APRIL, 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.

THE BRIDGE TEACHERS' AGENCY.

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C. F. COPELAND.

State Normal School,
BRIDGEWATER.

This Institution is one of the six State Normal Schools under the direction of the Massachusetts Board of Education, and is open to gentlemen not less than seventeen years of age, and ladies not less than sixteen, who desire to prepare for teaching in Common or High Schools.

It has two courses of study, one for two years, and one for four years.

TUITION IS FREE to all who intend to teach in the schools of Massachusetts. Entrance examinations, Wednesday, February 10, 1892. Spring term begins Thursday, morning, February 11, 1892.

For circular apply to
ALBERT G. BOYDEN, Principal.
It is too bad that so many designs should be allowed to fall through on account of the indifference displayed by a few. If some of us take no more interest in our own schools and the things connected with them than we do here, we will find, perhaps, that teaching will not be a very marked success with us. If we wish to be popular with our pupils, we must take some interest in what interests them. A teacher that does this, gets the good-will of his pupils every time.

SOME of the colleges and universities, Columbia the latest, are preparing to throw open to those who are not students in regular attendance certain of their lecture courses. University extension is something that we hear considerable about nowadays and it is to be hoped that it will meet with success. An opportunity to listen to lectures by the most competent professors on certain topics, would undoubtedly be appreciated by many, while the public mind would be enlightened and kept in harmony with the progressive thought of the times.

MONG the most interesting and important of the exhibits that will be made at the World's Columbian Exposition, will be that of the public schools. The educational exhibit will be organized both by States and by grades, each State occupying a definite area. These areas will be side by side; so that the different grades in any State may be traced from the lowest to the highest or the grades of the different States compared.

The general plan of the exhibit for this State will be as follows:
1. Organization and Administration—showing the general plan of public school work as laid out and controlled by the State and Board of Ed-
ucation. 2. Public schools, including the Kindergarten, Primary, Grammar and High schools, Evening schools, Normal schools, Normal Art School, Special schools and Truant schools.

The exhibit will consist of charts containing typical courses of study and showing the subjects pursued; photographs of school buildings, of the interiors of buildings and of classes at work; collections of natural objects mounted by pupils, objects used in teaching, apparatus, drawings, products of manual training and all kinds of work by pupils; and, in short, of everything than can help to give an impression of public school work in Massachusetts. All this material is selected by persons appointed for the purpose, and the fact that Mr. A. C. Boyden has been placed at the head of the work to be done in the Scientific department for the State of Massachusetts, is enough to insure a magnificent exhibit for the State in this line.

It will be regarded by all as an honor to the man and to the school, besides a recognition of the success in the Scientific work done by our school.

A SKETCH OF A GRUB STREET HACK.

THE life of Johnson is a history filled with hours of pain and bodily affliction, for his Maker, in bestowing upon him the gift of brilliant genius, encased it in a rough, diseased exterior, which interfered grievously with the harmonious working of the power buried within. It is not uncommon to find genius or power enclosed in a repellent exterior, proving that "the outward shows may be least themselves."

Let us turn our thoughts to the scenes of 1755, and, if we are interested in biography, we will enter the city of London, and hasten toward Grub Street, which was then the haunt of literary men.

Here, in one of the dirtiest and dustiest garrets, we find the man in question, with surroundings deserving of any name but that implying neatness and comfort. Unmindful of his unbuttoned shoes, unwashed hands, gnawed finger-nails, and scorched wig, he receives into this apartment the friends and acquaintances of his daily life. It was more often the custom, however, in those days for such men to state that they could be seen at one of the coffee-houses.

Later in the day, we observe this huge form, heedless of the ridiculous picture it imprints upon the mind of the passer-by, moving down the street. My physical knowledge of motion does not, as yet, enable me to attribute to it any name that would convey a suitable idea to your minds. We are surprised to see that he enters Mrs. Thrale's, and is received with great pleasure into her home. We note with wonder his eccentric manner at the table, for he eats to the excess of all conception, while the quantity of tea he drinks during the time is incredible.

We need but remember "that far-famed blast of doom, proclaiming into the ear of Lord Chesterfield, and, through him, of the listening world, that patronage should be no more," to feel his cutting sarcasm, of which all in his day had a taste. But Goldsmith tells us that he had only the skin of a bear, and that, beneath the rough integument, a warmer heart never beat and throbbed. His benevolence and generosity are at once recalled, when they furnished occasion for his humble home to be called his Seraglio.

