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Bridgewater State Normal School

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OCTOBER, 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.
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TO THE

BRIDGEWATER BAKERY,


FRIEND & CRONK, Proprietors.
AND now the turning leaves and ripening fruits warn us that October is rapidly passing. Our studies now demand earnest work from us all. The various lines of outside occupation are also well started. The Orchestra has resumed its weekly rehearsals under the direction of Miss Upton, who fills this place left vacant at the last graduation. The Tennis Club has held two tournaments. Field Day passed off pleasantly and now the Football Team is in active training. To the supporters of the Lyceum its first meeting seemed most encouraging. At that time over fifty joined and more wished to speak in general debate than could do so in the time allowed. May the interest in all these lines be constant and increasing.

1492-1892. How often during the coming year are we likely to be reminded of Columbus. Since the 3d of August, the date on which Columbus started on his voyage of discovery, Spain has been commemorating the great event. One feature which attracts great attention there is an exact reproduction of the Santa Maria, Columbus' largest ship; this ship, according to records, was only about sixty feet long. What wonder the sailors were afraid!

In this country Oct. 21 will be the gala day. In accordance with the President's proclamation, schools all over our land will observe that day with fitting ceremonies. At that time also, the World's Fair, to be held at Chicago, will be formally dedicated.

Since this paper is expected to appear at about that time, efforts have been made to remember the day in these columns. We are glad to present to our readers an article describing the work now going on at the site of the World's Fair; this article is written by one of our number who has visited the grounds a little earlier than most of us had planned to go. We also print a few clippings which show something of the preparation being made by the United States and other governments. Probably very few of us yet realize the vastness of the work and the immense value the Fair will have from an educational standpoint.

We desire to call attention to a new department introduced in this number. It will consist of quotations from standard authors and from current articles as they appear in magazines. The aim is to give interesting and suggestive thoughts from the best writers. This department will be in charge of Miss Hunnewell, one of the Editorial Board. It is requested that all finding such quotations will report them to her.
By an unfortunate oversight the name of the writer of an essay in our last number was omitted. The article, “The End of Education in the Public School” was the valedictory essay delivered at the June graduation by Mr. William F. Eldredge. In this number appears the valedictory from the two-years course as given by Miss Mary L. Cobb. It seems to us an excellent plan to follow the example of predecessors in thus preserving the valedictory essays.

What straws we have seen indicate that the wind of popular interest blows strongly in the direction of Personals. Everyone wishes to know the situation held by his schoolmates. Will you all please let us know where you or your friends are teaching, or send us other personal items of interest. Unless the item you could give us has appeared in the paper we probably have not heard of it. A large Personal department will add greatly to the value of the Offering.

For the benefit of the Offering and its officers, the Lyceum has appointed a committee of Assistants to the Editorial Board. This committee, composed of one member from each class in school, will report matters of interest concerning the class work. The following were chosen for this work: Messrs. Janvrin, Carroll, Kal-lom, and Babcock; Misses Ware, Lang, Annette, Young, and Parker. We hope these will aid materially in making our paper a success.

The recent death of Tennyson reminds us that the great authors of the present are rapidly passing away. On Sept. 7 died our Quaker poet, J. G. Whittier; during the same week was recorded the death of George William Curtis, the distinguished editor, author, and public speaker. We read on Oct. 4 of the death of Rev. Samuel Longfellow, a brother of the poet and a writer of many beautiful hymns. Finally, on the sixth of October the great Poet Laureate of England died.

Who can fill the places of these? Can any one else be the same to New England hearts as Whittier has been? It is reported that the well-known department of Harper’s Monthly, “The Editor’s Easy Chair,” of which Curtis has been the editor, is to be discontinued. Surely no one can do just the work of any of these.

Is it not sad to see eminent writers pass away thus, if there are no others ready to keep up to the same high standard in literature? What can be more beautiful than the recent poem of Lord Tennyson, “Crossing the Bar,” showing as it does the feeling with which he approached death!

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea.

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell
When I embark;

For tho’ from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crossed the bar.

The Appreciation of the Beautiful.

We are living in a world of beauty. Ruskin says: “There is not a moment of any day of our lives when nature is not producing scene after scene, picture after picture, glory after glory and working still upon such exquisite and constant principles of the most perfect beauty, that it is quite certain it is all done for us and intended for our perpetual pleasure.” Yet how little most of us appreciate the beautiful objects about us!

