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THE NORMAL STUDENT

ARNOLD



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

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By the resignation of Principal Wilson the NORMAL STUDENT loses a staunch friend. Only his encouragement and earnest efforts have made the paper possible. The NORMAL STUDENT also wishes to express its gratitude to Mr. Alexander Seaverns, its efficient advisory business manager, for his untiring efforts in its behalf.

The twenty-fourth of June! Are we glad or sorry that our school year is over and the long vacation is at hand? After a busy, crowded period of hard work we are grateful for the rest, but what does it mean to us to leave our dear school and the old building around which cluster so many pleasant memories and hallowed associations?

As Commencement Day becomes a reality instead of a vague event of the future, we more fully realize its significance. To those of us who are not to return it seems like losing something from our lives. We should be unhappy were it not for the fact that now we are to go out into the world to do our life work. The ideals that have been set before us, the inspirations that we have received from those with whom we have been so closely associated will spur us onward to our nobler.

Commencement is not an end, but a beginning. While we gather in the old hall for the last graduating exercises it will probably ever witness, let us think of it not as an

end of all things, but as a beginning of worthy achievements. While many sad thoughts will come—and we would not try to hinder them—let us be happy in the thought of bravely striving for the true and right. The past we cannot change; what is before us we know not, but we may endeavor to mould our lives according to our highest ideals.

Did I hear some one say that the new Normal School building is beautiful, that its spaciousness and conveniences are unrivalled? True, but has any one learned to love it yet? Many a year will pass over its broad dimensions, many a screw in its structure will gather rust, many a soft touch of time will rest upon its cold walls, before it knows the affection that has thoroughly permeated this dear old building which we have occupied so long but which will soon be tenacious. For those who have been under its benign influence, none other will seem so fair. What will become of the home feeling that was fostered here? What will make up for the frequent meeting of friend with friend and pupil with teacher? The very faults of dear "Old Normal" have been her strong points. We may find it necessary to make many a detour of the new corridors to catch inspiration which here comes without seeking. I refer to the daily, I may say hourly, meeting with the faculty as they take their way upstairs and down from room to room. Who can promise us that in the new building we can gain that advantage of personal contact with teachers and with fellow students which present conditions make necessary? Yet all who have been here can but have imbibed the spirit of growth as here set forth. Close though the walls may be, progress has not been confined. Therefore we all look forward to the new building as a growth—a step in the development of the present. Let not our affection blind our eyes to the merits of the one or to the defects of the other.

Let us begin at the bottom of the ladder and rise to the top for that is the way of true greatness. We can but admit that the reception room is a little, just a very little bit, dingy; the stove really does give off warmth in summer, and is most comfortably cool and delightful in winter. The furniture needs some repairs, the Remington typewriter and desk seeming much out of place in their surroundings.

The principal's office always will be revered, always will be sacred for the words of comfort and of excellent advice which we have often received. There never can be a place in this world which will have pleasanter associations or for which we will have kinder memories; no matter how beautiful the furnishings or how perfect the

appointments, the "office" can have no rival in the hearts of the students, present or past.

The janitor's apartments are very picturesque, the bicycle stand doing much to add to its general loveliness. The drawing department is like Shakespeare's definition of imagination—"it has no local habitation."

Were you ever solving an equation or demonstrating a geometrical problem in the laboratory when the rats came out to find all about squares and prisms and the value of an unknown quantity? I shall never forget that afternoon when we humbly petitioned our teacher to extend a certain test over two recitations and he, purposely misunderstanding, too readily assented to our plan by agreeing to give us two examinations instead of one. Minerals, may you rest peacefully through the summer months, and may you continue to be cool and collected whenever you may have to undergo any examination or testing!

