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# THE NORMAL STUDENT

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BY THE STUDENTS OF THE  
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# The Normal Student.

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Editors-in-Chief:

KATIE L. WOOD, '97. S. LOUISE BAKER, '97.

Advisory Editor:

BERTHA BASS, A. M.

Business Managers:

MARY D. PHILLIPS, '97. FANNY I. SHERMAN, '97.

Consulting Business Manager:

A. H. BEAVERNS.

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## A TRUE LENT.

Is this a fast,—to keep  
The harder lean  
And clean  
From fat of veals and sheep?

Is it to quit the dish  
Of flesh, yet still  
To fill  
The platter high with fish?

Is it to fast an hour  
Or ragged to go,  
Or show  
A downcast look, and sour?

No! 'tis a fast to dole  
Thy sheaf of wheat,  
And meat  
Unto the hungry soul.

It is to fast from strife,  
From old debate  
And hate,—  
To circumsise thy life.

To show a heart grief-rent;  
To starve thy sin,  
Not bin,—  
And that's to keep thy Lent.

R. HERRICK.



DR. HENRY BARNARD.

WHAT IS HE TO US?

BY W. E. WILSON.

"To the boys and girls of to-day free public schools seem as natural as free air and water. Very few of them, or even of their teachers, know that public schools entirely supported by general taxation had no existence till near the middle of the present century, and that one of the two great leaders to whom mankind owes the beneficent institutions on which progress, freedom and the stability of popular government depend most largely is still living."

Are there teachers in Rhode Island who do not know that a part of that historic work was done in this state and that the surviving one of those two great leaders resides no farther away than the city of Hartford? Do any of the alumni or any of the students of the Normal School not know that this "Nestor of American Education" is the man who as the first Commissioner of Education for the state projected and advocated the establishment of this school in the days when the state normal school as an institution had scarcely an established existence. Indeed it was in Dr. Barnard's own house in Hartford that these two then young leaders, in consultation with the already venerable Dr. Gallaudet, developed the plan for the organization of normal schools which was adopted by the legislature of Massachusetts.

Of course it is too much to say that without Henry Barnard and Horace Mann we should not have our free public schools, our state normal schools, our state universities, our technological and manual training schools, our kindergartens and our gymnasiums, our educational literature and our educational associations and clubs. The marvelous development of educational instrumentalities and systems in recent years is not the creation of any few men but the product of innumerable agencies—it is an evolution out of the aggregate of energy which we call our civilization—but it is a fact that these two men have been the chief contributors to the great result in this country. It is also a fact that about every particular improvement in means and methods and in the conception of aims which has yet found realization was advocated by these men twenty to forty years ago.

In his message to the General Assembly in eighteen hundred eighty-seven, Governor Royal C. Taft said, "In reviewing the history of education in Rhode Island I have been impressed with the sense of the great indebtedness of the state to Hon. Henry Barnard. It is not too much to say that no one man ever did so much for the cause of popular education in this state." Horace Mann said of his colleague, "His Rhode Island work is the greatest legacy yet

left to American education." John D. Philbrick, Boston's ablest experimenter, said of him, "The career of Henry Barnard is a promoter of the cause of education has no precedent and is without a parallel. Mr. Barnard stands before the world as the national educator." Inspector James L. Hughes of Toronto says, "Mr. Barnard became America's greatest educational missionary and one of the two most distinguished educational statesmen of the world. No two Americans have influenced European civilization more directly than Henry Barnard and Horace Mann."

Such estimates of Mr. Barnard may give us some hints of the measure of the man. We join in the universal tribute to the one living educator of eminence who wrought upon the foundations of our free educational system, but we live near enough to the scenes of his life and labors to do something beyond honoring him. What he has accomplished entitles him to respect and gratitude, what he has been and is, wins from all who have known him admiration and love. It is a rare privilege to know intimately such a man, but, thanks to those who have been closely associated with him and have recorded his words and works, it is possible to enjoy an acquaintance with him.

We shall find him a very genial gentleman and a merry companion. But he has an alert and penetrating mind, an earnest, appreciative nature, a high invincible purpose and a great sympathetic heart. Life and the world and man and God are great realities to him, and he has remarkable power to make them appear so to others.

But if we would appreciate the man we must make his acquaintance. If an introduction to him is desired and an opportunity to meet him personally is lacking, any one can easily avail himself of the next best thing and be very really introduced to his life and character by reading the admirable illustrated sketch of him by Inspector James L. Hughes of Toronto, in the *New England Magazine* for July, eighteen hundred ninety-six; from which the quotations in this article are all taken.

#### BARNARD DAY.

Monday, the twenty-fifth of January, eighteen hundred ninety-seven, will long be remembered by Connecticut and her learned guests with gratification. Every one interested in the history of education knows that that day was the anniversary of the birthday of Henry Barnard, Hartford's great educator. Some of Dr. Barnard's friends determined to have the day celebrated; after a good deal of deliberation it was thought that no more appropriate plan could be decided upon than that of having Dr. Barnard's friends around him. The House of Representatives was chosen as a fitting place in which to welcome these friends, and the following program arranged:

The morning session was conducted by Governor Cooke. Addresses were delivered by him, by Mayor Preston, who made an address of welcome in behalf of the city, by James D. Hughes of Toronto, Canada, by Dr. William T. Harris, present Commissioner of Education of the United States, and by Thomas B. Stockwell, Commissioner of Public Schools of Rhode Island.

