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Volume II.

1897.

Number 1.

DECEMBER.



# THE NORMAL STUDENT

PUBLISHED QUARTERLY  
AT PROVIDENCE, R. I.  
BY THE STUDENTS OF THE  
RHODE ISLAND NORMAL SCHOOL.

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AMSTERDAM, 1897.

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# The Normal Student.

Vol. II.

PROVIDENCE, R. I., DECEMBER, 1897.

No. 1.

PUBLISHED BY THE  
Literary Societies

## RHODE ISLAND NORMAL SCHOOL.

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By special arrangement with the publishers of *Art Education*, *The Child-Study Monthly*, and *Primary Education*, we are able to offer the following advantageous terms to new subscribers of these periodicals.

The price of *Art Education* has been one dollar and a half; with the January number, it becomes a monthly magazine and the price will be two dollars. The price of *The Child-Study Monthly* and *Primary Education* is one dollar a year. By subscribing with us, one secures *Art Education* and *The Normal Student* for two dollars; either *The Child-Study Monthly* or *Primary Education* and *The Normal Student* for one dollar. These are papers which are appreciated by every progressive teacher. We call the attention of our readers to this desirable offer, hoping that they will avail themselves of the opportunity. Subscriptions will be received by the business managers of *The Normal Student*.

*The Normal Student* comes to its readers with the greetings of a new school year. The first number is late in appearing, but we hope it will be interesting and enjoyable. The support of the alumni and of the members of the school is anticipated. We desire to have a publication worthy of our school in every respect, and we ask all who are now and those who at any time have been connected with the school, to co-operate with us.

Of growing importance are the institutes and teachers' meetings that are being held in many parts of our state. For the whole state we have a yearly educational meeting of which we may justly be proud, The Rhode Island Institute of Instruction. All who attended the sessions of

the Institute this year agree that the standard of excellence which has been maintained in former years has in no wise been lowered.

Teachers' meetings and local institutes which are well worth our attention are being held in different towns of the state. In East Providence recently a meeting of the teachers was held, at which Miss Bass spoke of the teaching of history, and Miss Dickerson of nature study. Similar meetings are held each term.

In the towns of Warwick and Cranston the give considerable attention to teachers' meetings. In Warwick they are held on Saturdays, usually once a month. Various subjects are discussed, and at each meeting the teachers have an opportunity to hear a speaker of prominence. In Cranston the meeting of the Saturday after the Institute was devoted to a report of the Institute by the primary teachers; the following Saturday the grammar teachers had a meeting for the same purpose. Short papers were read at these meetings, and they were interesting and valuable.

Not only teachers but also the school officers are benefited by such meetings; for while teachers are given new ideas and inspiration, the superintendents come to know better the teachers who are under their supervision. All who are interested in the success of school work realize the need of the earnest, united effort which such meetings tend to foster.

It is with much pleasure that *The Normal Student* announces to its readers the rapid progress which is being made in the completion of the new normal school and its surroundings.

All of the outside of the building, except the doors is finished; and, as it stands prominently exposed to view, one is impressed by the dignity of its appearance.

The front is the most decorated part of the building especially about the two main entrances. The most impressive decoration is the two rows of polished marble pillars with their capitals.

On entering the building it may readily be seen that some parts are more nearly completed than others. In these the walls are tinted with delicate colors, which serve as an artistic background for the heavy moldings and handsome wood-work decorations. Already many of the blackboards have been placed upon the walls. The heating and ventilating system devised by Professor Woodbridge is in operation.

The spacious grounds which surround the building are already graded, and on some banks even now the grass is fresh and green. Shrubs and trees are being set out in generous numbers along the drives and walks; when spring arrives these will add much beauty and charm to the scene.

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## "TO BE OR NOT TO BE."

The *Normal Student* has not yet established a claim to perpetuity. It is seeking to find out whether its existence is really desirable. Its success last year seemed to be satisfactory in every way except that the small balance between its receipts and expenditures was on the wrong side. After careful consideration it has been decided that this condition can be reversed this year, so the publication of the paper will be continued. It is not assumed however that the paper should be supported merely because it can be. There surely is a strong presumption that a periodical of this kind may have a mission in the Rhode Island Normal School, and this presumption is to be tested. It is not creditable to a man or an institution to struggle for life and recognition. Indeed the right to exist has to be demonstrated by every institution that is created.

