Organize, Freshmen!

Next week the Freshmen think they can organize classes but they are not. Perhaps comparison of the Sophomore and Freshman classes will make this clear.

The Sophomore class is a unified group, and this fact was evident when they entered the gymnasium on the opening day of school. Every man knew that they entered as brothers. The Sophomore class has a president and every Soph who knows the President is. At the opening of the organization of the Sophomore class was their strong appearance at the gym and their great attempt to break a tie. All these facts lead me to say that as a unit the Sophs have shown that they are one group.

Now consider the Freshman class. Perhaps they have had little, certainly the only thing that has been accomplished was the Freshman Banquet! If the class was one body the Sophs would not attempt to carry on their midnight rides and pooling contests uneasily because the Freshmen would be in the same boat. The class has elected a president but every Freshman does not know who he is. It is half a dozen and one-half who are responsible for it. The Freshmen who are not so much as the upper classman that they are aware that they are students at Textile and that they have spirit to back their organization.

The reason why the Freshman class will not make a class is that they are not aware that they are students at Textile and that they have spirit.
THE TEXT

Published bi-weekly throughout the College year by the Text News Association of the Lowell State School. Entered at Lowell Post Office as Second Class Matter.

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ASSOCIATE EDITORS
E. PERKINS MCBURIE, T.
L. E. LEONARD, T.

REPORTERS
CLASS OF 1923

EDITOIRAL

GETTING ALONG WITH OTHERS

The Chair of the Personal Relations is a new undertaking at Interstate University, Ohio. The donor says of his gift:

"My object is to make the university a producer of men and women of better personality, who will be alert, virile, adaptable, better equipped to catch and keep step with active life."

"In my judgment, no other factor further goes to give efficiency to business life and to social life, or does more to fabricate their activities than facility in the personal relations.

"Next to a sound liberal or technical training, the best asset which a young person can obtain is the ability to get on well in his relations with people. But the student can arrive at his full stature only by associating with people, talking with them, thinking with them, working with them and getting their points of view. Personal development is conditioned upon vital action and reaction among individuals. Almost without exception the student who is strong in his scholastic accomplishments and in his personal associations becomes a leader both in university and practical life. A person's knowledge and character determine what he is; the character of his relations with people largely determines what he can do."

-School and Society.

SPEECH AND THE MAN

The thought comes to many people, both college graduates and others: In what way is a college man or woman to be distinguished from others.

The daily contacts of life are short. Consequently, judgments of our fellow men are almost universally "any" judgments, of necessity. Things that appear on the surface are the foundations for the great majority of impressions that we make upon people.

Personal appearance is the primary superficiality on which judgments are based. But a secondary, and deeper, impression that is made comes from speech, the expression of thoughts. This secondary impression often entirely offsets the personal appearance of a man. And it is by his speech that a college-educated man or woman most readily gives evidence of his underlying superiority. Correct grammar, chosen words, a large vocabulary, and enunciation are unmistakable indications of clear thinking and advanced training.

In order that he may not be judged unfairly in later life, the college man may well devote considerable attention to forming habits of speech that give unmistakable evidence of higher training.

-The Reserve Weekly.

The time seems to have passed when anyone with childish faith hopes that the injection of a few courses in English into the otherwise solidly technical curriculum of our schools of engineering will provide the magie power to render our graduates cultured men and at the same time give them mastery of their most necessary tool—the use of their native speech. It is coming to be realized that the student's training in the expression of his ideas must be continuous. It cannot be taught in bits of those ideas, that he understands passively but persistently makes to perfect his ability to say what he has to say. Moreover, as he grows in the understanding of his professional subject, he must be given glimpses into a variety of fields of human thought and human endeavor, his horizon must be broadened, he must feel his larger relationships, he must be given new interests and new powers to apprehend.

-Engineering Education.

