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Bridgewater State Normal School

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November, 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.

H. W. Robinson & Co.

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BERNARD SAXTON.

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.
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The Normal Offering.

Published monthly during the School Year, by the Lyceum of the Bridgewater State Normal School.

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PROMABLY most of those who read this paper are aware that this is the year for the Presidential election. The campaign has been very lively and a good deal of interest has been manifested even here at the Normal School. Party badges have been worn by many. Some of our future Presidents and Governors have advanced interesting and convincing (?) arguments in favor of one candidate or another. Enthusiasm ran so high that a company of almost thirty Normal students shouldered torches and joined the Republican procession, on the evening of Oct. 28. Although the ladies could not march, they vigorously demonstrated their patriotism as the procession passed the Hall. Now, however, election is over. Our rulers for the next four years are chosen and we can once more settle down to quiet work.

BY the time this number is published the half-term will have passed and Thanksgiving Recess will be close at hand. How much Thanksgiving means to New England people! The very name seems almost synonymous with home-goings, family reunions, bounteous feasts—in short, a jolly time in every way. Although our vacation here is short, yet the Offering hopes for all its readers that they may get so much pleasure and rest from those few days that they will come back with new vigor and earnestness to their work.

“DO not get into ruts.” How often we hear that advice given! Yet just what is meant by it? Probably the idea is that we should not get into a single way of doing things because it is more easy or more convenient and so accustom ourselves to that way that we can do them in no other. Yet who will say that a railroad train, which runs on artificially made ruts, as it were, should be discarded because less effort is required to run it?

Moreover, what are our habits if not ruts in which we run? And do we not form habits which rule us, partly because we will not put forth enough effort to overcome them, or, on the other hand, habits which aid us in making the most of our time and opportunities?

Shall not we, then, as Normal students, look to our habits in the way of study? Perhaps it will be well for us to consider the matter of order in studying. Is it best for us to have some set order in which we shall study our lessons each night? If so what shall it be? Shall Languages precede Mathematics, and Rhetoric follow History? Or shall we vary the order according to inclination or pressure in any direction? If this be our conclusion, shall we dispatch the shorter lessons and
put all the remaining time on the rest, or put our minds when fresh on the harder and do the easier when we are more tired? Let us give these questions careful attention. Perhaps someone of experience in this line will give us hints through the columns of the Offering.

THE INDUSTRIES OF BRIDGEWATER.

A NORMAL school tends to train the powers of observation. We are taught and encouraged to observe the things about us from the time we enter, yet I wonder how many of our graduates know that there are, in the town of Bridgewater, over a dozen different industries. Although it is not practicable for us all to visit the different factories, yet each should be sufficiently familiar with them to enable him to give strangers some idea of the industries of the town in which he has lived from two to four years. For this purpose this article was suggested for the Offering although it can be but a mere outline of the work done.

Perhaps the most important industry is that of the Eagle Cotton Gin Co. on Pearl St. This was established before the Civil War and has been progressing ever since. It is interesting to compare the gin made now with the first apparatus of the kind, invented by Eli Whitney. The reader will remember that his was very simple. A narrow slit was made in a partition, through which projected a circular saw. The cotton was thrown against the saw, which caught it up and carried the fibers through the slit into another room, while the seeds fell to the floor.

The gin of today is upon the same principle. About three dozen circular saws are set in a revolving cylinder. Just back of these is a cylindrical brush which also revolves, but in a direction opposite to that of the saws and four times as fast. The cotton is thus carried by the brush into a condenser above. The Superintendent of the factory has just invented an interesting apparatus by which the cotton can be fed automatically from the very wagon, so that it will not have to be handled from the time it is unloaded until it comes from the condenser of the gin.

Opposite this are three other industries. The foundry was the first of these which we visited. Here they were making iron castings. One does not care to remain in this room long at a time on account of the excessive heat, yet the process, which will be explained in the next paper, is very interesting.