The sky with its ever changing appearance from the break of day to high noon and on to the deepening twilight of evening is to the thoughtful observer a source of great enjoyment. The same is true of the sky at night when the vast expanse of dark blue is studded with its myriad stars, or when the gray clouds are passing swiftly across it, the full moon at times completely hidden, then shining brightly; now approaching a fleecy cloud which gradually melts away leaving the moon alone in the clear, bright space, silently pursuing its course, mounting higher and higher in its path, till the mind is filled with the beauty of the heavens.
As we stand by the seashore, the ocean like a person seems to have its moods. At times it speaks to us of unrest and discontent, but when the wind has died away, of quietness and peace. As we study it day after day, we find it wonderfully beautiful in its manifold aspects, and there arises between us a bond of sympathy, which at last becomes so strong that when we leave the ocean, it is like parting from a dear friend.

Among the minerals, plants, and animals, are countless objects of beauty. Everywhere we find them, and all the time, in the crystalline forms and exquisitely beautiful coloring of the precious stones; in the perfection of form, the infinite variety and delicacy of coloring, and the wonderful adaptation to life in the numberless plants; in the plumage of the birds, the coats of the higher animals, in the marvels of design manifest in their structure, movements, and functions, all these awaken in us the emotion of beauty and minister to the wants of our higher nature. "Earth with her thousand voices praises God" for his beautiful works.

Good literature brings before the mind the best thought in the best language; as in the words of Bryant when he writes:

"To him who, in the love of nature, holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty; and she glides
Into his darker musings with a mild
And gentle sympathy, that steals away
Their sharpness ere he is aware."

In art, the beautiful thought is more vividly expressed. As we study one of the beautiful Madonnas of the great masters, we feel a longing to make our own the pure and noble nature which is there expressed.

We are influenced more by people than by the things around us. Certain qualities of character are more beautiful than anything else. The thoughtful, loving regard of a son for the wants and wishes of his mother, the cheerful, self-sacrificing devotion of a daughter to the care of her aged father command our admiration for the beautiful spirit which they manifest.

We have seen that the object excites the idea and emotion of beauty in the mind. Since beauty is in the mind, the degree to which we appreciate the object adapted to excite this emotion depends largely upon the cultivation of the mind. The appreciation of the beautiful implies keen observation to perceive the finer, more delicate qualities which awaken the emotion of beauty, and an active imagination to use these finer ideas in forming ideals.

To one who appreciates the beautiful, the world is full of interest, and he is keenly alive to all that is around him. He has nobler thoughts and a greater longing to act in accordance with them. Thus the contemplation of beautiful objects broadens, refines, and elevates the mind.

Nature is one of God's revelations to man. In it we see power, wisdom, and love. As one studies natural objects, he is learning more of the Creator, and as he looks "through Nature up to Nature's God," he is brought into right relations with the Infinite One.

If the power to appreciate the beautiful is of such importance, the teacher, who is to train the child, surely has a great responsibility in this matter. The nature studies and literature are effective means for developing this power. Good pictures in the schoolroom exert a strong influence to this end. But the teacher who would accomplish this result must be filled with a love for the beautiful, and then he must strive to awaken in the child this love.

M. L. COBB.

A GLIMPSE OF THE WORLD'S FAIR.

A most delightful trip to the West during the summer vacation, was made complete by a visit to the World's Fair Buildings, which are situated six miles out from the heart of the city, in Jackson Park.

From the many views and descriptions which have been published I had formed some idea of the enterprise, but not until I came to see the place for myself did I realize the magnificent preparations which are being made for the coming Fair.

The location itself is delightful, for the Park extends for a mile and a half along the shore of beautiful Lake Michigan, from which, extending to the Park, are many inlets forming basins and lagoons, thus making possible an approach by water to each of the buildings. The effect of this approach is most pleasing, and as the gondolas
glide to and fro one gains an idea of the Grand Canal in Venice and the Venetian means of transportation.

A full description of the grounds and buildings being found in a number of the leading magazines and illustrated papers, all can gain some idea of the grand scale upon which the Fair is being held, so I will only tell briefly what we saw.

Entering the Park at 57th street, we beheld the beautiful Art Palace, in which, as has been said, is to be “such a collection of art works as will give one a higher appreciation of art, and a desire for further knowledge, which may be satisfied by a study of the collection; such a collection also as may enable one to become better acquainted with the characteristics of the best arts of all nations, induce comparison, and develop critical judgment.”