Can we realize that this man, whose dress is synonymous with slovenliness, whose bearing is anything but graceful, and whose manner certainly not pleasing, was the great lexicographer, the Colossus of English literature, and the cynosure of his age? A brief review of his productions, and the illustrious circle of friends he drew around him, will perhaps impress upon us the position he held.

Among his chief works are the dictionary of the English language, "The Variety of Human Wishes," "Basselas," "Journey to the Hebrides," and "Lives of the Poets." It will be of interest to know that "Rasselas" was written in eight days to pay the expenses of his mother's funeral. We can but pity the fate of those great authors who lived during that transitorial state, when patronage was a thing of the past, and discreet bargains with the booksellers were a writer's only means of income. But the bookseller's pay was little better than nothing, consequently, those of that period suffered the severest pangs of poverty, whereas their genius would bring a man of our day a handsome income.

Among his friends whose lives we cannot but get an insight to in studying that of Johnson are
Boswell, Bennett, Langton, Beauchleu, Goldsmith, Burke, Garrick, the good, patient Mrs. Thrale, and Sir Joshua Reynolds, who has left upon canvas the well-known figure of Johnson.

Of the early life of Johnson, little is known. When he was raised above poverty by means of his pension, and emerged from the garret on Grub Street, his chief works had been finished. He was the last of his generation, and father of that whose circle he was about to join.

His habits had long since been formed amid scenes which were far from being conducive to neatness and regularity, and in them we read with sorrow the privation of former days.

As a general review of Johnson the following is well worth quoting from Carlyle: "Aloft, conspicuous, on his enduring basis, he stands there, serene, unaltering, silently addressing to every new generation a new lesson and monition. Well is his life worth writing, worth interpreting; and ever, as the new dialect of new times, of re-writing and re-interpreting.

Of such chosen men was Samuel Johnson; not ranking among the highest, or even the high, yet distinctly admitted to that sacred band, whose existence was no idle dream, but a reality which he transacted awake.

"A minute's rest!" Is it possible that you ever feel it merely a tiresome duty to go out when Nature is whispering peace and rest through her many forms? If such a feeling actually exists, it must be due to the fact that although you do sometimes follow our dear old poet so far as to "go forth," you seem to forget the object of your going—the listening to the teachings of Nature which come through the "still voice" which he seemed to hear so plainly.

After the work and hurry of the day it sometimes costs an effort to start out, and when once started it seems to make little difference where you go—in fact, you feel too tired to care for anything. At such times it will do you a world of good to get away from everybody and everything, to some spot where Nature rules supreme. And when you have found such a spot (not a difficult thing to do, situated as we are) stop and listen. Listen while the wind through the trees whispers rest and quiet. Listen to the soothing murmur of that little brook as it ripples along so gently. Only stop and drink in the spirit of calmness and quiet with which the very air is filled. Yes, it is there though the sun may not be shining. Even though the raindrops are falling and prevent your stopping long to listen, if you but hearken as you pass along you will hear it; you will feel it.

But perhaps it is not the weariness which comes from work, that troubles you to-night. It may be you are restless—sick of going through the same routine over and over again, and you long for something different. Ah, yes! It is rest of another kind that you need this time. "Go forth" then and find a spot in harmony with your mood. Find the gray rocks, bare trees, and perhaps some little stream which will just express your feelings as it rushes headlong over the rocks in its pathway. Let the wildness of the place work off your unrest, and you will return better satisfied with yourself and with the world in general.

We must not forget the "ounce of prevention," however. And for this let me remind you of the early morning—this choicest part of all the day—this opportunity for getting the freshest of the air, hearing the sweetest melodies of the birds, and seeing the earth in all its freshness, as if it were new from the hand of the Creator, for

"The years no charm from Nature take;
As sweet her voices call;
As beautiful her mornings break,
As fair her evenings fall."

Do you feel that last half hour of sleep to be something you cannot give up? Just try getting up with the sun, and exchange that sleep for a walk in the morning air. You cannot do otherwise than enjoy it, while at the same time your blood is being purified and you are gathering fresh energy for the day—energy which will bring
you to the close of the day with much less weariness than you would otherwise have felt.

And now since we know of all this richness which has been so plentifully scattered about us by Him who watches over and cares for us, let us all partake of it; let us seek it out and appropriate it to the use for which it was meant, and not let it go unused. 

