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# THE NORMAL STUDENT

ARNOLD



AGASSIZ

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

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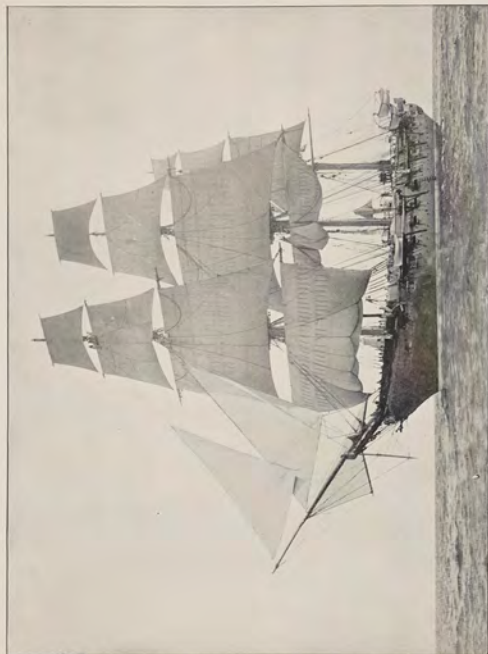
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## A STRANGER GUEST.

Open your door, and open your heart,  
To welcome a stranger-guest.  
And though you have never met, be sure  
To give him your very best.  
Best of your heart and best of your home,  
And best of your thought and deed;  
For he who comes as a stranger now,  
Can prove you a friend in need.  
Never a boy and never a girl  
This stranger-guest should despise,  
When once he enters within your gates,  
He is there until he dies,  
And keeps an account of word and act,  
Whatever you say or do;  
And marks every mispent day and hour,  
In calendar strict and true.  
And many a good he offers you,  
And beautiful gifts to choose,  
But never they come to you again,  
If once the gifts you refuse.  
And how you welcome this stranger-guest,  
And how you treat him each day,  
Becomes a blessing or bitter grief  
As you journey on life's way.  
I see the movement in your eye,  
And the smile upon your face,  
For you are guessing this stranger's name,  
The stranger who comes apace.  
Haste, haste, to meet him,—so, see his hand  
Already upon your gate,  
The youngest son of old Father Time,  
The gallant young Ninety-Eight.

JULIA ZITELLA COCKE.

From *The Youth's Companion*.



U. S. FRIGATE CONSTITUTION.

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For History, See Page and Name, in THE RUGGER  
October, 1897.

The new year, eighteen hundred and ninety-eight, is here! *The Normal Student* extends the heartiest of greetings to its readers with the hope that it may be a happy and prosperous year for them all.

We are indebted to the publishers of *The Rudder*, a magazine devoted to the interests of yachting, for the use of the plate from which our frontispiece is printed. The October number of *The Rudder* contains a history and several illustrations of the frigate Constitution.

When we hear the glad words, "Vacation is here," and the wishes that it may be a happy one circulating among the girls, it seems almost impossible to realize that twenty weeks of hard work have passed since we all gathered in the Study Hall on that memorable morning of September eighth.

Many of the girls who had just entered the school were timid and shy, feeling strange in their new surroundings, while we girls who had been here longer appreciated their situation and remembered when we had been in their places. During the time which has elapsed since then all of those feelings have naturally vanished owing to the friendly, social, and helpful spirit which exists among the students and which is brought into prominence by the pleasant socials and the meetings held by the two literary societies.

What has been accomplished by most of us during these twenty weeks? In the words of our principal, "It is difficult to tell." Of course our knowledge of the different subjects we have studied has been broadened; and then, along with our work have come those little suggestions from teachers and schoolmates which have unconsciously stimulated us to think some kinder thought, do some nobler act, be less thoughtful of ourselves or make our every-day life better than before.

On the last hour of every Saturday during the term we have enjoyed either a lecture or a literary entertainment by one of the societies.

We earnestly hope that the next twenty weeks will be as pleasant and helpful as the past twenty have been, and that when they are ended there will not be a girl who does not feel that her time has been well spent and that she has gained many things which will be of life-long value to her.