Continuing by the Fisheries building, Naval exhibit, and U. S. Government building, we came to the largest building on the grounds, that devoted to Manufactures and Liberal Arts, the dimensions being 787 ft. x 1687 ft. In the Liberal Arts department is to be illustrated the educational system of our country; “Normalites” will find here a familiar face—that of Mr. A. C. Boyden who has charge of the Massachusetts exhibit in this line.

Passing the Agricultural building and Machinery Hall, we arrived at the Administration building—“the gem and crown of the exposition palaces.” The chief feature of this building is its magnificent dome—120 feet in diameter and 220 feet high. The glistening of the dome in the sunlight attracts one while yet afar and the interior decoration is masterful, consisting of panels filled with sculpture in low relief, and immense paintings representing the arts and sciences. This rotunda rivals, if it does not surpass, the most celebrated domes of a similar character in the world.”

Next passing the buildings devoted to Electricity, Mines, and Transportation, we observed the beautiful “Wooded Isle” immediately before the Horticultural building. This island is covered with acres of flowers, ferns, and trees of all descriptions and is, in itself, a great study.

A minister once told his congregation that the Society could not accomplish anything without the ladies’ help; the Woman’s building here testifies to the value of their cooperation, being, as I am sure it is, one of the most complete buildings on the ground.

This brought us to the several State buildings and, as is proper, the Illinois State Building is a magnificent affair, worthy of the citizens of that state.

Looking around at the other State buildings, a very attractive one after the model of an old colonial residence caused us to look at our guide books and then to exclaim—“Massachusetts has done credit to herself,”—this, too, being said by Illinois people.

Reluctantly bidding adieu to the Fair till ’93 we turned towards the steamboat landing and, boarding the “City of Chicago,” were soon steaming delightfully over the Lake, watching the magnificent Fair Buildings in the distance, drinking in to the last the grand monuments to Yankee ingenuity.

WM. F. TUCKER.

NOTES.

“One of the most instructive features of the Columbian Exposition will be the ancient American exhibit illustrating the history and progress of the native human race upon this continent. This department will be in charge of Prof. F. W. Putnam, curator of the Peabody Museum at Harvard. Until recently it was supposed that remains discovered in Europe were the oldest traces of mankind upon the earth, but it is now well established that relics found in this country antedate those of the old world by untold centuries. The presentation of materials relating to prehistoric man, such as objects from mounds, earth works, pueblos, caves, and the ruined cities of Central and South America will be of special scientific interest. In connection with this exhibit, the mode of life, customs, and arts of native American tribes will actually be represented. A strip of land a thousand feet long, bordering the lagoon, has been reserved for this purpose, and living pictures may be obtained of their dwellings and daily family life. The national government will make also a special exhibit of its Indian school system, illustrating what is being done to civilize the Indians.”

As is well known, our government will issue some special stamps and coins during “Colum-
bian Year.” Following is a description of one of the coins.

“The design of the souvenir half-dollars, which are to be distributed at the World’s Fair, has finally been decided upon. On the face of the coin will be the head of Columbus by the Venetian artist, Lotto, a fine picture of which forms the frontispiece in the October Century. On the reverse side will be two caravels, the kind of vessels common in the fifteenth century, and under them two globes with the date 1492 across them. Beneath will be the years when the coins were struck, 1892 and 1893.”

“Last April it was announced that ostrich eggs artistically decorated would be a feature of the exhibit from Cape Colony, South Africa, at the World’s Fair. The eggs were to be painted in a prize competition to be held in that country. This contest has taken place, nineteen competitors, mostly women, having taken part in it. Each one submitted half a dozen eggs, which were beautifully decorated with designs of flowers, birds, animals, landscapes, public buildings, etc. The finest of all, for which the first prize was awarded, has for a design a fairy figure standing on a vine leaf drawn by a butterfly, underneath which are the words “To Chicago.” All the eggs presented will be exhibited at the Exposition. To keep them company, or vice versa, are thirty ostriches from an ostrich farm in California, which have already been sent to Chicago thus early in order that they may become thoroughly acclimated and appear their best when the Fair opens.”

**YOU MUST REVIEW.**

Did you ever come back to school in September and not feel lonely because of the gap left by the June class? Every little realm of associations is disturbed. Each clique has lost members. It seems hardly possible that the old life can go on.