E. G. Howard.

A SHORT CUT.

If we examine ourselves carefully for the purpose of finding out just how we acquire and retain knowledge, we shall find that the imagination plays a very important part. To illustrate, let us see how we remember some of the facts about the manners and customs during the colonial period of our own history. Think of the modes of travel,—the large two-horse coach, the muddy roads, and the tavern. Also, recall the mental picture of an old fashioned New England kitchen,—the large, open fireplace, crane and utensils, the straight-backed chairs, the old flintlock gun hanging over the door, the bacon and ears of corn braided together by their husks hanging from the large, rough beams of the ceiling, and the spinning-wheel in the corner.

Now while the memory is active in calling up these pictures, it is also true that they were formed by the imagination some time ago; and if they were formed true to life, the recollection of them by a single act of the memory, brings to the mind a large amount of past knowledge in an instant—a very convenient thing. When one is reading History, he should endeavor to form the pictures therein described, which may be called up at will at some future time. For example, if a student reads Green's History of England through once or twice carefully, and pictures to himself the condition of things as regards the government, customs, condition of the common people, religion, etc., a few suggestions touching these points, a year or so later will suffice to recall the pictures and he will have the knowledge involved in these scenes at his command without re-reading the detailed work. The result of such action is that a mere outline of the subject thereafter is sufficient to recall all of this history which is essential and valuable.

If the imagination of the child is allowed to remain in a crude state, he will be enabled to gather but very little from his reading, and consequently he forms a habit of inattention. Indeed, is it not true that the imagination rightly used is a very important means toward forming the habit of attention? Since the imagination is such an important factor in the acquisition and retention of knowledge, it is of the greatest importance that it be developed. Much can be done in this direction in the teaching of such subjects as Geography, Reading, and especially History.

I give below a few facts* which may serve to illustrate, and may also be used to advantage either as a general exercise, or in connection with the study of the Civil War, with direct reference to the use of the imagination.

<table>
<thead>
<tr>
<th>Soldier's Luggage</th>
<th>Where carried</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcoat</td>
<td>back</td>
<td>35 lbs.</td>
</tr>
<tr>
<td>Woolen blanket</td>
<td>side</td>
<td>3 lbs.</td>
</tr>
<tr>
<td>Rubber blanket</td>
<td>side</td>
<td>4 lbs.</td>
</tr>
<tr>
<td>Tent—a sheet of thick drilling about</td>
<td>side</td>
<td>5 lbs.</td>
</tr>
<tr>
<td>six feet square having buttonholes on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two adjacent sides and buttons on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other two. This is used in connection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with neighbor's tent—the two being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buttoned together and hung across a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horizontal stick supported by two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forked sticks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An extra change of clothing, Trinkets,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing materials, Photographs, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canteen—used for carrying water.</td>
<td>side</td>
<td>3 lbs.</td>
</tr>
<tr>
<td>Haversack—about 8 x 10 x 4 inches.</td>
<td>side</td>
<td>4 lbs.</td>
</tr>
<tr>
<td>Hard-tack, Pork, Coffee and cup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartridge-box, Contents—40 (or less)</td>
<td>shoulder</td>
<td>15 lbs.</td>
</tr>
<tr>
<td>rounds of cartridges.</td>
<td>or side</td>
<td>60 lbs.</td>
</tr>
<tr>
<td>Musket,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total weight

These facts, together with what may be learned from pictures in Mary Sheldons Barnes' U. S. History, p. 392, Barnes' American History, p. 271 and Eggleston's U. S. History, pp. 342 and 352, may be made the basis of a profitable exercise. The teacher should first make sure that the pupil has an idea of each object separately, then lead him to see (mentally) a soldier on the march with all his luggage. In this way the pupil is

*1 obtained these facts by conversation with a G. A. R. man who served in the late Civil War, and who lived on soldier's fare and camped on the muddy ground himself.
lead to combine with pleasure (we hope) parts of thoughts of different wholes into the thought of a new whole,—which is, according to definition, imagining.

Other points may be profitably dwelt upon, such as: camping for the night necessitating the use of the tent or rubber blanket according to the state of the weather; the soldier's evening meal. What are some of the trinkets a soldier would be likely to carry with him? To whom does he write? What is the news he writes? Who photographs has he?

Such questions as these may be used to stimulate the imagination and draw out many important lessons.