ILLITERATE COLLEGIANS

"In travelling about the country to various colleges, the thing that has impressed me most concerning the intellectual life of the undergraduate is the fact that, while surprisingly interested in bookish things, does not seem to develop in college in very little sense of how to read and how to read after he gets out of college. . . . The American undergraduate doesn't do anything nearly enough to be reading, and in the main believe he is not encouraged to do so by his instructors."

Of this paragraph, taken from an article written for the Yale News by John Farrar, editor of the Bookman, the last clause stands out especially. "Undergraduates do not read enough," writes Mr. Farrar, and that the fault lies with the faculty. "Instructors do not encourage men to read. And they should."

From our own experience we know that Mr. Farrar is not entirely correct. There are courses, in Dartmouth at least, in which instructors appeal repeatedly to their classes to reinforce their classroom work with outside reading; and these instructors furnish their classes with suggestions of what to read. But such courses and such instructors are, at least, few. The ordinary run of courses Mr. Farrar's charge stands as an unchallenged fact.

Ideally every man entering college should already have developed a love for books. Perhaps some day, when the Selecive Process develops it as one of its indispensable instruments that the college is seeking, there will be no reading problem. Just now there is not. We suggest that one avenue toward solution be for every student to select from every course and fill his book case with books for collateral reading.

-Dartmouth.

The function of a college education, as near as we can make out, consists not so much in acquiring anything or learning something as in establishing a yearning for more wisdom and an appreciation of books and reading. And the more liberal the student's education, the greater the emphasis we shall be inclined to give to this very fundamental concept.

The problem is a troublesome one to students in the academic departments. They have four years of apparently purposeless study with no tangible goal in front of them. They are in a different position from students in the graduate departments and in the professional schools. But if they will realize that, although there is no tangible and concrete instrument that the college is seeking, there is a real, intangible, and priceless path on which they are moving, they will cease worrying on matters of life, and cease listening to demagogues who attempt definite solutions.

-The Vanderbilt Hustler, Vanderbilt Univ.

None should be admitted to college work but those who really want intellectual training and are capable of taking it. None should be permitted to continue in it if they will not take it. Learning in college is not art of great value. For instance, learning in college is not of great value. For instance, one of the ways to get a degree was to read a whole year's work in the two years, and to do it. Learning in college is not of great value. An institution of learning is primarily for those who want learning, without regard to sex, race, or social status. Are we to conduct an institution of learning as a amusement park?

President Judson, University of Chicago.

We can see no reason to divide knowledge up into such subjects as provide the excuse for many a course. If one quarter of the courses offered in any large university were to be discarded, the result would not be uncreative but beneficial. Or suppose that our highly specialized present system were practiced in, say, four universities, one each in the East, West, North, and South, and that the remaining universities were satisfied with a more modest and simpler program. Think of all the overlapping which would be avoided, and think of the fat salaries that universities could then produce.

-The Independent.

ASSEMBLIES

We have had a small taste the year of what can be done with an assembly period, when the whole student body gathers and all the interests of the com-

class interest are discussed. We have had two periods of this kind so far, and both were thoroughly enjoyed. There is so much in our minds that more of these assemblies would be welcomed by the students, for it is such a periodical gathering as this that we enjoy most interesting and boisterous school spirit.

But if they receive an encouragement from the student body as well, these occasional assemblies are bound to grow fewer and fewer and finally die out. In order, therefore, that those in charge shall not become discouraged and give up, it is necessary that the student body make known to them, in their interest in these gatherings. No doubt they are often at a loss to know what we want, more so because we have not opportunity not only to help them, but to get for our own satisfaction what we want. If you are interested in what the rest of the school is doing, if you want to hear from the world from whom you are not used to, in your classes, tell the managers of the assembly.

If you want to hear from the outside world—from the industry, tell them, and it would be possible for them to get men to talk to us on those topics. If each of us realize the real value of these assemblies and conducted them in a good way, We shall get the assemblies—let's show the man responsible that we want them and we want them to keep up the good work.