At the beginning of the term, the lyceum seemed in just that state. Each member thought with a shudder that, had the June class been a little larger, he might have been forced to debate against himself nearly every night. Of course the juniors would help out some, and there might be a musicale or two, but commonly the above fate was his, fortnightly.

The outcome of a given set of conditions is usually better or worse than we forebode. How much better in this case, will be one of the aims of the writer to show. Unusual success has been met. Nearly seventy-five new members have been gotten with ease, and great interest has been taken in every meeting. The debate, from being weak and in need of coddling, has come to be lusty and in need of training.

Let it be assumed that it is possible to win votes by argument and that each regular disputant aims to do so. Then each member, whose duty it is to vote on the merits of the debate, is entitled to a clear, comparative review of the argument before he votes. Why not then create a new office and a new honor to this end? Eiect the most skillful debater reviewer, and let him, at the close of the debate, recount the points made by each speaker. The reviewer, by his study of arguments, would in every way gain more power than by debating. The members could vote with a fairness now impossible. The disputants would know beyond a doubt whether they had spoken clearly or the reverse.

Are these results worth getting? Is the idea worth trying? R. P. Ireland.

**SOME VIEWS OF PERSONAL RIGHTS.**

M. H. Leonard.

My companion was a lady from New England who had lived for years in the South, and had grown fond of Southern ways. We were in a street-car in the city of Charleston, S. C. The lady had that morning been speaking of the delightful courtesy shown to ladies by gentlemen of the city in all public places, and had said, “It would be almost rude for a lady to attempt to drop her own fare into the box of the street-car; there are always so many gentlemen ready to assist her and pass it up for her.”

The car had just reached that condition (as to occupants) when the Northern conductor is apt to say, “Move up and make room for one more on each side,” when a new passenger entered. She was a mulatto and she carried a heavy bundle. She was thin and wrinkled, and there was a general
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suggestion of paleness about her yellow face. She stood for a few moments in a helpless and insecure attitude; then, seeing a narrow space between a lady and a gentleman on one side, she thrust herself into it, balancing herself on the edge of the seat, while the other passengers sat immovable and looked into vacancy.

As we left the car, my companion said, “I believe in giving negroes their rights, but not in letting them take more than their rights, as that woman did when she pushed herself in, after the seats were all full.”

“Pushing is not good manners, certainly,” I replied, “but shall I tell you what I was thinking? I was wishing that Southern courtesy had been great enough to lead one of the gentlemen to give her a seat, not because she was a negro, but because she was a woman and looked tired.”

“I did not think of it in that way,” said my companion.

A few months later I had a little experience of my own. After a weary night in one of those conveyances that with fine irony are called “sleeping-cars,” I entered the Northern train at Washington for the second stage of a long journey. I was the first woman to enter the car, and had selected a seat and arranged my belongings comfortably about me when the second woman passenger entered. She was a mulatto who, passing by many an empty seat, walked nearly the length of the car and placed herself beside me.

Not considering myself under obligation to share a seat with a stranger in an almost empty car, I said, “Can you not take another seat just as well?”

Vexed at my question she replied shortly, “No, I like this seat.”

A gentleman in front of us turned at her answer, glanced at us both, and then said to her, “Here are other seats. Why do you not take one of these?”

In a voice half-choking with anger and tears, she ejaculated, “There can’t nobody have two seats. I like this seat very well, and I aint a-goin’ to change.”

Feeling by this time that the temper of my companion was an additional reason why she would not be an agreeable fellow-traveller for a long route, I said, “If you will let me pass, I will find another seat,” which I accordingly did.

The car filled rapidly and ten minutes later there were only three seats left unfilled by travellers or their luggage. I was still sitting alone; so also were two colored women, the mulatto and a negro girl, each of whom occupied the half of the seat next to the aisle.

Just before the train left the station another passenger entered, a portly colored woman, very fat and very black, with her arms heaped with bundles, and accompanied by a little boy about five years old. She looked down the car and saw no available seat except the one with me, proceeded to occupy it. I gave her as much room as I could, but her ample proportions demanded much space, and when she had squeezed her little boy upon the seat between us, with his stiff, wide straw hat cutting against my shoulder, and had bestowed her great basket and an enormous bundle in front of us, I felt that my accommodations were extremely limited.

