

# RHODE ISLAND NORMAL SCHOOL

1901



Florence M. Perkins





RHODE ISLAND NORMAL SCHOOL.

CATALOGUE AND CIRCULAR

OF THE

RHODE ISLAND NORMAL SCHOOL

AT

PROVIDENCE

1901

PROVIDENCE

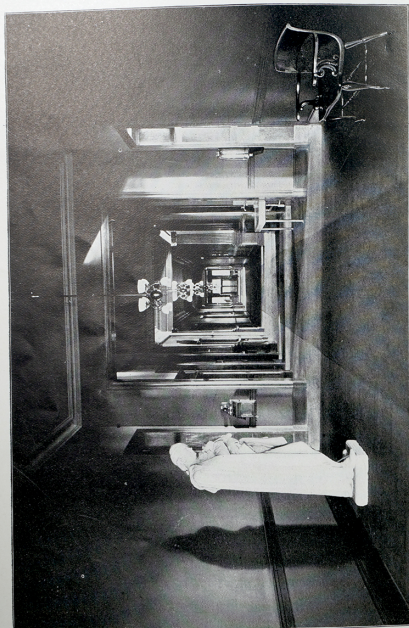
E. L. Freeman & Sons, Printers to the State  
1901



School Days are marked by Full-face Figures, Vacations and  
Holidays by Light-face Figures.

1901.							1902.						
JULY.							JANUARY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
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AUGUST.							FEBRUARY.						
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SEPTEMBER.							MARCH.						
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OCTOBER.							APRIL.						
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NOVEMBER.							MAY.						
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DECEMBER.							JUNE.						
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LOWER CORRIDOR

## CALENDAR FOR 1901-1902.

### Fall and Winter Term.

1901.

EXAMINATION FOR ADMISSION.....*Monday, September 9.*

\* REGISTRATION OF ALL STUDENTS AT PRINCIPAL'S OFFICE,  
*Monday, September 9.*

OPENING OF TERM.....*Tuesday, September 10.*

MEETING OF R. I. L. I.....*October 24-25-26.*

THANKSGIVING RECESS, TWO DAYS.....*November 28-29.*

CHRISTMAS RECESS, ONE WEEK.....*December 21-28.*

1902.

CLOSING OF TERM.....*Friday, January 24.*

### Spring and Summer Term.

OPENING OF TERM.....*Monday, February 3.*

SPRING RECESS, ONE WEEK.....*April 12-19.*

ARBOR DAY.....*Friday, May 11.*

MEMORIAL DAY.....*Friday, May 30.*

CLOSING EXERCISES OF SCHOOL OF OBSERVATION,

*Thursday, June 26.*

GRADUATING EXERCISES.....*Friday, June 27.*

\* Students before resuming the work of their classes must report to the Registrar and fill out the necessary forms.



By the act of the General Assembly, passed March 14, 1871,  
the Rhode Island Normal School was placed "under the  
management of the State Board of Education and the Com-  
missioner of Public Schools as a Board of Trustees."





MAIN OFFICE.

## BOARD OF TRUSTEES.

HIS EXCELLENCY THE GOVERNOR,  
WILLIAM GREGORY.

HIS HONOR THE LIEUTENANT-GOVERNOR,  
CHARLES D. KIMBALL.

JOHN E. KENDRICK..... Providence.  
SAMUEL W. K. ALLEN..... East Greenwich.  
FRANK E. THOMPSON..... Newport.  
FRANK HILL..... Ashaway.  
GEORGE T. BAKER..... Barrington.  
REV. CHARLES J. WHITE..... Woonsocket.

THOMAS B. STOCKWELL,

Commissioner of Public Schools and Secretary of Board of  
Trustees.

## BOARD OF VISITORS.

MISS AMELIA KNIGHT..... Providence.  
MR. W. R. WHITTLE..... Westerly.  
MR. D. E. CAMPBELL..... Newport.  
MRS. MARJORIE EASTMAN..... East Greenwich.  
MR. GEORGE SMITH..... Nayatt.  
MRS. CHARLES E. THOMAS..... Woonsocket.



## BOARD OF INSTRUCTION.

## NORMAL.

FRED GOWING, PH. D., Principal,	216 Lexington Avenue,
	<i>Pedagogy.</i>
SARA MARBLE.....	Woonsocket,
	<i>Literature, Rhetoric, Methods in Reading, Mineralogy,</i>
CHARLOTTE E. DEMING.....	190 Meeting Street,
	<i>Geography, Methods in Geography, Geology, Physiography.</i>
EMMA E. BROWN, A. M.....	58 Olive Street,
	<i>Geometry, Algebra, German, Penmanship.</i>
MABEL C. BRAGG.....	23 Corinth Street,
	<i>English Language, Grammar, Composition.</i>
HATTIE E. HUNT, PD. D.....	53 Waterman Street,
	<i>Pedagogy and General Method.</i>
MARY C. DICKERSON, B. S.....	2 Angell Street,
	<i>Nature Study, Biology, Physiology.</i>
CORA GREENWOOD.....	80 Summit Street, Pawtucket,
	<i>Drawing.</i>
MABEL BROWN, A. B.....	1533 Chalkstone Avenue,
	<i>Latin, Arithmetic.</i>
BLANCHE E. HAZARD.....	42 Angell Street,
	<i>History, Civics.</i>
MAUD SLVE, A. B.....	2 Angell Street,
	<i>Psychology.</i>

BERNETTE BACHELER.....	58 Olive Street,
	<i>Domestic Science.</i>
JOHN E. DOLDT.....	271 Washington Street,
	<i>Gynaestics.</i>
CHARLES A. MILLER, M. S.....	108 Vinton Street,
	<i>Physics, Chemistry, Arithmetic.</i>
EMORY P. RUSSELL.....	105 Daboll Street,
	<i>Music.</i>
ALICE SPAULDING.....	80 Summit St., Pawtucket,
	<i>Assistant in Drawing.</i>
EMMA HINDLEY, A. M.....	Valley Falls,
	<i>Assistant in Physiology.</i>
AGNES E. CLARK, A. B.....	121 Pleasant Street,
	<i>Assistant in Biology.</i>

## GRAMMAR.

CLARA E. CRAIG, Supervisor.....	69 Carpenter Street,
EMILY J. ROTHWELL.....	30 Tobey Street,
	<i>Grade Nine.</i>
MARY L. BROWN.....	10 Beacon Avenue,
	<i>Grade Eight.</i>
MARY McARDLE.....	506 Washington Street,
	<i>Grade Seven.</i>
JENNIE E. AULL.....	149 Wesleyan Avenue,
	<i>Grade Six.</i>

## PRIMARY.

PHEBE E. WILBUR, Supervisor.....	21 Somerset Street,
MABEL E. A. WAITE.....	288 Prairie Avenue,
	<i>Grade Five.</i>



- E. GERTRUDE LANPHEAR.....3 De Foe Place,  
*Grades Four and Three.*
- MARY H. GAYNOR.....117 Niagara Street,  
*Grades Three and Two.*
- ALICE W. CASE.....101 Somerset Street,  
*Grade One.*

## KINDERGARTEN.

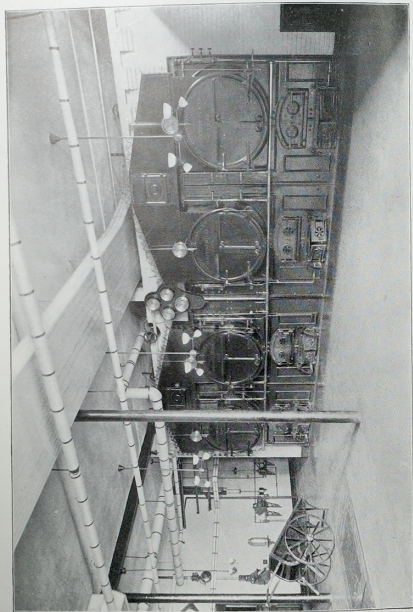
- KATHARINE H. CLARK, Supervisor.....49 George Street.
- ELIZABETH C. BAKER.....48 Barnes Street.
- ANNE T. VERNON.....199 Williams Street.

## CRITICS.

- MARY E. BOSWORTH, Eden Park.....3 De Foe Place.
- CLARA M. WHEELER, Smith St., Providence, 42 Angell Street.
- ALICE G. DRAPER, Highland Park.....49 Waterman Street.
- HENRIETTA M. STARRET, Ass't at Smith St., 42 Angell Street.

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- MABEL BROWN, A. B., Librarian...1533 Chalkstone Avenue.
- MAUD SLYE, A. B., Registrar.....265 Benefit Street.
- FLORENCE B. HULL, Assistant.....169 Harrison Street.
- EMMA J. WILLIAMS, Pianist.....22 Arch Street.
- EDITH M. MORSE, Pianist in Gymnasium, 66 Norwich Avenue.





THE BOILERS.

## THE BUILDING.

**T**HE magnificent home of the school is located upon a commanding site near the centre of the city of Providence and adjacent to the new capitol. The large grounds, surrounded by five streets, have received artistic treatment, and, adorned by trees, shrubs, and flowering plants, are most attractive, impressing a visitor as a small park, thoughtfully designed and well-kept.

The exterior of the building, of simple design, is renaissance in character, but the severity of the facade is relieved by the effective arrangement of the parts and by the introduction of tasteful ornament. The materials used are buff brick and terra cotta.