And now we have passed the first stage of our journey and are ready to mount the staircase which leads us to the scientific departments. Be careful! Keep your eyes open or there may be a collision, for the stairway is narrow. This is a good place to remember, "Always keep to the right," as one of our teachers has said again and again. This leads us to "number four." Here the spirits of geography and geology dwell together in perfect contentment. Did you ever remain at school late enough to see the ghosts of departed maps come forth? What an enormous array, especially when they are joined by the relics of sand models in their journeys around the globes! Sometimes they hold races in the blackboard ledges, and I am sure South America is always the winner, she is so fleet as she tip-toes gracefully along on Cape Horn.

If the walls and decks of "number three" could speak of the good times they have witnessed, what stories they could tell! For it is here arithmetic, (that stumbling-block for so many students) physics, and astronomy receive attention. "Yes, things do not appear clear until one understands them, and it is so easy to draw incorrect inferences."

Grammar, rhetoric, literature, and reading all have helped to beautify "number five." Skeletons of sentences which have been analyzed and distorted stand guard at its entrance to keep away bright thoughts from the minds of the Normalites. Learned essays, society business meetings, carried on in truly parliamentary style, have made its sides resound again and again.

Across the hall is the spacious dressing room where no one lingers longer than is absolutely necessary.

"I could a tale unfold whose lightest word would harrow up thy soul," says the biological laboratory. Dissection of frogs, pigeons, wriggling worms, lessons in physiology and anatomy, aided by our handsome mannikin and new skeleton, make the room dear to our hearts—as a nightmare.

Number eight makes us feel very learned and very full of knowledge, for it is not here that we discuss psychological phenomena and develop pedagogical principles? Here indeed is the spot to produce convolutions and anfractuosités in the student's brain.

"Onward and upward" be our motto, and at last we reach the third floor. Let us proceed to the recitation room for history, civics, and Latin. This is one of the pleasantest rooms in the whole building, for it is not here we uncovered the dry bones of the historical past, and worried ourselves over declensions! But what an inspiration this room has always been! Just to go into "number nine" refreshes one, for memory recalls pleasant pictures of joyous days, of wholesome recitations. The favorite room for socials, it has seen many a gay and happy meeting.

The reading room, always in disorder, the quietest spot in the school! No one was ever known to be annoyed by any sounds proceeding from the reading room, for it has been sacred to silence. Do you ever want a periodical? Well, you can very easily find the exact one you are not looking for in its proper place.

Entering the study hall the confusion of echoes brings us to a standstill. I fancy I hear a voice directing a rehearsal, but echoes are not so tractable as the young ladies practicing graduation essays. "Pitch your voice lower, talk to the audience," says the voice; but the echoes become more and more clamorous. And as I stand listening to the Babel of familiar sounds I hear such a mingling of words of advice, of tuneful melody, and of murmured prayer that time becomes lost in reminiscence. Where is the old familiar clock that was wont to upset speakers invited from abroad with its irregular ting-ting? So badly it kept time that it was replaced by a new one; but a short time sufficed to show that the poor old clock was not at fault. We are forced to confess that the defect was our own in that we did not keep time with the clock. I am afraid that events have proved that for one cause or another we are slow here, if happy. We needs must mend our pace to be ready to keep up with the electrical clock of the new building. If we there fail to keep up with the clock the fault is "ours" indeed because we do not take care of the minutes.

THE NORMAL SCHOOL.

With the close of this school year the Rhode Island Normal School reaches a transition point in its history. The twenty-seven years since its reestablishment will constitute a well-marked period which will be recognized as the period of its development and of its establishment as a factor in the educational life of the state and the nation.

The history of the school extends farther back than to the date of its reestablishment in 1871. It was first organized in 1854, and in 1857 removed to Bristol where it was carried on until 1865. This earliest period is by

no means unimportant. The services of its worthy first principal, Diana P. Colburn, of his associates and successors, and the later services in the state and elsewhere of those who were among its students in those years, some of whom have become prominent in official and professional life, are important and should be recognized in their connection with the history of the school.