All who listened to Dr. Bass' lecture on the afternoon of December eighteenth must have been inspired by his words as he told the story of the noble life of Dorothea Dix.

To those who had not before known her or who had only a slight knowledge of her work, the lecture came as



a revelation. As Dr. Bass so vividly described her work among the insane poor, one could but think of her as one of the world's greatest heroines. Although a woman of poor health, Miss Dix travelled from one end of our country to the other, enduring numerous hardships for the sake of fulfilling her mission. The insane who had previously been so poorly cared for have cause to bless Miss Dix for her efforts in their behalf. Nothing daunted her; she had the conviction of right and she fought for her convictions.

We often overlook the opportunities of doing good that are open to us; we are absorbed in self and forget the claims that those who are not so well situated as we, have upon us. Are we not given new impulses to make our lives of more use when we know of such a life as that of Dorothea Dix? May we have a large part of that self-sacrificing spirit that characterized her life!

#### "OLD IRONSIDES."

At one of the docks in the Charlestown Navy Yard the old and venerable frigate, Constitution, is now lying. Stripped, it is true, of her masts and spars, of her sails and guns, and of all that once made her a thing of life, but nevertheless a memorial of lofty patriotism—a visible symbol of a great past.

She is open to the inspection of visitors. Let us go on board! Passing through the gangway the first thing which attracts the eye is the carving on each side of the opening—an eagle and an anchor; the only symbolic carving on this man-of-war. Standing on the deck one feels a thrill of emotion as the memories of the glorious deeds enacted here come over him. Here some of the guns were mounted, but only the smaller part for room was needed for managing the ship and directing the battle. The object of greatest interest on this deck is the double wheel, which it took from two to four men to manage. Shortly after the War of 1812, when the Constitution was being refitted at Boston, she was visited by a distinguished English officer who remarked that this wheel was one of the clumsiest things he had ever seen and was unworthy of the vessel. The American commander replied, "That wheel, sir, is the only thing English in the ship." In the encounter with the Java the wheel of the Constitution was carried away by a cannon-shot; after the engagement it was replaced by the Java's wheel, which was afterwards kept as a trophy.

Conspicuously placed upon the bridge are the words, "Don't give up the ship." This expression has been proverbial since it was spoken by Captain Lawrence and, although it has no connection with the history of the Constitution, the sentiment is a fitting one.

Back of the wheel and under the bridge were the captain's quarters, consisting of main and rear cabins and staterooms. A little of the furniture still remains, enough to suggest the comfort and attractiveness which was once afforded here.

Below the upper of spar deck is the gun deck with thirty port holes, accommodating fifteen guns on each side. On this deck are the pumps, both for drawing water from the vessel and from the sea; here also the cooking is done. At one end of this deck is the ward room or mess-room for the lieutenants and other officers. Opening into this are their staterooms, and each is a study in the economy of space. The only article of furniture not built into the room, with perhaps the exception of a chair, is what at first sight seems to be an old-fashioned bureau. A part of it does contain drawers for holding the officer's possessions, but when the top drawer is pulled out and its front side let down, he has a most convenient and attractive writing desk.

Going down through a hatchway one comes to the berth deck. Here the sailors hang their hammocks from cables attached to the deck beams, and stretched so tightly that the recruit often wondered how he was to get into his "bed." Each hammock had its number and ironing numbers were marked on the deck beams, so the men knew exactly where each hammock was to be strung. During the day the hammocks were rolled up and stowed away, leaving this space clear. A part of this deck is given up to the quarters for the petty officers. The difference in rank of those on shipboard was very marked, particularly in the quarters assigned them. Here was also the hospital or "sick bay" and the dispensary. In the latter every available space was used for holding the medicines, big drawers and little drawers for the dry materials and racks of all sizes to support the bottles.

Still lower down in the ship is the orlop deck. Here the cables for holding the anchor are coiled and ropes, sails, and other outfit are stored.

Even in the hold there is much of interest. Here the larger part of the ship's provisions was kept, and there are innumerable places for storing things away. At one end is the bread room which is of generous proportions in length and width, but only about four feet high. This is used throughout with tin to keep it free from vermin. In the hold are also the iron tanks for the supply of fresh water. Nearby are two powder magazines lined with lead and so constructed that in case of fire they can be quickly flooded with water.