In order to know whether *The Normal Student* possesses fitness for survival two questions need to be answered:

1. Has it a mission?
2. If it has, is there behind it energy sufficient to carry it forward to the fulfillment of that mission?

As to its mission several interests are involved. First of all should be considered the interests of the Normal School. May *The Normal Student* promote the objects and usefulness of the school? In most of the strongest normal schools periodicals similar to this one exist. They seem to benefit the schools in several ways. They at least serve to make the schools known more widely and their influence felt more extensively. A copy of a school paper, if it worthily represents the life of the institution, in the hands of a young person considering the question of where to go to school is likely to have considerable influence upon the decision. The constituency from which a normal school draws its students must change every year, and this new body of young people must be informed of the opportunities and advantages the school offers. It is doubtful whether there is any other possible means equal to a good periodical issued by the school for attracting the attention of those to whom the Normal School offers the most favorable opportunity for an education.

But may *The Normal Student* not also benefit the students and teachers of the school? Whatever strengthens the school or extends its fame may benefit all who are members of it. If the Rhode Island Normal School is worthily represented in the reading-rooms of the best normal schools and other higher institutions throughout the country, as well as in the public libraries, will not that fact render membership in the school more desirable? This point scarcely needs to be noticed, as not many are likely to overlook the advantage of graduating from an institution widely and favorably known.

But the most direct benefit of the paper is in the fuller acquaintance with the school itself and its alumni, in the

interest and suggestion which its contents may furnish. The most important benefit of the paper to the students certainly must be in the opportunity for literary effort which it affords those who contribute its contents. Those who have had experience can testify to the value of this.

May *The Normal Student* afford pleasure and profit to the alumni and may it advance their professional interests? This question the graduates and former students will be able to answer without any discussion here. Their interest in the support of the paper, if it is to be fully successful, is necessary. If the paper has a mission, it includes keeping the graduates in closer touch with the school, with the view both to their advantage and the support which the school will ever need from them.

As to the ability of *The Normal Student* to fulfill its mission, if there is one for it, we must await the result.

WILLIAM E. WILSON.

## SURFACE GEOLOGY.

Sand plateaus occupy so much of the territory on either side of Narragansett Bay that they may claim a moment's attention. Investigators believe them to have been formed during the retreat of the ice sheet, and that each one in a general northerly direction marks a stage of that retreat.

We have noticed that when the ice of winter melts, streams flowing from higher levels across the ice wear channels in it; also that streams flow from beneath the melting ice.

In numerous places in our State we find ridges of land resembling railroad embankments, extending in a nearly southerly direction, from fifteen to fifty feet high and possibly a mile long. They are composed of coarse, loosely stratified glacial drift. There is evidence that these eskers, or "Indian ridges," were deposited by glacial streams which had made their own tunnels within the glacier. There is an esker in Roger Williams Park and one in the North Burial Ground. The grave of Longfellow is on one of these Indian ridges, and when we wish to find it we may refer to our map of Mount Auburn for Indian Ridge Path.

South of an esker, but separated from it by a distance of a few yards or a few rods, is the northern end of a sand plateau or plain, containing usually several, sometimes many acres. The material of sand plateaus is in most cases much finer than that of eskers, except perhaps at or near the top, and is more distinctly stratified. The tops of most sand plateaus slope very gently southward, but end in abruptly sloping lobes at the south, and have equally abrupt side slopes.

Three facts lead us to the conclusion that these plateaus were formed in standing water, namely, their stratification, height above the surrounding land, and their steeply sloping southerly and side borders. Doubtless their steep northerly slopes are due to contact with the glacier.