If, by this kind of work in as many subjects as possible, the imagination of the child is augmented and developed, he will have the power in study, and in remembering, and above all, a greater capacity for the higher religious emotions, which is a use of the imagination involving consequences of as much greater moment than the retention of knowledge as the eternal stars are higher than the loftiest mountains.

MERTON C. LEONARD.

A SUGGESTION.

The editors of this monthly, both in times past and in the present, have found it difficult to obtain contributions for its pages from the members of the school. Entirely too much responsibility and work in maintaining the literary success of the paper has ever rested upon those directly in charge. A large proportion of all the articles in every publication are obtained through the individual efforts of the members of the board. Now it is evident that the editors have quite enough work to do in attending to their several departments without feeling obliged to devote much extra and valuable time in soliciting contributions, and it seems as if they might be relieved of this irksome duty at least among the members of the Lyceum, whose organ the Offering is, and which is directly responsible for its success.

On the other hand after careful consideration, it does not appear at all strange that under the present circumstances, so little voluntary help is offered by the members of the Lyceum. At present they feel no responsibility whatever beyond the election of an editorial board. If some plan could be adopted by which every individual could be made to feel direct responsibility the result, as regarding the Offering, would be inestimable. Assuming that there ought not to be and is not connected with the Lyceum, a person who has not sufficient literary ability to produce something worthy of publication in the Offering, would it not be a good plan to devise some method of appointing for each month a certain number on whom the editors may rely for contributions?

This plan will necessitate very little work indeed on the part of the individuals chosen for the month, almost nothing compared with that of the regular board; it will very likely secure a greater variety in subjects, and a wider range in style; it will add life to the paper and probably increase its size. It will by no means bar out voluntary contributions; they have always been gratefully received and will continue to be. By no means will it lower the standard, for editors always reserve the privilege of rejecting unsatisfactory articles. In short, this plan, if adopted, could not injure our paper and in all probability would improve it.

The above is offered simply as a suggestion, is it worth consideration?

H.

BASE BALL.

The efforts and experiences of the past three years are beginning to bear fruit, and this spring greater interest has been taken in baseball than ever before. With the present encouraging outlook the school will have a strong team that will cope successfully with its opponents.

Some of the nines that will be played, have had the advantage of a preliminary gymnastic training and outdoor practice under the instruction of a competent coach. Thus, to a certain extent we are handicapped, but faithful and systematic practice will tend to equalize matters.

Those who are chosen to represent the school on the nine, should feel their obligation to play the best ball of which they are capable, and to keep themselves in good condition by constant and earnest work. They should remember that the good of the team is far more important than their individual record. Again, the making of an error should not be the occasion for a great outcry against the player, as he too keenly realizes
his failure, and such a spirit will disorganize any nine.

Team work has been our weakness, although individually we have been strong. We should have the same spirit as that which prompted two of our football eleven to lie down and repeatedly block the Tauntons when they were within a few feet of our goal. Too often a sacrifice hit passes unnoticed while a successful attempt “to knock the ball out of the lot” is cheered to the echo.

The captain should be carefully chosen, and competent as to playing ability, and, more important than that, be able to control the men. The captains of former years have been competent, but trouble has arisen from their authority being unsustained, not only by members of the nines, but by many in the school as well. Let us give this year’s captain our earnest support, and more victories will result.

The school should look upon the games as something more than a contest between two clubs. We should feel that our school honor and reputation are at stake. Show your interest not only by attending the games, but by contributing gladly to its financial support when asked to do so. Several of the alumni have aided us by their gifts, and should we not do our share as well? Do all you can to make the concert to be given in May a successful benefit for the club.

This year the material for the nine and the interest shown in their practice point towards a successful season. But their efforts will be of little avail unless they have the hearty cooperation of all. Attend the games, cheer every meritorious effort, overlook the errors which may be made, but strongly disprove any playing that will injure our nine or our school reputation. Let us profit by the experiences and failures of former years and make a record for 1892 that will be an honor to the school.

R. W. FULLER.

NET RECEIPTS.

Our exchange list comprises, at present, twenty-six periodicals. Though most of them are at hand a few seem to be having an eclipse. We shall look to see them emerge next month.

The Lyceum Echo, Mount Vernon, N. H. is here. It seems to be essentially different from any other on our list in its make-up and management. We shall look for it again.

The Advance, Salem, sports a list of nearly sixty exchanges. It must make something by swapping.