As one ascends the hatchways and reaches in succession the orlop, berth, gun, and finally the spar deck, he realizes that he has been some feet under water. If he is level-headed and not too tired, he may go up on the bridge and from there out to the plank walk running along the roof which now covers the upper deck. From here there is a fine view of the harbor and the navy yard.

What is to be done with this ancient and honored craft is a question not yet decided. It is hoped that an appropriation may be made by Congress to refit her and turn her into a training ship. The feeling is very strong in Massachusetts at least that she should be cared for and preserved. But if this cannot be, rather than that she should perish by neglect and decay.

"Nail to the mast her holy flag,  
Set every threshold bare;  
And give her to the god of storms,  
The lightning and the cable!"

EMMA E. BROWN.

#### NEW AND OLD PSYCHOLOGY.

Many articles have appeared in the recent educational periodicals, and many books have been written about the new and old psychology. The subject holds a very prominent place in the minds of many thinkers, and much work has been achieved in its study. It is expected that this advance will be a great help in the study of pedagogy.

The chief difference between the new and old psychology lies in the method in which the subject is pursued. The old method is that of introspection and theorizing, while the new is that of introspection and experimenting.

By the old method, a large amount of time was spent in definitions and classifications of judgments. Special emphasis was laid on tastefully worded definitions and artistic classifications. The old psychologist took little account of the processes which go on in the brain. It was said in this connection that, "Our sensations, our emotions, our thoughts and the material changes which go on in the brain and in the rest of the nervous system, are only two sets of facts. They are two quite separate worlds, separate in existence." The old psychologist took it for granted that the development of the brain of an individual was always in a "straight line" from his birth to his death, not realizing that the individual is constantly changing. Prof. O'Shea, in his address on "Child Study" at the Rhode Island Institute, referring to these changes expressed it as a "metamorphosis" of the child.

Recent psychologists, recognizing that the problems of the minds have not all been solved and that definitions do not constitute the substance of the science, seek to investigate and explain the phenomena of the mind by experimentation and careful observation, and by induction to form a true basis for their science. Many researches have been made by personal investigation and already many conclusions have been reached. This focussing of the attention upon the phenomena of the mind and upon the brain activities, has thrown into the background the metaphysical problem, which seeks to define mind and matter. It has been found a fact that for almost every sensation, thought, or emotion there is a corresponding activity in the nerve cells of which the brain is partly composed. The new psychologist concerns himself especially with what takes place in and between these cells. He notes how the brain is stimulated by light, sound, heat, etc., through the nerves of sense. He considers the action of the cells forming centres whose discharges are accompanied by conscious processes of perception, idea, and thought. He also observes that all the physical activities are results of impulses received through the nerve fibres by cells in the cerebrum.

This new method of studying psychology has an especial value for the normal student. He finds that the ideas, perceptions, concepts, etc. of the child are

gained through experience and he modifies his methods of teaching in accordance with these facts. Again, many tests have been made in reference to the vision and hearing of children, and it has been found a fact that many cases of apparent stupidity have been due to defects of these senses rather than to any intellectual inferiority. The dull child stands a better chance for improvement than ever before.

Some students in a class in psychology who had studied the subject a short time, were asked what benefits they had received from it. Some of the results were as follows: Three of them had become much more interested in children; six understood children better; four understood better what to expect from children; others understood better how to begin to teach and how the power and character of the pupil depend upon the teacher.

EMILY GRATEFUL LANTIER.

#### OUR BIOLOGY ROOM AND ITS USE.

It is not spacious and elegant, striking in beauty, or artistic in ornamentation, yet it serves for the present purpose. The Rhode Island Normal School is on the eve of removal, and when that long-looked-for day comes the poor old biology room will be supplanted by a more commodious and suitable apartment, which will throw its predecessor quite into the shadow.

