

S. I. D. Q.

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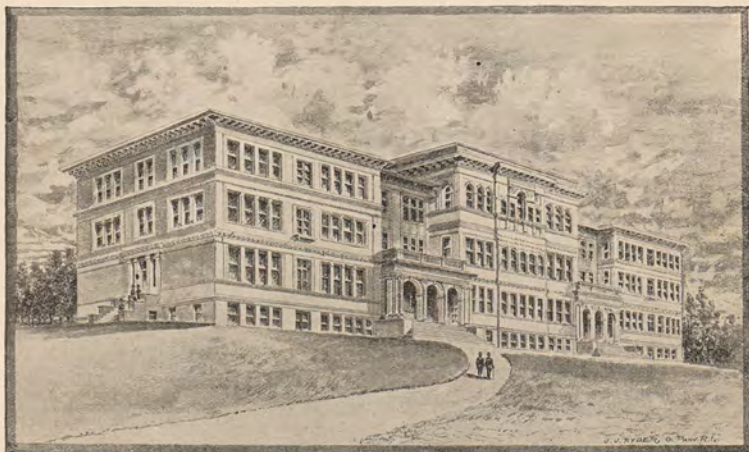
THE NEW NORMAL SCHOOL.

The new Rhode Island Normal School building which is in process of erection is situated on the pentagonal block bounded by Promenade, Park, Lincoln, Francis and Gaspee Streets and will be about three minutes walk north from the new Railroad Station. As the land is elevated the school will command an extended view of the city. The grounds are to be laid out artistically and adorned with trees and shrubs.

The building is to be of light colored brick with terra cotta trimmings and in architecture is to be plain and classical. It will be symmetrical in form having a central part, two

On the second floor the front of the central part is to be the library and reading room, the dimensions of which are to be thirty-six by seventy-two feet. Extending back across the corridor is the study and assembly hall, sixty-four by seventy-two feet and thirty-six feet high. This hall is to be lighted on both sides by ample windows and by a skylight.

In the east wing are to be the rooms for the departments of English Language and Literature, History and Geography, Geology and Astronomy. There will be a reception room in this part of the building. In the west wing will be the Prin-



wings, and an extension backward in which will be the gymnasium. The main building will be three stories high above the basement.

The basement will be well lighted and will contain play-rooms for the Training School children which if occasion should require, can be fitted up for school purposes. In the basement will be also baths, lavatories and the heating and ventilating apparatus.

The first floor will be occupied by the Training School beside the dressing-rooms, lavatories, lunch-rooms, cooking-school, and the gymnasium. The large central front part is designed for the Kindergarten. The east wing will contain four school rooms with teachers' apartments and recitation rooms for the Primary department. The Grammar grades are to occupy the west wing the rooms in which are to be similar to those in the east wing.

incipal's office and Trustee's room, a suite of rooms for the Biological department including laboratories and a lecture room beside a teachers' private room, and another suite for Psychology and Pedagogy also with teachers' apartments.

On the third floor in the west wing will be laboratories for Physics and Chemistry and the class rooms for Mathematics. In the east wing will be a suite of rooms for Drawing and rooms for the two Literary Societies. On the same floor above the library will be a room of the same dimensions for a museum.

The present building is overcrowded and all are looking forward with pleasure to the advantages that will accompany the new structure which it is hoped will be completed sometime this year. The foundation and the first story of the main building are up, and the gymnasium is under roof.

—Emma Ray, '97.

THE BROOKLYN TRAINING SCHOOL.

The City of Brooklyn has had a Training School for Teachers as part of its educational system for nearly eleven years.

This school was established not only to secure for primary school teachers familiar with the best methods of instruction and trained to a limited extent in the actual work of teaching classes but also to serve as a model school in which primary teachers might observe the practical application of approved methods of teaching.

At first it had three distinct departments; a theory, a model, and a practice department. The work of the model and practice departments was that of the first four years of school. Additional classes have since been formed until, at present, the pupil teachers have the advantage of practice in the three lowest grammar grades.

For entrance into the theory department, a candidate is required to pass the Superintendent's examination for certificate of grade "B."

The faculty consisted originally of the Principal, the Head of the Practice School, and three specialists. One specialist has since been added to the force and assistants have been employed as the growth of the school has required a larger teaching corps.

The curriculum of the theory department however has remained practically unchanged. The subjects of study are Logic, Psychology, History of Education, Science of Arithmetic, and Natural History in all of its branches. The practical study of the best pedagogical methods has never been neglected. Music and Drawing receive their proper share of attention, and the students have a competent instructor in Physical Culture.

The original plan was to have students spend thirty weeks in the theory department observing model lessons from time to time, and ten weeks in the practice department. Here each pupil teacher was left to manage a class as best she could with no one to observe her receiving only such help as could be given by the Head of Department and by an occasional talk with one of the theory teachers.