The afternoon session was conducted by Professor W. I. Twitchell, Principal of the Arsenal School. Addresses were delivered by Charles K. Adams, President of the University of Wisconsin, by Charles R. Skinner, Superintendent of Public Instruction in New York, by Francis W. Parker, of Cook County Normal School, Illinois, by Bishop Tierney, of Hartford diocese of the Roman Catholic church, and by Professor T. M. Balliet, Superintendent of Schools at Springfield, Massachusetts.

The evening was devoted to a banquet served at the Y. M. C. A. building. Singing by the Yale Glee Club brightened the occasion. Addresses were delivered by Professor William C. Sumner, of Yale, by Rev. Thomas J. Shahan, D.D., of the Catholic University of America, Washington, D. C., by Professor David N. Camp, of New Britain, Connecticut, by Miss Lucy Wheelock of Boston, by George H. Martin, Superintendent of Schools, Boston, and by Rev. C. D. Harrastoff of Hartford Theological Seminary.

At one of the entrances to Bushnell Park is a memorial arch, an immense brown structure, which bears representation of "The Story of the War" and "The Return of the Army." As I passed under the arch, the State House and its surroundings formed an attractive picture. I mingled with the people hastening toward the Capitol, and we soon found ourselves in front of this beautiful building, a fine edifice of Secular Gothic Architecture of East Canaan white marble, broken by columns and arcades, with here and there a statue to commemorate some faithful and honored citizen of the "Land of Steady Habits." The most conspicuous feature of the building is the dome, nearly three hundred feet above the ground and crowned with a bronze statue representing the "Genius of Connecticut."

Upon entering the Capitol one is impressed with an air of freedom suggestive of the life for which Henry Barnard has labored. Opening upon the spacious corridors and galleries are many fine offices.

At nine-thirty a. m. the hall was crowded, and ten minutes later Dr. Barnard was escorted by Governor Cooke amid deafening applause to the speaker's chair. Those occupying the speaker's desk with Dr. Barnard were Mayor Preston, Rev. H. M. Thompson, Chaplain of the Senate, Thomas B. Stockwell, William T. Harris, Mr. Hughes and a few other friends. After an overture by the orchestra and prayer by the Chaplain of the Senate, the Hartford High School Chorus sang "The Children's Sage."

"In the early days, in the morning haze

The builder builded his wall,

He heard the cry of the By-and-by

He looked to the Future's call,

He saw the hall

Of learning uplift fair and high.

And now our sage in his beautiful age,

Is pillowed on memories great;

His work is best, for his high belief,

Was the nurture of the State.

Then let the children, for whom he wrought,

Hail him as Hero now;

The sure-eyed seer, the pioneer,

With the silver sign on his brow."

Governor Cooke who was the first to address the audience said, "It is through the agency of the common schools that the greatest good to the greatest number is accomplished. It is in this field that the man we honor to-day was a pioneer and a hero. It was his hand that blazed the way for State supervision of public schools in our State and in other States by his introduction of the famous 'educational bill' into the General Assembly of eighteen hundred thirty-nine. He was the founder of the present free school system. The City of Hartford has given to the State and to the world many eminent men. Two most prominent were in some respects similar in aims and purposes: Noah Webster and Henry Barnard. Both were trained for lawyers and each led a life of instruction of the masses of his fellow creatures. Noah Webster gave to the world the most complete dictionary of the English language at that time, and the work of Henry Barnard is the greatest legacy yet left of American educators. Noah Webster died in eighteen hundred forty-three, but Dr. Barnard survives in the full possession of his mental faculties and in bodily health to behold this great gathering of his admirers in the Capitol of his native State.

Dr. Adams, who expressed his delight in showing Dr. Barnard reverence and honor, represented the University of Wisconsin, where Dr. Barnard was at one time. He said that Dr. Barnard had reorganized the public schools of the State of Wisconsin putting them on a permanent basis of progress and advancement and that his enthusiasm permeated the entire school system of that State.

The High School Chorus then did themselves credit in singing "New Hall Columbia."

Hon. James L. Hughes, Inspector of Public Schools of Toronto, Canada, then took the stand. The personality of Mr. Hughes, who is young and vigorous, contrasted with the older men at his side. "I congratulate Dr. Barnard on the fact that his native state does recognize the brilliant work he did for her and for the great nation of which she forms a part," said Mr. Hughes. "It must be supremely gratifying to him to know that in every valley and on every hillside throughout the State the boys and girls are being told to-day, the story of his noble efforts, sixty years ago when in these same valleys, and on these same hillside, he fought the battle and won the victory for free popular education." After speaking at length upon his wonderful power to influence the minds of the public, turning to Dr. Barnard, he said, "You kindled many beacon fires to guide humanity in climbing towards the glorious field of liberty and knowledge and community. You made it easier and sweeter to live and grow and we thank you."

Dr. Wm. T. Harris, after sketching "The Past Achievements" and "The Future Helps of Education," said, "Here are Dr. Barnard's own words at the beginning of his career: 'So far back as I have any recollection, the cause of true education, of the complete education of every human

being without regard to the incidents of birth or fortune, seemed most worthy of the concentration of all my powers and, if needs be, of any sacrifice of time, money and labor which I might be called upon to make in its behalf.'"