Connected with this industry and near it, is the machine shop. Here the machines cast in the foundry are finished. The operation of planing the great iron beams is wonderful, and is done apparently with very little effort. One is filled with a sense of awe as he thinks of the vast power necessary to produce such a result.

In the same yard with the last two is the shop for making wire nails. The wire for this purpose is bought in large coils which are first passed through a wash of oil of vitriol and water and then hung in a warm closet. This covers the wire with a coating which prevents it from adhering to the die. This die is an iron plate containing a row of holes of different sizes through one of which the wire is drawn by an immense force. In this manner it can be made into any size according to the size of the nail desired. The coil thus formed is placed on a reel in front of one of the machines. After the end is once placed into the feeder, the work is entirely automatic until the whole coil has been made into nails. The wire is fed through a groove into the machine; an iron hammer strikes it on the end, forming the head; the wire is moved forward a definite distance, and it is next cut and pointed with one stroke. It then falls into the receiver below and the next nail is made in the same manner.

Between three and four tons of nails can be made in a day when all the machines are running. All lengths are found, from one less than one-fourth of an inch long to the great spikes.

After the process already described, the nails are put into revolving cylinders which are spiked within. Constant motion in these, from one to three hours, wears off the sharp edges which must necessarily be found on them. They are then heated over an intense fire, which gives them the bluish color and tempers them. Now they are ready for the market.

We next visited the tack shop on Hale St. The iron for this purpose is bought in sheets varying in weight. These are boiled in a solution of oil of vitriol and water, then passed through a bath
of clear water, and finally through one of lime water. The sheets are then cut into strips, the width of the strips depending upon the length of the tacks to be made. The strips are then taken up stairs where there are twenty-six machines which somewhat resemble those used in making the wire nails.

A strip is fed automatically into a machine, a wedge-shaped piece cut off, the strip turned over, and, while another piece is being cut, the first is carried below where a hammer strikes it, forming the head. Some idea of the rapidity of these movements can be obtained from the fact that, in making the ordinary small tack, one machine makes two hundred fifty turns in a minute, a tack being made at each turn.

The machines are so constructed that they can be gauged for admitting strips of different widths, and by putting into them different cutters and hammers, various kinds of tacks can be made in the same machine. One kind with a very thick, rough head attracted our attention. Upon inquiry as to its use, we found that miners drive them into the soles of the shoes which they wear in the mines.

The sharp edges are taken off in the same way as was described for the wire nails. After being tempered, also in a similar manner, they are ready for the packing room. A young lady works in this room. She weighs them, puts them up in pound packages, and labels them. From here they are shipped to all parts of the country.

To be continued.

L. E. MERRITT.

DISTANCE.

WHAT a wonderful thing is distance. Did you ever try to form an idea of even one mile, that would include everything in that mile? We speak of a hundred or a thousand miles in these days as if it were only a short distance; yet how much beyond human power it is to comprehend all the infinite variety in contour, and the myriad forms of plant and animal life included in that distance.

But leaving such comparatively trilling distances, the mind is appalled when we think of the distance to our earth's parent, the sun. If your finger were long enough to touch the sun, even at the rate of motion of nerve force, you would not live to feel whether the sun is warm.

But, you say, surely light is a traveler swift enough not to be hindered by distance. Let us see. Light can travel the distance round the earth several times in a second, but it takes three years to come from the nearest fixed star, while from some of the stars visible through a telescope it takes over four thousand years.

"Yea, and those refulgent drops,
Which now descend upon my lifted eye,
Left their far fountain twice three years ago.
While those winged particles, whose speed outstrips
The flight of thought, were on their way, the earth
Compassed its tedious circuit round and round,
And, in the extremes of annual change, beheld
Six autumns fade, six springs renew their bloom.

Yea, glorious lamps of God! He may have quenched
Your ancient flames, and bid eternal night
Rest on your spheres; and yet no tidings reach
This distant planet. Messengers still come
Laden with your far fire; and we may seem
To see your lights still burning; while their blaze
But hides the black wreck of extinguished realms,
Where anarchy and darkness long have reigned."