As it is, let us consider somewhat the general appearance and use of our present room. The door is ajar. Let us enter with the invisible helmet of mythical lore shielding us from view, and take a picture of the scene. The sunlight is flooding the room, lighting up every corner, sending piercing rays through the aquaria, and bringing into activity the various living, moving creatures which find there their temporary habitation. Nearly every available portion of the room is filled with specimens of natural life. On the tables before the windows are placed the aquaria with their swimming gold-fish and tadpoles; in other glass vessels are frogs and toads. One window has a tightly-fitting screen on the inside, and in the space between this and the glass are many objects of interest. Here and there a cocoon is fastened to the screen, or crawling about on the inside is a caterpillar with his great woolly coat upon his back.

Not only does the sunlight bring into view the latter objects, but it shines also upon the faces of the students bent upon discovering the peculiar structure and characteristics of some specimen of natural life, or passing to listen to an interesting account of some strange freak of Nature. It is a bright picture, with the yellow sunbeams falling upon the heads of the girls and resting upon the teacher who guides and aids the discussion. Occasionally reference is made to a biological excursion taken by the class when they came home loaded with spoil. Many of the class have some experiences to relate which have been derived from personal observation. One girl is much interested in spiders, but is surprised to discover

that her unaccommodating little specimen absolutely refuses to rebuild his house for her benefit, probably fearing that she will steal his secret. We hear that one day a certain, active, young frog occupying one of the vessels upon the table, decided that for the sake of his health he would take a little exercise. Accordingly he gave three or four successive jumps and landed upon the floor. Here he showed his activity to a good advantage, and as there happened to be a furry, four-footed visitor in the room, who was very desirous of aiding the teacher to capture him, it was undecided for a moment who would possess the frog, but puss was finally defeated. A certain vague rumor is abroad, though it must be kept very secret, to the effect that a small snake which formerly lived here is now missing. What can have become of it? The whole affair is shrouded in mystery. But it is especially important that the members of the biology classes should know nothing about it, for some of them are naturally nervous. Yet why should they fear their nearly related "cousins"? If the theory of evolution be true, and if once we, ourselves, were—but the subject may be painful to some, and we will drop it.

The picture is slowly fading; the invisible helmet is losing its power and lest we make known our presence we will depart through the open door, leaving a class occupied with its work, and puss with dilated eyes sitting in an observing attitude before an aquarium, attentively watching the movements of a pretty gold-fish.

EDITH F. PERRY.

#### SOME GLACIAL RELICS.

Rhode Island is full of interesting features which are the result of glacial action. One of the most prominent of these is the esker, formed of coarsely stratified drift. Their stratification indicates that the eskers were laid down in bodies of water and were formed by streams bearing detritus and running out of the glaciers. Eskers take their direction from the slope of the ice-sheet, extending generally from north to south. In the town of Lincoln between the villages of Saylesville and Lonsdale, and separating Scotts Pond on the west from Lonsdale Pond on the east, may be seen one of the finest eskers in our state. It is nearly a mile long and varies in width from a few to about twenty rods.

The southern portion of the esker is about sixty-five feet above Lonsdale Pond and forty-two feet above Scotts Pond. The northern part is somewhat lower and unusually broad. It is supposed that the southern part was formed beneath the over-arching ice, while toward the north, the esker was probably laid down uncovered, the arch having melted off leaving only the side walls. As one follows the road along the top of the esker he has an extensive and beautiful view of the surrounding country. The steep sides of the esker are covered with pines and oaks, the latter being a characteristic feature of "Indian ridges."

At the southern end of the esker is seen the fosse which separates it from the sand plateau. This covers an area nearly a mile long and a quarter of a mile wide and was probably formed by the glacial stream bringing finer detritus down from the glacier and spreading it out in a high plain. The side slopes of the plateau are very abrupt, forming in some cases an angle of about thirty degrees. At its northern end near the Saylesville factory is a place where some houses are built close to the side of the plateau. Between these houses and the plateau is a substantial wall which was built to prevent the sand from sliding down upon the house lots. The plateau is rightly named, standing high above the surrounding country and being very level along the top. It is interesting to notice that the early settlers of New England chose the sand plateaus as sites for their cemeteries, as they did the hills for their churches. So are not surprised to find the beautiful Moshassuck cemetery located on the Lincoln sand plain.