The structure is fire-proof and modern in all its appointments. Ample means for heating, ventilating, and lighting have been supplied, and especial care has been taken that all plumbing and sanitary appliances be as perfect as possible. Lockers, closets, lavatories and like accommodations are wholly adequate to the demand.

The basement is given up to cloak-rooms, play-rooms, store-rooms, bicycle-stands, a large lunch-room equipped with proper service facilities, store-rooms, work-shops, boiler and engine-room, and baths and gymnasium lockers.

Upon the first floor are the grade rooms, kindergarten apartments, reception-rooms, children's reading-room, supervisors' office, teachers' rooms, lockers and lavatories for students, cooking-school, kitchen, teachers' lunch-room, and gymnasium.

The second floor is devoted to offices, study-hall, library, the departments of biology, psychology, mineralogy, geography and geology, history, and English, a parlor, and the trustees' room.

Upon the third floor are the departments of art, chemistry and physics, and mathematics, recitation-rooms, the society rooms, and a large museum.

All the laboratories and departments are splendidly equipped with abundant material, apparatus, and books in great variety, most excellent for the purposes of the school. A detailed statement would be a catalogue in itself.

The walls are appropriately tinted, and the increasing supply of pictures and decorative material is of a high order of merit.

These brief hints should convey the idea that, besides being beautiful, the building is well-equipped for good service, and that every effort is made to surround students with the best hygienic conditions for study and work.

#### THE PURPOSE OF THE SCHOOL.

The State maintains public schools that its children may be educated. The State supports a normal school that the children may have good teachers. The function of the normal school is to educate and train such teachers for the schools of the State.

The normal school must train students to a proper attitude and spirit toward the work of the teacher. It must give knowledge, power, and skill. The students must develop in scholarship, personality, and technical ability to teach, if they are to be wholly successful in the course. On the part of the student there must be a solid basis of scholarship in the usual subjects of study, a good degree of culture, willingness to

work, self-control, adaptability, and an earnest purpose and effort to conform to the conditions of success.

The courses as briefly outlined indicate somewhat the scope of the work, but cannot show the application and method of work.

The school will do much for the students. It expects the students to do much for themselves.

The school must encourage the teaching spirit and purpose, utilize the talents of the students, teach the learning and teaching processes and methods, train in the habits of the student and of the teacher, aid students in grasping and solving educational problems, give an impetus to professional growth, and hold up lofty ideals.

In attempting this work, the school has no place for idlers; and it becomes a duty, when it is clearly apparent that a student is unable in any important particular to meet the reasonable demands of a training school for teachers, to notify the student to that effect as soon as possible—for the welfare of the institution, of the schools of the State, and of the student.

The only success of such a school is the success of the students whom it graduates.



## TERMS OF ADMISSION TO RHODE ISLAND NORMAL SCHOOL.

### 1901.

#### TUITION.

Tuition is free to all who on admission sign the following agreement:

"I hereby agree, if admitted to the Rhode Island Normal School, to teach in the public schools of Rhode Island, at least one year, after having attended the school, or within three years after leaving the school to pay tuition at the rate of \$30 per annum, unless excused by the Board of Trustees."

#### TEXT-BOOKS.

Text-books and books of reference are furnished by the school for the use of the students.

#### MILEAGE.

In order to equalize the advantages of the school as nearly as possible, a mileage appropriation of three thousand dollars is distributed among those students who reside in the State at a distance of five miles or more from the school. Pupils boarding in Providence will be entitled to the same mileage as if they lived at home. The aid furnished to any one pupil cannot exceed forty dollars per year.

#### BOARD.

The school has no boarding-hall connected with it, but

those who desire to board in the city will be aided in securing accommodations. Board usually costs from \$3.50 to \$5.00 per week. Students should consult the principal before engaging board, as they will be permitted to board only in places approved by him. Wholesome lunches at cost may be obtained every school day at the lunch-rooms.

#### ADMISSION.

1. *Age*.—Candidates for admission to the Normal School, if young women, must have attained the age of sixteen years; if young men, the age of seventeen.

2. *Moral Character*.—A written testimonial of moral character is required of all who are admitted.

3. *Health*.—Candidates must be in good health and free from any physical defect that would unfit them for service as teachers. A physician's certificate must be submitted as evidence of physical soundness. The forms found at the back of this catalogue may be removed and used.

4. *Scholarship*.—a. The diploma conferred by a high school or college approved by the Board of Trustees is sufficient evidence of scholarship. Candidates who present such diplomas on or before the opening day of the year will be admitted without examination. They will be classified, however, upon evidence of their ability as shown by examination in the studies named below.

b. Candidates who are not graduates of accredited high schools or colleges will be examined in reading, English grammar and composition, including spelling and penmanship, United States history, arithmetic, and geography. This examination is given on Monday, September 9, 1901.

Those who are admitted are classified according to their

attainments, and those desiring to take advanced standing should bring evidence of their advanced scholarship, though an examination may be required in any case where a student desires to pass over a subject.

Candidates will find it of great advantage to bring with them from their high school principals detailed statements of the work done in their four-years' course, their standing in all subjects, note-books, and any evidence tending to show their culture and scholarship.

Candidates for the kindergarten training course must possess the same qualifications and meet the same requirements as candidates for the regular normal course. In addition it is quite necessary that such candidates have ability to play the piano and sing correctly. Peculiar natural ability to manage young children, a prime requisite, can be determined only by experience.

Catalogues may be obtained from the principal at the school or from the Commissioner of Public Schools, Room 118, State House, Providence.

Application should be made in person or by letter, before the opening of the term, to either of the above. Those applying by letter should give: a. The name in full. b. The post-office address. c. Age. d. Place of previous education. e. Number of terms taught, if any.

The work is progressive, so that it is important that candidates should be present *on the first day at the beginning of the school year.*

The normal course is so full and exacting that only such students as are very thoroughly prepared and qualified can hope to complete it under two and one-half or three years.

Students making articles for themselves to take away will pay cost for material used.

## COURSES.

The following courses are designed to furnish the instruction and training required by the several classes of students who enter the school. Post graduate and special work will be arranged as may be deemed advisable for those who wish to pursue studies in education beyond what is here provided.

### I. The Regular Normal Training Course.

#### JUNIOR YEAR.

*First Term.*—Pedagogy.—Introductory Course; Observation. General Method. Methods of Instruction: Reading, Geography, Nature Study, Arithmetic. Psychology. Biology. Language. Drawing. Penmanship.

*Second Term.*—Observation. Methods of instruction: Nature Study, English, Music. Practice—Class Teaching, Psychology. Domestic Science. Drawing.

#### SENIOR YEAR.

*First Term.*—Pedagogy, with School Administration. Methods of Instruction: Drawing, Algebra and Geometry, History and Civics. Psychology. Geology. Mineralogy. Physiology. Domestic Science. Themes.

*Second Term.*—History of Education. Methods of Instruction: Literature, Physics. Drawing. Physiography. Economic History. Photography. Dietetics. Emergencies and School Hygiene. School Systems. Themes. Half Term—Practice in the Training Schools.



This course is a distinctively normal training course designed to afford the best possible general preparation for teaching. Only those who successfully complete it are graduated and with the sanction of the State are awarded the diploma of the school.

In order that the object of the course may be successfully attained, it is necessary that those who enter upon it be fully prepared. The preparation requisite includes:

1. Sufficient health and maturity of body and mind.
2. Good strong moral character.
3. A strong high school course well and fully mastered, or its equivalent. It is implied that such high school course includes substantial study, by sound methods, of natural science and some form of manual art, at least drawing, as well as mathematics, language, literature, and history.
4. Proficient elementary scholarship. It is especially requisite that the student of the science and art of teaching should have acquired mastery of the subjects of the elementary school course. More than a good grammar school pupil's understanding of these subjects is necessary for the teacher. The maturity and discipline which the high school course has developed should be brought to bear upon arithmetic, geography, and the English language for their fuller mastery before the student is ready to give his attention especially to methods of instruction.

All who enter upon this advanced course are examined in English, including reading, penmanship, composition, and grammar, history of the United States, geography, and arithmetic. In this examination the object is to ascertain the student's substantial everyday knowledge and ability rather than what can be shown as the result of studying for examination. The student must be prepared for such a test upon applying for admission to this course.

Graduates of accredited high schools are admitted to the school upon their diplomas, but if, by the examination in the subjects above enumerated, it appears that special attention should be given to these subjects, such candidates are urged to spend a year or a half-year upon this work. A majority find it to their advantage to pursue this sub-junior course, the first half of which deals with the elementary studies, and the second half with some general work, allowing time for making up any deficiencies, for general reading, and for special study.

The same requirements hold good for the kindergarten course as for the regular normal course.

#### SUB-JUNIOR YEAR.

*First Term.*—Arithmetic. English Grammar and Composition. United States History. Geography. Drawing. Physiology. Domestic Science.

*Second Term.*—Reading. Drawing. Physics. Biology and Physiology. Domestic Science.

### II. The Elementary Course.

The elementary course is designed to afford those not within the reach of a high school the opportunity to gain a good general education and preparation for the advanced course.