As suggested by this beautiful extract from an address to the Ursa Major, we see the stars, not as they are now, but as they were when the light we see left them. So a star of the twelfth magnitude may have gone out of existence four thousand years ago, and yet we really see it today.

Did you ever think of your past acts as being actually visible now? Something you did six years ago is visible now at some part of the Great Dipper. An observer on a star at just the right distance, with powers of vision strong enough, could see Abraham leaving his home for Canaan, while the entire history of the world since then is now being enacted between there and here.

Thus we see that these immense spaces, though at first thought they appear empty, are really as full of material for observation as any of our little distances.

On the other hand, place the little skeleton of a diatom under a glass with a magnifying power of fifteen thousand times, and the little grooves or holes visible are too numerous to be counted. Each one of these little spaces—real distances—was filled with an organized living structure, made of we know not how many parts, as there is a limit to microscopic revelations.
In contemplating these things, we are led to wonder at the power and wisdom of the Creator, and humbly to exclaim with the prophet:— "Behold, the nations are as a drop of the bucket, and are counted as the small dust of the balance: behold, he taketh up the isles as a very little thing. "And Lebanon is not sufficient to burn, nor the beasts thereof sufficient for a burnt offering. "All nations before him are as nothing; and they are counted to him less than nothing, and vanity."

THE PLACE A BOOK OUGHT TO HOLD IN ONE'S ESTIMATION.

DURING the ages which preceded the invention of printing, a book was a much rarer and costlier affair than now. Among the common people, who were unable to read, books were regarded as objects of superstitious veneration and mystery. All the books were handmade, often richly illuminated, with covers worked in inlay and enamel. Such books represented years of patient labor, and were exceedingly rare and valuable. Even books bound in plain leather were considered of too much value to be left lying about loosely, and were accordingly chained to the wall.

Now, however, in this age of printer's ink, all this has changed. Books are very plenty. All classes, rich and poor alike, are accustomed to see and handle them. The mystery that formerly encircled books in gloom, has disappeared. In these later times, but little care and regard is shown for them. Books, bad and good, rare and common, are equally treated with indifference and contempt.

The low esteem held for books is constantly being manifested by the outrageous treatment of them. They are left and scattered about, torn and disfigured, dog-eared and marred, used as a window-prop one night, and a lamp-mat the next. All manner of abuse is heaped upon them as though they were nothing but so much paper and ink.

On the doorway of an ancient library in Thebes, there was formerly an inscription cut into the solid rock, which read, "Medicine for the soul." How may books be more expressively characterized and defined. They have something to fit every mood, something to soothe every pain.

Again, books are the expression of the highest feelings of their authors, and unveil to us their best thoughts.

They are our true friends and companions, at all times and under all circumstances; but, like all true friends, they must be chosen with care. We have the control of our choice, let us choose wisely. "It is with books as with men; a very small number play a great part." These few are the ones which exert such an influence over our lives. It behooves us to be careful in our selection for no one can estimate or measure the power of a single book. Even one page has changed the whole course of a person's life.

Books have been called "the busy man's recreation." True, but if that is the sole employment to which they are put, their highest office has been forgotten. A book ought to give us higher ideals, higher standards by which to live. Should they fail to raise our aims in life, they are not the best friends we may procure.

It is evident that the companionship of these true friends is a thing to be sought after, and yet how comparatively few people have private libraries or personal acquaintance with them! They do not fully realize or appreciate the great benefit and help they might receive if they would.

But simply the possession of a good library is not enough. It must be used and cared for. Your books must have attention and respect, instead of neglect and abuse. Their companionship and acquaintance should be cultivated that you may receive the most benefit from them. Do not let your books lie idle on the shelves of your library from one year's end to another, but read them often, and constantly refresh your mind with their contents.

Those who have but little taste for good reading, can and should cultivate it. They will soon find that books have an increased value to them, and that their lives have been helped and strengthened.

Let us therefore esteem our books. Let us love them, not only for what they do for us, but even for their own individual sakes. Let us rightly appreciate them, and be sure they will reward us a hundred fold. B. C. RICHARDSON.