In examining the cuts where sand has been taken out near the southern end of the plateau, one finds examples of stratification and cross-bedding, and at once realizes that he is on the fore-set of the plateau. Climbing to the highest part of the plain, he sees in the distance the three frontal lobes of the plateau facing the south and standing boldly out like sentinels guarding Nature's mysteries. The view from here impresses one with the magnitude of this work of the retreating ice-sheet. Looking at the sandy slope with the sharp angles so well preserved, it is difficult to believe that several thousands of years have passed since the retreating glacier finished its work in southern New England.

An unusual feature which may be seen at Scotts Pond is the floating island. Floating islands are so rare in this part of the world that this one is of special interest. It has at some time broken apart, but these parts are now chained together giving it the appearance of one island. Thickly covered with bushes and small trees it slowly floats over the water at the pleasure of the wind and the currents. It is supposed that the island was at one time marsh land. When the dam was built by the Lonsdale Company and the surface of the pond was consequently elevated, this marsh probably separated from the mainland. It furnishes a hospitable home for snakes and numerous water animals.

When I visited the pond in early November the island was not beautiful, furnishing as it did a part of a typical November scene. By imagining it covered with a brilliant tropical growth instead of the sober alder bushes, I was able to gain some idea of what the floating groves of India might be.

ABRIE C. WATSON.

The students were glad to unite with the faculty at Christmas time in sending flowers to Dr. Henry Barnard, as an expression of their wishes for his continued health and happiness.

#### A FURBESON AT THE TRAINING SCHOOL.

The room is an attractive one in itself, but the beautiful pictures of the Madonnas on the walls, the potted plants in the deep window seats, and the bright faces of the children made it especially interesting to me the morning of my visit. Much originality is displayed in the arrangement of the room; on each desk a staple is fastened over the groove in which the pencil may be placed when not in use, in order that there may not be the customary dropping of the pencil and the scramble after it; on the sides of the desks are fastened small clothes-pins to hold the sponges; while over one of the blackboards hangs a curtain, hiding until class time the work written beforehand, and thus shrouding it in a kind of mystery.

The exercises commenced by the children reciting the Lord's Prayer, singing, and talking over a poem the teacher had read them the day before. Then the pencils were brought out and laid in the grooves; the slates were washed, wiped, and put on one side of the desks; the reading books were placed on the other side.

The first class in arithmetic went to their assigned places at the blackboard, took crayons, one by one, as they were given out, and gave attention. Each had a different multiplication table to write, and it was interesting to notice the way each one went to work. Some dug the chalk into the ledge, some clutched their hair, one looked out of the windows, another watched his neighbor to see what he did, and others went vigorously to work as if in a hurry to finish. Meanwhile the second class was copying some sentences which had been written on the board before school. After the gymnastics the teacher brought out a covered basket, took her chair and sat near the children; as she called the names of certain ones, they came forward, shut their eyes, and each child took an object from the basket, after examining it he told all he could about it in answer to the teacher's questions. The objects interested me—a little black jug, an engine, a log hut, a doll's slipper, and a top were some of the contents of the mysterious basket. It was pleasant to watch the little faces eager and bright, to hear the queer little sentences, as the children expressed their ideas, some boldly, some shyly.

The influence over the children, the saving of time in so many different ways, the planning beforehand just what should be done at such a time, the unique contrivances, the manner of speaking and the personality of the teacher, were the chief things I noticed and enjoyed at the training school that morning.

CHARLOTTE D. BROWNELL.

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

One of the pleasant features of the first meeting of the S. I. D. Q. literary society this winter was the social, when a literary salad was enjoyed. Miss Marble guessed

the largest number of authors and was called upon to make a speech. She responded by referring to the pleasure of seeing one's name signed to quotations although they might not be appropriate.

The S. I. D. Q. society united with the E. R. R. club in preparing an entertainment for the Thursday before Christmas. Mary E. Kirby, Lillias M. Apes, and E. Gertrude Lanhuear were appointed to help in arranging the program.

