. W. D. Parker has lately recovered from a severe attack of the “mumps.”
—'90. Mr. Julian L. Noyes is teaching at the Thaxter Street grammar school, Hingham.
—Miss Helen Eaton, who was with us last term, is attending the Worcester Normal now.
—Mr. A. C. Boyden is giving a series of talks on mineralogy before the teachers of Brockton.
—'89. The engagement of Miss Maude McKenzie to Mr. Dunning of Chelsea is announced.
—Miss Fannie Jackson of Bridgewater is taking a special course consisting of psychology and music.
—'92. Miss Annie Weston has been obliged to give up her school in Abington on account of illness.
—'94. Miss Lizzie Walters applied her Normal methods during the last vacation in one of the schools in Milton.
—'90. Miss Florence Marsh of Waltham has been granted a leave of absence until April on account of illness.
—Our sympathies are extended to Mr. Murphy, '94, who has been away from us for a long time on account of illness.
—'91. Miss Carrie Hodge begins teaching soon at a private school—McGan Normal Institute, Reed's Ferry, N. H.
—'91. Miss Barbara E. Hunter goes to Brockton to teach in the building of which Mr. C. G. Wetherbee '89 is Master.
—Mr. W. C. Bates, a warm friend of our graduates, formerly Superintendent in Easton and Canton, now occupies a similar position in Lawrence.
—Miss Mary Leymunion, who for a number of years past, has been teaching in the Roger's building, Fairhaven, has lately accepted a position in New Bedford.
—March 5th a party of young ladies and gentlemen of the Senior class and some of their friends with Miss Stuart as chaperone enjoyed a sleigh ride to Whitman.
—Mr. Benj. C. Wood, A. B. of Bangor Theological Seminary lectured the students of the No. Reading High School, Feb. 10th, on “Wendell Phillips.” On the evening of the same day he lectured in the Congregationalist Church of that town on “Moral Elements in Literature and Oratory.” “Mr. Wood is a young man of excellent
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abilities and fine promise, of a pleasing address and an entertaining speaker." He was once, it will be remembered, a member of Sec. I of the B. S. N. S.

—At the recent town meeting Mr. W. D. Jackson was elected on the board of selectmen and Mr. F. F. Murdock was re-elected as one of the school committee.

—'92. Mr. Robert W. Fuller has returned to school this term and is taking a post-graduate course in the following advanced studies, history, literature, and chemistry.

—We have a new organization in our school this year, the Normal Orchestra, and it is something of which to be proud. The leader is Mr. W. L. Bates, who presides at the piano; first violins, Miss B. M. Upton, '93 and Miss Mabel Doten, '94; second violins, Miss H. W. Ryder, '93, Mr. C. D. Hart, '93 and Mr. Parker, '94; cornets, Mr. M. C. Leonard, '92 and Mr. Robert Thompson, '95; clarinet, Mr. Lyman Allen, '94; 'cello, Mr. F. H. Kirmayer, '95; bass-viol, Mr. L. A. Crocker, '93. The rehearsals take place in the school hall once a week and when they are announced to play at Lyceum, the hall is crowded, which shows how much they are appreciated by the townspeople, as well as the members of the school. It is a decided success and we hope the organization will continue in the future.

—February 22d seemed to be our reception day. We had many old friends back to see us. During the month we have noticed the following: Mr. Salisbury, Principal of the Wisconsin Normal School, Mr. Beckwith, Supt. of Schools, Adams, Mr. Southworth, Master of the Matthew School, Dorchester, Mr. Wetherbee, Mr. Hobbs and Miss Snow of Brockton, Mr. and Mrs. Palmer, Manchester-by-the-Sea, Miss Billings and Mr. Thompson, Tewksbury, Miss Brassil, Quincy, Miss Hunter, Weymouth, Miss Schuyler, Walpole, Miss Dunn, Avon, Miss Gallup, Pembroke, Miss Hunt, Fairhaven, Mr. Drake, Easton, Miss Ames, Stoneham, Miss Hersey, Hingham, Mr. Adams, No. Reading, Miss Marsh, Waltham, Miss Bisbee, Raynham, Miss Berry, West Harwich, Misses Drake, Barker, Hersey, Gordon, Hooper, Keith, Newhall, Howard, Hewett, Healey, Mrs. Murdock, Mrs. Barker, Mrs. Schuyler, Mr. Sanderson, Mr. Wheeler, and Mr. Barker of Bridgewater.

LOCALS.

"What do you get from iodine?" Inquired the tutor placid.

"I think," replied a brilliant youth, "'Tis iodiotic acid."

The tutor frowned and said, "A-hum! Young friend, have you been taking some?"

—From No. 10.

Teacher: "Hold a cannon ball heated to a white heat over the flame of an ordinary candle. What is the result?"

Pupil: "It will explode."

"Why are dog-days so called?" "Because dogs go mad on those days."

—Recent investigations in No. 14 show that jersey cloth is made from the wool of a Jersey cow.

Teacher: "Fill the blanks in the following with pronouns." The tree is known by — fruit.

Pupil: "The tree is known by its blank fruit."

The opportunities for sleighing afforded during the past month have been embraced by several of the students. One sleighing party (so-called) found the walking between Bridgewater and Whitman of unusual quality. This is not so bad, however, as the couple who went twenty-seven miles for the pleasure of a sleigh-ride and then didn't get it.

Teacher: "What relation do the hair and nails bear to the skin?"

Pupil: "I don't know."

Teacher: "What is that bag which hangs at your belt (referring to chatelaine bag)?"

Pupil: "Well, I suppose that is an appendage."

Teacher: "Very good—what are the hair and the nails?"

Pupil: "Appendages."
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