Those who pass the entrance examinations and comply with the terms of admission have the preparation requisite for entering upon this course. When admitted, students are classified according to their ability to go forward with the work. Those who have accomplished in other schools the equivalent of any part of this course should present the evidence of the amount and quality of such work, that they may be assigned such advanced standing as they are prepared to maintain.

A certificate is given those who complete this course in a satisfactory manner.

#### ELEMENTARY COURSE.

*Term One.*—English Language. Literature. Ancient History. Biology. Geometry (Concrete). Latin. Drawing.

*Term Two.*—Ancient History. Geography. English Grammar. Literature. Reading. Latin. Algebra. Botany (May and June). Penmanship.

*Term Three.*—Medieval History. Literature. German or Latin. Algebra. Physics. Drawing.

*Term Four.*—English History. Literature. German or Latin. Geometry (Demonstrative). Chemistry. Drawing.

*Term Five.*—United States History. Geography. Arithmetic. Rhetoric. Chemistry. German or Latin. Drawing. Domestic Science.

*Term Six.*—United States History. Biology. Physics. Domestic Science. German or Latin. English Grammar. Rhetoric. Drawing.

### III. Course in Preparation for City Training Schools.

This course is designed especially for those who, having acquired a high school education or its equivalent, have in view a course of practice in a city training school. It embraces the theoretic professional work of the advanced normal training course, including the study of methods illustrated by observation of work in the several grades. It does not include practice teaching and criticism.

The preparation requisite is identical with that for the regular normal training course.

*City B.*—History and Civics. Biology and Nature Study. Grammar School Physics (third quarter). Arithmetic Methods.





THE KINDERGARTEN ROOM

English Grammar, Music Method, Drawing, Pedagogy, Psychology, Observation.

*City A.*—Geography, Biology and Nature Study, Methods in English and Reading, General Method, Pedagogy, Psychology, Drawing, Study of model lessons given by the grade teachers.

#### IV. Kindergarten Training Course.

The kindergarten course covers a period of two years and is intended to give to the pupils not only a knowledge of the principles and practice of Froebel's system of child development, but also a clear idea of the scheme and scope of education throughout the elementary schools. The work of the two years is divided as follows:

*First Year.*—A study of Froebel's theory of the kindergarten, using as text-books Froebel's *Pedagogics of the Kindergarten*, and Susan Blow's *Symbolic Education*. Supplementary reading: Kriege's *Child*; Bowen's *Froebel and Education* by Self-Activity; Elizabeth Harrison's *Study of Child Nature*.

*Mother-Play*, a critical study of Froebel's great work. The *Mother-Play* is commenced this year and continued throughout the two years.

Gifts and occupations, lectures upon the use and significance of the Froebelian material continue throughout the first year.

Nature study, psychology, history of education, drawing, and gymnasium also form an important part of this year's work.

Throughout the year students are observing in the kindergarten connected with the Normal School, and during the last half some slight practice work is required from them under the direct supervision of the training teacher and the kindergarten teachers.

*Second Year.*—The principal work of this year is the practical application of methods and principles, studied the first year, to actual teaching in kindergartens. Each student is required to spend the forenoon of each school day in some kindergarten to which she is definitely appointed, and to give, at the discretion of the teacher, demonstrations of her ability to teach and apply the pedagogical principles upon which teaching is based. The afternoons will be devoted to work at the Normal School, which will comprise the following subjects: psychology continued; primary methods; pedagogy, general method; Mother-Play, a continuation of the work begun the first year; Education of Man, continuing throughout the year; drawing; classes for programme work; songs and games; literary criticism.

#### Some Details of the Work in the Several Courses.

##### GYMNASIUM.

The locker-room is equipped with commodious lockers and dressing-rooms, and the baths, twelve in number, are of the latest and best designs.

The gymnasium equipment is acknowledged to be the most ingenious in the country. Apparatus of utility, arranged for large numbers, designed for safe exercise, and in accordance with apparatus now used in out-door play-grounds have been furnished.

Ventilation and lighting are perfect.

The work of the gymnasium department includes marchings and class formations to secure discipline, free exercise for improving health, carriage, and powers of motor co-ordination.

Safe exercise on improved apparatus designed to improve strength and agility.

Plays and games.

The practical study of the work and the application of theory resulting from the courses of studies in other departments. The consideration of method and analysis of gymnastic systems.

The consideration of descriptive nomenclature.

Graphical anthropometry.

Methods of teaching.

Students are required to meet daily in gymnasium classes. Special or general excuses are granted, for illness or other sufficient cause, by a competent woman.

##### DOMESTIC SCIENCE.

The purpose of this course is to give practical and theoretical instruction in those subjects which bear directly upon health and its preservation; to raise the standard of living and of life, believing that this will make far better professional work and better citizenship.

##### *Dietetics:*

###### Outline:

- Function of food,
- Composition of body,
- Proximate principles,
- Food values,
- Best combinations of food,
- Calculation of dietaries,
- Individual foods.

##### *Emergencies:*

- Illustrations and practice in bandaging.
- Discussion of treatment of wounds; burns; frost-bite; apparent drowning; broken bones; sprains; poisoning; sudden unconsciousness.



*House Sanitation:*

Situation of house,  
 Removal of waste; plumbing,  
 Water supply,  
 Ventilation,  
 Lighting,  
 Heating,  
 Food adulteration,  
 Care of house.

*School Hygiene:*

Consideration of external influences:

Principles underlying construction of schoolhouses and  
 school furniture.

Consideration of influences of school life on pupil:

Proper amount of time to be devoted to study at different  
 ages.

Diseases incident to school life, their causes and means  
 for their prevention.

*Cooking:*

In a school of this character it seems desirable to view  
 this subject from the standpoint of applied science.  
 The aim, therefore, is to give an understanding of  
 the principles of cookery rather than manual skill.

*Outline:*

Vegetables,	Flour mixtures,
Cereals,	Batters,
Eggs,	Doughs,
Milk,	Candy making,
Meats,	Gelatine,
Soup,	Salads,
Stews,	Ice Creams,
Roasts,	



THE STUDIO.





THE BIOLOGICAL LABORATORY.

*Sewing :*

Teaching of simple stitches.

Construction and application of stitches taught by making of small models.

*Lunch-Room :*

The lunch-room is in charge of this department. Simple, well-cooked food is furnished at cost.

**DRAWING.**

The aim of the instruction in this department is to lead the pupils to a finer perception of beauty, and greater ability to create and to represent beautiful things.

*Elementary Course.*

In this course instruction is given in sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; illustrative sketching upon the blackboard and paper; mechanical drawing, including the use of the rule, compasses, drawing-kit, etc.; historic ornament, and decorative and constructive design.

*Normal Training Course.*

In this course the aim is to prepare the pupils to teach drawing in any one of the primary or grammar grades, and also to give them power to illustrate freely any subject where illustration would be helpful.

The course is as follows: Sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; sketching from the model posing; illustrative sketching upon the blackboard and paper; mechanical drawing, including projection and working drawings; constructive design; historic ornament and decorative

design. Instruction in the methods of presenting the different branches of drawing is given throughout the course.

#### Kindergarten Training Course.

This course corresponds quite closely to the regular normal course except that the more advanced mechanical drawing is omitted, and clay modeling substituted. The instruction in methods applies principally to the teaching of very little children.

#### Sub-Junior Course.

A course designed to fit the pupils to do the work of the regular normal course. The work is selected from the elementary course.

#### City Training Course.

Selected parts of the regular normal course, as much as the time allows.

In all classes the fête days of the years are remembered, and the pupils are taught to make simple gifts, such as decorated calendars, book-markers, and candy boxes.

Talks upon pictures and the decoration of the school-room are given to all classes as often as once a month.

### BIOLOGY AND NATURE STUDY DEPARTMENT.

This department has three rooms, a lecture-room, and two laboratories for botany and zoölogy respectively. The lecture-room contains reading-tables and the large library of the department, and is fitted up for stereopticon work.

The laboratories are well lighted and well equipped. They have the usual laboratory furniture, sinks with running water, cases, cabinets, tile-topped tables with drawers for instruments, and lockers for microscopes. But in addition, there are run-

ning-water aquaria; compound and simple microscopes for individual work; imbedding apparatus and microtome for preparing material for microscopic study; human skeleton and manikin; dissectible models of eye, ear, and brain; and the best German charts for both botany and zoölogy. There is a large amount of museum material for illustrating our native birds, moths, etc.

Since a large part of the work of the department is a study of living nature, large numbers of type forms of plants and animals are kept alive in the laboratories, each, as far as possible, with its out-of-door environment. Salt-water aquaria contain star-fish, sea anemones, crabs, clams, nereis, and the like, besides marine algae. Fresh-water aquaria show fish of various sorts, eels, tadpoles, newts, cray-fish; dragon-fly larvae, leeches, snails, beetles; hydræ, etc., and in addition fresh-water algae, pond weeds, etc. Vivaria—insect cages, miniature swamps, gardens, and the like—contain caterpillars, moths, butterflies, dragon-flies, crickets, ants, bees, salamanders, frogs, toads, lizards, turtles, snakes, besides ferns, mosses, lichens, liverworts, and many kinds of flowering plants.

There is every opportunity to study plants and animals from living material.

The aim of the department is to prepare teachers of nature study for grade schools; to teach them to see, to understand, to interpret; to give them a broad acquaintance and a large interest in nature.