DIXON AND SUPERINEMRY

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AUTOMATIC PENCILS

EACH ONE GUARANTEED

LUCIEN R. BRUNELLE

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LITE LUNCH

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"AT THE BRIDGE"

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Special Invitation to the Hex

All privileges for School Year $3.00

Gym, Swim, Billiards, Bowling

PRINCE COTTER CO.

DESIGNERS & MAKERS OF JEWELRY

104 NERIBACK ST.

Let Us Be Your Gift Counselor
**Better Equipped Library**

There is a great need of books, for research that is not included in the textbooks, taught by the student. This makes it necessary for the student to go to the library in the school.

They find that the books there are not adequate for their subjects, therefore they have to go to the city library, which causes them great inconvenience and loss of time.

The English course calls for a good many books that cannot be found in the school library, and this is also true with a good many of the other subjects.

A good many of the colleges have well equipped libraries connected with the college, and although the title is not called a college, it has a college name.

**Basketball Schedule**

Jan. 18. Tufts at Medford.
Jan. 22. Rhode Island State at Keene, N. H.
Feb. 7. St. Michael's at Winchendon.
Feb. 11. Norwich at Northfield.

All candidates for basketball will report for practice at the amphitheater Tuesday, Dec. 8. Because the student of "Red" Perry, forwards, Ray Farrell, center, and Dave Trohly, asked, there is abundant opportunity for new and nonseasoned players to win their "B" equipment, but nothing will seem to be missed. "Oh, yes, I didn't see the student of "Red" Perry, forwards, Ray Farrell, center, and Dave Trohly, asked, there is abundant opportunity for new and nonseasoned players to win their "B" equipment, but nothing will seem to be missed. If you have ever seen the style of play yet? "Let's go out to it!" "No, I haven't seen it but I would like to see the student of "Red" Perry, forwards, Ray Farrell, center, and Dave Trohly, asked, there is abundant opportunity for new and nonseasoned players to win their "B" equipment, but nothing will seem to be missed. Very well, here is the room, it is a little disorderly just now. "You mean that this is the students' room? Why, I thought that this was somewhat above a trade school yet it doesn't have a place where students may gain a little. Let's go out to it!" "No, I haven't seen it but I would like to see the student of "Red" Perry, forwards, Ray Farrell, center, and Dave Trohly, asked, there is abundant opportunity for new and nonseasoned players to win their "B" equipment, but nothing will seem to be missed. Very well, here is the room, it is a little disorderly just now. I suppose that this is the students' room? Why, I thought that this was somewhat above a trade school yet it doesn't have a place where students may gain a little. Let's go out to it!"

"Do you like combats?"

"Yes, but when two girls go after the same man?"

"Oh, then he is armed for liberty."

**That Student's Room**

There is considerable talk for a change in the name of this school.

What man wants to go home and back a lot of trade school talk. We know textile in good and we are proud of it, but we want it to have a name that is worthy of its standing. A little more "go-getter" spirit along these lines and we will attain this.

Of course considerable attention will be centered on the school and we shall probably have a host of visitors. They will be shown about the building and without doubt will be impressed with the "B" equipment but something will seem to be missed.

"Do you like combats?"

"Yes, but when two girls go after the same man?"

"Oh, then he is armed for liberty."

**The Glee Club**

1925 Football

Faculty Manager Lester H. Cribler announces the following football school schedule for 1925, consisting of four home games and four away.

Sat. 28. Bates at Lowell.
Nov. 2. Norwich (pending) at Northfield.
Nov. 16. Providence (pending) at Providence.

Nov. 16. Worcester Tech at Lowell.

Mr. Newby-Wed (at dinner)—"Dear, what kind of a pie is that?"

Mrs. N.W.—"Rhubarb, dear." "Well, why did you make such a large one?"

Mrs. N.—"Because, I couldn't get any cheaper rhubarb."