Just after Thanksgiving a T party was given, the nature of which was a surprise to all. Linda M. Lowell and May E. McGann shared in amusing the society by reading a Thanksgiving story.

The public meeting of January eighth was a Lowell meeting. Interesting facts of his life were presented in an able paper, and extracts from his letters were read. The following poems were listened to with pleasure: "The Courtin'," "The Singing Leaves," "The Finding of the Lyre," "The First Snowfall," and a selection from "The Vision of Sir Launfal."

The following officers have been elected for the coming half-year:

President—Lillias M. Apes.  
Vice-President—Ellen Ryan.  
Secretary—Abbie C. Watson.  
Treasurer—Julia A. Dwyer.

AMEY L. ARNOLD.

#### E. R. R. NOTES.

The public meetings of the E. R. R. Club have grown more attractive as the term advanced. A lively interest centered in collections of historical relics contributed by the members. There were a Japanese Bible, calash, English shoes, palmetto cloth, knife used at Sebastopol, kerchief worn by Elizabeth Tilley Howland, child's garment that came over in the Mayflower, wood from the Plymouth Block-house, a Noah Webster spelling book, a Providence paper printed in eighteen hundred and seventeen, and many other objects of interest. They were exhibited and described, and the evident appreciation of the audience must have gratified the contributors.

At our last public meeting, instead of papers on various subjects, a debate was enjoyed. The question was, "Are BAZAARS worthy means of promoting objects of general benevolence?" May W. Morgan and Elizabeth C. Dawson upheld the negative, and the affirmative was defended by Jennie E. Chase and Martha E. Feeley. Both phases of the question were ably discussed. A lively interest was manifested by the audience.

Professor Wilson and Mr. Bevan in a pleasing duet sang themselves deeper than ever into the hearts of the students, if that were possible.

At a special business meeting Miss Dickerson talked to us about Chicago University. Her descriptions of college life and work were intensely interesting, as well as the many pictures which illustrated the descriptions of buildings and campus. As the words of some of the col-



sing songs were on the board, all joined with much zest in singing the praises of the University of Chicago.

The S. L. D. Q. Society and the E. R. B. Club joined in entertaining the faculty and the school on the Thursday before Christmas. Recitations and vocal selections appropriate to the season were rendered and a pantomime, "The Children of the Poet's Brain," bringing in several of Whittier's characters, was presented by members of the school. We enjoyed the entertainment very much and appreciated the efforts of our entertainers.

Our business meetings have not been as profitable as desired. If the members would only come forward and take an active part, our meetings would be more valuable to us. A general improvement is noticed, however, since the first of the term.

At our last business meeting the following officers were elected for the ensuing half-year:

President—Nellie Tillinghast.  
 Vice-President—Mary A. Campbell.  
 Secretary—May W. Meegan.  
 Treasurer—Alice M. Hall.  
 Executive Committee—Martha E. Feeley, A. Maude Cochran, Harriet Parker.  
 Decorative Committee—Ellen F. Dillon, Mary Leashey, Jennie E. Chase.  
 Sergeant-at-arms—Frances V. Freeman.

KATHARINE M. HURLEY.

#### CHRISTMAS AT THE NORMAL SCHOOL.

During the afternoon session on the Thursday preceding Christmas, the following program was arranged and carried out by members of the school:

PIANO SOLO	Jennie B. McKinley,
SINGING	Cecilia M. M. Bainton,
READING	Catherine C. Carroll,
SINGING	Mary K. Conway,
PIANO DUET	Ethel and Mabel Latham,
"The Children of the Poet's Brain."	
ADDRESS	Professor Wilson.

Before each departed to enjoy individually her holiday, it seemed fitting that all should partake of some pleasure in common. The musical program was very much appreciated by all present. Music is ever an inspiration, and at Christmas time it appeals to us more than usually. The reading related to Christmas and was appropriate to the occasion. "The Children of the Poet's Brain" was a genuine Christmas surprise. The appearance of the platform and certain mysterious preparations in progress during the forenoon aroused the curiosity of all of us. The poet Whittier was impersonated by one of the young ladies, and while an interesting poem was read describing the pantomime, some of the characters of his poems were represented by members of the school in appropriate costumes. Before retiring to the back of the platform each

dropped a flower into the poet's hand. Among the characters represented were "Cobbler Keezar," "Barbara Fietch," "The Barefoot Boy" and "Maud Muller," the "Judge" in that poem.