Dr. Barnard was then introduced. "Does the old man of whom you speak so tenderly and generously, still live?" said Dr. Barnard. He said that he wished to remind the teachers of the land and of the city, that the children and the youth under their care will be what they make them.

Mr. Stockwell was the last speaker of the morning session. "Dr. Barnard was the sower and the prophet," said Mr. Stockwell. "I have come here simply as the son should come back to the old homestead. Not till the sun ceases to shine will Rhode Island forget its debt to Henry Barnard."

The afternoon session was not less interesting than the one of the morning. Charles R. Skinner said of Dr. Barnard, "He has not only pointed the way in which educational progress may be advanced, but he has inspired men and women to seek that path, and encouraged them by word and deed to continue in it till the end. Measured by the ordinary standards of wealth Henry Barnard is a poor man to-day; but measured by rewards given by grateful men and women he is one of the world's richest men."

Francis W. Parker, following Mr. Skinner, said, "Personality evokes its like from other souls. To the master at whose feet we sit to-day we owe faith, hope, courage."

EMILY HODGE, '92.

#### SKETCH OF HIS LIFE.

Henry Barnard was born at Hartford, Connecticut, January twenty-fourth, eighteen hundred eleven. His intellectual abilities were far more than ordinary, as was shown by his achievements in school and college. The first schools that he attended were district schools, and from these he went to the Hopkins Grammar School at New Haven, and the Manson Academy in Massachusetts, to prepare for college. In eighteen hundred twenty-six he entered Yale College, graduating in four years with high honors.

After his college course was completed, he began the study of law, and was admitted to the bar in eighteen hundred thirty-five. Before beginning his law practice, however, he made a trip to Europe, travelling extensively through different parts of the continent on foot. During his college vacations, Mr. Barnard had travelled through New England and the Southern and Western States.

In eighteen hundred thirty-seven, after his return from Europe, Dr. Barnard was elected a member of the Connecticut House of Representatives, which office he filled for three years. He then desired to enter upon his law practice, for which he had spent his time and money in preparing himself; but his friends urged him to accept the position of Superintendent of Schools in Connecticut. He reluctantly gave up his plans and accepted, hoping to improve the school system then existing. With the acceptance of this office, Dr. Barnard's educational career began. He had held this position for four years when the Board of

Commissioners of Common Schools was abolished on account of a political change in the legislature; all that he had accomplished was seemingly overturned, and the schools suffered greatly.

In eighteen hundred forty-two Dr. Barnard was called to Rhode Island to be Commissioner of Schools. With Dr. Barnard came a new spirit into education; and the schools of Rhode Island were benefited by seven years of hard work from the man so well calculated to inspire life and energy into those with whom he was associated. When Dr. Barnard left the work in Rhode Island, in eighteen hundred forty-nine, his health was very much broken down and he was obliged to go to his home at Hartford to rest.

He was soon called back to be Superintendent of Schools in Connecticut, and also to be principal of the State Normal School. He worked here in his own state until eighteen hundred fifty-eight, when he went to accept the position of President of the University of Wisconsin. He was here until he was called to be the first United States Commissioner of Education, in eighteen hundred sixty-seven. This was a new department of the United States Government; and it seemed the crowning point of Dr. Barnard's educational work that he should be the first to fill an office of so much responsibility, and one that would bring his name into touch with education everywhere.

Another great work of Dr. Barnard's life is the publication of the *American Journal of Education*. This work consists of thirty-one large volumes of over eight hundred pages each. The *Journal* was begun in eighteen hundred fifty-five, the first number appearing in August. When he began the work, Dr. Barnard thought of having it extend through ten volumes; but he kept on until the thirty-one volumes as they are now were complete. Before the last five or six volumes were published, he was in great financial difficulty, on account of the enormous cost of publishing such a great work, and the inability of the subscriptions to meet the demand. To help Dr. Barnard in this emergency, the Henry Barnard Publishing Company was formed in eighteen hundred ninety-one, and a society called the Henry Barnard Society was organized. It is partly through these two organizations that the *American Journal of Education* has been brought prominently before the public. The *Encyclopaedia Britannica* has this paragraph in reference to this magnificent work: "The great work of Henry Barnard, the *American Journal of Education*, has valuable papers on almost every part of our subject (education); it is by far the most valuable work in our language on the history of education." N. T., '98.

"Our aim should be to make the school better, and to bring all the influences of home and society, of religion and free institutions, into perfect harmony with the best teaching of the best teacher."

"The benefit of the Normal School to any pupil will be measured by the preparation each may bring in character, attainments, and aptitude for the business, and the time and industry which may be devoted to the work."

"In our small acre seed is sown  
Which faith and love may scatter far;  
The harvest time shall make it known  
How many precious sheaves there are,  
And what the fair and bounteous yield  
Of some far distant bounteous field."

## ELLEN AND THE CAPTAIN.

"Yes, we call this 'ere view pretty fine; look over there a leetle to the right, catch that glint o' water betwixt those hills-top? Take it some days we can hear the surf a rollin' in there on the rocks and it always does my old heart good, makes me think o' the days that are no more." After a pause the speaker continued: "Last year was a chump from your way up around here and he had one o' them 'ere daguerreotype machines what you take likenesses with and he snapped it onto everything. He tok two views from this 'ere spot and he 'lowed as how it was jest splendid."