This sounds as though you had heard it before: I don’t know. I am not prepared. I was absent yesterday. I haven’t the place. I got the wrong lesson. Mr. — excused me. I didn’t get as far as that. Didn’t know we had that. May I be excused? I have a bad cold. Don’t know where the place is.

Advance.

The following is undoubtedly true:

The path that leads to a loaf of bread
Winds through the swamps of toil;
The path that leads to a suit of clothes
Goes over a flowerless soil;
And the paths that lead to the loaf of bread
And the suit of clothes, are hard to tread.
The path that leads to a house of your own
Climbs over the boulder’d hills;
The path that leads to a bank account
Is swept by the blast that kills.

Exchange.

Our neighbor is up with the times!
“Do we need new hymn-books?” Certainly, at present we are not very spirited in the morning singing; but whether this is because we are stupid and tired,—but no, we really are not, not very stupid. It must be the hymns. They have been sung over and over; and, as there are fifty hymns, and over two hundred school-days in a year, when one has been in the school four or five years, one is not very enthusiastic. The Jabberwock is in favor of a new book, and of having the choice made by Mr. — since he is kind enough to offer to select them, if the school wants them. If we do not want new books, we must show our preference for the old ones by our spirited and melodious singing every morning, since the piano is not strong enough to fill the room, all by itself.

Jabberwock.

R. P. IRELAND.

LIBRARY.

New books are being added, and the old ones arranged according to a decimal classification. A large number of pamphlets are being arranged and card-catalogued for use in the various subjects, and also for use in discussions in Lyceum.
Plans for the most effective use of the library in the different departments are being made and will soon be in operation.

Additions are,—


Starland—Astronomy for young readers, by R. S. Ball.

Pamphlets, 1.

Ferguson's History of Modern Architecture, 2 vols.

Elementary Meteorology. Scott.

Ants, Bees, and Wasps. Lubbock.

Spectrum Analysis. Lockyer.


Weather. Abercromby.

Constitutional History of the U. S. Landon.

Hopkins' Experimental Science.

Pickering's Physical Manipulation. 2 vols.

Kolrausch's Physical Measurements.

Reconstruction of Europe. Murdoch.

Gardiner's English History. 3 vols. with atlas.

Lewis' History of Germany.

Strachey's Lectures on Geography.

The New Astronomy. Langley.

Geikie's Text-book of Geology.

Müller's Science of Language. 2 vols.

Blaisdell's Study of English Classics.

OBITUARY.

It becomes our painful duty to announce in these columns the sad death of Mr. George F. Adams, who passed away the 22d inst.

Mr. Adams, as most of our readers know, was Editor-in-Chief of Vol. VII of the Offering. He was graduated from the B. S. N. S. in 1891 and has since been teaching in No. Reading. The deceased had been in the school but a short time when his ability and merits became well known, and his high literary talent soon led the Lyceum to elect him Editor. His ability and active interest in the work, gave this paper an impetus which will never cease to be felt. He increased its size, widened its circulation, put it upon a firm financial basis and spared neither time nor money to make the paper what under his administration it proved to be. In him the Lyceum loses an ex-president and a steadfast friend. Mr. Adams was an excellent parliamentarian, besides a profound thinker; and his earnestness in debate, his easy speech and the force of his arguments always sufficed to baffle his adversaries. The Lyceum will ever remember him as the one who devoted his interest and energy to its success and allowed nothing to fail from selfish motives.

The personal qualities of Mr. Adams made him esteemed and beloved by all. His geniality won him many friends, his honor was unblemished; his purpose true. Our acquaintance with him has been such as to leave upon our memories an impression which shall be as clear as noon, as lasting as life.

But there comes a time in this life when all toil is over, when to the lost one comes peace and rest, to those left, grief. To his family, which must feel the loss most keenly, the Offering expresses its sorrow and extends its sympathy.

BASE BALL SCHEDULE.

The following games have been arranged by Manager Fuller:

Apr. 30. Hopkinson School of Boston.
May 7. English High School of Boston.
June 18. Athletics of Randolph.

NOTICE.

PROMPT notice of change of residence should be communicated to the Business Manager. It will be for the interest of the subscriber as well as the Manager.

B. M.

DEPARTMENTS.

PHYSICAL CULTURE.