At the close of this feature of the program, Professor Wilson spoke to us, prefacing his address with an expression of his appreciation of the exercises. He said that Christmas is a time for the manifestation of good will, and that although none of us perhaps possessed the power to perform any great act of benevolence, yet each might do her part and in this way promote the happiness of others. The address contained much in thought and gave each of us an inspiration for that better side of our natures which tells us in the small voice of conscience that "It is more blessed to give than to receive."

At the conclusion of Professor Wilson's remarks, the school sang a Christmas song entitled "December."

With the exchange of many wishes for a merry Christmas school closed, and we all left for home eager to be out in the brisk, clear air and snow, the propitious omens for that most joyful of all holidays.

MARY R. MOTT.

#### CHRISTMAS AT THE TRAINING-SCHOOL.

In most of the rooms the children are taught that the Christmas season is a special time for making others happy.

In the kindergarten especially the idea of giving was instilled into the pupils' minds, and they made match-scratchers and bells to give to their parents.

In one room the Christmas story as told by Nora Smith in the "Story Hour" was read; the children made five-pointed stars, and the evergreen was the subject of the nature-work; when school was over each child marched out of the room proudly bearing in his hand a beautiful carnation given him by the teacher.

In another room the children learned a Christmas poem, and when they came back to school after the Christmas time the teacher told them that Santa Claus knew the Benefit Street School was closed but he had not forgotten them. Then she sent them all to the window where they found bags made of fancy papers, filled with nuts and candy.

In all the rooms some recognition was given to the Christmas tide, but it was possible to do more in the lower than in the higher grades.

HENRIETTA N. COWEN.

#### SUGGESTIONS FOR READING.

##### ARTICLES UPON EDUCATION.

*Educational Review*.—October. Classification and Instruction in Rural Schools, WILLIAM T. HARRIS; The Scope of the Science of Education, J. J. FINDLAY; Some Aspects of Drawing, M. V. O'SHEA.

*Educational Review*.—November. Practical Lines of Child-Study, S. W. A. LUCKY; Educational Movements in England, SIR JOSHUA FITCH.

*Forum*.—October. The Heredity of Acquired Characteristics, PROF. CESARE LOMBRONO; Universities and the Higher Education of Women, OSCAR BROWNING.

*Atlantic Monthly*.—October. The Training of Teachers; The Old View of Childhood and the New, FREDERICK BURKE.

*Popular Science Monthly*.—December. The Teaching of Applied Science, CHARLES LAUTH.  
*Forum*.—December. Liberty in Teaching in the German Universities, K. ECKEN.

##### BIOGRAPHY.

*Popular Science*.—November. Sketch of Carl Vogt.  
*Century*.—October. Old English Masters, Sir Joshua Reynolds, John C. Vandyke.

*Century*.—November. A Great Naturalist, Edward Drinker Cope, HENRY F. OSBOENE; MOZART, EDWARD GEISE.

*Forum*.—October. Paul Verlaine, S. C. DE SOISSONS.

##### HISTORY.

*Atlantic Monthly*.—October. A Russian Experiment in Self-Government, GEORGE KENNAN; Twenty-Five Years' Progress in Equatorial Africa, HENRY M. STANLEY.

*Atlantic Monthly*.—November. The Frigate Constitution, IRA N. HOLLIS; Peculiarities of American Municipal Government, E. L. GORDON.

*Forum*.—October. England, Turkey and India, THOMAS GIBSON BOWLES, M. P.

*Forum*.—November. How the Greeks were Defeated, FREDERICK PALMER.

##### SCIENCE.

*Kindergarten Review*.—October. What is Nature Study? L. H. BAILEY; In October, SARAH E. BRASHE; Brain Structure, BRUCE KROVETSKIN.

*Art Education*.—October. "Art Education," HENRY T. BAILEY.