This was in many respects an excellent plan. The pupil teachers were thrown on their own resources and developed tact, ingenuity and self-reliance. By this arrangement, which did so much for the pupil teachers, the children who were taught by them suffered. This trouble was partially overcome by providing each term from the practice to the model department and vice versa.

Although some of our best teachers graduated from the training school under this régime it was not considered ideal and those most interested in the success of the institution began to consider ways and means by which it might be improved.

The plan next tried necessitated the abolition of the model department and made a practice school of eighteen classes. A model teacher was then assigned to every two classes, a boys' class and a girls' class of the same grade.

These were taught by pupil teachers under the direction of the model teacher who gave model lessons and assisted and criticized the pupil teachers as occasion required. This plan, like the first, gave the pupil teachers plenty of actual classroom work which so many consider the one thing needed in Training Schools. It was an improvement on the old way in that a competent teacher was always at hand to help a pupil teacher if necessary; but the model department was sadly missed. How to secure the advantages of a model department and yet give the students the advantage of a large practice school was the next question which presented itself.

This conundrum was solved by the adoption of the present plan. A model teacher is appointed for each class. The pupil teachers during their last term spend alternate weeks in the practice department. While there they observe the model teachers in the morning and themselves do the teaching in the afternoon. The group system has also been instituted, by which, in group rooms, the pupil teachers instruct groups of six or eight children in the presence of a teacher of theory, who comments and criticizes. In this way the teachers of theory keep in touch with the practical work of teaching and the pupil teachers have a chance to work out their methods without being hampered by any questions of class management.

This plan has been very satisfactory. The results obtained by it have been excellent. However the educational people of Brooklyn are progressive and for some time past various schemes for improving the present system have been under consideration. The Providence system has been carefully studied as well as those of other prominent educational centers. Just what plan will be evolved to meet the needs of a rapidly increasing population cannot at present be determined, but those most interested have faith to believe that so much earnest work will not be wasted and that the Brooklyn Training School for Teachers has left it a brilliant future.—*Katherine J. King, Brooklyn Training School.*

PROFESSOR LOUIS PASTEUR.

Louis Pasteur, the eminent chemist and scientist, who died in Paris, September twenty eighth, eighteen hundred ninety-five, in the seventy-fourth year of his age, was popularly known in this country as the discoverer of a cure for hydrophobia by inoculation. Had this been his single contribution to the relief of humanity, his name would have been held in grateful memory, but valuable as this is it is overshadowed by his other achievements.

Louis Pasteur was born in Dole, France, December twenty seventh, eighteen hundred twenty-two. Years ago when the great silk culture of France which produced a revenue of one hundred thirty million francs had been well nigh ruined by a disease in the silk worm, M. Pasteur restored to France the threatened industry.

As far back as eighteen hundred sixty-three, he demolished the theory of spontaneous generation, proving that life can proceed only from antecedent life.

The famous Sir Joseph Liston reached conclusions from Pasteur's experiments and writings which led him to adopt the antiseptic treatment which revolutionized modern surgery.

Pasteur became famous because of his researches in the study of bacteria, and even journeyed his investigations when partial paralysis had rendered useless one side of his body. He was the recipient of many honors yet these caused him no elation. He was as modest as he was great.

In the perenne both of scientific distinction and of humanity's benefactors, M. Louis Pasteur's name will always be prominent.—*Lena F. Kemp, '96.*

Among the books added to the school library during the last quarter are Baldwin's Mental Development in the Child and the Race, Scripture's Thinking, Feeling, Doing, Wines' Punishment and Reformation, Morgan's Patriotic Citizenship, Motives and Commentaries of Froebel's Mother Play, and Songs and Games of Froebel's Mother Play.

Miss Elizabeth Carpenter, January, '94, recently came with one of her classes to view the skeleton in "No. 7." Evidently the beliefs in presenting the real object to the children.

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S. I. D. Q. Literary Society,

OF THE

RHODE ISLAND STATE NORMAL SCHOOL,

ADA B. BRADG, Sec'y, Editor-in-Chief.

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The Seniors are considering an extended excursion, possibly to Washington, for the spring vacation. If they are able to carry out the project it may establish a valuable precedent in the school.

In these days when Child Study is becoming such a prominent subject in educational circles the relation between pupil and teacher must be approaching the ideal. The more knowledge one has of those who come under his influence, the more wisely can that influence be directed. One of the first things considered by those who systematically study children is the home in which the children live, and this knowledge is invaluable. A teacher of experience in speaking of her first years of teaching remarked: "I used to wonder how some of my children could be so bad; after I saw their homes I wondered how they could be so good."