But the present period now closing began with the opening of the school on September 6, 1871, in the rented building still known in the vicinity as Normal Hall, on what then was High Street. Mr. James C. Greenough was principal and he had as assistants the first year Susan C. Bancroft, Mary L. Jewett, and Almira Hayward; and afterward Sarah Marble, Anna C. Burleigh, Lydia S. Rathbone, Ida M. Gardiner, Annie E. Kenyon, and others.

The school numbered during the first eight years from one hundred forty to one hundred fifty students annually, many of them persons who had taught. The school was very simple in its organization and limited in its equipment, but I am sure that excellent work was done in those early years of the school history. Very substantial results of that period are still in evidence in the state and elsewhere, and the school itself has not ceased to be affected by the impulse of those first years of its life.

In 1879 the building now about to be abandoned was occupied. The event marked an epoch in the history of the school, as it now for the first time was established in a building of its own and had room and some approach to an equipment for what was at that time conceived to be the work of a normal school. The transfer made the work much easier and more effective. But there was no great change in the school itself, either in numbers or in its work. Indeed as to numbers there was no immediate increase. During the year 1879 in which the transfer occurred the enrollment of the students was one hundred fifty, the year before it was one hundred forty-five. The number of graduates in 1879 was twenty-five; the year before the number was nineteen, and the year after, nineteen. The course of instruction and the requirements for admission as indicated by the catalogue remained the same. But the value of these years in the establishment of a foundation for the years that have followed must not be measured by numbers. These were the years during which the school was taking root, and that process in the life of an institution is no less necessary and important to its after life than the analogous process in the growth of a plant.

In 1884 a change of principal brought with it changes in organization and some modifications of aim and method. The school and its constituency were ready now for advancement, and a man of so much originality and force as Dr. Morgan could not fail to transform and infuse new life into any institution placed in his hands. The building was more completely furnished, additions

were made to the cabinets, the apparatus, and the library. The course was extended from two years to three years and correspondingly enriched, and the teaching force was strengthened. The attendance increased somewhat, rising from an average of about one hundred forty-five to about one hundred sixty. The proportion of those who entered the school with a high school preparation increased considerably. Graduates of high schools still completed the course in one year.

From 1889 till 1892 under the vigorous administration of Mr. Littlefield the school grew rapidly in numbers. The study hall was seated more compactly so that one hundred sixty students could be seated at desks, the building was to some extent rearranged, the teaching force increased, and the course extended one term by providing more time for certain practical subjects. During this time the important step was taken of admitting to the school for one term's special study, students appointed to positions in training schools by the School Committee of Providence.

The last six years of this period, from 1892 until the present, are marked by extensive internal development and adequate material equipment. I need not refer to the important work of the building commission in providing a fit home and working plant for the school, but I wish to say concerning the part of that work that fell to me, namely the devising of a plan for the building, that my anticipations of the increased demands that would be made upon the school within five years have been far over-run. If it be found that full and suitable provision has not been made for every particular kind and amount of work which the school should be equipped to do, I beg that it may be borne in mind that five years have elapsed since the plan was drawn and that the development of the school during that time has gone beyond what any precedent that then existed could suggest.

1. The attendance has increased more than during any equal prior period. As the full capacity of the building had been reached before, this increase in numbers resulted in just so much over-crowding. The study hall which had been seated in its full capacity with one hundred sixty desks was made to hold one hundred ninety-five, and part of the time two hundred twenty students were in attendance. This excessive number has strained the accommodations and has rendered the administration of the school more and more difficult.

2. But increase in numbers is by no means so important a feature of the progress of the school as the change that has come about in its composition. Before 1891 the percentage of graduates of high schools who entered the school was from twenty to forty, between 1891 and 1894 it was between forty and fifty, since 1894 between sixty and seventy-five per cent of those who have entered the school were graduates of high schools. This fact must indicate very clearly the higher range of work which the school has had to do.