When the conductor took the woman’s ticket I saw that she was on her way to Providence, while my first seatmate, as I afterwards learned, was going only to Baltimore. The little boy’s hands were filled with sticky candy, which had been in his mouth, and a part of which he soon dropped upon my dress.

With a feeling of dismay I sat silently for a few moments; then the ludicrous side of the affair presented itself, and I said to myself, “Well, if it be true that I showed some prejudice in the other instance, my punishment has followed soon.”

So I made friends with the little fellow, and proposed the removal of his hat, which relieved the situation somewhat. Encouraged by my manner, the woman told me her anxieties concerning the journey, which was longer than she had ever before taken. I gave her such information as I could, and also gave the little boy a “nickel” so that he might buy some more sticky candy when he reached Providence.

As we approached Baltimore, I said to the woman, “Some of the passengers will probably leave when the car stops, and then I think you would find another seat more comfortable, as this is too narrow for three.”

She assented, and was in the passage before the train had stopped. But the first stopping-place in Baltimore proved to be a suburban one, and no one left the car. The woman walked on, looking
for a seat, and stopped beside the negro girl. There was a discussion, but the latter positively refused to move, or let the woman occupy any part of her seat. She moved on, and stopped beside the mulatto woman. After a little parleying, the latter rose and allowed the other to pass by her to the seat next the window, taking the child in her lap. Two or three moments later the train reached the central station, and the mulatto left the car. After this, the negro woman with the child and bundles remained in possession of the seat I had first taken, through the rest of the journey to New York.

As I leaned back restfully in my own seat, after the other was finally settled, I thought over the whole proceeding with a feeling of half amusement. Had not I, a tired woman, travelling without escort, a perfect right to exercise some choice as to seat and seatmate in an almost unoccupied car? Certainly I had. And yet,—after all,—it occurred to me that perhaps I could, if I had only thought of it, have done essentially the same thing in a different way, by suggesting to the mulatto woman what she needed to know in regard to the travelling customs of well-bred people, doing it also in such a way that her feelings would not have been hurt. And I wished that I had.

_M. B. S._

**HOW LATIN IS TAUGHT AT CORNELL.**

There is considerable fault found, at present, with the work of our schools and colleges in Latin and Greek. The result of years of study in many cases is only an ability to translate with the help of a good lexicon. Cornell, with great success, aims to give its students the power of reading the Latin language as if it were English.

W. G. Hale, Latin Professor at Cornell, has written a very helpful pamphlet on The Art of Reading Latin, in which he says that besides a knowledge of vocabulary, inflection, and syntax a Latin student must have a "perfect working familiarity with the Roman ways of constructing sentences."

The first lessons he gives, are to teach the pupils to take Latin sentences, a word at a time, exactly as the Romans heard them, to think what the possible constructions of each word are, but not to decide which is the right one or what the proper meaning is until some succeeding word makes it all clear. For example, in the sentence _Res omnes nos docimur_ the question whether _res_ is subject or object cannot be determined until the verb is given. Just as in English, we often find the subject and object together and do not decide which is which until we reach the end of the sentence. To prevent the students from selecting the subject and predicate, and then the modifiers, as so many grammars advise, the sentence is written on the board one word at a time, and the second word is not added until all the possible relations of the first have been found. When the last word is reached the whole sentence is understood. Later when the students have gained in power, the sentence is slowly read aloud by the instructor. The passages thus studied are committed to memory. Each day the instructor reads the Latin studied the previous day, with as much expression as if he were reading English, and the students follow without their books. Once a week a lesson in Latin Composition, based on the author the class is reading, is given.

At the end of the first year, examinations are required in translation at hearing, at sight, from English to Latin, and in writing one of the passages they have previously memorized. When this has been finished an exercise is given upon the translation of the term and the style of the author.

The aim of the second year's work is sight reading, and if the previous work has been done thoroughly a great deal of Latin is read.

In the third year the elective work begins. The characteristic of this and the fourth year is that there is no translation of the daily lesson except in rare cases. The Latin is read as literature, as we would read any English author.

At first, of course, the students cannot read as rapidly as before. But the power increases, and much more is read during the course than is usual. The student also has a better understanding and appreciation of the author. He learns to love the Latin for its intrinsic value, not for the English translation. There is a great need of this kind of work in the High Schools. If the pupils could read ordinary Latin when they entered college, he time there could be spent in studying the literature instead of unlearning all previously learned.
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DEPARTMENTS.