It is a pleasure to announce through these columns the publication of a book, the need of which has been deeply felt by all interested in teaching the Swedish system of Educational Gymnastics.
Baron Nils Posse's latest book, *Handbook of School Gymnastics of the Swedish system* is a careful, clear, though brief statement of the principles of Swedish gymnastics and their application.

The contents of the handbook are worth noting. The aim of educational gymnastics is forcibly stated and is the basis of all that follows. The choice and number of exercises, the progression from exercise to exercise in the same lesson and from movements of one lesson to those of another are definitely illustrated and explained. The hints as to room, commands, corrections, and language in relation to gymnastic movements are practical and very helpful.

Then follows a classification of positions and movements of the legs, arms, trunk, head, and of hanging positions, accompanied by well executed drawings. Each position and movement is named and described, and the commands for taking the same indicated in full. This arbitrary classification gives a distinct idea of what is meant by commencing positions and the movements to be done in those positions.

With this knowledge of positions, movements, and nomenclature one can easily understand the subsequent Swedish (strictly speaking) classification of movements, according to the effects produced, into archflexions, heaving movements, balance movements, etc. What each is and its effects are so simply and definitely stated as to make what is oft-times difficult of comprehension easily understood and practicable in daily teaching. Then too, the progression of the base and of the arm positions, and the relation of groups of movements belonging in each class, are shown by well arranged diagrams.

The book is thus far in marked contrast with other handbooks of Swedish gymnastics in that it presents the principles and makes definite application of the principles in the classification of movements.

The second part of the book is a series of one hundred progressive tables of exercises based on the principles and classification previously stated. These tables used in the light of the preceding chapters are easily intelligible and thoroughly practicable. They are not a "royal road" to physical culture, but the means of improving the health when applied with knowledge and discretion as in any other teaching.

The third part of the book is of exceeding great value to teachers in schools or gymnasias, who make out their own tables of exercises. It consists of progressive lists of exercises viz.: archflexions, 175; heaving movements, 160; balance movements, 143; etc. All the laws of progression have been carried out as exactly as possible.

The receiver has had proof sheets for his personal use for several months and can testify to the great assistance he has gained from the book. It is confidently recommended as a guide to all studying and teaching Swedish Gymnastics.

*Handbook of School Gymnastics of the Swedish System.*

By Baron Nils Posse. Cloth, Illustrated. 50 cents, net. Mailing price, 55 cents.

F. F. MURDOCK.

LATIN.

The 2d Latin class, having finished the course in Cicero, have been reading Livy XXI, the past three weeks and have shown much interest in the work.

BOOK-KEEPING.

The course is now so arranged that five weeks (more than half the time) is spent upon "Double Entry Book-keeping," thus giving, in addition to the regular teaching, that practical experience which is so essential to the thorough understanding of the subject.

The topics are printed in full, and every graduate of the school who is teaching Book-keeping, should have a set of the papers at hand for reference.

THE B. S. N. S. COURSE IN LATIN.

The appointment of an Assistant in the Classical Department fills a long-felt want, and gives opportunity for important changes in the course.

The entering class in Latin is made up of students of widely varying degrees of attainment, some never having studied the language at all, and others one, two, three, and four years before coming to the school.

Therefore this class is now divided into two sections: the lower, comprising those who have studied Latin less than two years; the advanced, those who have had two years or more of the subject. This division, however, is not necessarily a
permanent one, as a student of the lower may, if he applies himself and, upon examination, is found prepared, be admitted to the higher; and on the other hand, one of the advanced may be obliged to join the lower section because of insufficient knowledge, or of lack of application.

The following is a summary of the work so far as arranged:

FIRST YEAR.

ADVANCED SECTION.

Half-Term I.
1. Forms of inflection (drill cards.)
2. Harkness’ “First Year” up to p. 248 and then selections.
   Note:—translation and re-translation (oral and written.)

Half-Term II.
1. Caesar IV.
   1. Translation and re-translation.
   2. Memorizing selected passages.
      Note:—by this work, the student becomes familiar with common rules of syntax, arrangement of words in phrases, arrangement of clauses, and structure of the Latin sentence in general.

Half-Term III.
1. Caesar V, VI, ½ VII.
   1. Translation and re-translation.
   2. Memorizing selected passages.
   3. Syntax of nouns (Systematic study of.)
      Note: Special stress is laid on the way of looking at a Latin sentence. Teacher reads to the class as much of the text as will make a complete thought, sometimes a phrase, sometimes a clause, or it may be a sentence, always following the order of the text as the Romans did. There is ordinarily no need of tearing a sentence to pieces by looking for the subject, then for the predicate, etc. If the student takes the sentence as the Romans used to, he is on the road to understanding and reading Latin.