"He did try to make out though that he could see the Ocean betwixt them 'ere hills. 'That ain't the Ocean,' sez I, 'that's the Bay o' Fandy.' 'Well,' sez he, 'you jest look at a common school geography and you'll see it's the Atlantic Ocean.' 'Dem the school geographies,' sez I, 'you jest look at one o' my charts and you'll see it's the Bay o' Fandy,' and that chap he went home knowin' more than what he comed with," and Captain George Merrivether, formerly of the Schooner *Searchlight* of Halifax, strode away from the piazza of the Lakeside House, to refill his pipe, his faithful companion, leaving his young hearer to continue unaided her survey of her surroundings.

They had been good friends from the morning the steamer *Falmouth* brought in safety her first installment of guests from the States to this newly established refuge for the poor and needy; poor, inasmuch as they had never beheld that place or know its beauties; needy, of God's purest air and brightest sunshine, of peace and quiet after the modern ceaseless striving of an exhausting year.

And the Captain, who had established himself to act in many capacities for the welfare of this refuge, in his daughter's behalf had not these, his first summer boarders from the States; and before the newly pointed conveyance had drawn up before its destination he had silently approved of all the members of the party and proposed great success to the grand effort of the season. He had noted very carefully the quiet, determined-looking man whose voice was so kind when he spoke to the baby; the delicate wife whose voyage had incapacitated her for any delight in the first views of the town; the beautiful three year old boy whose sympathies were all with "Mamma"; and that glorious girl on the seat beside him, who made his old heart young again.

The house to which the travellers found themselves welcomed was ideally located and planned to fulfill its purpose. Situated on the brow of a hill, it commanded a magnificent view of the town two miles to the south, with its clustering spires and many trees embedding the numberless roofs. And beyond was the harbor with its ceaseless

coming and going, guarded always by its silent sentinel, the light, pride of those on the land, salvation of those at sea. Near at hand just a little to the west of the house, was one of the three Dorchester Lakes, a chain separated from the great restless ocean beyond by a range of low hills.

Immediately surrounding the house were open fields, gorgeous at Ellen's arrival with *four-de-lis*, clover, butter-cups, and daisies, and such daisies as never grew outside of Nova Scotia. Ellen's artistic eye noted all of these things and with much satisfaction she and her friends became established in their temporary home.

As Mr. Start soon returned to Boston to get "bread and butter for Boy," as the child pathetically said when he longed for Papa, and as her cousin was so much occupied with the children, Ellen was thrown much upon her own resources and Captain Merrivether was always her willing companion.

Whether they were driving over the country roads behind "old Nance," or sitting quietly on the piazza watching the ships go down to the sea, or on the lake at purple sunset, they were always congenial, these strange companions, the brilliant, popular, young college woman, and the old, weather-beaten Nova Scotia captain; he always adoring, she ever adorable.

"Why, Miss Ellen," he had said when their acquaintance was but a few days old, "if you had been a livin' in the days o' Queen Bess, she wouldn't a' stood noothers, wouldn't a' had no show at all. If I was condemned to be executed tomorrow and could see you smile jest once again like that, I should die willin'." And so the summer days had passed rapidly away, each one bringing some experience pleasant to recall later.

The day before her departure had come, in the afternoon Ellen had been singing to the old man all the airs he liked best. "Kathleen Moravounce" she repeated many times. "It may be for years, and it may be forever," she sang, and there were tears on that storm-beaten, old face.

The sun was yet an hour above the horizon as they went down the steep path together. Soon the picturesque dory glided out into the middle of the lake, Ellen at the oars, the Captain comfortably seated at the rudder, occasionally removing his pipe to quate with so introductory long passages from *Childe Harold* or from Moore. He expressed his first disappointment in the girl that night when he found she had never read "Lally Rook."

At length the old man shook the ashes from his pipe, took the oars and began rowing rapidly across the lake. Something in the girl's face had disturbed him. Suddenly he broke the silence, "You must a' studied mighty hard to know all you do at your age—and I suppose that's why you look so sort o' saintly and not long for this world. Only yesterday I heard Widder Whitehouse say as you went past the winder, 'Most anybody'd be willin' to take boarders if they could get angels from Heaven.' This is the cussidest thing I ever thought o' over things they don't need to know, wear'n' themselves all out. I had two nicees once," the Captain

was resting on his oars now, "and I used to go often to see 'em and their father, my brother Hiram. The girls was about fifteen or sixteen years old then, about ten year ago, I reckon. One o' 'em, pretty little thing, would sit and carry on conversation with six different men, all talkin' different tongues, and she could do it like a book. 'Terher one'd come and climb up onto my lap and nuzzle down and say, 'What's the use, Uncle George? I can't take no prizes at school nor nothin' so I ain't goin' to study like Sis does.' That was about ten year ago; about six years later I went to see 'em again, hadn't been since their mother died and they'd been to farm parts. This was what I see; it was one what tuk the prizes and things and knew so much, she couldn't come down stairs, was havin' I don't know how many docters, and was the weakest, fabled out critter I ever see; 'tother one, she was as rosy and pretty as a picture and she knew enough to talk to me. I tell you this is the cussidest age, the cussidest age!"