#### Elementary Course.

BOTANY, MORPHOLOGY, AND PHYSIOLOGY OF FLOWERING PLANTS. (4 hours.)

#### *First Term and 2nd Quarter of Second Term.*

The life history of flowering plants from seed to seed. Common families of plants and their relationships as shown in



seed, flower, and fruit. Descriptions and drawings of twenty plants. Herbarium of fifty specimens. Microscopic study of vegetable cell, protoplasm, chlorophyll, etc.; of root, stem, and leaf; of pollen and ovule. Cross-fertilization.

*Sixth Term.* (2 hours and 3 hours laboratory.)

Lower plant forms, yeast, mould, pond-scum. Invertebrate types, amoeba, hydra, star-fish, earth-worm, lobster, and clam. The course includes relations of plants to animals, of plants and animals to man, evolution, etc.

This course, together with the botany, forms a foundation on which can most profitably be built courses in nature study.

The Sub-Juniors, high school graduates who do not become members of the Junior class, have this same course.

#### Normal Course.

NATURE STUDY AND METHODS IN NATURE STUDY. (3 hours and 3 hours laboratory.)

*Throughout the Junior Year.*

A study, in their seasons and in their natural relations, of all the forms, plant and animal, which can be used to advantage in grade work. The course, therefore, gives much laboratory study of living material, and much field work. Practice is given in stocking and keeping aquaria. Forty of our native birds are studied in the field. Seeds, and bulbs, and buds; insects and their development through the larva to the adult; flowers and the relations of flowers to insects; trees, ferns, etc., form subjects of study.

In the first half of the Junior year there is a discussion of the aims of nature study, its place in a school curriculum, and its relations to other subjects. A course of study for grade work is made out, and lessons and series of lessons are

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planned. In the second half of the year there is opportunity to teach nature study in the practice school with the direct help and supervision of the normal department.

The City Training classes have this same course, with the omission of the practice school work.

*Physiology.*—A well-planned course in this subject is required, and in addition the domestic science and physical culture departments furnish much work in cognate subjects.

#### GENERAL METHOD.

The work in this course consists in a study of how to train the mind. The object is to teach the student teacher how to direct the mental processes of the child so that the child shall experience perceptions, ideas, and concepts, and shall learn to judge and reason.

To this end certain types of lessons are studied, and the pupils practice developing thought through observation, suggestion, and questioning.

The types of lessons studied are:

1. Observation lessons.
2. Experiment lessons.
3. Concept lessons.
4. Narrative or history and literature lessons.

Material for these lessons is taken from any of the subjects studied in school.

#### COURSES IN PEDAGOGY.

In addition to the general and special method courses, work is given in school management, school administration, school law, school systems by the library method, and general pedagogy. The aim is to give a good working knowledge of the best studies in the subject, to encourage original thinking

concerning educational affairs and educational problems, and to give an impetus to future growth in such lines.

### PSYCHOLOGY.

*Course I.*—General Psychology and Child Study. Junior Year.

*Course II.*—Advanced Psychology and Child Study. Senior Year.

The work in psychology has three distinct aims:

1. To make clear the fundamental principles of mind, with their application to pedagogy.

2. To train students in clear, concise habits of thought.

(With this purpose in view, the work is developmental, not based upon text-book.)

3. To train students—so far as time permits—in greater power of perception, memory, and thought.

The work in child study aims:

1. To make clear the facts of child life.

2. To train prospective teachers in the rational study of children, that they may the better adapt their teaching to the physical and psychical needs of the individual child.

### HISTORY.

#### *History Work with the Term Classes.*

The three years' course in history taken by the students in the preparatory classes is similar to that given in most good secondary schools. It follows the lines suggested by the Committee of Seven in tracing the development of civilization of the Oriental nations, of Greece and Rome; then of Europe during the middle ages, and of England to the present time.





WILLIAM T. HARRIS, SENIOR

The students consider the social and economical as well as the political phases of civilization. They try to live in imagination with each of these nations in turn, and to grow up with them in standards of moral living and in political experience.

Following this work then comes, in the third year of the course, the history of the United States, which has been touched already upon its European side. The industrial and political progress is considered in close connection with the narrative of events. Local history is studied in detail so that the students may know the part Rhode Island has played in the history of the United States.

#### Senior B and City B Methods Classes in History and Civics.

With this course as a basis, or its equivalent gained in some good secondary school, the students in the Senior B and City B classes are ready to study methods for teaching history and civics in any of the elementary schools. They face the proper problems of the best ways to teach in the primary grades the myths of the Greeks, Romans, and Norsemen; the daily life and industries of primitive people, and the lives of great men whose anniversaries our nation celebrates; to teach in the grammar grades the history of the United States and of England, showing pupils the industrial and political growth of our country, adding to the study of our present civil government a simple history of the growth of our political institutions.

These students in the method classes have practical work in learning to find books in a library and to handle them intelligently so as to secure information quickly and thoroughly on a given subject; in visiting a session of the State Legislature in order to give life to their ideas about parliamentary bodies; in using, not only descriptions of congress at work, but the Congressional Daily Record also, so as to understand some-

what of the way our national congress undertakes to put the solution of our political and economic problems into the form of legislation; in examining and criticising text-books for the history work in various grades; in becoming familiar with such of the original sources of history as have been reprinted and made available for use of pupils and teachers; in deciding what contemporary accounts of historical events can give to children more vivid impressions than they could gain from any secondary accounts in text-books; again, in learning to adapt topical outlines of the history of epochs and events which they have used in their study as prospective teachers to the scale and simplicity of their work with children.

#### Senior A Economics.

The Senior A class has a brief optional course in economic theory and history. This work has for its chief aims the attempt to arouse a keen interest in the economic and industrial conditions in the past and present history of our own and other countries; to lead the students to an appreciation of the close connection between the industrial and political problems which confront our nation.

#### GEOGRAPHY AND GEOLOGY.

The liberal policy of the trustees is well exemplified in the equipment of this department of the school.

The space used consists of one room in which recitations in geography and geology are conducted, another room shared as a laboratory with the department of mineralogy, and room in the museum where the larger geographic models are stored and used.

The best text-books by a variety of authors are supplied for students' use, and there is a growing library of valuable reference books, and of books adapted to the use of pupils of

various ages. The Journal of School Geography, the National Geographic Magazine, and American Geologist are supplied, also such numbers of other periodicals as are needed by the classes, with consular reports, the daily weather map, geologic atlases, geographic folios, and other government publications. The equipment in globes, maps, both topographic and political, and models of typical land forms is good.

For use in direct appeal to the eye in presenting geographical truth there is a choice collection of photogravures, photographs, and a few hundred lantern slides; the latter accompanied by descriptions written by the eminent teachers who have prepared the slides. The work in geography is also facilitated by a collection of products natural and artificial. For use in geology are the New York System of Rocks, prepared by Howell of Washington, and the Crosby Collection of Common Minerals and Rocks, also valuable local and foreign specimens, many of these the gifts of graduates of the school. Some pictures of noble natural scenery have been placed upon the walls.

**FIELD WORK.**—Its object is to acquaint prospective teachers with geographic and geologic forms, forces, and processes, to prepare them to recognize similar things in new localities, and to make use of them in teaching.

During the second term of the elementary course, students devote three or four recitation periods each week to geography. The work consists in the study of home surroundings, in representing geographic forms, in tracing the more obvious causes and effects of observed phenomena, in doing prescribed reading, and in imagining conditions, processes, and forms which cannot be observed.

In the fifth term, with more mature minds and better knowledge of related subjects, the above work is extended



over larger fields and made more emphatic. Additional attention is given to effects of sun and moon upon the earth and to the earth's three envelopes—air, water, and land—and their independent and interdependent actions. Gradation, vulcanism, and diastrophism are studied; also the influence of surface character upon settlement, occupations, lines of communication, and human development. Life and its laws of natural distribution and of its artificial exchange are considered. The earth is studied as the home of mankind.

During the Junior year, method of teaching geography is considered, with application of knowledge of laws of mental activity, and practice work in the grades is begun.

With the exception of practice work, the city training classes do as much of the above work as time will permit, giving some attention to the outlines for work in the city schools.

During Senior year, students have about forty lessons in geology. Geological agencies now operative are first studied; the force producing changes past or present and the laws of their operation are considered; then the successive ages with their most marked characteristics are studied, and the structure and development of the earth and its adaptation to the support of life are traced.

Suggestions for about twenty-five lessons in physiography in the last half of the Senior year are drawn from a text-book by Professor W. M. Davis.

#### PHYSICAL SCIENCE.

PHYSICS.—The basis of the work in physics is experiment, and the time is about equally divided between laboratory work by the pupils and class demonstration by the teacher, aided by the pupils.

Attention is constantly directed to the need of close and accurate observation of given conditions and resulting changes,

and the pupils are held to a justly limited inference from observed phenomena. Those facts, principles, and laws which have their application in the common affairs of daily life receive special consideration, and the pupil's previous experiences are appealed to for confirmation or refutation of the conclusions drawn from their experiments. The method of scientific study, *not original discovery*, is the primary purpose of the experimental work.

Consideration is given to devising and constructing such simple apparatus as will illustrate fairly well such elementary facts and principles of physics as are adapted to presentation in the grammar schools.