LYCEUM.

At the opening of the Lyceum occurring September 16, fifty-nine new members were enrolled. Several reports from the officers of last year were given and some business attended to, after which the following programme was presented:

Violin Duet, Misses Upton and Doten.
Reading, Miss Jillson.
Piano duet, Misses Atkins and Norris.
Song, Miss Prince.

The question for debate was,—

Resolved: That strikes are justifiable. Messrs. Fitzpatrick and Bowen were the principals in the affirmative, Messrs. Smart and Cholerton in the negative. At the close of Mr. Cholerton’s debate, opportunity was given to speak in general debate. Misses Comstock, Alger and Jillson, and Messrs. Hart, Janvrin, A. P. Keith and Allen gave their thoughts on the question. When the vote was taken, it was found that the majority favored the negative.

The Lyceum met Sept. 30, and listened to the following programme:
Piano Solo, Miss Young.
Song, Miss Piddington.
Duet, Messrs. Townsend and Kirmayer.
Debate, Resolved: That the World’s Fair should be opened on Sunday.

Aff. Mr. Grover. Neg. Mr. Hart.
Mr. Soule. Mr. Kirmayer.

There was a spirited, general debate in which Messrs. Smart, Glover, Janvrin, Riley, Tibbetts, A. P. Keith, Swan, Fitzpatrick, Carroll, Murphy and Miss Alger took part. The resolution was not adopted. Mr. McGrath, a former President of the Lyceum, was present and spoke a few words in his genial way, wishing the Lyceum success.

SCIENCE.

The department of biology is being well supplied with apparatus for work. Excellent microscopes have been imported, a microtome, measuring apparatus of various kinds, and the supplies for mounting have been procured through an appropriation made by the last legislature. This will meet a want long felt in the four years’ course and make the work far superior to any before possible. A new course in historical geology will go into effect this coming spring term.

A combination between the departments of drawing and zoology has resulted in greatly improved work—in each animal type the careful drawing is prepared by the class in their regular drawing exercise, which is followed by the written description worked out in the zoological laboratory.

Full courses in the different grades of the Model school are in operation, great enthusiasm is apparent among the children, and excellent results are shown in the language work.

The classes in Rhetoric have had their first debate. Sub-Senior debated upon the question, Resolved: That corporal punishment should be abolished. The other division had an interesting debate upon the question, Resolved: That the death penalty should be abolished. In each class, the two sides were well sustained and nearly every one took part in the general debate. One of the results is that it gives the young women the training and courage to participate in the Lyceum debates.

The Ex-Juniors have begun the year with the “will to do and dare.” The early trials of Junior life are no more. With one long, wide, high, and deep term’s work back of us and under us, we say, “Lead. We come.”

In the Grammar work, it is to be noticed that the careful searching through the pages of the dictionary is resulting in the unconscious broadening of each one’s vocabulary. Do you realize the value of this?

It is proposed to have some charming bit of poetry placed daily upon the board in the Botany room. Come, ye worshippers of the Muse, make known your favorite.

The Juniors are having a course in Elementary Psychology. The aim is to enable them to think, study, prepare a lesson, make out topics and conduct a class, and so aid them in all their school work.

Of all fruitless errands, sending a tear to look after a day that is gone is the most fruitless. Dickens.
QUOTATIONS.

The great mark of a strong character is to prevent the world from knowing every change and phase of thought and feeling, and to give it nought but results. Auerbach.

Actions, looks, words, steps, form the alphabet by which you may spell character. Lavater.

Three things to love—courage, gentleness and affectionateness. Three things to admire—intellectual power, dignity and gracefulness. Three things to hate—cruelty, arrogance and ingratitude. Three things to delight in—beauty, frankness and freedom. Three things to wish for—health, friends and a cheerful spirit. Three things to pray for—faith, country and friends. Three things to cultivate—good books, good friends and good humor. Three things to govern—temper, impulse and tongue.

ATHLETICS.

TELEVIS Tournaments.

On Sept. 17 and 24 double progressive tournaments were held by the Tennis Club. On each the playing was close and exciting. Sept. 17 Messrs. Southworth and Parker were tied for first prize; on playing off the tie Mr. Parker won, 6-3. Four ladies were tied for second prize Miss Taylor winning. On Sept. 24 booby prizes were given instead of seconds.