3. In connection with this there is another phase of

the development of the school. In 1892 there were in attendance during the first term six and during the second term seven students appointed by the School Committee of Providence to prepare by a single term of study for the city training schools. They did not constitute a separate class, but were admitted to certain regular classes. This year we have as a development of that beginning fifty-seven students, forming three classes, who are to complete a full year's work. This new department of the school, requiring the equivalent of the services of three teachers, has brought the school into close relations with the cities of Providence and Pawtucket, has widened its scope and enlarged the demands upon it.

Another most important factor in the recent progress of the school is the establishment and development of the training school. No other normal school, as far as my knowledge extends, attempts in its regular course to provide a more progressive or more thorough course in training than is contemplated in the system of training now in operation. Three of the salient features of the plan are: (1) provision for actual practice in charge of a school under judicious supervision with sufficient guidance and support, but also with independence and responsibility for the student; (2) provision for the preparation of the student for this practise by a systematic course of observation and study in the schools of observation and introductory practice; (3) the separation of the school of observation from those schools of which the students are in charge.

5. The establishment of a training school in 1893 furnished the occasion for a revision and extension of the course of study. The regular advanced course now requires for its successful mastery the energetic efforts of strong high school graduates for two years. Indeed but few high school graduates who come to the school are able to accomplish as much in two years. Of the forty-five graduates who entered the school this year from fourteen high schools in Rhode Island and Massachusetts, not more than five will be able to graduate in two years. The requirements for entering this course are more rigid than those in other New England normal schools. We have insisted upon a higher standard of scholarship in fundamental subjects, and almost all graduates of high schools choose to study these subjects before attempting to pass our junior examinations.

6. A more economical and effective organization of the teaching force has become possible, and a more suitable adjustment of the work of the several departments has increased their efficiency.

Several minor agencies have come into existence and are contributing to the general influence and usefulness of the school. Of these the two literary societies and the Normal Student are the most important. The societies have become useful social agencies as well as means of developing self-reliance and ambition to excel in English composition.

One thing more I desire to mention as a gratifying fact about the Rhode Island Normal School. There are, I suppose, three great factors upon which the value of a school depends. The first is the character of its material equipment—the site, the building, the appliances. This is important. Surely the indispensability of suitable accommodations has been sufficiently impressed upon us in the past three years; but it is the least important element in a school. The second is the quality of the instruction and training; this is more important and more difficult to secure and to apply effectively. The third is the spirit which is the source of its life and power. A school is an organism as truly as an individual is, and it has a soul if it has any life or power. The spirit that is dominant in the teaching corps and prevails through the student body determines, more than anything else, the effect which the school will produce. A school that lacks the spirit of sincere, hearty good-will, the spirit of earnestness and high endeavor, the spirit of sympathetic cooperation, is a poor sort of a school, whatever excellent features it may possess. The Rhode Island Normal School, I take great satisfaction in knowing, has been pervaded through most of these twenty-seven years by a good spirit. In recent years it has often been remarked by visitors—I may almost say it has been usually remarked by those who have spent time enough in the school to see beneath the surface at all—that "there is a fine spirit here." It is, I believe, the true teacher spirit that reigns among us and I hope it goes forth wherever our graduates go.

In mentioning these facts concerning the development of the school I have made no reference to the causes that have produced it. It is easy to make mistakes in attempting to account for such an evolution. The real causes largely lie well back of the facts. But may I not suggest that one of the causes of perpetual growth and prosperity of an institution such as this is the loyalty of those who in the past have enjoyed its benefits? The Rhode Island Normal School in fact does not consist only of those whose names appear in an annual catalogue. Those who have ever been really members of it are always a part of it and always contribute to its influence and usefulness.

The school is fortunate in possessing such a body of those who, having enjoyed its benefits, appreciate its worth and delight to commend or to defend it as occasion may require. Evidences of the attachment of former students to the school are abundant, not only in the interest manifested in the annual meetings of the alumni association and in class surveys and excursions to which members of the faculty are frequently invited, but in numerous other ways.

WILLIAM E. WILSON.

On Thursday, June twenty-third, Annie M. Smith presented to Principal Wilson in behalf of the school a gold watch as an expression of their loyalty and gratitude.