"People who carry sunshine with them are always welcome."
THE NORMAL OFFERING.

PARODY ON CHARGE OF THE LIGHT BRIGADE.

Half a league, half a league
On the dead run,
Came the gymnasium class
Of Sub-senior one.
Forward the fair brigare!
"Charge for the bars," he said.
Straight to their places
Strode the gay members.
"Upward, bend," our leader said.
Was there a man dismayed?
Not though the gymnasts knew
Some one had blundered.
Theirs not to make reply;
Theirs not to reason why;
Theirs but to do or die:
Straightway they all do try
To "upward bend."
Master to right of them,
Horses to left of them,
Mattress in front of them,
They must go over.
Laughed at by boy and girl,
Boldly they jumped and fell;
They who had run so well,
When they first entered.
When can their glory fade?
O the wild jump they made!
All of them wondered.
Honor the leap they made!
Honor the light brigade.
That had jumped over.

BERTHA H. DESJARDINS.

HIGHLY COLORED.

"I can see no reason
Why this should be forgot."
Gay Fawkes song.

OCTOBER 25, 1887 the school, acting in connection with the N. A. A. chose maroon, school color. Just what was thought, said, and done then, relative to the matter, is poorly remembered. It is reasonably certain, however, that several proposed colors were displayed upon the piano for approval or rejection. What these colors were is forgotten.

To one given to imagination, it is fascinating to picture those bits of silk neatly mounted on white card-board with the dark green piano-cloth as background; to conjecture what was said about each as it lay there; to wonder—but there is no end to this. What were the neighbors of the maroon that were discarded and forgotten? Would maroon and white give a prettier effect on a green ground than another color, and so incline all to its support?

The word maroon is derived from the French marron, which signifies chestnut, whose color, in France, it formerly resembled. An ingenious person would at once connect the date of its adoption by the Normals with the time that chestnuts ripen in Massachusetts. As ingenuity is no quality of a good historian, this theory ought not to receive full acceptance.

Having chosen the color, the next thing to do was to “stock up” with it. A “trainer” was, therefore, given power to make needful purchases in Brockton. In doing so, he discovered that there was but one place in the city where it could be obtained. At other stores no distinction was made between it and garnet. It is likely that it was first worn, as school color, at a military drill, which occurred the same autumn. Since then it has been a familiar sight on field-days and at ball-games. It has shown itself to be an inspiration to our men, varying, it is true, according to circumstances. Perhaps by none has its happy influence been felt more than by the foot-ball eleven this term, who, playing between maroon flags, before crowds wearing maroon rosettes, have shown themselves well-nigh invincible.

R. P. IRELAND.

QUOTATIONS.

“The government of one’s self is the only true freedom for the individual.”
Frederick Perthes.

“Manners are not idle, but the fruit
Of noble nature and of loyal mind.”
Tennyson.

“The chief art in learning is to attempt but little at a time. The widest excursions of the mind are made by short flights, frequently repeated.”

“Labor may be a burden and a chastisement, but it is also an honor and a glory. Without it nothing can be accomplished.”

“Ambition, ruled by reason and religion is a virtue; unchecked and maddened by vanity and covetousness, it is a vice.”
Sterne.
"The first vessel that crossed the Atlantic propelled by steam, carried in its cabin an article to prove that such propulsion was impossible."

"A beautiful behavior is better than a beautiful form; it gives a higher pleasure than statues and pictures; it is finest of the fine arts." Emerson.

"Childhood is like a mirror, which reflects in after life the images first presented to it. The first thing continues forever with the child. The first joy, the first sorrow, the first success, the first failure, the first achievement, the first misadventure, paint the foreground of his life."

"Anxiety is the poison of life, the parent of many sins, and more miseries. Why then allow it when we know that all the future is guided by a Father's hand."

"True courtesy is kind. It exhibits itself in the disposition to contribute to the happiness of others and in refraining from all that may annoy them. It is grateful as well as kind and readily acknowledges kind actions."