One of our lecturers of last year told an interesting anecdote which is illustrative of a very common characteristic. A man of much renown whose home had always been within a few miles of Boston was traveling one summer in the vicinity of Bethlehem. Meeting an old farmer of the locality he inquired of him the whereabouts of the Old Man of the Mountain, saying he understood it was near there, and he was anxious to see it. The resident knew nothing of it—he had never seen it although he had always lived in that vicinity. A conversation followed in which the traveler betrayed the fact that he was from Boston. The old man's face lighted up with interest. "Wall now, I suppose you've been p'raps high lunky Hill Monument?" "Oh, yes, I have." In the next three miles of his journey. "Do tell me, I've always wanted to see that. Suppose now you've clim' to the top of it scores of times." And the man from Boston was forced to acknowledge that he had never visited that renowned obelisk. The resident adjusted his pipe, looked hard at the traveler and said, "Wall, I guess 'tis about the same all the world over. No pay—no value."

How many of us know our own country as we view the places of interest which lie near at hand, those places which visitors here are anxious to see. How many know the parks, the public buildings, the educational institutions, places of historical interest, the magnificent industries, and many other features which would be the objects studied should we visit a distant city? Providence offers so many interesting objective points; let us take advantage of our opportunities and learn from our surroundings.

EUGENE FIELD.

Eugene Field, the popular poet, journalist, and story writer, died November fourth, eighteen hundred ninety-five at his home in Chicago.

This gifted man of New England parentage was born in St. Louis in eighteen hundred fifty. He completed his education as a graduate of the University of Columbia; after a short sojourn to Europe he entered the newspaper world and by his genius in picturing character, his humor, and his pathos, soon won the honor of being a brilliant, successful journalist of the highest rank. In newspaper life he is known chiefly in the Chicago Record by his column, "Sharps and Flats" to which he contributed many of his finest poems.

During his career as a journalist he continued his studies of the classics, especially of the Roman poet, Horace. Under this classical inspiration he wrote his latest book, "Echoes from the Sabine Farm."

In poetry his great power lay in his touching delineation of child life and character, and for this the name of Eugene Field will be sacred not only to us and our children but also to the countless future generations of parents and children who will be entertained by his unique genius. With the little folks he is thoroughly at home, simple, interesting, instructive, and sympathetic. Some critics, however, prefer to think that his child poems are most interesting to an adult audience. These poems have been translated into twelve languages. An eminent English critic considers "Wynken, Blynken and Nod" the best child poem in the English language.

His wife, besides being a model housekeeper and mother, has been his financial adviser in connection with his newspaper work. In a poem to his son he pays this beautiful tribute to her affection and devotion—

"And when that other comes to you

God grant her love may shine

Through all your life as fair and true

As mamma's has through mine."

His best known books are "A Little Book of Western Verse," "A Little Book of Profitable Tales," "A Second Book of Verse," and "With Trumpet and Drum."

We give at the close of this great man whose genius developed and elevated the feelings and occurrences of ordinary life into poems whose meaning, sympathy, and beauty are apparent to the lowliest heart or simplest mind.

We rejoice that America claims the birth-place of this gifted spirit who had

"The quiet and holy fancies of a child's pure heart,
And rhythmic and melodious words of birds and air."
The laughter-gracing words of one who loved to please,
And mind of wisdom, subtly swaying all of these—

Such donor has whose lyre harsh death unstung
And melted his lips. But in our songs are sung.

—Della M. Hayden, Seneca.

THE NORMAL ENTHUSIAST.

I'm a curious fellow, at least so I'm told,
I was once rather handsome but now I am old.
Well, the years have passed on and I have grown old;
I am one of the Jacks who could find no Jill.
You ask am I lonely? Oh, no, not I;
I whistle and sing and let time fly by;
Then I think of the way my life here met,
The one I will sing of the strangest yet,
Is the Normal enthusiast.

It was just about five years ago
When the streets were silp'ry and white with snow,
That I toiled painfully up the hill,
Asked the price of this house and paid the bill.

I shall never forget, as I went by the school,
How I longed for firm feet and a head that was cool.
I wished to look well for there at the glass
Stood a dazzling, charmingly winsome young lass,
Twas this Normal enthusiast.

I have her seen since in a different dress;
She's not always lovely I must confess.
I have seen her wear every kind of gown
From gaudy crimson to sober brown,
And hats with ribbons and feathers tall,
Or little hats with no trimming at all.
I will not attempt to describe her eyes,
Nor yet be definite as to the size

Of the Normal enthusiast.

To talk of age, she might be fifteen
Or thirty, or anywhere between.
Despite these changes, hair straight or in curl,
I always know when I see the girl.
It is not because of her learned looks,
Nor yet on account of her bag of books,
But to come right down to hard pan facts,
I know from the curious way she acts

'Tis the Normal enthusiast.