ELECTION DAY.

Wednesday, June first, was election day, at least for the civics class; and I think it would not be revealing any secret of the political machine to say that the voting had been planned for an earlier date but it was legally impossible—one no one had thought of registering.

The postponement, instead of lessening our interest, added ardor to it on account of the anxiety lest we should forget to put our names on the list of prospective voters. Those who did succeed in doing so before "three o'clock Thursday" left the registration office with a feeling of relief and triumph, while the two unfortunate ones out of necessity were called property voters.

Before the business of the day could be begun in earnest, there were a few necessary things to be provided in the ward room, which was not of the kind to be folded up and carried about. First the railing was put in; this was unique. It consisted of chairs placed in a row, leaving one space at the right and one at the left for the gates, which were quickly made by placing pointers across two chairs. There was no need to exercise our imagination in regard to the desks for ward clerk and supervisor, as they were already provided and placed on the left side of the room. Next in order of preparation were the voting booths. At the ingenious suggestion of one of the screen from the study hall was quickly brought and placed near the window shelf so that the latter could be used as a desk in one booth, while the dictionary stand with the open book upon it was made to do that service in the other, which was formed by one wing of the screen and the wall; then after pencils had been attached by strings to the sides of the screens, our booths were very presentable.

About this time the ballot box arrived, which was nothing more or less than a borrowed waste basket. After a slight discussion as to its proper position it was placed at the right of the ward clerk, who was so fastidious as to have a marble top table for a desk. The officers took their places, a ward clerk and supervisor at the desks on the left, a warden and ward clerk on the right. A supervisor was at hand to aid those who could not make the required *x*, and a policeman was stationed at the entrance to lift the gate as one by one the voters passed in.

The ballots were filled out and cast in a model way; soon the usual order of the room was restored and we discussed the question as to whose duty it was to carry the sealed package of ballots to the city hall.

The next morning the returns were made and it was announced that the republicans were victorious by a large majority. This however was not our only aim and it was to other results that we at once turned our attention. The aldermen in their counting found one marked ballot and one which evidently had been left partly folded, for it was not completely filled out; these examples served as lessons in accuracy and carefulness, which showed us how easily errors could be made by the Australian ballot.

Notwithstanding these statistics, the experiment may be taken as conclusive proof that women are capable of voting even though they may not care to enter political struggles.

AMEY L. ARNOLD.

HER CLASS DAY.

The setting sun cast long shadows over the meadow; the cows came filing along the bridge path, idly using their long tails to brush the flies from their teeming sides. Everywhere was the glow of departing day. Upon the piazza, oblivious of the beauty all about her, sat the owner of the pretty little farm. Her silvery white hair, waving naturally from the even part to the braided knot, escaped in sundry little wayward curls over her broad forehead; the light in her merry eyes, still as brown as the heart of the ox-eyed daisy that grew in her meadow, made her look almost young. In her lap lay the thick white envelope, containing the prettily engraved invitation to Class Day Exercises. It seemed amusing to her that an old woman should receive Class Day cards. Why, for thirty long years she had mingled only in the simple pleasure of the quiet rural neighborhood. Although the monogrammed sheet looked strangely out of place in her hands, the joy that shone in her face showed the pleasure the unexpected invitation had given her.

"It's just like little Johnny Dean," she thought, "he does not forget that for twenty years I have saved him the ripest raspberries and the ripest apples." She gathered her white shawl closely about her shoulders and fastened it with the slender gold pin that the boy lover of her youth had given her, when they reached the "fork of the roads." "Of course I cannot go," she said softly, "Johnny must enjoy himself with the young folks and not bother with an old woman like me." But nevertheless she went up to the garret that evening and opened the old trunk, which smelled of lavender and rose leaves, and took out a violet silk gown covered with filmy black lace, which she had worn at Mchitane Lane's wedding. She had never thought to wear it again, but it looked so pretty when she took it down in the lighted sitting room that she put it on. Then she placed on her white hair the violet bonnet that Johnny had helped her select—Johnny loved violets—and gazed in the long pier-glass and saw nothing but a mournful pair of eyes that seemed to say, "The pleasures of youth are past." Just then she heard a step on the porch. The door was opened unceremoniously and she heard Johnny's merry laugh and his gay, "That's the stuff, Auntie, my, you'll be the sweetest flower in the grand bouquet!" When John went away he had conquered, for she had promised to go.