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**THE TEXT**

7096 TOWN TAXI

7096
THE TEXT

GAY PAREE

by A. Adams 28

It is during the internationale at the Folies Bergere and in the great
called floor, several hundred American
are carrying on a brisk trade in
tickets explaining to each other what
brought them to the Folies Bergere.
These Americans are good people—
holding the morals of various countries
will attend and redeem the tickets.
There are three classes of American
in the foyer, but they have little
in common with the French in their
French Revue. They went to find the
full text is leaning the truth.
The tert of these classes is half
among the nearest seats, they will

While the American Clic will furnish
a short entertainment and re-

THE HOPEVILLE MANUFACTURING CO.
INCORPORATED 1895

WOOLEN MANUFACTURERS

WORCESTER, MASS.

Sanitary Night at “Y” Dec. 16

What will they do?
It is the annual of a Sanitary Night at the Y.M.C.A. each
year. Well boys it’s coming the end of December.
The main event will take place,
the main event being the Student
Freshman basketball games. After
the game an interclass social event
will be held in the dark.
On any football occasions there will be
move interclass entertainment, one in
bowl, the other in pool.

HOBSON & LAWLER CO.

Milliping
Steam and Hot Water Heating and Sanitary Plumbing

155-170 Middle Street
Lowell, Mass.
The Fraternities and Scholarship

We have known cases in the past where men have left college because they did not make a fraternity; and we suspect that many more would come to light if the truth behind every withdrawal from college were known. Fraternities are thought of almost exclusively as comfortable clubs where "good fellows get together." We are in a sense made to believe that fraternities is nothing more than a student's extracurricular life. ... It is a small wonder that some freshmen conceive the idea that college without a fraternity is impossible.

Such men forget the lessons of past years, or else they do not want to learn them. They forget that year after year some of the most brilliant men graduating from Dartmouth are nonfraternity men; that these men almost invariably succeed in life right from the start without having gone through the period of disillusionment that is often the lot of the man who became so steeped in fraternity life that he neglected other and more profitable interests in college; and they forget that, from being a source of unending help to everyone, fraternities may only hurt men by playing the part of the great leveller and reducing the individuality of each member to the commonplace denominator of the whole group. This common denominator is not always high.

There have been more men who have been gradually made over by fraternities; a good share of these have been helped; but others have been harmed. It is said not infrequently that fraternities are a necessary evil, that men who can get along all right without them are just as well off, as members of the nonfraternity majority of the college, as they would be holding down the seat nearest the throne—or even the throne itself—in the most exclusive society on the campus. We do not believe this is literally true; but it is a closer approach to the truth than much of the hot air that escapes in great waves from fraternity boxes all over the country at the changing time. —The Dartmouth.

These boys who show markedly high scholarship early in their college days are usually well satisfied, socially and socially talking, with brains and thoughtful instincts, do not, as a rule, allow their possessors to be halo-fellow-well-met to every Tom, Dick, and Harry; but in general they mean that long acquaintance will prove their position or be one whom friendship will grow and sweeten with the years, and who, twenty-five years after graduation, will be one most expertly sought after by friends and brothers.

These, shy, scholarly boys lack exactly what fraternities can give them, and herein lies one of the finest opportunities that our fraternities have. When warned by social contacts their associates soon wonder how they could have been considered "ghouls" by those who do not know them. Moreover, although extracurricular activities might not of themselves appeal to these boys, they have the capacity to succeed in whatever competition their hearts may think it for their advantage to enter. In other words, for them there is, therefore, from both selfish and unselfish standpoints every fraternity should insist that each delegation contain at least one or more high scholars.

In conclusion I say that my office at any time after the middle of November each year, will be delighted to furnish lists of high-standing freshmen to anyone interested. E. Gordon Bill, Dean of Freshmen, Dartmouth College.

In the meantime, we give all our fresman a psychology test before they entered college. Six weeks later, after pledging, we discovered that fifty-six per cent of those pledged were in the lowest two-sevenths of the class, judged by the intelligence tests. Yet in the college at large this same fraternity not stood higher than the nonfraternity men. When you put those two things together, you try to conclude that fraternities take in inferior intelligence, although there are some superior scholars who choose not to take in inferior intelligence. We ought to demand intelligence at the very gate of our fraternities.