At the southern end of a sand plateau instead of the prevailing and natural horizontal stratification we find most interesting cross-bedding: layers of fine sand showing many departures from the horizontal, with sometimes beautiful interlocking or curving of delicate strata. A repetition of this phenomenon is seen at the northern end of the plain, where at last the stream was probably forced up the steep slope of the plateau. A fine example of cross-bedding was exposed when excavations were made for the foundations of our new State House. The presence of the coarse top material may be accounted for by supposing rapid melting of ice, whose larger and swifter streams carried coarse detritus farther south than gentler streams had done.

Our New England sand plateaus are rather barren. Dr. Holmes was born and brought up on one of these plains. His father remarked that he had fertilized and cultivated his garden for thirty years without satisfactory results, but perhaps it had done some good in China. Holmes Field is very suitable as a place for athletic sports.

Many sand plateaus are sites for reservoirs where water is stored for city use, or for cemeteries, as Moshasuck Cemetery in Lincoln.

As the great ice sheet thinned by melting, the tops of the hills first appeared above it, the ice lingering longest in the valleys. Streams from the melting ice were at liberty to deposit detritus around these remaining ice blocks, and doubtless in many cases buried them underneath land waste; but Phœbus was asserting his sway and they had to yield, but the hollows remain and with water varying in amount with evaporation and rainfall they constitute all our natural ponds.

CHARLOTTE E. DEMING.

## A VISIT TO THE TRAINING SCHOOL.

Although the trees were nearly leafless, and only a few chickweeds and fall dandelions remained, the air was invigorating and the sun was bright and clear as I walked to the Benefit Street training school on November fourth.

As I entered the door-way of the schoolroom, the teacher came forward and greeted me in a way which made me feel that she took an interest in my having an opportunity to come to the training school to observe the methods of teaching.

It was not yet nine o'clock, but the room was very quiet and most of the children were reading at their desks. Just before nine when the books were quietly placed on the tables, I noticed that several had been reading "Black Beauty."

Before the opening exercises the teacher asked whether anyone could tell why Nellie was not present. No one knew; and the teacher said, "It is something unusual for Nellie to be absent."

After the prayer and the songs the teacher asked about the holiday which was coming the last of the month. Several knew that she meant Thanksgiving. Then fol-

lowed a talk about the Pilgrims and the origin of Thanksgiving, which gave the children interesting historical facts. During this talk Nellie entered the room; the teacher looked at her and said, "Not yet, Nellie," and Nellie went back into the hall.

Then the teacher taught "The Landing of the Pilgrims" by reading it and then having the children repeat it. This method of teaching the poem interested me, because I was once discouraged by hearing a trained teacher say, "No teacher should attempt to teach a poem until she can recite the poem herself."

The children showed great interest when questioned about the direction and velocity of the wind, the temperature, and the weather in general. This made me think that I might have done similar work in school if I had only thought of it. Nellie was to have observed the weather signal for that day, and when this information was needed the teacher went to the door and admitted her. I wondered why she had not allowed her to enter before she had lost so much of the work of the morning.

The children seemed to be bright and attentive. Perhaps this was in part due to the condition of the atmosphere and the morning walk they had taken. The well lighted and tastefully arranged room and the beautiful pictures may have had an influence, or my walk may have made me especially appreciative; yet I think the chief charm was in the teacher.

The number work was so well presented and thoroughly explained, that the children had little difficulty in understanding and solving the problems. I wondered whether school work to-day is not made so easy that children fail to gain power to overcome difficulties.

The excellent order of the room and the charming attitude of the teacher toward the children deeply impressed me, and made me wish that all children might work in as genial an atmosphere.

AMELIA L. BRAYTON.

## RECESSIONAL.

[The following hymn by Raymond Kipling is, according to the *London Times*, the only bit of genuine poetry that is to be found in all the voluminous *verses* called forth by the Queen's jubilee. It is already being set to music by Sir Arthur Sullivan.]

God of our fathers, known of old—  
Land of our far-flung battlelines,  
Beneath whose awful Hand we hold  
Domination over pain and gloom—  
Lord God of Hosts, be with us yet,  
Lest we forget—lest we forget!

The tumult and the shouting dies—  
The captain and the king depart,  
Still stands Thine ancient sacred fire,  
An humble and a contrite heart.  
Lord God of Hosts, be with us yet,  
Lest we forget—lest we forget!