The day arrived as hot and stifling as the thinnest white muslin-gown could wish. John was greatly excited as he escorted her over to the grounds. The day promised to be an unrivaled one in the history of the college, for a famous man was coming to address the graduates. She caught the infection of the hour, and imagined for a time that she was Muriel Whitehill in dainty girlish attire, herself of long ago. She listened with animation and a feeling of motherly pride to every boy's oration and waited for the pleasure of the elderly

senator's address. The campus resounded with choirs as the gray-bearded old college man stood to address the multitude. She could not see the speaker at first, but when the excitement subsided she caught a glimpse of him. The pleasant tones of his voice, reached her ears as the sound of some long forgotten, familiar song. The full revelation dawned upon her that the orator of the day stood the lad who had written notes to her in the old district school, and had given her as a parting gift her slender gold pin.

He came to her after 'twas over and together they talked of their childhood and the old familiar friends, while the hand played "Auld Lang Syne."

GERTRUDE FRANCES GREENE.

OUR TRIP TO BOSTON.

On the morning of Monday, May twenty-third, twenty-three of us looked very anxiously from our windows to see if it were pleasant. We were rewarded by seeing the sun, and in consequence we felt very happy, for it was the morning of our trip to Boston with Miss Bass.

We met at the Providence station, and reached Boston about nine o'clock. The first place we visited was the Public Gardens, resplendent with gorgeous tulips. From the gardens we walked across to the Common. The frogpond of historic fame was seen, although the frogs were conspicuous by their absence. The statue in honor of the brave soldiers of the Civil War was much admired, both for the beauty of its conception and its graceful outlines.

Next we went to the State House, whose gilded dome we had seen some time before. Just in front of this edifice is a magnificent bas-relief in bronze of Colonel Shaw with his colored troops. The figures are admirably executed, and it almost seemed as if they were marching along as we watched. This famous work, which was unveiled last May, is the product of Augustus St. Gaudens, the sculptor. We looked and admired and wished for one more look, but to see Boston in a day means that too much time cannot be spent at one place.

We now entered the State House. The senate chamber, with its many busts of famous men, the representatives' hall, the library, with its richly bound books, and one or two other rooms were visited.

Leaving the State House we passed the buildings of Boston University on our way to the Court House and Memorial Hall. Passing through a long corridor of the Court House, we saw arranged on the wall statues representing Wisdom, Honor, Remorse, and many others of like nature. The marble used in the construction is very beautiful, but we were obliged to pass on to new sights.

In Memorial Hall we saw many interesting relics of olden days; blue plates, punch bowls, letters written by men now famous, old pictures, a uniform or two, bags which in case of fire were used to put the valuables in,

Benjamin Franklin's printing press, and many other things. Looking from a window in the Hall we saw a spot in the street marked by a clock stones around a larger one to show where the first blood was shed during the Boston massacre.

We saw the Ames Building, the Tremont Building, built like a horse-shoe to admit light to all the rooms; and we paid a visit to the top of the Equitable Building where we had an excellent view of Boston and the harbor.

The Old South Church was closed for repairs, so we had to be content with a glimpse of the outside; but we saw the old State House, the Corner Bookstore, City Hall with the statues of Josiah Quincy and Benjamin Franklin in front, King's Chapel and the old Granary Burying Ground, where there are so many curious epitaphs.

The Quincy Market proved a decided novelty. We walked through it looking at its temptingly arranged stalls, but not buying anything, as that is a woman's privilege. Up the stairs, which were crowded with flowers, we passed into Faneuil Hall, built by Peter Faneuil, "to be used for and by the people for their advancement free of charge." Here we rested, and looked at a large picture of Daniel Webster making his famous reply to Hayne.