"Yes or No.

One cannot help noticing how prevalent is the habit or trait which leads a person to remain neutral when some question is at issue.

An instance of this may be seen every day in the class-room. A question is asked, a part of the class indicate themselves for, a part against it, and a part, with folded hands, evince no interest in the matter undergoing consideration. Might it not be reasonable to conclude that they have not troubled themselves to think on the subject? Is this justice to themselves, to the class, to the teacher?

Often at Lyceum, when the question is called, many of the members appear so lacking in interest that they make no effort to place themselves either on the affirmative or the negative side. Now we know that the subjects under discussion on every occasion are of the utmost interest, handled with varying degrees of ability by the disputants. Still, however interesting the subject, however carefully prepared and presented by the speaker, it is noticeable that some are unwilling to avail themselves of the opportunity there given to place themselves on one side or the other. A few of these may perhaps plead, as excuse, their ignorance of the subject, or their inability to decide the question then and there. But surely, after carefully listening to the discussion, they should not plead ignorance, unless indeed, they so choose; and as to deciding quickly, the arguments on each side are clear, logical, and convincing and every hearer must have his own thoughts on the matter, more or less influenced by these arguments.

There are many instances of this about us every day, and if it is so with us now, will it not be the same in our after lives, when we are out of school and in other spheres of action? Shall we sit idly, as the world moves, and let others, who do think and do not fear to stand by what they think, de-
cide for us the vital questions of the hour? Let us cultivate and constantly exercise the habit of manifesting our interest and opinion in every-day occurrences.

It has been said that he who is not for is against but this does not hold true. Let us, however, decide all matters in the ways that seem wisest and best and, having once done so, stand by our decisions, at least till something comes which shows them wholly wrong and unworthy of our support.

A PLEA FOR FOOTBALL.

The success of the Normal Football Team has aroused in this school a decided interest in the game and the writer welcomes that feeling as tending in the right direction.

Football has become almost a national game and, as such, we feel forced to decide whether we believe in encouraging it or not.

It is unnecessary to speak of national games and sports in general, for their great value in developing the physique and manhood of the race was proved by ancient nations, notably the Greek and Roman.

Among our games football stands high as a means of cultivating strength, agility, self-control, quick judgment, decision, and endurance. Every minute calls for the exercise of some of these powers and no one versed in the game is disposed to try to controvert the statement.

The accident sustained by an acquaintance engaged in this sport, or the newspaper item telling that a football player was removed from the field as the result of a severe strain of the pectoralis major, is often the cause of solemn warnings and head-shakings.

Yet should that person who was so alarmed attend a game and observe the expressions of tenderness and watchful care on the part of the fair friends of the injured hero, he would be dull indeed if he did not at once catch the spirit of that hero and wish that he were six inches taller and forty pounds heavier, so that he might precipitate himself into the contest for the supremacy of maroon ribbon.

We are inclined to think that the brutality with which we so often hear the game charged may be traced to the class of men who play instead of the game.

The rules aim to suppress brutal play and to make science the thing to be desired. The fact is worth noticing, that the most successful team is the one which makes the most careful study of the rules and the best application of them. Furthermore, we can point with pride to a team with which we are all familiar and which has reconciled gentlemanly behavior on the field with signal success, gaining for itself by a visiting team the complimentary term "eleven gentlemen."

All things considered, the writer firmly believes that football tends to increase the future usefulness of any player.

C. D. H.

TEACHERS' CONVENTION.

The annual Convention of the Plymouth County Teachers' Association was held in Brockton, Oct. 28, 1892. The morning work was carried on in three sections, the ample rooms of the Porter Church offering excellent opportunity for carrying out this plan. The Primary Section was in charge of Mr. C. B. Collins of Rockland. The work here included Arithmetic and Reading, well illustrated by classes. The Grammar Section was conducted by Mr. William T. Carter of Brockton. The subjects considered here were Geography, Reading, and a paper on Classification and Promotions by Mr. A. W. Edson, Agent of the State Board of Education. This paper was one of the most instructive of the day. Mr. Edson favored the promotion of pupils whenever prepared, and the abolishment of the percentage system of marking. In the High School Section, presided over by Miss Carrie E. Small of Plymouth, the method of teaching Foreign Languages and the work in Natural Science were discussed.