Far-called our traveler melt away—  
On shore and homeland slake the fires,  
Lest all our pomp of yesterday

Is one with Nineveh and Tyre?  
 Judge of the Nations, spare us yet.  
 Lest we forget—lest we forget!

If drunk with sight of power, we loathe  
 Wild tongues that have not Thee in awe—  
 Such boasting as the Gentiles use  
 Or lesser breeds without the Law—  
 Lord God of Hosts, be not so yet,  
 Lest we forget—lest we forget!

For heathen heart that puts her trust  
 In reckless tube and from shard—  
 All valiant dust that builds on dust,  
 And guarding calls not Thee to guard—  
 For frantic boast and foolish word,  
 Thy Mercy on Thy People, Lord!

America

#### THE AIMS OF THE LITERARY SOCIETIES.

At the present time there exist in the school two organizations which were established in eighteen hundred and ninety-three. One flourishes under the learned title, Scribimus Indocti Doctique Literary Society, but is popularly known as the S. I. D. Q. Society. The other is the Elizabeth Barrett Browning Club, usually spoken of as the E. B. B. Club.

The Normal School is unlike many other schools in that it draws its students from many different localities. This means many and varied interests, almost as many as there are students. It was thought that if these students could be brought together in other relations than those of the schoolroom, a spirit of unity and sociability might be fostered. In this way the character of each student might more advantageously affect her school neighbor. We do not give the best that is in us; we keep our most helpful spirit within ourselves. How much wider and greater would be our personal influence if we would give out some of that which we so carefully guard!

It was thought also that in connection with this feeling of sociability, literary talent might be fostered, the students being encouraged to make original research, and an opportunity being provided for public presentation of the results of their investigations.

The aim of the Normal School is to prepare students for the profession of teaching. These societies aim to offer us opportunities to cultivate the social and literary phases of our training. These two societies are on the same footing and have the same aims and interests. There being two societies, twice the number of opportunities are open to us for advancement and profit from our voluntary efforts. It is by our voluntary endeavors that we attain a measure of our greatest and best growth.

To carry out these ideas we have the formal public meetings and the less formal business meetings. The public meetings afford us excellent opportunities for the presentation before an intelligent, appreciative audience of original or acquired ideas on subjects of interest and moment, thereby promoting and encouraging literary talent and developing the power and the self-possession to speak before an assembly.

In the business meetings the informal discussions on subjects relating to literature and to current events lead to greater self-possession and ability to speak extemporaneously. Again by cooperating heartily in all the plans of the officers of the societies, we gain experience and knowledge of parliamentary practice, thereby developing our executive and administrative ability and preparing us for active participation in other social organizations. The student who enters enthusiastically into the work of the society avails herself of opportunities which will be of lasting benefit, while the member who keeps on the edge of things, rarely attending the meetings or taking part in the exercises unless compelled to do so, cannot realize how much of value is passing by her unheeded.

Sociability is also a prominent feature of the business meetings, each member by becoming acquainted with the others adds to the pleasant, social intercourse in the school.

The receptions and socials provide scope for originality and ingenuity, not only on the part of those who are active in planning and arranging for the entertainment, but also on the part of those who are entertained. These occasions give much enjoyment and tend to better acquaintance, pleasant feeling, and greater harmony among the teachers and students.

After our school days are over what a source of pleasant thoughts, happy memories, and society associations will she have who has improved all these opportunities and worked for the interests of her society! Then will she feel greater loyalty to the school, which by its literary and social advantages, as well as by class-room instruction, has helped to prepare her for her work.

Schoolmates and fellow members, we aim to attain high ideals, but is the intention all that is essential? Must not we, each one of us, make new resolutions and spur ourselves onward to reach these aspirations? May we not begin to-day to enter more closely into the spirit of these societies, to raise our individual standards of loyalty, and to create new energy and interest which will be fitting examples for future members? I think, may I feel so, we may.

KATHARINE M. HURLEY.