Half-Term IV.
1. Caesar VII (finished).
   1. Cicero “De Senectute.”
   2. “De Amicitia.”
   3. Latin spoken to class by Teacher.
   2. Syntax of Adjective Pronoun and Verb.

All through the year, thorough and systematic work in teaching by the student is carried on, including presentation of topics, examination of the class, drill of the class in forms, teaching of subjects in syntax, and taking charge of the class for an entire recitation.

LOWER SECTION.

The work is the same in kind as that of the advanced but differs in degree.

SECOND AND THIRD YEARS.

In connection with the various authors, the following lines of work are carried along together, with teaching by the students in all kinds of works.

No student is required to re-read any work previously studied, provided it is well in mind; for illustration, those who have read the first six books of Virgil take the second six and instead of Catiline, “De Senectute” and “De Amicitia” are read.

Tacitus, Ovid, Livy and Horace in addition to Casar, Cicero, and Virgil, are taken in the course. It is intended to have in the class-room the simple text of the classics without vocabulary or notes of any kind. This makes the student independent in his work.

The graduates from the lower section will be able to teach the elements of Latin, while those from the advanced will be competent to take charge of the Latin department in any High school.

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PERSONALS.

—Our Normal Orchestra has been photographed.

—'92. Miss Nellie Ewell has a school in Mansfield.

—'92. Miss Celia Snow is teaching in Kingston, N. H.

—'92. Miss Sarah Hewitt has gone to Arizona to teach near Prescott.

—Mr. William Hutchinson is practicing medicine in Indian Territory.

—The Normal School teachers of New England held a convention in Boston, April 15th.

—'91. Mr. M. A. Drake has been out of school two weeks on account of the "grip."

—'92. Miss Helen Barker has been teaching in Miss Stuart's room of the Model School.

—Mrs. Conant, whose husband was principal of this school from 1853 to 1860, passed away April 3rd.

—Mr. A. C. Boyden has charge of the Massachusetts Department of Science for the World's Fair.

—'92. Miss Emma Hunt has been obliged to leave her school in Fairhaven on account of illness.

—Miss Maxfield '93 and Miss Nutter '94 substituted in schools at their homes during the last vacation.

—Mr. Harlow snapped his camera at several of the rooms in both Normal and Woodward Halls one Saturday morning.

—The Committee of the Legislature on Education, recommended the appropriation of $4500. for apparatus for our school.

—'81. Mr. J. J. Hayes, Professor of Elocution at Harvard College, gave a reading in one of the churches in Brockton, March 25th.

—April 1st. Mr. F. H. Kirmayer delivered a lecture before the Lyceum entitled, Battle of Hickajack Creek, or How I was Wounded.

—Our new building seems to have its share of attention. The Superintendent of Schools and School Committee of both Philadelphia, Pa., and Everett, Mass. have been to see it this month.

—Mr. A. G. Boyden and Mr. A. C. Boyden attended a convention for the Promotion of Physical Culture in Philadelphia the first of April.

—'92. Miss Clara E. Thompson has a promising position in the Marblehead High School, where she teaches Mineralogy, Botany, and Literature.

—The class of '92 have elected the following officers: President, Mr. R. S. Atkins; Vice President, Mr. W. F. Eldredge; Secretary, Miss May E. Cobb; Treasurer, Miss Abbie Etta Allen.

—The class of '92 have chosen Davis and Dow of Boston as their photographers, any member of the school may obtain pictures at the class rates by applying to Miss Shaw, Miss Gorman, or Mr. Bates for a ticket.

—At a recent meeting of the N. T. C. the following officers were elected: President, Mr. Crocker; Vice President, Miss Hunnewell; Secretary, Miss Gannett; Treasurer, Mr. Allen Keith; Executive Committee, Mr. Murdock, Miss Plympton, Miss Des Jardins, and Mr. Bowen.

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From M. M. MARBLE:—I wish once more to express my high appreciation of the excellent aid you have rendered me in obtaining the position (at New Haven, Conn.—salary $1,500) which I desired. I am confident that no one could have done better, and feel myself under great obligations to you. Please accept my thanks.

From A. W. EDSON, Agent Mass., Board of Education:

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