CHEMISTRY.—In chemistry the time is about equally divided between individual laboratory work and theoretical class work. The aim is primarily to help the pupils to a good elementary knowledge of the subject, both theoretical and practical; and secondarily, to consider helpful ways of presenting the elementary facts of chemistry to young pupils.

The laboratory work is arranged and conducted with a view to securing, on the part of the pupils, first, an acquaintance with the nature and properties of the apparatus and materials used, together with facility in the manipulation of same; second, the habit of close observation of the physical and chemical properties of the common elements and compounds as a basis for theoretical chemistry.

In class work it is insisted that the pupils make an effort to obtain an intelligent understanding of the atomic theory of the constitution of matter and of the nature of chemical re-actions. To this end, a free use of the blackboard is made in writing molecular formulae and chemical equations. Chemical problems involving weighed quantities of the substances used form an important part of this work.

Each element is studied topically, as follows: Its occur-

rence, preparation, physical properties, chemical properties, tests, and uses. Compounds are treated in a similar way as far as the facts will permit, though more emphasis is naturally given to their commercial manufacture and uses.

#### ENGLISH LANGUAGE.

*Term One.*—This work includes:

I. The history of the English language, with study of etymology and synonyms.

II. English composition, with special care in regard to choice of words, construction of sentences, paragraphing, and punctuation. This work includes a course in letter-writing, and also written exercises.

ENGLISH GRAMMAR.—*Term Two.*—In this class the structure of the language is studied and much time is spent in analysis of sentences. Work in composition is continued.

ENGLISH GRAMMAR.—*Term Six.*—A more comprehensive study of the structure of the language is made, and a broader view is obtained after the study of rhetoric and other languages. Recent grammatical theories are discussed, and the students become familiar with the best grammars.

ENGLISH GRAMMAR.—*Sub-junior.*—This work is along the same lines as that of Term Six.

ENGLISH METHODS.—*Junior A.*—A course of study for grade work in language, grammar, and composition is planned. Sources are investigated, and material and methods are discussed.

ENGLISH GRAMMAR.—*City B.*—This is general work in the structure of the language, similar to that of the Sub-junior class.



THE LITERATURE ROOM.



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THE LITERATURE ROOM.



ENGLISH METHODS.—*City A.*—This work corresponds to that of the Junior A class in methods.

ENGLISH.—*Kindergarten Seniors.*—A study is made of poems and stories for children, with a view to cultivating appreciation.

THEME WORK.—Junior B, Senior B, and Senior A classes have written work with individual criticism once a week.

#### English Literature.

In the elementary course in English literature the aim is to have the students gain a general view of the subject in such a way that a literary taste may be cultivated.

In the regular normal training course attention is given to some of the longer English poems and prose works, which may be studied with profit and pleasure by those pupils who have completed the elementary course. Among the forms of literature receiving attention are the essay, the ballad, the sonnet, the ode, the drama, and the short story. Literature for children is discussed, and courses in reading adapted to children of different ages and of different opportunities are worked out. In order to encourage wide and rapid reading, the students report in the class on the reading they have done that was not prescribed. Not only is the culture value of the subject highly regarded, but also its influence upon character.

#### Rhetoric.

Rhetoric has to deal not so much with what is right or wrong as with what is better or worse. Attention is given to the judicious choice and skillful placing of words, to the making of sentences and of paragraphs, to the determination and development of themes. As facility in writing may come from practice in writing, much written work is required.

After suggestive criticism from the teacher, the student re-writes. The student aims to gain clearness, force, correctness, and, lastly, elegance in writing. The use of figures and of other devices is taught. The four modes of writing—description, narration, exposition, and argumentation—are distinguished, and writing in each mode is required. The knowledge gained in the class in rhetoric is applied in the work in the literature classes.

NOTE.—Students in any course notably deficient in the use of the English language, including spoken language, must remedy such defect before graduation.

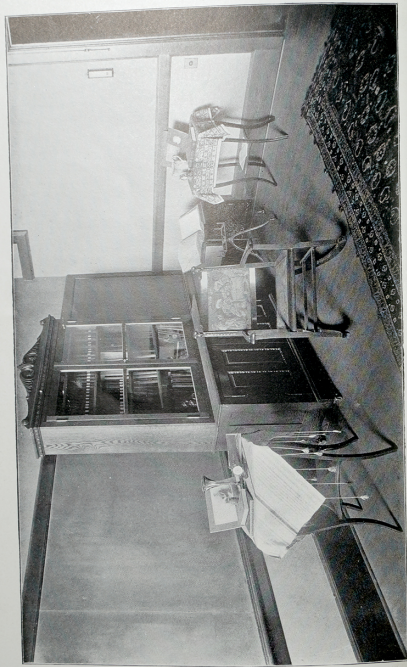
#### GERMAN.

The work of the first year includes Elementary German grammar; translation of simple prose, both prepared and sight work; dictation; composition; conversation. Special emphasis is laid on the intelligent reading of German and upon the understanding of spoken German. The recitations are conducted in the language as far as is practicable. The work of the second year includes more advanced grammar, connected prose composition, and a study of one or more of the works each of Lessing, Schiller, and Goethe.

#### MATHEMATICS.

GEOMETRY.—The first work in this subject aims at the acquisition of the data and simpler truths of geometry through measurement, drawing, construction, and superposition. Field work forms the basis of much of the class-room instruction. Gradually the easier deductive proofs are introduced, and in the fourth term the work is wholly demonstrative. Rigorous reasoning and perfect form of expression are the ends sought. The student is led to construct his own demonstrations of problems.





THE SUPERVISOR'S OFFICE.



A GRADE ROOM.

**ALGEBRA.**—This course covers the principles of algebra through affected quadratic equations. The fundamental nature of the equation, fractional and negative exponents, and radicals are emphasized. Facility in grasping the conditions of problems and quickness and accuracy in oral and written work are kept constantly in mind.

**ALGEBRA AND GEOMETRY METHODS.**—Each subject is analyzed with the purpose of making a selection of material for lessons in grammar grades. Geometry is viewed in its relation to drawing, and both subjects in their relations to arithmetic. Methods of teaching are discussed and illustrated.

#### MINERALOGY.

The course in mineralogy is intended to lead to a knowledge of the common minerals and to prepare the students to give lessons on minerals to children. The first part of the work is provided for by our well-equipped mineralogical laboratory. The recitation periods are devoted to the study of minerals with a view to teaching them.

#### MUSIC.

Regular instruction is given in vocal music. There is a lesson given each week to the whole school in the development of an appreciation of the works of the masters, and in sight singing. Other lessons are given to all students in presenting the teaching side of music, as taught in the public schools.

#### TRAINING IN TEACHING.

The School of Observation and Introductory Practice is conducted in the building and consists of a kindergarten with two teachers, and eight rooms with permanent teachers for all grades from the first through the ninth. In connection with

the introductory course in pedagogy the students of the Junior class visit and study systematically each room, making oral and written reports. These reports furnish concrete material for discussion, and a basis for the study of instruction, management, and government. Practice is allowed one hour a day, and students of the Junior A class, under the skilled criticism of the supervisors and teachers, occupy this time, besides preparing and discussing the lessons.

The schools for practice are established at present in Providence at Smith Street, and in Cranston at Eden Park. Each of these schools consists of several rooms under the supervision of a training teacher who directs the work and is responsible for the results. The teaching is done by members of the Senior class. During the last term, and after completing the advanced courses in pedagogy and psychology, and in methods of instruction, each senior has charge of a room as teacher for half a term, under the direction and criticism of the training teacher. During the past year one class spent a complete term in the training schools, and the added power and skill thus acquired were most marked.

Written critiques of all lessons are filed, making a part of the student's record. Students must pass the work in practice and training satisfactorily before diplomas can be granted.

#### PHYSICAL EDUCATION.

Physical education is held to be the basis for all sound education, and practical and theoretical courses are given.

Instruction in hygiene is provided for in the courses, and the physiological habits of students have personal attention from the teachers. It is expected of all students that they comply with the conditions of health in the matters of dress, outdoor exercise, sleep, cleanliness, food, etc., as faithfully as they are expected to perform all other duties.

#### MORAL CULTURE.

In a normal school it is imperative that a high standard of morals be maintained. Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. But the exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will or of ability to exercise self-control and to regulate conduct by the dictates of duty and propriety is considered plain evidence of unfitness for the vocation of teaching.

Abundant occasions arise in the progress of school life for the testing of moral character and the exercising of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. The intercourse between students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is here assumed that the best type of moral character is essential in the true teacher.

#### LECTURES.

Lectures, single and in courses, are given throughout the year.

#### LIBRARY.

The library is fully equipped with modern reference books, current literature, and books, reports, and pamphlets of general importance to the school, as well as with a good working selection of standard works in various departments of literature.



In each department of the school there is a library of the special books of particular service and advantage to such department.

Numerous additions to the general and special libraries are constantly made.

The librarian aims to make the books as helpful and easy of access as possible. The classification and administration of the library are entirely modern.

#### EMPLOYMENT.

Graduates of the school easily find employment. The demand for normal graduates is increasing everywhere faster than the supply. During the past few years many calls have come to this school for teachers, graduates of the school being usually sought, and most of the time not a graduate has been available. Not infrequently the inquiry was for a teacher who could be strongly recommended for an important position.

There is abundant encouragement for young men and young women of talent to fit themselves by professional study for careers of usefulness in the educational field.