In the bush that followed the old man's words there was no sound but the gentle ripple of the water against the boat, and the somber beauty of the sunset made itself felt in the hearts of both. The sky was beautifully tinted from the palest violet to the deepest, darkest purple; the lake was one great sheet of the subdued hue save for the belt of emerald green in the center. The foliage on the shores was purple; everything was purple, to the very atmosphere.

Ellen had been leaning slightly forward, watching the glory fade out of the sky and the shadows deepen into gloom. One by one lights glimmered on the opposite hill-side; faintly Ellen detected the sound of the distant fog-bell as the great white cloud rolled up from the sea. "Let us go home," she said; she was not thinking of the Captain's story.

When sometime later the fog had lifted and the harbor light was dimly discernible, to Ellen seated at her window there came the realization that the life of books, which had formerly been sufficient and to which she was returning, was narrow when viewed in the light of her summer's experiences. Hitherto hidden meanings of life dawned upon her and the future with its broad possibilities seemed very bright.

ANA L. BRAGE.

## HOW THE POP-CORN GOT ITS SILKEN TASSEL.

One bright morning Mr. Pop-Corn started out for his usual morning walk. He wore a new green necktie and felt very happy, but suddenly he saw two boys coming toward him and he stood still from fright. "Now these boys were to have a party that night and they said, 'Look! here comes Mr. Pop-Corn, now is the time to get some corn for our party.'" Poor Mr. Pop-Corn tried hard to get away but the boys succeeded in getting the kernels from the top of his head before he escaped.

When the poor fellow got home there was great distress, but good Mother Nature seeing how badly he looked gave him a fine silken tassel to wear, and now every ear of pop-corn you see has this same pretty yellow-green crown.

JENNIE M. JARVIS, '97.

## WHAT FICTION CAN DO.

Although it is maintained by a large majority of persons that such valuable time is wasted in reading fiction, it has its uses like everything else—especially in summer and for purposes of recreation. A fictitious work is an excellent thing to take up after a prolonged mental strain. It rests the mind to drift into channels of easier thought.

Fiction offers a splendid opportunity for life-like portrayals of character. For the last quarter of a century it has been steadily gaining prominence, and is destined to become an important factor in the future. Persons of advanced views often take this method of bringing their thoughts before the public. Science, philosophy and history prove more interesting when wrought into a story. After reading a book of this kind one is often stimulated to look up the subject in a complete treatise. In this way our knowledge of certain subjects is increased, and if we are imbued with the right spirit we continue to add to it. Scott's novels are especially helpful in teaching us history in a pleasant way. Dickens arouses our sympathies and teaches us humanity. Thackeray holds us mirror to fashionable life and shows us how thin is the veneer that covers its fads and foibles.

When every department of literature has been well-nigh exhausted, we come to the most deplorable of modern institutions—the realistic school. The originators of this school had the intention of doing good by their works; but the results, in many cases, have been undeniably bad. These works fall into the hands of those too young to understand them, and give false ideas of life.

We all know that evil exists in the world; but anyone who can write such books must be morally disabled. The fiction of the hour will exert a powerful influence on the minds of the rising generation; that this influence be cast on the side of morality is all important.

There are some who look on literature as only an ornament of life, or the amusement of an idle hour; and those who regard literature as a diversion, the greater number read novels, indeed, devour them. Many are the varieties of plot found in the novel, and many of these are glaringly improbable—some notoriously so. Such books as these should be shunned by all, giving us, as they do, knowledge of the worst side of human nature.

Should one analyze his state of mind after reading a sensational work, he would find himself in a dreamy, powerless condition that would be paralyzed, and an historical work, or a volume of essays, would be impossible to him. The mental system is just as liable to become deranged by bad mental food as the physical system. Thackeray on once being asked if he had read a certain new book replied, "I like cakes, but I eat bread."

Good books are true friends, we can always have them with us; they never betray us and are always willing to counsel and interest. Those who read only the lower class of books acquire false ideas of life. The power of faithfully delineating life, character, society and manners, is one of the rarest gifts of nature.

If one leaves school without acquiring a taste for good books, his education has been a partial failure.

Let us, then, read only the best books, and by our knowledge and discrimination inculcate in the minds of our young friends, a love for that which is truest and noblest in fiction.

M. G. W.

## THE WHOLE BOY IN THE WHOLE SCHOOL.

At half past one o'clock, Saturday afternoon, February thirteenth, a large audience had assembled in Normal Hall to hear Mr. Henry T. Bailey, State Superintendent of Drawing in Massachusetts, lecture on "The Whole Boy in the Whole School."

Mr. Bailey opened his lecture with a comparison of the past and present methods of teaching the child, and then compared this country with those of Europe. Referring to Emperor William's last speech on education he drew the conclusion that the end of education in Germany is to make good soldiers. In America only, are all free and equal, and the end of education is to make a man.

Now in schools we may divide the pupils into three classes: the pupil who is studious and fond of books; the pupil whose mind is continually in the outside world, and knows about snakes, nuts, and snare—store at first hand; and third, the pupil who frequents grocery stores, blacksmith shops, etc., that is, interested in man and what he is doing.