Summary.

Sept. 17, Firsts. Mr. Parker, Miss Ryder.

Seconds. Mr. Southworth, Miss Taylor.

Sept. 24, Firsts. Mr. Cholerton, Miss White.

FIELD DAY.

Everything necessary for a pleasant meet greeted us on the event of our annual Field Day. Considerable interest had been manifested in several of the sports and the spectators were presented with some very good performances.

The 100 yard and 50 yard dashes were run in heats making eight sprint races. The quarter mile, hurdle, and team race were very close, several of the runners coming in together. Paul eclipsed the school record in the ball throw with the excellent throw of 34' 4". Mr. Cholerton pole-vaulted to good advantage and with proper coaching should make an enviable school record.

The final event was the consolation race in which all those could compete who had not won in any previous contest. The races were started under Sheffield rules, each man being put back a yard for every false start. This was a great improvement over previous years, not allowing some runners to get several yards start.

Great credit is due the ladies for the beautiful badges and prizes. Each successful competitor will in the future look with pride on those beautiful emblems of victory and remember his happy days at Bridgewater.

The Officers of the day were: Field Marshal, F. F. Murdock; Referee, H. P. Shaw; Starter, J. H. Gormley; Timer, F. E. Gurney.

Events and Winners.

2. Putting Shot, 13 lbs, W. F. Tucker, '93, 30' 9".
7. Three Legged race, 50 yds, Smart, '95, and Gardner, '95, 5' 12 sec.
8. Standing High Jump, H. E. Gardner, '95, 6' 10".
9. Pole vault, H. Cholerton, '95, 7' 6".
10. Running High Jump, F. A. Tibbetts, '94, 5' 8".
13. 50 yds. dash, final heat, J. Carroll, '95, 6' 6 sec.
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**BASE BALL.**

Individual records of the players.

**BATTING.**

<table>
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<th>R.</th>
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**FOOTBALL.**

The foot ball season opened Saturday, Oct. 8, with a victory over North Attleboro High School, score 6-0. The game lasted only 15 minutes, it being necessary for the visitors to leave at 3.18. Considering the amount of practice we had before the game, a great deal better showing was made than was expected. In the centre our team was invincible.

At the beginning of the season our prospects for a good team looked gloomy. We were some-what crippled by the loss of good players. Our men are light and inexperienced but with proper practice will make as strong a team as we had last year. In the Attleboro game the men played finely and if the regulation time had been allowed the score would have been much larger.

Games have been arranged with some of the strongest high schools in this vicinity and we hope to eclipse the record of the ball team by not losing a game.

We think we are justified in asking the hearty cooperation of every member of the school. Attend the games and give encouragement to those who are trying to put Athletics here on the same standard they occupy in other schools. We wish those who are not members of the eleven to go and enter into the practice as heartily as those on the team, thus helping us to overcome the most notable obstacles.

---

**SOME NATIONAL NICKNAMES.**

The inhabitants of Maine are called Faxes; New Hampshire, Granite Boys; Massachusetts, Bay Staters; Vermont, Green Mountain Boys; Rhode Island, Gun Flints; Connecticut, Wooden Nutmegs; New York, Knickerbockers; New Jersey, Clay Catchers; Pennsylvania, Leather Heads; Delaware, Muskrats; Maryland, Claw Thumpers; Virginia, Beagles; North Carolina, Tar Boilers; South Carolina, Weasels; Georgia, Buzzards; Louisiana, Creoles; Alabama, Lizards; Kentucky, Corn Crackers; Ohio, Buck-eyes; Michigan, Wolverines; Indiana, Hoosiers; Mississippi, Tadpoles; Florida, Fly-up-the-Creeks; Wisconsin, Badgers; Iowa, Hawk-eyes; Oregon, Hard Cases.

**Golden Rod,** Quincy High School.

---

**PERSONALS.**

'92. Mr. Charles A. Jenney who was teaching in Sandwich has gone to the Elm Street Grammar school, Hingham.
Hints on Dressing.

To be well dressed is to be dressed precisely as the occasion, place, weather, your height, figure, position, age, and your means require. It is to be clothed without peculiarities, pretension, or eccentricity, without violent colors, elaborate ornaments, or senseless fashion. Good dressing requires a man to be scrupulously neat, clean and fresh, and to carry his clothes as if he did not give them a thought. We have on hand at all times a very large assortment of Clothing Ready Made suitable for every kind of wear, adapted to men of every shape and size, and in styles that cannot be found in small houses where their assortment is limited, and we are confident that visitors to our store can find clothing upon our counters that will fully meet their requirements. We earnestly solicit you to call upon HOWARD & CALDWELL, 134 to 140 Main St., Brockton.