#### TO SCHOOL OFFICERS.

Superintendents and members of school committees are especially invited to visit the Normal School and communicate with the principal with reference to candidates for positions, and with reference to suitable candidates for admission to the Normal School. They are also requested to make known to young people who possess ability and adaptation to the work of teaching the advantage of the course of education and training which is open to them at the Normal School.

#### IN GENERAL.

All persons are cordially invited to visit the school at all times. Teachers are particularly requested to make themselves known, so that they may be directed to such departments as they wish to observe.



## STUDENTS.

## Senior A Class.

*Completed Course January 25, 1901.*

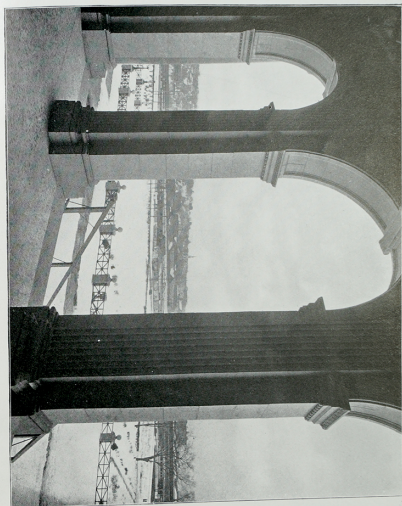
NAME.	P. O. ADDRESS.
Babcock, Clara Elizabeth	Westerly, R. I.
Brannon, Catherine Lucina	79 Eagle Street, Providence, R. I.
Breitschmid, Ida Louisa	202 Smith Street, Providence, R. I.
Coughlin, Mary Eva	Manton, R. I.
Crumb, Virginia Morgan	Riverside, R. I.
Emmons, Annie Frances	Hope, R. I.
Field, Alma Clara	213 Oxford Street, Providence, R. I.
Ford, Emma Nichols	Johnston, R. I.
Geisel, Julia	152 Montgomery Avenue, Providence, R. I.
Grant, Pearl	North Bellingham, Mass.
Greene, Gertrude Frances	Saylesville, R. I.
Hixson, Grace Eleanor	Sharon, Mass.
Holmes, Emma Frank	Attleboro Falls, Mass.
Knoop, Ella Sophie	86 Holden Street, Providence, R. I.
Laney, Annie Lauretta	50 Brighton Street, Providence, R. I.
Moore, Zilla Clarke	Westerly, R. I.
Perry, Anna Augusta	Rolfe Street, Auburn, R. I.
Riley, Julia Agnes	N. Attleboro, Mass.
Stone, Mabelle Frances	Mansfield, R. I.
Sweeney, Anna Gertrude	52 Holman Street, Attleboro, Mass.
Thornton, Florence Isabel	424 Killingly Street, Providence, R. I.
Wicklund, Irene Elizabeth	15 Grove Avenue, Westerly, R. I.

## Senior A Class.

*Completes Course June 28, 1901.*

Bennett, Ethel Foster	Foster Centre, R. I.
Buffington, Ethel Liddon	Anthony, R. I.
Capron, Nellie Mason	237 Washington Street, N. Attleboro, Mass.

EXT.



## NAME.

## P. O. ADDRESS.

Clemence, Stella Risley.....	167 Harrison Street, Providence, R. I.
Cronin, Margaret Regina.....	26 Goldsmith Avenue, E. Providence, R. I.
Dill, Laura Melissa.....	32 Arnold Street, Providence, R. I.
Gillies, Anita Gregory.....	Riverpoint, R. I.
Gorman, Mary Theresa.....	Berkeley, R. I.
Greene, Helen Marie.....	47 Pekin Street, Providence, R. I.
Greene, Mary Cornelia.....	47 Pekin Street, Providence, R. I.
Griffin, Loretta Mabel.....	70 Elmdale Avenue, Olneyville, R. I.
Hopkins, Bertha Ethel.....	18 Barrows Street, Olneyville, R. I.
McCarthy, Clara Veronica.....	42 East Street, Providence, R. I.
McDermott, Mary Ellen.....	941 South Main Street, Fall River, Mass.
McGuire, Agnes Marie.....	Arctic Centre, R. I.
Moriarty, Catherine Frances.....	19 Oakhill Avenue, Pawtucket, R. I.
Myrick, Velina Frances.....	Sharon, Mass.
O'Connor, Margaret Ann Teresa.....	282 Williams Street, Providence, R. I.
Rothemich, Caroline Josephine.....	201 Lowell Avenue, Olneyville, R. I.
Seton, Mary Helen.....	1179 Elmwood Avenue, Providence, R. I.
Warren, Ada Louise.....	Plainville, Mass.
Whitford, Katherine Greene.....	Perryville, R. I.

## Kindergarten Senior.

Carl, Florence White.....	114 Oxford Street, Providence, R. I.
Crowningshield, Florence Ethel.....	20 Hillside Avenue, " "
Doucet, Olivene Joanna.....	Wakefield, R. I.
Eddy, Jennie May.....	92 Melrose Street, Providence, R. I.
Franz, Franzisca.....	65 Davis Street, " "
Gough, Mary Elizabeth.....	557 Broadway, " "
Harley, Isabel.....	22 Church Street, Pawtucket, R. I.
Kennedy, Sarah Lovett.....	549 Broadway, Providence, R. I.
Kittredge, Maude Harthan.....	27 Ringgold Street, " "
Walker, Sarah Emeline.....	Seekonk, Mass.

## Senior B Class.

Adams, Annie Frances.....	150 Cranston Street, Providence, R. I.
Barnes, Grace.....	Ashton, R. I.
Carpenter, Ida Maria.....	744 Broadway, E. Providence, R. I.
Carpenter, Ruth Mildred.....	Attleboro, Mass.



## NAME.

## P. O. ADDRESS.

Dowd, Lillian Gertrude Mary	..... Fall River, Mass.
Greene, Mabel Gertrude	..... Riverpoint, R. I.
Hanley, Catherine Ellen	..... Pascoag, R. I.
Harvey, Anna Margaret	..... 185 Williams Street, Providence, R. I.
Heckman, Gertrude Burden	..... Plainville, Mass.
Hurd, Lottie	..... Bessemer, Ala.
McGinn, Mary Teresa	..... Potter Hill, R. I.
Mowry, Helen Sayles	..... 162 Academy Avenue, Providence, R. I.
Murray, Katherine Mary	..... 18 Wood Street, Providence, R. I.
Nixon, Annie Josephine	..... Warren, R. I.
O'Brien, Katherine Elizabeth	..... Mulberry Street, Warren R. I.
Orswell, Emeline Amy	..... 631 Public Street, Providence, R. I.
Osborn, Florence Louise	..... Tiverton, R. I.
Perkins, Florence May	..... Arnold's Mills, R. I.
Reilly, Margaret Mary	..... 10 Barton Court, Providence, R. I.
Roberts, Martha Jane	..... Meshanticut, R. I.
Rovetto, Cathalena Louise	..... Pawtucket, R. I.
Scallon, Rose Anna	..... 27 America Street, Providence, R. I.
Sicum, Gertrude May	..... Westerly, R. I.
Whaley, Mary Daniel	..... Wakefield, R. I.
Wilson, Lillian	..... Potter Hill, R. I.

## Junior A Class.

Adams, Lizzie Aldrich	..... 51 Cole Street, Pawtucket, R. I.
Allan, Grace Josephine	..... Bristol, R. I.
Batcheler, Bessie Mae	..... 92 Sutton Street, Providence, R. I.
Brennan, Jane Kent	..... 376 High Street, Central Falls, R. I.
Cahill, Catherine Irene	..... 116 Orchard Street, Providence, R. I.
Gleason, Daisy Harriet	..... Newport, R. I.
Horrigan, Josephine Olive	..... 609 Manton Avenue, Providence, R. I.
O'Reilly, Irene Katherine	..... 27 Berkeley Avenue, Newport, R. I.
Rathbun, Jennie Florence	..... Fiskeville, R. I.
Ross, Josephine Winifred	..... 102 Summit Street, E. Providence, R. I.
Stahle, Julia Etta	..... Westerly, R. I.
Straight, Mary Elizabeth	..... 71 Goldsmith Avenue, E. Providence, R. I.
Stratton, Mabel Mary	..... 284 Atwells Avenue, Providence, R. I.
Tucker, Emma Bascom	..... Point Judith, R. I.
Wales, Bertha Elizabeth	..... 22 Harrison Avenue, Taunton, Mass.

## NAME.

## P. O. ADDRESS.

Walker, Mary Edith	..... Seekonk, Mass.
Watts, Laura Evelyn	..... Arlington, R. I.

## Kindergarten Junior Class.

Burdick, Ethel	..... 17 Halsey Street, Providence, R. I.
Edwards, Dora Moses	..... 555 Broadway, " "
Gilbert, Anna Louise	..... 90 Melrose Street, " "
Hobson, Louise Boyce	..... 92 Almy Street, " "
Laughlin, Ethel Gertrude	..... 4 Prospect Street, " "
Marshall, Bertha	..... 45 Potter Street, Pawtucket, R. I.
Williams Florence Marion	..... N. Attleboro, Mass.