#### ELIZABETH BARRETT BROWNING CLUB.

The Elizabeth Barrett Browning Club began the fourth year of its existence with seventy members. The present officers of the society are as follows:

President—Katharine M. Hurley.  
 Vice-president—Minnie Galli.  
 Secretary—Ellen F. Dillon.  
 Treasurer—Alice F. Spaulding.  
 Executive Committee—Mary M. Craig, Ethel L. Reed, Jennie F. Chase.  
 Decorative Committee—Abbie G. Riley, Alice J. Gake, Anna E. Brown.  
 Sergeant-at-arms—E. Maad West.

Editor-in-chief—Nellie Tillinghast.

Business Manager—Abbie G. Riley.

There have been eight business meetings this year in addition to the regular public meetings and three joint meetings of the two societies.

At the business meeting held October ninth the subject of plans for the business meetings was considered, and it was voted to have discussions on the current events of the day and contributions of interesting articles and choice bits of literature on the part of the members.

Two meetings have been conducted in accordance with this recommendation, and it is hoped that this plan will be continued under the hearty co-operation of all the members of the society.

On this same date a reception was held in honor of the new members of the society. Number nine was tastefully decorated; literary games and refreshments were enjoyed.

The question of improving our public meetings is at present under discussion in our society. Some satisfactory conclusions have been reached and a meeting of interest is being planned.

ALICE M. HALL.

#### S. I. D. Q. LITERARY SOCIETY.

The first regular business meeting of the year was held on September eighteenth at quarter before two in room nine, Florence S. Ryan, president; E. Gertrude Lanphar, secretary. After the introductory business, Annie M. Smith was elected vice-president in place of Sarah H. Carter, who has withdrawn from school. The president then appointed committees to serve for the ensuing six months:

Executive—Lillian M. Apex, Mary E. Kirby.  
 Membership—Emma A. Hokanson, Julia A. Dwyer, Amelia L. Brayton.

Social—Mary A. Demers, Emma J. Carpenter, Ellen Ryan.

The regular business meetings have occurred on the second and the fifteenth of October; at the last meeting an exciting spelling match was heartily enjoyed by those present.

The programs of our public meetings have consisted of essays upon biological, historical, and psychological subjects with instrumental and vocal music.

Early in the year we felt the importance of increasing the usefulness of our business meetings, and it was suggested by the executive committee that we use the time in discussion of topics of general interest and in the consideration of current events. It is thought if each member of our society would take an interest in contributing material and so share with the other members something which has been of help or interest to her, that our business meetings would be of a more uplifting nature. The thought that we have shared with others that which has

interested us and that it has been a source of pleasure to them, will serve to make it doubly valuable to us.

BERTHA STANLEY HICKS.

#### NOTES FROM THE TRAINING SCHOOL.

A very stubborn boy who could seldom be induced to talk was the cause of a great deal of anxiety to his teacher. Various methods of appealing to his better nature were tried, but they seemed to make no impression. Finally he was asked to sign a written promise to obey his teacher in all things. He signed it and gave no more trouble.

Miss ——— took some chrysanthemums to school one morning. All the children thought they were pretty and enjoyed seeing them on the desk. At the end of the week Miss ——— gave each child one to take home. In a few days some more chrysanthemums were brought in. Every child except one said they were pretty. Sammie said they were not pretty. Miss ——— asked, "Why do you think they are not pretty, Sammie?" "I threw mine away last Friday. It smelled funny," replied Sammie. Probably chrysanthemums will never be beautiful to him again because of the odor.

A geography class was studying about the earth's surface. The teacher showed the children an apple, the skin of which was wrinkled. By means of questions she drew from them that the hollow places were depressions. When asked what the raised places were, a boy answered, "Why, if the hollow places are depressions, the raised places must be depressions."

The first word in a spelling lesson was "tree," and the last, "flower." The first word given out was "flower." The little girl said, "flower, tree, flower." In a moment she realized that her teacher had asked her to spell the last word in the lesson. She looked up quickly and said, "Why Miss ———, I can't spell backwards."