The first class make the show pupils of the school, and to these the teacher has been giving her attention; they go to college and become our ministers, doctors, and lawyers; the second gives us our chemists and natural philosophers; the third furnishes *self-made* men, business men, and politicians.

All boys cannot do all things equally well. What we want in education is first, broad sympathies and second, individual power. Society needs it. "The ideal citizen in this country is a man who can do some particular part." The public schools are designed to give the broad sympathies and also to lead the boy into his specialty.

Now the first and most important thing is to have the whole of the boy at school. How shall this be accomplished? Let us divide the boy into three parts—his body, his mind and his heart. His body we are sure of having if the transient officer does his duty; the rest is not so easy to get. The boy's mind must be got through interest—by connecting his school work with real life.

Nature, which God has created and in which most boys are interested, may be brought into the school room through the study of astronomy, chemistry, geology, botany, zoology and physiology; the study of man through books, institutions and art. But the heart—we are likely to forget that such a thing exists in a boy. How can we get this part of the boy to school? Through love, and only through love.

The old school had the body but that was all; the new school is trying to bring in the mind and heart.

Think of the many boys who have hardly one good influence at home, who almost never receive a kind or encouraging word. Is it not our duty in school to supply these?

What we need then is a whole teacher in a whole school, and when we have these the whole boy will be there too.

Mr. Bailey picturesquely illustrated his lecture with stories and incidents—some humorous, some pathetic—drawn either from his own experience as a boy in an ungraded school, or from his later experience in school work.

In closing he quoted from Dr. Harris in the "Report of the Committee of Pledge" and strongly recommended all teachers to read this article.

## E. B. B. NOTES.

An election of officers was held at the first business meeting, January ninth.

The Club has decided to study the life and works of Elizabeth and Robert Browning. At the last regular business meeting an interesting program consisting of essays on the life of Mrs. Browning before and after marriage, readings from her poems and quotations by the Club, was rendered.

The first public meeting was held in Normal Hall, March sixth. The program was of unusual interest.

We are most pleased with the improvement and increasing enthusiasm of the members and are glad to welcome the eight who have joined this term. Notwithstanding the limited time and regular studies, the girls are working with a good will. This is the right spirit and will make our Club what it should be.

## S. I. D. Q. NOTES.

The regular public meetings of the S. I. D. Q. Literary Society were held in the Study Hall, December twelfth and January ninth. Interesting programs consisting of music, essays, and readings were presented.

At the business meeting of December nineteenth, we were pleased to have with us members of the Elizabeth Barrett Browning Club. Dr. T. C. Mendenhall, Principal of the Worcester Polytechnic Institute, first addressed the meeting, and described to us the new art museum soon to be opened in Worcester. Following this was a discussion of the different Madonnas.

The officers of the society for the last half of the school year were elected at the business meeting, January second. They are: President, Emma L. Ray; Vice-President, Alice Matteson; Secretary, Emily Hodge; Treasurer, Ada Perry.

The program on art given at the business meeting, March twentieth, was much enjoyed by those present, and furnished a bright sequel to the afternoon's lecture by Professor Poland.

## SCHOOL NOTES.

Miss Carlisle, Director of Science Work in the New Haven Schools, recently visited Normal School.

The members of the school were pleased to have the opportunity of hearing two very interesting lectures upon "Frederic's Mother Play" given under the auspices of the Providence Kindergarten, by Miss Susan A. Blow of New York, in Normal Hall.

The long anticipated Senior candy-pull is now a thing of the past. This most enjoyable event took place December thirteenth, eighteen hundred ninety-six. Previous to the making of the candy came a peanut hunt. The motto "To the victor belong the spoils" was strictly followed in this instance. A dainty lunch was then indulged in. Meanwhile the candy pulling was boiling. The word mentioned was cleverly brought out by charades, and then the candy was ready to pull. There

was some rivalry to see whose candy would be the lightest and soon the most fastidious were satisfied. One by one the girls departed bearing with them a sweet reminder of the candy-pull.

On the afternoon of Saturday, December nineteenth, Dr. T. C. Mendenhall, Principal of the Worcester Polytechnic Institute, delighted all who heard him with his interesting lecture, "The Earth as seen from the Moon." After the lecture a meeting of the S. I. D. Q. Literary Society was held, when Dr. Mendenhall again entertained those present by addressing them for a few minutes.

School closed with appropriate literary and musical exercises, Friday noon, December twenty-fourth, for the Christmas vacation of four days.

Miss Grace E. Mowry, a graduate of the Norwich Training School, is now on the assistant training teachers in the Benefit Street School. Miss Mowry taught for a time in Norwich and later in Hartford, Connecticut.

School closed Friday, January fifteenth, for a recess of two weeks. Through the kindness of Professor Wilson, the closing exercises were made more enjoyable with music by the Misses Larray of this city.

Saturday afternoon, February thirteenth, a large audience gathered in Normal Hall to listen to a most inspiring lecture on "The Whole Boy in a Whole School," given by Professor Bailey, State Superintendent of Drawing in Massachusetts. A more extended account of the lecture is given elsewhere in this number. After the lecture a reception was tendered Mr. Bailey by the Senior Class.

February sixteenth the Junior A Class had a pleasant sleigh ride to North Attleboro. The members of the Faculty were invited.