## Junior B Class.

Alden, Bessie Mabel	..... 58 Duffee Street, Providence, R. I.
Beattie, Sarah	..... 43 Illinois Street, Central Falls, R. I.
Beebe, Edith Adella	..... Noank, Conn.
Brady, Alice Gertrude	..... 37 Diamond Street, Pawtucket, R. I.
Brownell, Viola Walden	..... 602 Tucker Street, Fall River, Mass.
Cahill, Teresa Clare	..... 116 Orchard Street, E. Providence, R. I.
Cashman, Jennie Elizabeth	..... 160 Sterry Street, Pawtucket, R. I.
Cavanaugh, Mary Aloysius	..... 48 Whipple Street, Pawtucket, R. I.
Crandall, Emma	..... 27 Elm Street, Westerly, R. I.
Davis, Winifred Rebecca	..... S. Swansen, Mass.
Davoren, Mary Petis	..... Bristol, R. I.
Demers, Sarah Cecelia	..... 132 Carnation Street, Pleasant View, R. I.
Dodge, Jessie Evelyn	..... New Boston, N. H.
Donahue, Mabel Elizabeth	..... 33 Bridgman Street, Providence, R. I.
Farnsworth, Nellie Edith	..... Westerly, R. I.
Jillson, Laura Agatha	..... Cumberland, R. I.
*Lemley, Jennie Eliza	..... Saylesville, R. I.
Leonard, Violet Mabel	..... Riverside, R. I.
Marr, Barbara Anderson	..... Westerly, R. I.
McDermott, Eliza Magdalen	..... 13 Bentley Street, Woonsocket, R. I.
McNelly, Annie Marie	..... 17 Walnut Street, Westerly, R. I.
Meehan, Ellen Emma	..... 672 Public Street, Providence, R. I.
Moran, Eunice Veronica	..... 339 Sayles Avenue, Pawtucket, R. I.

\* Withdrawn from school during past year.

NAME.	P. O. ADDRESS.
Phetteplace, Sarah Evelyn.....	Lime Rock, R. I.
Potter, Edna Garfield.....	316 Broadway, Providence, R. I.
Reynolds, Angie Grace.....	72 Mineral Spring Avenue, Pawtucket, R. I.
Rockwood, Nellie Pauline.....	Howard, R. I.
Sealand, Hulda.....	Riverside, R. I.
Short, Katherine May.....	Short Street, E. Providence, R. I.
Wheeler, Harriet Carleton.....	Bristol Ferry, R. I.

## City A Class.

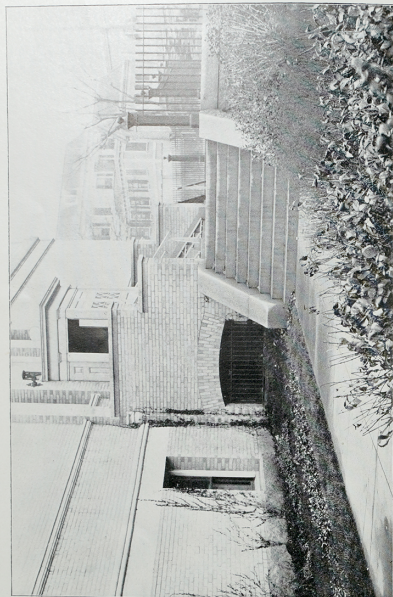
*Completed Course January 25, 1901.*

Devenish, Marie Eustelle.....	90 Davis Street, Providence, R. I.
Fallon, Margaret Grace.....	84 Oak Street, " "
Gannon, Rose Harriette.....	47 Messer Street, " "
Gorman, Mary Josephine.....	132 Camden Avenue, " "
Hurley, Lucy Liguori.....	36 East George Street, " "
Maguire, Margaret Elizabeth.....	11 Preston Street, " "
McLeod, Elizabeth Belle.....	138 Jewett Street, " "
Murray, Katherine Mary.....	18 Wood Street, " "
Olsen, Martha Isabel.....	28 Grand Street, " "
Turner, Grace Annie.....	60 Vandewater Street, " "
Winsor, Jennie Evelyn.....	Johnston, R. I.

## City A Class.

*Completes Course June 28, 1901.*

Bennett, Clara Elizabeth.....	225 North Main Street, Providence, R. I.
Blessing, Margaret Mary.....	22 Vernon Street, " "
Burdick, Annie Potter.....	17 Halsey Street, " "
Dunn, Mary Cornelia.....	227 Federal Street, " "
Gardner, Mabel Tillinghast.....	13 Larch Street, " "
Gearon, Jane Veronica.....	9 Maultrie Court, " "
Giblin, Harriet Louise.....	68 Bernon Street, " "
Hodges, Mabel Carr.....	442 Pine Street, " "
Huntington, Gladys.....	19 Hawthorne Street, " "
McElroy, Susan.....	256 Wickenden Street, " "
McGinn, Katherine Frances.....	195 Laban Street, " "
McKenna, Mary Catherine.....	99 Steele Street, " "



A SIDE ENTRANCE.

## NAME.

## P. O. ADDRESS.

Murphy, Catherine Elizabeth	525 Branch Avenue, Providence, R. I.		
Murray, Cecelia Agnes	47 Linwood Avenue,	"	"
O'Malley, Elizabeth Gertrude	61 Greeley Street,	"	"
Shanley, Mary Ursula	125 Governor Street,	"	"
Sweet, Vera Garfield	34 Division Street,	"	"
Whittemore, Alice Bartlett	85 Willow Street,	"	"
Williams, Mary Ann Elizabeth	609 Broadway,	"	"
Wright, Alice Elizabeth	40 Seventh Street,	"	"

## City B Class.

Clarke, Miriam Alida	109 Silver Spring Street, Providence, R. I.		
Dawley, Edna Jessie	97 Tabor Avenue,	"	"
Dodson, Ethel Waring	252 Doyle Avenue,	"	"
Donovan, Jennie Agnes	202 Power Street,	"	"
Flagg, Carolynne Davis	166 Harrison Street,	"	"
Flynn, Katherine Elizabeth	252 Dean Street,	"	"
*Glasgow, Eva Gertrude	359 Branch Avenue,	"	"
Holland, Mary Theresa	16 Albro Street,	"	"
Johnson, Philomena Margaret	217 Regent Street	"	"
Killian, Anna Mary	58 Wayne Street,	"	"
Little, Ada	5 Ocean Street,	"	"
McCarthy, Frances Mary	188 Lippitt Street,	"	"
McCallion, Ellen Regina	114 Federal Street,	"	"
McMurrough, Mary Elizabeth	31 Fenner Street,	"	"
Moran, Laura Anthony	52 Nichols Street,	"	"
O'Brien, Mary Ellen	36 Seekonk Street,	"	"
Perrin, Maude Ethel	13 Alverson Avenue, Olneyville, R. I.		
Turbitt, Agnes Louise	18 Alton Street, Providence, R. I.		
Wallace, Mabel Marsh	376 Public Street,	"	"

## Sub-Junior Class.

Carroll, Bertha Genevieve	66 Lyon Street, Pawtucket, R. I.		
Congdon, Lillian Myrtella	36 Chapin Avenue, Providence, R. I.		
Crofton, Mary Eleanor	910 Cranston Street, Arlington, R. I.		
Dearborn, Bertha Johnson	Provincetown, Mass.		
Flood, Alice Josephine	275 Rand Street, Central Falls, R. I.		

\* Withdrawn from school during past year.



NAME.	P. O. ADDRESS.
Hawkes, Abbie Anne.....	1319 Narragansett Boulevard, Edgewood, R. I.
Powers, Mary Angela.....	Lonsdale, R. I.
Seymour, Etta Josephine.....	Warren, R. I.
Sullivan, Gertrude Mary.....	188 Cottage Street, Fall River, Mass.
Todd, Jane Albee.....	Calais, Maine.

## Sixth Term Class.

Arnold, Eva Elmira.....	Burrillville, R. I.
Carroll, Elizabeth Veronica.....	Phenix, R. I.
Clarke, Celia Elizabeth.....	Jamestown, R. I.
Donovan, Mary Ann.....	Anthony, R. I.
Hokanson, Edith Josephine.....	Seekonk, Mass.
Parkis, Florence Edith.....	Slatersville, R. I.

## Fourth Term Class.

Clarke, Mary Ella.....	Perryville, R. I.
Galvin, Loretta Margaret.....	N. Swansea, Mass.
Haslam, Hannah Muriel.....	Howard, R. I.
Hebert, Louisa Desneiges.....	Arctic Centre, R. I.
Hoxsie, Ruth Emma.....	Charlestown, R. I.
McKenna, Theresa Veronica.....	Riverpoint, R. I.
Mott, Ethel Gertrude.....	Block Island, R. I.
Mowry, Ethel May.....	N. Smithfield, R. I.
Ross, Edith Gertrude.....	80 Summit Street, E. Providence, R. I.
Taylor, Nellie.....	75 Tucker Avenue, Pawtucket, R. I.
Tennant, Charlotte Catherine.....	East Greenwich, R. I.
Whitford, Mabel Hurd.....	Perryville, R. I.

## Second Term Class.

Allen, Nellie Sophia.....	Little Compton, R. I.
Andrews, Pearl Janet.....	Bowen's Hill, R. I.
Cameron, Carrie Ella.....	Prudence Island, R. I.
Cowen, Geneva Gale.....	Wickford, R. I.
Hendrick, Susie Belle.....	Lafayette, R. I.
Jillson, Lillian Alpha.....	Cumberland, R. I.
Mowry, Grace Annie.....	N. Smithfield, R. I.
Orpin, Bertha Jane.....	Wickford, R. I.
Toolin, Alice Cecelia.....	Cowesett, R. I.