We now began to feel hungry, so started for lunch. Walking to the subway we took a car and had a ride beneath the city. It was very cool and everything looked fresh and neat in its coating of white.

After luncheon at the Oak Grove Creamery on Boylston Street, we went across to the Natural History Museum and saw some interesting specimens of rocks and minerals; then we went to Trinity Church, dear to every Episcopalian on account of the memories of Phillips Brooks.

At the Art Museum we spent a most delightful hour and a half. The frieze of the Parthenon carried us in imagination back to Athens in all her glory. The first conceptions of the Egyptians and other ancient people depicted, showed strange forms and features meant to be human, while the hieroglyphics looked very much like distorted short-hand. We saw casts of many famous statues, the Venus de Milo being the most beautiful. Broken bits of statuary brought from Rome, odd pieces dug up from historic places, were seen here and there, while all around were casts illustrating the persons and incidents of mythology. Minerva, Mercury, Laocoon, all were there. The paintings proved a great source of delight; chief among them were the Spanish Dancer by Sargent, who has a painting in the library, some pictures from Corot, Rembrandt, Millet, and many others. The miniatures were exquisite. Our grand-mamas must have been very lovely if those are accurate portrayals of their features. The Stuart pictures of Washington and pictures of many other men whose names are known over the Union were viewed with interest. Beautiful faces,

china, pottery, tapestries, old fashioned gowns of rich, stiff brocade, Japanese curios, everything one can think of having artistic value, is in the Museum. It was now time to leave if we wished to see Cambridge, so with a parting look we went for the car.

The car took us over the Charles River to Cambridge, passing the Cambridge City Hall on its way. We got out near Harvard College and walking a little way passed Radcliffe College and the Washington Elm, under which Washington first took command of the army. This tree is very old and is strengthened by iron braces among the limbs. We then walked over to Harvard College passing the Hemenway Gymnasium and the place where Oliver Wendell Holmes was born, and visited the Peabody and Agassiz Museums, also Memorial Hall.

In the Agassiz Museum we saw flowers made of glass, which were seemingly real. It would have been a great satisfaction to take one and see whether or not it would break if dropped, so real did they appear. All kinds of flowers were in the case and it was hard to believe that they would not have smelled fragrant. Here also were the skeletons of mammoth animals that existed ages before man. It seems formidable they did, for they would not have been likely to prove friendly neighbors. We were much interested in a long case filled with skeletons. The first was that of a small monkey with larger ones following and we walked along by the case to see how large these monkeys would grow, but to our dismay at the end of the case we found the monkeys' skeletons ended by one of man. We retired, having seen but were still unconvinced.

Memorial Hall was next visited. This is a fitting tribute to the Harvard men who fell in the Civil War. A part of the building is a large dining hall, while at the other end is Saunders's Theatre, where chapel is held.

We returned to Boston, where Miss Lass and some of the girls took the train for Providence. Miss Bragg joined the rest of us at tea, and we spent the evening in the Library.

CLARA L. PERICK.

SCHOOL NOTES.

It is with grateful appreciation we acknowledge the gift of cones and specimens from the trees of Alice Locke, recently received by this school from Mrs. Alice Locke.



Park, of the class of June, '79. Among the articles are cones from sugar and yellow pines; a cone from the bull-pine, the nuts of which are edible; some of the coast redwood; and bark, wood, and cones from the "big trees," the immense size of which it is difficult for us, who have never gazed on their magnificent proportions to realize.

Mrs. Park in her letter to Mr. Stockwell gives much valuable information. "You will note that the big trees have the smallest cones. There are ten groups of these giant red-woods in this state. The specimens are from the Twolumme (Two-hum-ee) group, the Yosemite Valley, and from this (Coulterville) county. The trees are two or three hundred feet high, nearly one hundred feet in circumference, and thousands of years old. Our school geography has a picture of the levelled stump of one, with school in session, it being large enough for a school-room floor. They do not look as large in girth as they really are, owing to their enormous height. I made them seem larger by walking around them."