The birthdays of Lincoln, Washington, Longfellow, and several other noted persons were observed by the school with appropriate exercises; those of the twenty-second being under the direction of the Senior Class.

The result of the vote for state flowers at the Benefit Street School is as follows: rose, ninety-one; violet, fifty-three; pink, thirty-six; lily, twenty-four; buttercup, eighteen; pansy, eighteen; daisy, sixteen; daffodil, seven; sunflower, six; pond-lily, six; tulip, five; crocus, five; dandelion, four; aster, four; hyacinth, four; golden rod, two; chrysanthemum, two; bluet, two; lilac, two; peony, one; primrose, one; lady's slipper, one; morning glory, one; cat's tail, one; total, three hundred and nine. This vote throughout the city is to nominate the flowers to be voted on for the State flower. The tax receiving the most votes will be selected and a second vote taken on those to decide on the flower for the state.

Among the former members of the school whom we were pleased to meet lately were:

Nellie Wilcox, '96; Nellie Cronley, '96; Ada Briggs, '96; Jo King, '96; Josephine Field, '96; Mary Ward, '96; Maud Greenway, '95; Mary Hines, '96; Lillian Stubbs, '96; Marian Phillips, '96.

## ALUMNI NOTES.

Arthur T. Brown of the class of '72, has been appointed to receive contributions for a memorial of the Alumni to be placed in the new building.

The class of June, '82, numbered seven ladies and two gentlemen.

Miss Boss, the class valedictorian, during the short period allotted her to teach, gave unusual satisfaction as teacher in one of the district schools of her native town. On the sixth day of July, eighteen hundred eighty-three, after a brief illness she passed away.

Miss Gould, now Mrs. Frank A. Everett, of Charlton City, Massachusetts, began her professional duties in the September following graduation, in Mansfield District Number 3, of Franklin, Massachusetts. After a successful service of two terms she was obliged, on account of ill health, to decline a re-appointment. In the fall of eighty-three she accepted a position in a graded school in Plainville, Massachusetts, where, on November, twenty-second, eighteen hundred eighty-three at the close of the first term she was assisted in marriage with the Rev. F. A. Everett, then principal of the school in which she was teaching. Mrs. Everett, however, continued teaching until the close of another term, when she abandoned the profession temporarily to assume the responsible duties of house-keeping, intending to rest for awhile; this was not long, for during the following Spring she was called to substitute in one of the District Schools of Franklin, where she remained for more than a year, when Mr. Everett received his first appointment as pastor, in West Arlington, Massachusetts. Here Mrs. Everett again became house-keeper and since then has not taught. In the Spring of eighty-six, the annual Methodist Conference appointed Mr. Everett to Princeton, Massachusetts, where he was permitted to stay three years, when in eighteen hundred ninety he was appointed to his present position in Charlton City, Massachusetts. Mrs. Everett is mother of four children, two boys and two girls.

Miss Brockway, now Mrs. Edgar W. Chapman, Westley, Rhode Island, began teaching in September, eighty-two, in the Read and Ide District of Attleboro, Massachusetts, where she labored for one year. During the following year, owing to the death of her mother, she was called to Oak Lawn to care for a younger sister. In September, eighty-four, she received an appointment in District Number 4, of Westerly, Rhode Island, where on August twentieth, eighteen hundred and eighty-five she was married. For three years after marriage she continued teaching, one year in District Number 10, one term in Number 14, and two years in the seventh grade of the Elm Street School, Westerly. Miss Durfee, now Mrs. Henry E. Harris, East Providence, began her career as teacher in the Hope Street Primary of Woonsocket; after a service there of three terms she accepted a position at Riverside, where she remained two years. She then assisted for a term in the second room of the Grove Avenue Grammar School, Watchmoket, East Providence. On the completion of the new grammar school on Main Street avenue she was appointed teacher of its second

room where she taught until February fourteenth, eighteen hundred ninety, when she tendered her resignation. On the eighteenth of the same month she was married. Previous to her resignation she passed a successful examination before the Providence Board of examiners but was offered no position there until after she was married. Mrs. Harris has one child, a daughter of two years.

Miss Adams, after a meritorious career of ten consecutive years of teaching, died.

Miss Fowler spent the year following her graduation in studying practical teaching under an experienced teacher of one of the grammar grades of the Thayer Street Grammar School, Providence. At the close of the year, a vacancy occurred in one of the rooms of this school, which she was appointed to fill. Of her success, there is no doubt, for she has been re-appointed for nine consecutive years.

Miss Pond, now Mrs. Frank J. Smith, San Francisco, California, has sent me no communication regarding her work since graduating. I know that she taught for about a year in District Number 11, of North Smithfield.

Mr. Barber, salutatorian of the class, followed his chosen profession but three years, being located in different parts of his native town and finally at Narragansett Pier, where on March twentieth, eighteen hundred eighty-five, he finished his work as schoolmaster and engaged in manufacturing and farming in company with his father. On October sixth, eighteen hundred ninety, Mr. Barber started on an extended trip occupying nine weeks, during which he visited Niagara Falls, Chicago, San Antonio, and other cities in the South and West, returning by way of Washington, D. C. Mr. Barber is a popular agriculturist having been charter member of West Kingston Grange No. 10, and its second Master. He is at present secretary of Washington County Pomona Grange No. 2. Mr. Barber is now very busy in the construction of a house of his own, having recently married.