President Faunce of Brown University, at Interfraternity Conference.

Alumni, We Need You!

Our Alma Mater is "up against it." She needs the things that would attract valuable students to her gates, hold up her traditions; and place her among those technical schools where all of the college life so dear to the undergraduate is not sacrificed to the mind that thrives on higher scientific culture.

Proctors and those who are seeking more advanced "Halls of Learning" are prepared to fend in the battle. We, the present group of freshmen, have a spirit and a general cohesion which will inspire them to rise to a higher place of school life, as it is a recognized fact that one's environment has much to do with his frame of mind. The physical features of L. T. S. could hardly be changed by evincing the most application, as indicated by the newcomer. He can not help comparing the competitive physical aspects of our school with those of another school he has been used to considering, and will be ready to say that L. T. S. would benefit from his decision.

Our building is bare, the campus is void of any trees and has little brown beauty of its own, the gym is unattractive and high concrete, seasons, the sun that earth and the rain have parted with. No meads of poetry are to be found in the small distance between the two, but there is, to be found, the cheer of the visiting student who has chosen a chance to see and school stolid of worthy members of her host of sons who are still with her. Our recreations are what we may conceive to ourselves, and in the view of our own, we may admire after classes and become better acquainted are we were blessed with.

We need you, alumni! Other colleges have the financial support of their graduates in every branch of activity, but if among all the alumni of L. T. S. there are no one sufficiently big to answer the end that is to have been heightened to it, then textile is finished!"

Regarding Textile Courses

Textile gone to school thirty-three and three quarters hours a week, and the minimum that necessary for preparation is four hours. Shielded of banality for the enoble of the different courses? Textile would have the honor, Vennia, standard, extracurricular activities would be more fairly participated in, and, but not least, Textile would have the honor of having the school in the morning hours opened and closed.

DICKERMAN & McQUADE
The Home of the Famous "Overcoats"...SPORTING GOODS
Central at Market Street

CAMERON BROS.
Wholesale Confectioners' Fountain Supplies
157 MIDDLESEX ST.
The Principle of It

The man handed the car in breathless haste. "Quick! Conductors!" he panted. "Do you think we shall get Consigned before three o'clock?"

"Consigned!" exclaimed the conductor, startled into a smile. "Mr. America, I believe we are able to make it;" he responded nervously with a slight air of irritation.

The passenger seated himself, but the suppressed excitement showed in his face and tremulousness of sweet-powdered from his forehead. How slowly they moved! At last! They had reached the downtown. The conductor was on his feet and at the door a block before the car stopped. He tossed a change lightly into the fare box. Through the open doors, two men made for the hack block on the back.

"Five minutes of time! Would he make it?"

The door snapped. With a leap the passenger was on the road and on the way to the sidewalk. Two auto-mobiles and a motorcycle missed him narrowly. On the sidewalk, he caught the oldest editor, who was coming out of a store, and clung to a twined-poleable letter. He has friends needed, but he did not look at me, for he did not think the time to ask. Would he make it?"

The traffic officer's whistle sounded. No time for traffic rules. He dashed madly as a wildcat snatched by two leashes and a street car.

Stretched to the hack he went. "Don't!" begged the conductor. "He called the driver, and instantly the driver picked up his cab and started back to the sending-up point.

"You're almost too late!" exclaimed the editor.

"Yes, I know," panted the conductor. "I had to go—get here.

"I thought you'd drive around here.

"I had to be here to help."

"I—I didn't mean to expect it."

Second Year Honor List
(Continued from Page No)


Honor List

The following third, fourth, fifth, sixth and seventh students have passed in all subjects for the first eight weeks of this term:

Third year students: COURSE I

Harry Levy Swain, Kint, Ohio.