The afternoon session began with the transaction of business, including reports from the committees on Physical Culture and Nature Studies. The work in Swedish gymnastics was illustrated by a class, while the large collections exhibited in the various rooms showed what work had been done in Nature Studies. Prof. Kittredge of Harvard read a paper on the Harvard Requirements in English; he urged better training in English Composition and in good translations of Latin.
works. Mr. Robert C. Metcalf of Boston then gave a very helpful paper on Composition, showing very clearly how this subject may be treated in the Primary and Grammar schools. During the afternoon the convention enjoyed readings by Miss Myra C. Holmes of Plymouth.

COLUMBUS DAY.

Friday, Oct. 21, was devoted all over the land to celebrating the anniversary of the discovery of America. The exercises in the Normal school were very nearly the same as those recommended in the Official Program. The address was delivered by Rev. Dr. Griffiths of Boston and was highly appreciated by all who heard it. He showed the inspiration and aims of Columbus, comparing his great energy to do and dare with that we should have to-day. Then, discussing the mission of America, he described the Eastern and Western types of civilization. Asia, beside being the oldest inhabited country, is the one from which all science, learning, and religion have sprung; yet it is old, sluggish, without growth in any of these lines for centuries. The West is young, pushing, yet unstable. While nations and sects struggle, China remains as unchanged and Europe as changeable as ever. America, not an English people, but a nation composed of all sects and tribes, with a firm government derived from the best of other governments and religious toleration for all, is to be a bond of union between these two types—the means of clasping the old, brown, wrinkled hand of the East with the young, strong one of the West.

In the afternoon, about eighteen of the young men joined in the parade held in the town. Following this, many attended the Civic celebration held in the Town Hall.

FOOTBALL.

Oh boys! oh boys! how came you here? You've played football for many a year, And now, puffed up by many a gain, To beat the Normals here you came. Oh snow! oh snow! why did you come To spoil the little Brockton's fun? For the Normal boys they so despise, They went and carried off the prize.

And so the Normal boys will do With every game they play with you, For everywhere they wave maroon Victory will follow soon. When next they play upon these grounds, The Graduates will here be found, And lucky if they win the game For Normal boys have won much fame. To Marion they next will go, And there the Normal team will show The boys of that illustrious town That Bridgewater can put them down. And when the season all is o'er And Normal boys count up their score, They'll find of all the games they've done They have not lost a single one.

Oct. 22. The Normals played the second game of the season with the Fall River High School and defeated them 10 to 0. Neither side scored in the first half. In the second the Normals started with the ball and made a touchdown, without loosing it, from which Southworth kicked a goal. Near the end of the game Paul passed the ball to Carroll who made a pretty run from the centre of the field for a touchdown.* No goal. Score, 10 to 0.

For the Normals Paul, Carroll, Southworth, Thompson and Soule played a good game, Stafford, Borden and Barlow for Fall River.

NORMALS. POSITIONS. F. R. H. S.

Carroll .......... Left end.......... Swift
Gardner .......... Left tackle........... Davis
Murphy .......... Left guard.......... King
Keith .......... Centre.......... Thomas
Tibbets .......... Right guard........... Hawley
Soule .......... Right tackle.......... Borden
Thompson ......... Right end.......... Hooper
Eaton .......... Quarter-back .......... Hawkins
Fitzpatrick .... { Halfbacks }...... Stafford
Southworth .......... Full-back .......... Barlow
Referee—F. W. Swan. Umpire—G. Waring, Fall River.

Oct. 29. Tabor Academy eleven of Marion visited Bridgewater, and were defeated by the Normals 14 to 0. It rained during the morning making the field wet and muddy. The home team made three touchdowns and one goal.