Mr. Bailey, with one term excepted, has taught in the public schools of Rhode Island for the past fourteen years. He was first engaged in a small district school near his home in North Smithfield where he taught one year. He was located in Chepachet three years, Centerville three, and has commenced the eighth year of his work in Bristol as Master of the Wally School. In June, eighty-six, he was elected a member of the school committee of North Smithfield which position he has since held, having been eight times chosen Superintendent of Schools, which office he now holds. On December twenty-second, eighteen hundred ninety he married Miss Martha J. Harris of Smithfield. He has one child, Mark Harris, now nearly four years of age.

## THE THIRTY-FIFTH CLASS.

The alumni department of the NORMAL STUDENT now asks an account to be rendered by the right girls who were graduated in June, eighteen hundred eighty-nine, of the eight years that have passed since their graduation.

All the members of the class have taught at least one year, and three are teaching now. As a class their influence has been very widely distributed as they have taught

in seven different states, Rhode Island, Vermont, New York, New Jersey, Maryland, Pennsylvania and Oregon. At the end of her first year of teaching, Lilla M. Hayden was married to Mr. Henry F. Keach of Greenville, Rhode Island. Her little daughter, Elish, is now five years old.

After teaching two years in the Rhode Island Normal School, Mabel C. Bragg taught for three years in the Normal School at West Chester, Pennsylvania, at the end of which time she returned to the Providence Normal where she is still teaching.

Agnes L. Gilford taught for several years in Providence. Last fall she entered the Episcopal Sisterhood of the Holy Trinity.

Jessie H. Johnson is the member of the class who went to Oregon, where she taught in Portland several years. Now she is at her home in East Providence.

Mary A. Kindland has been teaching in the schools of the city of Providence ever since her graduation.

Ella M. Kirby taught successfully for several years. She is at present living at home with her mother in Barrington.

Ada A. Mason is now governess to two small boys in Germantown, Pennsylvania. She has taught in Maryland, New York and New Jersey. She writes pleasantly of her work and is always loyal to the Rhode Island Normal School.

Nellie C. White, after her one year's teaching in this state, went to her home in Vermont. There she taught one year, at the end of which time she was married to Mr. Barton Hooker of Barre. She has three children, Frieda, Bertena, and baby boy.

## CLASS OF JANUARY, '83.

Seven years after our class were graduated, one of our number, the valedictorian, then a student at Mount Holyoke College, proposed that we have a class letter. According to her plan each member of the class was to enclose with the letters received by him one of his own, and each was to take out his own and insert another at the next room.

The plan worked well and the class letter continues to make its rounds, and all are agreed that it is delightful for us to be informed of the doings of our classmates and to get glimpses of the inner life and thoughts that make up the real life and character.

One of the first fruits of our class letter was a class reunion, which we held at Tillinghast's, in eighteen hun-

dered ninety, I believe. All the class were present on the occasion, if I mistake not, some with husband or wife. Of course we had an enjoyable time, and we recommend this method of getting together scattered classes and keeping up a class interest.

I will give a few facts about the members of our class which I think will be of interest to their Normal acquaintances and friends.

Hattie P. Carpenter, the valedictorian, after a course at Mount Holyoke, became Mrs. Frank Morse, and now lives in Chicago. Her husband teaches in one of the Chicago High Schools. Clara L. Baker, the salutatorian, has been continuously engaged in teaching since graduation. She is a very successful teacher and has taught for several years in Woonsocket, where she still continues. Hannah Babon has taught for several years in Benedict College, Columbia, South Carolina. She is there at present. Georgetta Lord taught for several years in the public schools of Providence. She became Mrs. E. J. Hunt and now resides at Auburn.

Abbie M. Martin and Mary A. Lawson are still engaged in teaching, the former at Central Falls, the latter at East Providence. Both have been highly successful and I believe have taught ever since graduation. Elisha Ide taught for a time after she graduated and then became Mrs. B. J. Whitaker and now resides East Providence. Effie L. Tarbois, after a period of teaching, was married to Mr. D. O. Caroll and her home is at Abbott Run, Rhode Island. Mary B. Johnson is now Mrs. E. Woodwell and lives in New Orleans. Both herself and husband have been, and I think at present are, connected with the art department of Newcomb College, New Orleans. She has visited Europe several times and resided at some of the art centres there. Chauncey T. Harlow taught in public schools for a short time, I believe, and then became connected with the Y. M. C. A. He has been General Secretary at Lowell, and now occupies a similar position at Joliet, Illinois. He has done a great deal of hard work for the betterment of men. He married Miss Robert, the daughter of a Providence clergyman. Frederick H. Saunders has been engaged in teaching ever since graduation, having had charge of grammar schools at River Point and Westerly, Rhode Island, and at Attleboro and Braintree, Massachusetts. At present he is Master of the Byfield School at Bristol, Rhode Island. He is unmarried. Five of the married members have children (of one I have no information) whom to congratulate and comment upon would require too much of the valuable space of the STUDENT.

Our class is interested in the Alumni Fund for the new home of Alva Mater and nearly all have contributed to it. We feel ourselves to be a remarkable class, but of course this is an inside view and not obligatory upon others.

FREDERICK H. SAUNDERS, '83.

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