Fourth year students: COURSE I


COURSE II


Special students: COURSE II


THE TEXTILE FORD

With a battle and a clatter, while the engine roars a song, The Textile Ford rolls by. Each maiden has a separate name, Each ranking a different role. The top nipplis do its roll's tone, The gong that is its bell sound, The mower's ditty always last, The body now at last, But it's all in all, it's not so bad, While not a pretty car, The driven pleasure is not so bad, 'Tis better than walking by far.

THEN THE BAND PLAYED

I leaned forward in my saddle and petted my horse's head, I whispered a message to his ear, "Play that Fife!"

The fear of a surprise blazed before me. By God, could we make it? A horse never looks at me; I never cease to urge him, and I never cease to urge him. We could not do, try as we would. For a moment nearly objects became invisible. What was happening? Then for a moment I discerned in the distance two horses should have been in my saddle, and they were no farther back, So did the notes go round.

THE BASPHIL BILLIONAIRE

They were alone in the motor car for away from any habitation. He was inside, and she was outside. A soft gentle breeze was laden with the scent of roses and flowers. There was no one to ask me.

He stopped the car and looked at me with a twinkle in his eyes. She had seen the twinkle in other men's eyes and she felt that she had felt at last, the handkerchief millionnaire.

"I wonder," he said, and went on.

"Yes," she suggested enquiringly.

"I wonder," he said, and went, "I wonder why it is from the fisticuffs to the footlights."

Freshmen!

You remember a short time ago, the news of our class rivalled with those Sophomores in a great softball game for supremacy. It was just a little luck that made the "opposites". But now you read between the lines and see what a wonderful chance this is for '26 to grab a majority of sweet and savory on '27? Think this over and at the next Textile class meet, let's organize baseball, swimming, bowling, curl, and it's '27 to design, cheerer teams. There are a great many prospects for these various comes and there is no reason why '26 shouldn't "show up." A"

Let's Go Freshmen! Boost your class!!

At Colonial

They were dancing merrily and he held tightly in his strong arms. He clasped his eyes for a time and changed his lips. He looked up into his face till suddenly his eyes opened. The minute stopped. "Come along, girl," he whispered, and he muttered thickly. He stole a glance at his partner. He had never seen so ravishing a beauty. He could not look no longer. He took her in arms.

"Oh, darling, I love you so. For you will be mine? She looked again into his eyes.

"Oh, not rich like Jane Brown, and I haven't a car, or college, or like her, but I do love you and want you entirely."

Two swift, snow-white horses raced around his neck and two ruby lips whispered in his ear. "Mrs. Charles Brown."

Distance—"But it's the kind of a road you ride."

"Yes!" You're right, it is such as if five hundred years ago I could have moved it."

Can You Imagine

At Adams getting more than 33 years for his efforts? Why, don't you, Carthage! Carolinas at the North Pole in the H. V. D. It's one of a prohibition spot! Hill lighting with the weeds? Money not making Southern people? The Great and most inspiring thing which perishes a college school is the spirit of hooliganism. It is always present, in the building and in the corridors. It is the life of the classroom. In the set, fighting faces of athletes on the field, in the gymnasium. To those who seek to add, getting those beds through the over-killing of pitch-perfect C. cottages, and fraternities, this spirit is a most precious treasure to be guarded and nourished until it consumes this all the splendor of every one, and each of these lovers of fellows has his ideal of youth; the kind of lad he wants one son to be like in his son, the kind of lad he is always seeking. If he has none of it, that is a bad, but the ideal fellow is! He is not a child, he is not a man; he is in these wonderful teen-agers years, when life begins to open out and prospects begin to broaden in his reward. In his home as far as one can see it on his open, frank face, his hand is always ready and his grip is firm. He is strong, handsome, and energetic, and beloved by his fellow-students. He is bright, but never imperious; always a winner; and he has for all his legends a single dignity which can only be sensed, and which draws him to the hearts of all who know him. He is morally strong, but never a priest; physically strong, but never a bully; a good athlete. He stands it not; a good student, he is not a "corner chaser." He has a theory "coaches". He has a theory "coaches". He has a theory "coaches". He has a theory "coaches". He has a theory "coaches". He has a theory "coaches". He has a theory "coaches". He has a theory "coaches".