Heard of Prospect Terrace not far from here?
Well, one fine day when the sky was clear,
She stood on those rocks astaring around,
Now up at the sky, now down on the ground.
Her actions were so amazingly queer,
Lest she might not be sane I began to fear.
She'd a book and a compass in her hand
And was only taking the lay of the land,
This Normal enthusiast.

She sometimes measures rods on the street
And counts every time she puts down her feet.
If you did not know what she was about
You'd think her a lunatic just let out.
On her way to school she studies bugs,
Bumble bees, dragon flies, beetles and slugs;
And one day, I could not understand,
A butterfly was perched on the hand

Of the Normal enthusiast.

She goes out armed with a hammer to pound
The curious rocks that are to be found.
She's interested in flowers, too,
From dandelions to gentians blue.
They say she can talk about everything
From politics to her new ring.
You'll not be surprised that the learned creature
Intends to become the "new school teacher,"
Does the Normal enthusiast.

As you go by the school there come from within
Strange sounds that are heard above outside din;
Such as "Oh! Ah! Ah! I!" with long-drawn breath,
Till you think of horrors and frightful death.
And once a human skull I saw—
I hope she does things according to law.
They say she works on old stuffed bats,
And, Heaven pity them, cuts up cats,
Oh, this Normal enthusiast.

I never can tell what she may do
And though you're brilliant, neither could you.
You're tired, you say, of bachelorhood;
Well, you may find something not so good.
A little advice on which to reflect,
Every one doesn't get what he may expect.
I've seen a good many girls in my day
But the strangest of all, again I say,
Is the Normal enthusiast.

—Enid Pierce, *Special*.

SCHOOL NOTICES.

President Andrews of Brown University has kindly consented to address the school early in the term on his recent trip through the South.

The lectures by Dr. William A. Mowry, announced in our last number, were postponed and will be given on March twenty-first and twenty-eighth.

Miss Mary B. Eastburn, of the Training school, was married January second to Mr. Byron G. Cowan of this city.

The Elizabeth Barrett Browning Club presented literary programs to the school the seventh and twenty-first of December and the fourth of January. The debate upon the relative value of Milton's and Shakespeare's work as studied in High Schools, which was given in one of the programs, was a feature of especial interest. On the same occasion the Glee Club made its first appearance.

Public meetings of the S. I. D. Q. Literary Society were held in the Study Hall on the fourteenth of December and the eleventh of January.

The twelfth of January was the one hundred fiftieth Anniversary of Pestalozzi's birth and on Saturday morning, the eleventh, exercises were held in the Study Hall in celebration of the event. The first feature of the program was the singing of a typical Swiss air by the school, after which members of the City Training Class told much of the biography of the great man, setting forth his principles and giving quotations from his works. Following this part of the program were short addresses by Mr. Stockwell and Professor Wilson, after which the students joined heartily in singing our own America. The portrait of Pestalozzi had been placed upon the board by Mr. Seaverns and also sketches connected with his life, in which work Mr. Seaverns was assisted by members of the City Training Class. A large colored map of Switzerland upon the board added to the interest of the exercises.

January seventeenth the first half of the school year ended and work was put aside for a two weeks vacation. The last hours of the term were ones of much pleasure in which all other students in the school became guests of the Elizabeth Barrett Browning Club. A short literary program was presented which consisted of the reading of the second number of the Budget, after which the doors of "No. 9" were thrown open and refreshments served. During the social which followed, vocal and instrumental music was enjoyed and readings were given. The Glee Club made its second appearance and was well received. The rooms were prettily decorated and the event will be very pleasantly remembered.

ALUMNI NOTES.

Miss Annie J. Baker, June, '92, made an extended trip in the west last summer, attending the Teacher's Convention at Denver, ascending Pike's Peak, visiting Yellowstone Park and returning by way of Minneapolis and Chicago.

Miss Alice Locke Park, June, '79, recently presented the school with some valuable specimens of copper, coal and charcoal from Montana.

A number of valuable pictures painted by Miss Catherine Cavanaugh, January, '87, were destroyed by fire last November.

Mrs. Roby Cole Welch, January, '92, who is at present a member of the Alumni Examining Committee, visited the school December sixth.

Miss Sarah Ames, June, '94, is teaching in Pawtucket.

Miss Emma Hayward, January, '94, was married on the fifteenth of January to Dr. Harry W. Kimball of Pawtucket.

Among the recent visitors to the school are the following members of the Alumni: Annie Smith, '92, Mary Tobin, '94, Maud Greenway, '95, May Grant, '95, Adelaide Fleming, '94, Mrs. Laura Wheaton Ackley, '89, Catherine Cullen, '95, Clarie Freethy, '95, Annie J. Baker, '92.