The Normals distinguished themselves by their blocking and breaking through their opponents. After a pretty passing trick by Paul and Thompson, the latter made a run of fully eighty yards around the left end. Allen and Freeman played the game for the visitors.
**THE NORMAL OFFERING.**  

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<td>Riley</td>
<td>Centre</td>
<td>Howland</td>
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<tr>
<td>Keith</td>
<td>Right guard</td>
<td>Freeman</td>
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<tr>
<td>Wilson</td>
<td>Right tackle</td>
<td>Handy</td>
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<tr>
<td>Soule</td>
<td>Right guard</td>
<td>Powers</td>
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<td>Thompson</td>
<td>Right end</td>
<td>Kemp</td>
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<tr>
<td>Cholerton</td>
<td>Quarter-back</td>
<td>Bowles</td>
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<tr>
<td>Fitzpatrick</td>
<td>Half-backs</td>
<td>Jenney</td>
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<tr>
<td>Tucker</td>
<td>Full-back</td>
<td>Harris</td>
</tr>
<tr>
<td>Southworth</td>
<td></td>
<td>Allen</td>
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N O V. 5. In a blinding snow storm the home team defeated the Brockton High School in the best played game of the season. The Normal played with a rush and scored on an average, every four minutes. Great improvement was shown in the blocking off and general play of the whole team.

McClintock and Cobb excelled for B. H. S., Soule, Thompson, Carroll and Paul for Normals.

Score, 28 to 0.

<table>
<thead>
<tr>
<th>NORMALS</th>
<th>POSITIONS.</th>
<th>BROCKTON HIGH.</th>
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<tbody>
<tr>
<td>Smart</td>
<td>Left end</td>
<td>Murphy</td>
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<tr>
<td>Wilson</td>
<td>Left tackle</td>
<td>Rollin</td>
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<tr>
<td>Murphy</td>
<td>Left guard</td>
<td>Morrill</td>
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<tr>
<td>Riley</td>
<td>Centre</td>
<td>O'Donnell</td>
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<td>Tibbetts</td>
<td>Right guard</td>
<td>Powers</td>
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<td>Soule</td>
<td>Right tackle</td>
<td>Gross</td>
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<tr>
<td>Thompson</td>
<td>Right end</td>
<td>Winslow</td>
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<tr>
<td>Cholerton</td>
<td>Quarter back</td>
<td>Jones</td>
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<tr>
<td>Fitzpatrick</td>
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<td>McClintock</td>
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<td>Paul</td>
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<td>Clifford</td>
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<tr>
<td>Southworth</td>
<td>Full-back</td>
<td>Cobb</td>
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**DEPARTMENTS.**

**LYCEUM.**

After the usual literary and musical programme, the Lyceum listened to a ladies' debate upon the question, Resolved: That the prisoners of Massachusetts should be treated with greater severity. The ladies in the affirmative were Misses Brown and Clarke. Misses Beale and Chandler were the principals in the negative. A very spirited, general debate followed in which many took part. The resolution was not adopted, the vote standing twenty-seven in the affirmative and fifty-two in the negative.

October twenty-seventh, the Lyceum listened to a debate upon the question, Resolved: That the Russian Jews are desirable immigrants. Messrs. Paul and G. A. Keith were the principals in the affirmative, Messrs. Glover and Riley in the negative. In the general debate, it was noticed that twice as many ladies as gentlemen took part. The resolution was adopted, the vote standing twenty-six to twenty-five.

**LATIN.**

Weekly recitations in Greek have been resumed by the First Latin class. The work in grammar is being carried on parallel with the reading of the Anabasis.

In place of the recitations in Virgil, which have been discontinued for a while, Tacitus' Germania is being read twice a week and two periods are devoted to the discussion of the new topic papers in Elementary Latin. The aim of the work in Tacitus is to render it in elegant English and so gain power in discrimination. The topic papers, which are used for the first time by this class, are very interesting, causing some spirited discussions.