A little girl scorned telling falsehoods and would not speak to any one who had told one. One day the geography lesson at school was about Florida. After school closed she stayed to help the teacher. She said, "Miss ———, I wanted to tell something in the class to-day, but I didn't dare to." "Why not?", the teacher asked. "I thought it would take too long." Miss ——— said, "You may tell me now and perhaps tomorrow you may tell the class." The child said she used to live in Florida and described the house she lived in and all the surroundings. She told what fruits grew in her father's orchards. She said she did not like oranges now because she had so many when she lived in Florida. Some of the oranges when they were very ripe fell from the trees, and she liked to go around and step on them. Miss ——— did not know whether to believe her or not, but the child had always been so truthful that she could not think she was telling a falsehood. She said she had also lived in

Chicago and California. When she came here the hills looked very strange, for in Chicago the land was low. She thought the Pacific Ocean looked about the same as the Atlantic, but there were prettier shells on the Pacific coast. She described the houses, people, and scenery of each place where she had lived. Miss —, knowing the circumstances of the family, began to doubt whether these stories were true; so she went to see the child's mother. The mother said the girl was born in Providence and had never been more than a short distance out of the city. Miss — asked how it was that she could describe places so accurately. The mother replied that the child liked geography and read everything she could find, in that way she must have learned about these places. Some time later the girl came to see Miss —. She said, "My mother says I told you lies. I am sorry. I never lived in those places that I told you about but I read about them and it seemed as though I had."

ANNIE M. SMITH.

#### LOCALS.

Miss Inez L. Whipple, for several years a member of the faculty, resigned her position at the close of last term to continue her studies; she has entered the sophomore class of Brown University.

Miss Mary Dickerson, a graduate of the University of Chicago, now has charge of the department of biology.

Miss Alice E. Reynolds, who had charge of the primary department at our training school, is now teaching in the training school in New Haven.

Miss Mary A. Hovey, formerly in charge of one of the rooms at the training school, has entered Mount Holyoke College.

Miss Grace E. Mowry, who taught last year at the training school, is now teaching at South Manchester, Connecticut.

Miss Sarah L. Sweet now has charge of the third year grade, and Miss Marion A. Fuller of the fourth year grade, at the training school.

The annual meeting of the alumni was held in Normal Hall, Friday evening, October twenty-ninth.

Dr. Morgan, a former principal and an ever-welcome guest, made us a short call October twelfth and spoke a few inspiring words to us.

William Pendl, who for thirty-three years has been door-keeper of the President's room at the White House, entertained us on the morning of October ninth, by a de-

scription of his life at the White House. He told in a very entertaining way the details of the assassinations of Abraham Lincoln and James A. Garfield, and spoke very briefly about other things of interest in his personal experience of years of association with our Presidents.

The school has a valuable addition to its geological collection in the form of some fine specimens which were collected in the Four Mile district of the Snake river valley, Colorado, by the donor, George E. Perkins of this city, his husband of one of our graduates.

Twelve compound microscopes and twenty simple dissecting microscopes have recently been purchased for the Normal School. At present they are in constant use by the biology classes. These instruments were made by the Bausch & Lomb Manufacturing Company of New York and Rochester, which ranks first of its kind in this country.

Several trips have been taken this fall by the members of different classes for the purpose of extending their field of knowledge. The city training class in biology went to Hunt's Mills, the junior B class in biology went to Pawtucket, the city training class in geography to Wallum Pond, and the senior class in geology to North Smithfield.

With the beginning of the new quarter the seniors have taken up the study of Hamlet. They have also begun the study of heat and light in physics.

The junior A class in literature has begun the study of In Memoriam. In addition to this, they hope to study this term, at least a part of Idylls of the King.

Nine girls from the junior A class had practice at the training school on Benefit street the first half of this term. On Monday, November fifteenth, seven other girls from the same class began their practice and will continue it until the end of this quarter.

The sub-junior class is taking a course in reading for voice training and development of expression; they have begun the study of pedagogy, and are discussing the aims of education.

The class in rhetoric are writing daily themes, with an essay every fortnight.

LILLIAN M. APES.