*Popular Science*.—October. Science at the University of Chicago, PROF. F. STARR; The Economic Value of Animals, CHAS. F. HOLDEN; Fragments of Science; Legislation Against Insects and Fungi; Vegetation of the Mammoth Cave.

*Popular Science*.—November. Semon's Scientific Researches in Australia; Bars and Beggar-Ticks, PROF. SPENCER TROTTER.

*Century*.—October. What is an Aurora? ALEXANDER MCADIE.

*Century*.—November. Strange Creatures of the Past, WILLIAM H. RALLIQU.

*Forum*.—November. American Excavations in Greece, J. GENNADEAS.

*Atlantic Monthly*.—October. Recent Discoveries Respecting the Origin of the Universe, T. J. J. SEE.  
*Popular Science Monthly*.—December. Racial Geography of Europe, WILLIAM Z. RIPLEY, Ph. D.; Are There Planets Among the Stars? GARRETT P. SERVIS; Pacific Coast Gulls, HARRY L. GRAHAM; Excursions of the Geological Congress, PROF. DANIEL S. MARTIN.

##### LITERATURE.

*Atlantic Monthly*.—October. Two Principles in Recent American Fiction, JAMES LASE ALLEN.  
*Atlantic Monthly*.—November. Life of Tennyson, HAMILTON WRIGHT MARIE; Forty Years of Bacon Folly, JOHN FIDKE.

*Forum*.—December. Mission of Literature, THEODORE W. HUNT.

*Popular Science*.—December. Scientific Literature. LINDA M. LOWELL.

##### CLASS OF '97.

These graduates of the class of '97 are teaching:  
 Hattie S. Babcock and Mary Whitford in Westbury;  
 Phoebe A. Barber in Burlington;  
 Gertrude T. Brennan, Edith C. Fisher, and Mary A. Smith in Woonsocket;  
 Lucinda M. Burke, Alice B. Matteson, Minnie Mills, Fanny I. Sherman, and Annie L. Tully in Cranston;  
 Catherine L. Connolly in Cumberland;  
 Mary E. Johnson in Crompton;  
 Ada M. Perry in Little Compton;  
 Mary D. Phillips in Pontiac;  
 Mary V. Quirk in Waver;  
 Emma L. Ray in East Providence;  
 Mary E. Rose in Attle;  
 Sallie E. Thornton and Eleanor J. Winsor in Johnston;  
 Edna M. Wood and Kate L. Wood in Barrington.  
 Of those who are teaching out of the state, S. Louise Baker is at Webster, Massachusetts; Florence C. Jones is at West Mansfield, Massachusetts; and M. Emily Hodge is at Bennington, Vermont.

BERTHA M. WOOD, '97.

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## MARRIAGES.

WINNER—GLEN.—In September, Caroline A. Glen, '95, to George A. Winner of Somerville, Massachusetts.

GILL—SHEPARD.—In September, Mabel F. Shepard, '95, to A. Hermann Gill of Canton, Massachusetts.

WOOLLEY—DAVIS.—October 12th, Mary E. Davis, '90, to Irving V. Woolley of Pawtucket.

MARY M. ALLEN, '88, was recently married to DAVID BECK of Warren.

ANNIE J. BAKER, '90, is now Mrs. F. J. TRULL and is living in Putte, Montana.

BOOTH—MATTISON.—On Christmas Eve Hortense Allen Mattison of the class of '91 was married to Arthur E. Booth of New Haven. They will live in New Haven, where Mr. Booth is an instructor in mathematics and electricity in the Boardman Manual Training High School.

APPLEBY—JOHNSON.—Emma L. Johnson of the class of '89 was married July first to Addison H. Appleby of Providence.

ABELE—MASON.—Ada A. Mason of the class of '89 was married at her home in Riverdale, New York, December fourteenth to George B. Abele of Philadelphia.

## BIRTHS.

At Phenix, November 16th, a son to Mrs. Annie El-dredge Sheldon, '88.

School closes January twenty-first for the usual mid-winter vacation of two weeks. With the reopening of school some of the seniors will begin their training-school practice.

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