## Specials.

NAME.	P. O. ADDRESS.
Boyce, Helen Mary.....	Guildhall, Vt.
Dyer, Harriet Greene.....	31 Cabot Street, Providence, R. I.
Field, Alma Clara.....	213 Oxford Street, " "
Hunt, Flora Estelle.....	70 Marshall Street, " "
*Huntsman, Helen Howard.....	367 Angell Street, " "
Parker, Bessie Marie.....	E. Holliston, Mass.
Swan, Lillian Ethel.....	60 Vinton Street, Providence, R. I.
Turner, Grace Annie.....	60 Vandewater Street, " "
Whitman, Lola Grace.....	Greene, R. I.
Wilkinson, Edith Lorraine.....	80 Cottage Street, Pawtucket, R. I.

## SUMMARY.

Senior A Class, Completed Course January 25, 1901.....	22
Senior A Class, Completes Course June 28, 1901.....	22
Kindergarten Senior Class.....	10
Senior B Class.....	25
Junior A Class.....	17
Kindergarten Junior Class.....	7
Junior B Class.....	30
City A Class, Completed Course January 25, 1901.....	11
City A Class, Completes Course June 28, 1901.....	20
City B Class.....	10
Sub-Junior Class.....	10
Sixth Term Class.....	6
Fourth Term Class.....	12
Second Term Class.....	9
Specials.....	10

Total..... 230

Withdrawn from the school during the past year..... 2

Deceased..... 0

\* Withdrawn from school during past year.

## ALUMNI ASSOCIATION.

1900-1901.

- Honorary President*, . . . . . SARAH MARBLE, '72.  
Woonsocket.
- President*, . . . . . MABEL C. BRAGG, '89.  
23 Corinth St., Providence.
- Vice-President*, . . . . . JENNIE L. ELLIS, '90.  
9 Nickerson St., Pawtucket.
- Secretary and Treasurer*, . . . KATHARINE M. DWYER, '90.  
22 East St., Providence.
- Treasurer of Alumni Fund*, . . . M. ELIZA HURLEY, '90.  
36 East George St., Providence.

## WORKS OF ART.

The following is a list of the pictures and casts given or loaned to the school since September, eighteen hundred ninety-eight.

## GENERAL OFFICE.

- Delphic Sibyl from the Sistine Ceiling, . . . . . *Italian*.  
MICHAEL ANGELO. 1474-1567.
- Landscape, . . . . . *English*.  
CONSTABLE. 1766-1837.
- Three sibyls from the Sistine Ceiling, . . . . . *Italian*.  
MICHAEL ANGELO. 1474-1567.  
*Gift of the Class of 1901, (January.)*
- Lazarus, . . . . . *American*.  
ELIHU VEDDER. 1836.

## PRIVATE OFFICE.

- Landscape, . . . . . *French*.  
ROUSSEAU. 1812-1867.
- The Architect, . . . . . *Dutch*.  
REMBRANDT. 1607-1667.
- Dr. Henry Barnard, An Autograph Portrait. . . . .  
*Gift of Miss Barnard.*

## LIBRARY.

- The Law-Makers, . . . . . *Dutch*.  
REMBRANDT. 1607-1669.  
*Gift of the Alumni Association.*

- Holy Family, . . . . . *Spanish*.  
MURILLO. 1618-1682.  
*Gift of the Alumni Association.*
- Sistine Madonna, . . . . . *Italian*.  
RAPHAEL. 1483-1520.  
*Gift of the Alumni Association.*
- Aurora, . . . . . *Italian*.  
GUIDO RENI. 1575-1642.  
*Gift of the Alumni Association.*
- Landscape (painting in oils), . . . . . *Modern*.  
MESDAG.  
*Loaned by Miss Sarah J. Eddy.*
- Portrait of Mr. William E. Wilson, . . . . .  
*Gift of the Class of 1897.*
- Sphinx (cast), . . . . . *Egyptian*.  
Hymos (cast), . . . . . *Greek*.  
Young Augustus (cast), . . . . . *Roman*.  
*Gift of the Class of 1909.*
- PARLOR.
- The Fighting Téméraire, . . . . . *English*.  
TURNER. 1775-1851.  
*Gift of the Class of 1901. (February)*
- The Dance of the Nymphs, . . . . . *French*.  
COROT. 1796-1876.  
*Gift of the Class of 1901. (June)*
- Peasants, . . . . . *French*.  
MILLET. 1814-1875.  
*Gift of the Class of 1901. (June)*
- Rubens' Sons, . . . . . *Flemish*.  
RUBENS. 1577-1640.  
*Gift of the Class of 1899.*

## BOTANY ROOM.

- Oaks, . . . . . *American*.  
RANGER.

## GERMAN ROOM.

- Landscape, . . . . . *French*.  
COROT. 1796-1876.

## DRAWING ROOMS.

- Madonna, . . . . . *Italian*.  
BOTTICELLI. 1477-1500.
- Cupid and Psyche (modern), . . . . . *English*.  
HARRY BATES.

- Six Japanese prints, in separate frames, . . . . .

## LITERATURE ROOM.

- Canterbury Pilgrims, . . . . . *American*.  
Three pictures from a frieze in the home of George J. Gould, at Lakewood, New Jersey, painted by Robert Van Orst Sewall.

## ENGLISH ROOM.

- Roadway, . . . . . *Dutch*.  
HOBBEEMA. 1638-1709.

## KINDERGARTEN TRAINING ROOM.

- Angel, . . . . . *American*.  
ABBOTT THAYER. 1849.

## KINDERGARTEN.

- Bambino (cast), . . . . . *Italian*.  
DELLA ROBBIA. 1399-1482.
- Two Donkeys, . . . . .



## GRADE I.

Children of the Shell, . . . . . *Spanish*,  
MURILLO. 1618-1682.

Baby Stuart (James, Duke of York), . . . . . *Flemish*  
VAN DYKE. 1599-1641.

Saint John (cast), . . . . . *Italian*.  
DONATELLO. 1399-1482.

Little Playmates, . . . . .  
*Louaned by Miss Sarah J. Eddy.*

## GRADE II.

Dancing Children, . . . . . *Italian*.  
LUCA DELLA ROBBIA. 1399-1482.

Sistine Madonna (detail), . . . . . *Italian*.  
RAPHAEL. 1483-1520.  
*Louaned by Miss Sarah J. Eddy.*

Holy Family, . . . . . *Spanish*.  
MURILLO. 1618-1682.

Madonna (cast), . . . . . *Italian*.  
BENEDETTO DA MAIANO.

## ROOM III.

Landscape with Cows, . . . . . *French*.  
AUGUSTE BONHEUR. 1824-1884.

Children of Charles I., . . . . . *Flemish*.  
VAN DYKE. 1599-1641.

Angel, . . . . . *Italian*.  
CARPACCIO. 2-1522.

## ROOM IV.

Dancing and Playing Children, . . . . . *Italian*.  
LUCA DELLA ROBBIA. 1399-1482.  
Sir Galahad, . . . . . *English*.  
WATTS. 1818-

## ROOM V.

Dogs (modern), . . . . . *English*.  
BLINKS.

## ROOM VI.

The Mill, . . . . . *Dutch*.  
RUISDAEL. 1625-1682.  
Watchers by the Sea, . . . . .  
ARTZ.

Christ and St. John, . . . . . *Italian*.  
GUIDO RENT. 1575-1642.

## ROOM VII.

The Shepherdess, . . . . . *French*.  
MILLET. 1814-1875.

## ROOM VIII.

Hermes, . . . . . *Greek*.  
PRAXITELLES.  
*Gift of the Grammar Graduating Class of 1899.*

Parthenon Frieze (two pieces), . . . . . *Greek*.  
*Gift of Class of 1900.*

William II. of Nassau, . . . . . *Flemish*.  
VAN DYKE. 1599-1641.

Landscape, . . . . . *French*.  
COROT. 1796-1875.

The pictures in the above list, unless otherwise indicated, were bought with the Art Fund. This fund was started in the winter of eighteen ninety-eight and ninety-nine, by some of the teachers selling chocolate and crackers to the members of the teachers' classes in gymnastics. It was later increased by money which the children in the grades raised by selling tickets for the Helman Taylor exhibition of pictures, and by the proceeds of a candy sale held in April, eighteen ninety-nine, and of an art exhibition and sale held in May, nineteen hundred. The entire fund amounted to a little more than four hundred and twenty-five dollars.



**Certificate of Graduation and Good Character.**

This is to Certify that M .....

is a regular graduate of a four years' course of the .....  
..... High School, and that, to the best of my knowledge  
and belief, ..... he is a person of good moral character.

..... PRINCIPAL.

..... 100 .....

**Certificate of Good Health.**

This is to Certify that I am personally and professionally acquainted  
with M ....., and that, to the  
best of my knowledge and belief, ..... he is free from any disease or infirmity that  
would unfit ..... for the office of a teacher.

..... M. D.

..... 100 .....



Continuation of Journal of the

U. S. Fish Commission

For the year ending June 30, 1900

By J. W. H. ...

Washington, D. C.

1900

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