#### REUNION OF THE NORMAL SCHOOL ALUMNI.

The Alumni Association of the Rhode Island Normal School held its eleventh annual meeting in the study hall of the old home on Friday afternoon, October twenty-ninth, beginning at five o'clock.

As the years come and go more and more of our mem-

bers come to the meetings, and this time there were about one hundred and sixty present.

The president of the association, Mrs. Edwin D. McGuinness, and the executive committee were assisted by the faculty in receiving the members during the first half-hour. Classmates sought each other with glad greetings, many seeing each other only at these reunions.

The supper tables presented a most attractive appearance and were completely filled when the company sat down. Arrangements had been made by which classes were seated together, the invited guests and the older classes being at the president's table.

Divine blessing was invoked by Professor W. E. Wilson of the Normal School.

The menu was as follows: roast turkey with vegetables, cream salmon, chicken and lobster salads, ices and cream of all kinds with assorted cakes, and the fruits of the season.

At the conclusion of the supper the president called upon the secretary, Miss Eudora E. Joslin, to read her report. This was followed by reports from the committees on natural history, visiting, and necrology.

The natural history committee reported a donation of minerals for the school collection. The necrology committee reported two deaths among the graduates during the past year; Miss Dora Appleton of the first class, June '72, and Miss Louise P. Remington, June '72. After miscellaneous business had been disposed of the nominating committee made its report, and the following officers were elected for the ensuing year:

President—Eudora E. Joslin.  
Vice-president—Carrie W. Slade.  
Secretary and Treasurer—Jennie I. Ellis.  
Executive Committee—Lydia M. Bishop, Susanna Reed.  
Committees were appointed on visiting, natural history, and necrology.

The business being concluded, the president called on Mayor McGuinness, who spoke on the friendly relations between the school and the city.

Mrs. L. G. Barrett of Jackson, Mississippi, formerly Miss Ella M. Short, a graduate of the school and a former teacher, gave a most interesting account of her own

and her husband's educational work among the colored population of the South.

Miss Williston and Mrs. S. Y. Cushing gave interesting reminiscences of the times when each was a pupil of the school.

Letters of regret were read from Gov. Elisha Dyer, Dr. Henry Barnard, former principal George A. Littlefield, and Miss Frances W. Lewis of Los Angeles, California, a former teacher in the school.

Principal Wilson made an address, in which he praised the interest shown by the alumni in their Alma Mater, and exhorted them to keep that enthusiasm alive.

Miss Ella Hurley, treasurer of the association fund, reported the amount on hand to be two hundred and nineteen dollars. This fund is to be used to purchase a suitable gift for the new normal school when it is completed.

Among the guests present were Mrs. James L. Hughes, Supervisor of Kindergartens, Toronto, Canada; Miss Marie Ruef Hofer of Chicago; and Miss S. E. Brassil, Supervisor of Nature Study, Cambridge, Massachusetts.

#### ALUMNI NOTES.

The class of January '83 had a reunion August seventh. Seven members of the class were present, the other four being prevented from coming by reason of distance. The party went to Fields Point and enjoyed an excellent clam dinner, and later went on to Rocky Point where the afternoon was spent. It was the second septennial reunion of the class.

F. H. SAUNDERS, Class President.

The class of June '90 consisted of nineteen members and, being naturally a social class, we decided to try to meet at least once every year after graduation.

Class suppers were tried, but it was finally decided that an annual excursion or outing would be more pleasing to the majority of the class and so it has proved.

Our last reunion was held in Bristol on June nineteenth of this year. One of the members of the class, who lives in that historic town, decided to celebrate her birthday by inviting the class to spend the day with her. The day proved to be a perfect one and ten of us were



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able to go. When we reached Bristol a carriage was in waiting which conveyed the party to the beautiful shore of Mount Hope Bay, where the day was spent. A little summer cottage was at our disposal, and we spent some time in talking over old times and in making plans for the future. It was delightful to have the sea and country together, and as we followed the Indian trail for some distance in the afternoon, we could but think of the red men who roamed there so many years ago.

Before parting at night our class hymn was sung, and we all decided that a reunion in the country was most restful and refreshing. A MEMBER OF THE CLASS.

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