**ASTRONOMY.**

All will be interested to know that a comet has recently been discovered which seems to be rapidly approaching the earth. Although now invisible to the naked eye, yet it is expected that by Nov. 28 it will be in close proximity to the earth and may rival the moon in size and brilliancy. It is supposed to be Biela's comet, which, at its last appearance, was the cause of so much terror.

**DRAWING.**

The time has at last arrived when drawing is recognized as one of the subjects needed for the development of the child. Demanding as it does keen observation, clear reasoning, and accurate expression, it supplies a training not obtained by the use of any other subject. As a ready means of expressing ideas it is indispensable.

Copying, which was once the only kind of drawing done in public schools, has found its legitimate place and is used chiefly when it is desired to acquaint the pupil with historic ornament. The practice of drawing from objects, which has so largely superseded copying, has led to the supplying of schools with a variety of models which have been used indiscriminately and almost ex-
All the Latest Styles in Young Mens' Clothing for Fall and Winter wear found in our stock, from the Boston and New York markets. \textit{Well made and perfect in fit.} In our Hat Department will be found all the New Shapes in the latest styles. Also a fine lot of Gent's furnishings.

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Pictorial Drawing develops into light and shade for the study of which improved facilities are expected.

The Normal Course is being rapidly introduced into the towns of Massachusetts. E. H. PERRY.

\textbf{PERSONALS.}

- Mr. Allen French is at Tufts College.
- '91. Mr. Frederick Sears is at Harvard College.
- '91. Mr. James White is teaching in Sandwich.
- '92. Miss Mary Bean is teaching in Fall River.
- '91. Miss Anna Billings has a position in Pembroke.
- '91. Miss Harriet Ward is teaching in Atlantic, Mass.
- '91. Miss Helen A. Luddy is teaching in East Bridgewater.
- '91. Miss Clara Howland is teaching in East Bridgewater.
- Mr. Charles C. Price is sub-master of the Putnam school, Cambridge.
- '91. Miss Mary McNally has a position in the new Lincoln School, Quincy.
- '90. Miss Gertrude Leonard has the lowest Grammar grade in the same school.
- '91. Miss Stella Cotton has accepted a position in the Morse school, Cambridge.
- '92. Mr. Henry H. Harriman is teaching in the Centre Grammar school in Harwich.
- '92. Miss Padelford has the ungraded school in Bryantville, formerly taught by Miss Eddy.
- '92. Miss Grace E. Nickerson is teaching at the Harvard school in Boston; she also teaches in an evening school in Brighton.
- Miss Emma Roberts who was with us last year gave a lecture in Kingston, Jamaica, her subject being The Educational Study of Man.
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 peculiarity, 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.

—Miss Edith Leonard gave a very interesting talk upon the work of training the Indians for teachers, as it is done in the Mission Schools.

—Miss Flora Newhall is teaching in the Marblehead High School, having accepted the position formerly held by Miss Clara E. Thompson.

—We were greatly disappointed at the non-appearance of Baron Posse who was expected on Nov. 1. Baron Posse has full charge of the gymnastic exercises at the World's Fair and will have classes from Stockholm and Boston.

LOCALS.

—Good advice. Have some snap but don’t be snappy.

—Is midnight late or early? It depends on which way you look at it.

—An X Junior Xtract. The X Juniors expect to exhibit exquisite examples of xanimate xogens and xotics.

—Pupil: “Sanscrit is dead.”
Teacher: “With all due respect may I ask where it is buried?”

—A member of the Psychology Class thinks the blues are caused by a disordered stomach. Aren't there other causes for the blues?

—Teacher: “Through what sense do we feel hungry?”

Pupil: “Through the sense of taste.”

—One young lady, in general exercises the other day, was evidently determined not to give the customary answer, “I don't know,” to the Principal's questions. We were enlightened by the following information:

Prin. “What is a quart?”

Pupil: “Two pints.”

Prin. “What is a pint?”

Pupil: “Four gills.”

Prin. “What is a gill?”

Pupil: (nothing daunted) “One fourth of a pint.”

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