The alumni of our school show their continued loyalty and interest in the school by their annual class suppers and reunions. In May the class of '94 held a reunion at Tillinghast's. Some members of the faculty were present.

On June 10 the class of '93 held a class supper at Gelb's, at which all the faculty were invited guests.

A very enjoyable class supper was participated in by the class of '98, the present graduating class, on June 9th at Gelb's. The guests of the evening were Professor and Mrs. Wilson. The Class History was read by May Meegan; the Class Statistics, Nellie O'Leary; and the Class Prophecy by Nellie Ryan. Then followed an address by Professor Wilson, the Class Hymn, and the Class Song.

Last year the class of '96 held a reunion in the early evening of Commencement Day which all the faculty attended. On Commencement Day this year another reunion will occur, the faculty being again invited. It is anticipated with pleasure.

Professor and Mrs. Wilson gave a reception to the senior classes on June 11th. The usual good time was enjoyed.

One of the results of the visit to our school of Superintendent Balliett of Springfield is that Miss Ada R. Bragg of the Training School has accepted his offer of a position in Springfield. We regret very much to lose from our teachers one so well liked as Miss Bragg, and wish her much success in her new position.

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SUGGESTED REQUIREMENTS IN LITERATURE.

At the meeting of the Normal School teachers of New England in May, Miss Mary C. Moore of Framingham, Massachusetts, suggested the following as work in literature for High School graduates before entering the State Normal Schools:

I. Myths, fables, fairy tales, and folk-lore, suitable for children and connected with natural phenomena and history.

II. Correlated with history.

1. Greek.
 - The Ode of Troy as told by Church.
 - The Odyssey translated by Professor Palmer, Butcher and Lang, or Bryant.
2. Roman.
 - The Aeneid in Latin, or Church's or Lang's translation.
 - Plutarch Lives.
 - Macaulay's "Lays of Ancient Rome."
3. Middle Ages.
 - Tales of Charlemagne.
 - The Arabian Nights.
 - The Alhambra, Irving.
 - Parts of the Divine Comedy, translated by Professor Norton.
 - Stories from the Niebelungenlied.
 - Ivanhoe, Scott.
 - The Knight's Tale, Chaucer.
 - Tales of Arthur and the Round Table.
 - Some of Tennyson's Idylls of the King.
4. Decline of Feudalism.
 - Ron Quixote.
5. Rise of the Dutch Republic.
6. English history.
 - The Household of Sir Thomas More.
7. Under Elizabeth.
 - Kenilworth, The Monastery, The Abbott, Scott.
 - Some of Bacon's Essays.
 - Sidney's Defense of Poesie.
 - Henry VIII, Shakespeare.
 - A Midsummer Night's Dream.
 - Elizabethan Lyrics as found in Palgrave's Golden Treasury.
 - The Faerie Queene, Spenser.
8. Under the Commonwealth.
 - Minor Poems of Milton.
 - Paradise Lost.
 - Carlyle's Cromwell.
 - Woodstock, Scott.
9. Period of the American Revolution.
 - Henry Esmond, The Virginians, Thackeray.
10. Period of the French Revolution.
 - A Tale of Two Cities, Dickens.
 - Some of the poems of Keats, Shelley, also parts of Child Harold by Byron.
11. United States.
 - Grandfather's Chair, Hawthorne.
 - Leather Stocking Tales, Cooper.
 - Speeches of Webster, Clay, Adams, Burke.
 - Knickerbocker History of New York, Irving.
 - A Man Without a Country, Edward Everett Hale.
 - Lowell's Commemoration Ode.
 - Washington's Farewell Address.

III. Students should have a good working knowledge of the poetry of Lowell, Longfellow, Whittier, Bryant, Emerson, Holmes, Wordsworth, Tennyson.

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