Mr. George Eldridge is teaching in Bourne, Mass.

'92. Miss Mattie Healy is teaching in East Bridgewater.

'92. Miss Celia S. Snow is teaching at Westport, Mass.

'92. Miss Lucy A. Burke is teaching in West Bridgewater.

'92. Miss Laura J. Field has a school in Dartmouth, Mass.

'92. Mr. Frank Oakman is principal of a school in Swansea.

'86. Miss Louise Allen is teaching in the Grammar school, Ashland.

'92. Miss Lillian A. Gayner has accepted a position in Shirley, Mass.

Mr. Maynard is teaching at the Deaf and Dumb Institute in Jacksonville, Ill.

'90. Mr. Melzar H. Jackson is sub-master in the Webster school, Cambridge.

Mr. Edgar W. Farwell is principal of the Franklin Grammar school, East Weymouth.

'91. Miss Winifred Bates is teaching in one of the Primary grades of the Dedham schools.

'92. Miss Clara E. Thompson who has been teaching in the Marblehead High school, has accepted a position as an assistant in the Quincy High school.

'92. Miss Emma G. Stevens has been offered a school in Bridgewater and one in Abington, but she will return to Everett as principal's assistant of the Warren Grammar school.

Among the visitors of Field Day were noticed: Misses Emma Stevens, May Cobb, Flora Billings, Hattie Shaw, Agnes Gorman, Bessie Townsend and Messrs. Robert Atkins, Fred Thompson, Merle Drake, Frank Oakman, George Eldridge, John McGrath, Thomas Barry, and Howard Leonard.

Locals:

C. J. Caesar built a pontem
Trans the flumen Rheenum,
Planks enough to raise a monum
On a spot terrenum.

Ah, clever he! but could he see
The pain he gives our men tern,
He would have paused, and pawned his saws,
Ad Germanes lent 'em.

—How much does a pound of air weigh?
—Two new commands introduced into the Gymnasium by the Sub-Seniors are, "Heads backward—stretch!" and, "Full—dress!"

Dr. Holmes gives us a good example of alliteration in his description of an afternoon tea, where the ladies "giggle, gabble, gobble, get."

—The direction in the Physics class was to "damp the string." Many seemed to think it was an abbreviated form of dampen, and proceeded to moisten their string.

—It was a somewhat youthful reader who gave, to the primer lesson "Here is a worm. Do not step on it," the rendering, "Here is a warm doughnut. Step on it."

—It is often the case that the teacher is the one to gain the most knowledge. In proof of this, take the information recently gained by a Normal graduate.

Teacher,—"What does adhere mean?"

Pupil,—"To stick together."

Teacher,—"Then what is adherence?"

Pupil,—"The quality of sticking together."

Teacher,—"And who are adherents?"

Pupil,—"Married people."
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2. Because its Manager for the last eleven years is a professional educator, and has become familiar with the condition and wants of every grade of schools, and the necessary qualifications of teachers.

3. Because the number of our candidates is large and embraces many of the ablest teachers, male and female, in the profession.

4. Because all applications for teachers receive prompt and careful attention.

5. Because our pledge for fair dealing and devotion to the interests of our patrons has been redeemed.

TESTIMONIAL.

My Dear Dr. Orcutt:

Your letter of 17th Sept. is received. You are correct in supposing that I wished you to act for me and in my interests, as if you were the head of the school. The time was so short that I could not well do otherwise; and allow me to add that I did so with entire confidence in the excellence of your judgment. Your experience has been such that I felt perfectly safe in putting the responsibility on you. I believe that there are other excellent teachers' bureaus, but I did not feel like putting a matter of so much importance to me wholly in the hands of any other. If I had insisted on seeing the candidate or corresponding with him, I might have lost the opportunity to engage the gentleman whom you have selected, and been forced to take an inferior teacher.

I expect Mr. M——'s work will prove your judgment of him correct. His estimate of himself makes him strong where I am weak, and that is what I want.

Yours cordially,

E. H. WILSON.

NORWALK, CONN., SEPT. 19, 1892.

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