Patronize Our Advertisers
Inter-Class Athletics

"Who is that fellow with the moustache on his sweater? What team did he play on?" These are the questions asked when an appearance is made. But the class moustache is not the sweater.

Class contests are important factors in the development of class rivalry, as was the case in the recent football game between the thoughtful and frugal. There was considerable comment concerning the game, before and after, and a great rivalry brewing up. After the game, the followers on the opposing teams felt themselves better acquainted and a feeling of brotherly was made.

Class sisters also give the fellows who do not go out for the varsity a chance to play. Many of the men are unable to spend the time for varsity athletics, but have a chance to indulge in their favorite sport in a class game.

One of the speakers at the President's Banquet said that if each class would fight the other classes with true rivalry, in their respective class games, a fine organization would result. This, undoubtedly true, will help them to the future, class athletics will be fought out as if the good of the school was at heart. Thus by means of class or inter-class athletics, not only will a class spirit be raised, but a lasting school spirit will be cultivated.

Shadow Cast by T. C. A.

The nearest thing in the future, which the Textile Christian Association will present to the student body, is coming Friday the twelfth of December. (Dec. 12, 1934). At this time a two-reel motion picture show will be run in the school hall. The name of the film is "THE WIZARDRY OF WHEELS". This is the second of the series of which the T. C. A. will provide for the approval of the student body.

A. G. POLLARD CO.

"Gifts for Men"

He'll Like Any of These

NECKWEAR—Fine silks, new patterns in U. S. A. makers, also imported lines of high grade, made up in the latest styled ties ........................................ $0.00 to $2.50 each

HOISERY—Silk, silk and wool, all wool, fiber plated, silk list, cotton, plain and fancy colors, all weights. $2.50 a pair

SHIRTS—New plaid boxers, collar separate to match, negligence or laundered stuff, also negligence with collar attached, white and fancy colors ........................................ $0.30 to $0.50 each

BATH AND LOUNGING ROBES—Made in the latest fashion, cord and braid trimmed, button front. Fine imported flannel and Bemberg blanket patterned . $5.00 to $10.00 each

Delta Kappa Phi

Delta Kappa Phi held its annual freshman social last Wednesday evening, and, in spite of the early exam the next morning, "a good time was had by all," as the East Coast Island Eagle would put it.

Front Viikaberg welcomed the guests and introduced Prof. Bacher as the speaker of the evening. Mr. Bacher related his experiences on a trip to Washington, including a visit to the Bureau of Standards, and subsequently compared the course of the average freshman at Textile to a trip to India. Via Port Said, emphasizing the difficulties which the freshman who is away from home for the first time must avoid that his stay at Textile may be fruitful and successful.

At the conclusion of Mr. Bacher's speech, which was well-rounded and entertaining the entertainers, a real trump who played a variety of various instruments, and two of the fair sex, whose repertories included songs and dances, were introduced. The visit was appreciated, came, went, and shortly afterward the party broke up after a most pleasant evening.

LOWELL TEXTILE SCHOOL

Four-Year Degree Courses in CHEMISTRY AND TEXTILE COLORING—TEXTILE ENGINEERING Degrees of B. T. C. (Bachelor of Textile Chemistry) and B. T. E. (Bachelor of Textile Engineering) offered for completion of pre- enrolled four-year courses.

Three-Year Diploma Courses in COTTON MANUFACTURING, WOOL MANUFACTURING, TEXTILE DESIGNING

Scientific and practical training in all processes of textile manufacture including all commercial phases. Certified graduates of High Schools and Academies admitted without examination.

For catalogue address Charles H. Ram, S. P. President, Lowell, Mass.

Welcome Textile

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