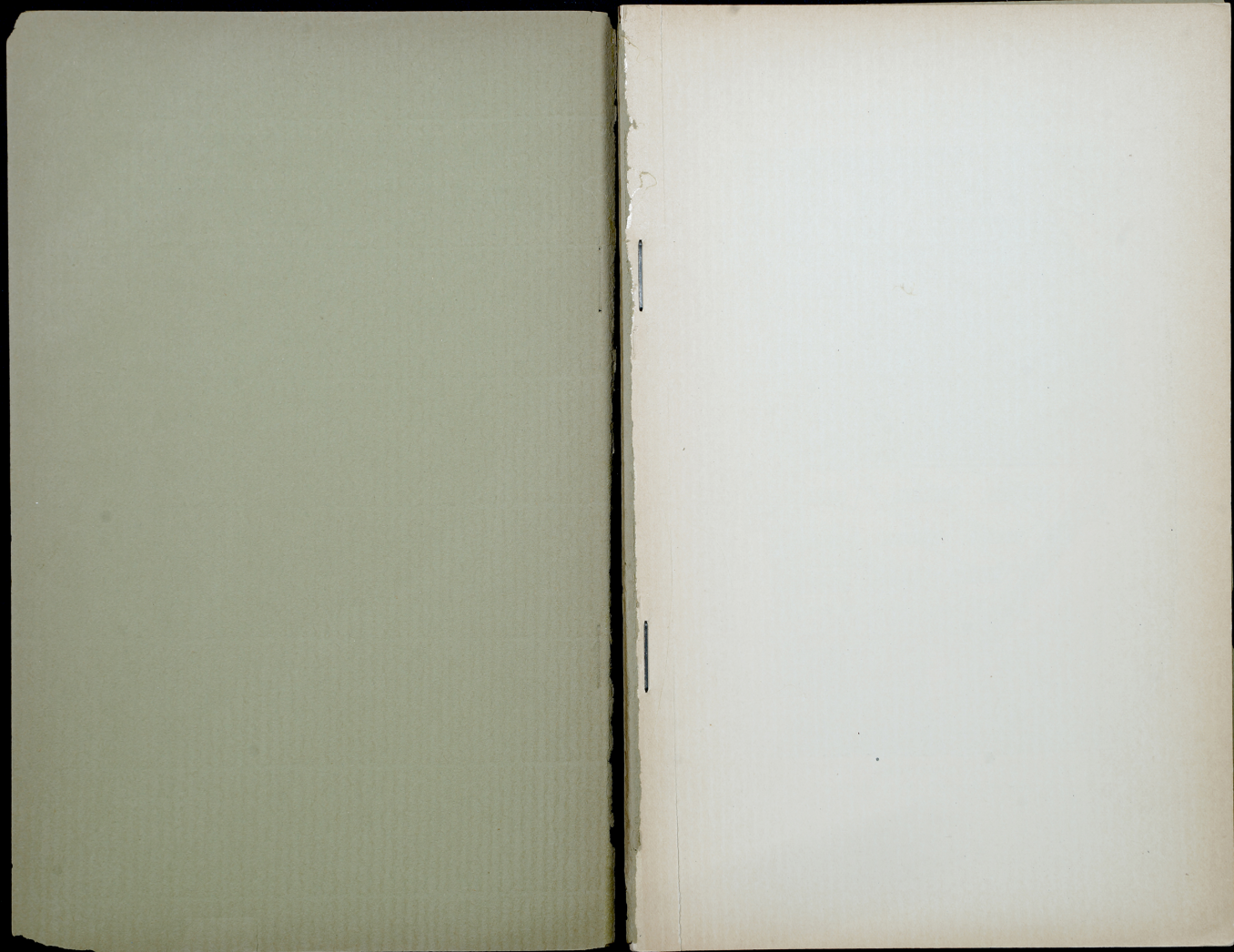


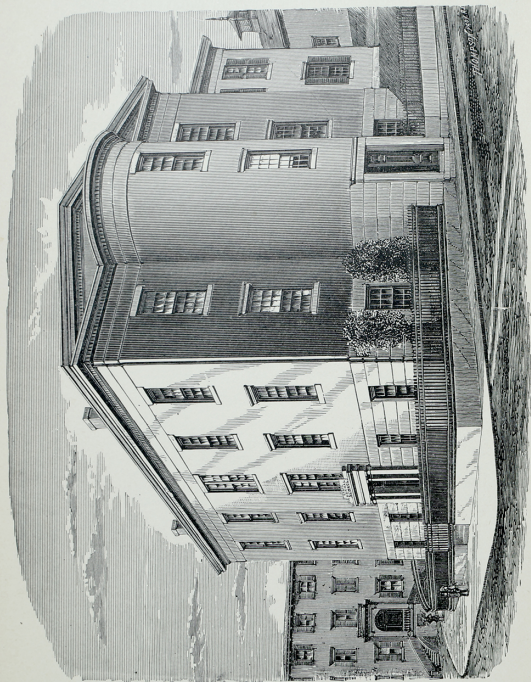
CATALOGUE AND CIRCULAR ❁ ❁ ❁ ❁

❁ ❁ OF THE RHODE ISLAND NORMAL

SCHOOL AT PROVIDENCE ❁ ❁ ❁ ❁

*1896.*





CATALOGUE AND CIRCULAR

OF THE

Rhode Island Normal School

AT

PROVIDENCE.

1896.

PROVIDENCE:  
E. L. Freeman & Sons, Printers to the State.  
1896.

1896.							1897.						
JULY.							JANUARY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	6	7	8	9	10	11	.....	.....	.....	.....	.....	.....	.....
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31	.....	23	24	25	26	27	28	29
.....	.....	.....	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....
AUGUST.							FEBRUARY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
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2	3	4	5	6	7	8	1	2	3	4	5	6	
9	10	11	12	13	14	15	7	8	9	10	11	12	13
16	17	18	19	20	21	22	14	15	16	17	18	19	20
23	24	25	26	27	28	29	21	22	23	24	25	26	27
30	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
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SEPTEMBER.							MARCH.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
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6	7	8	9	10	11	12	1	2	3	4	5	6	
13	14	15	16	17	18	19	7	8	9	10	11	12	13
20	21	22	23	24	25	26	14	15	16	17	18	19	20
27	28	29	30	.....	.....	.....	21	22	23	24	25	26	27
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OCTOBER.							APRIL.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
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4	5	6	7	8	9	10	4	5	6	7	8	9	10
11	12	13	14	15	16	17	11	12	13	14	15	16	17
18	19	20	21	22	23	24	18	19	20	21	22	23	24
25	26	27	28	29	30	31	25	26	27	28	29	30	.....
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NOVEMBER.							MAY.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
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1	2	3	4	5	6	7	2	3	4	5	6	7	8
8	9	10	11	12	13	14	9	10	11	12	13	14	15
15	16	17	18	19	20	21	16	17	18	19	20	21	22
22	23	24	25	26	27	28	23	24	25	26	27	28	29
29	30	.....	.....	.....	.....	.....	30	31	.....	.....	.....	.....	.....
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DECEMBER.							JUNE.						
S.	M.	T.	W.	T.	F.	S.	S.	M.	T.	W.	T.	F.	S.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
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6	7	8	9	10	11	12	.....	.....	.....	.....	.....	.....	.....
13	14	15	16	17	18	19	6	7	8	9	10	11	12
20	21	22	23	24	25	26	13	14	15	16	17	18	19
27	28	29	30	31	.....	.....	20	21	22	23	24	25	26
.....	.....	.....	.....	.....	.....	.....	27	28	29	30	.....	.....	.....
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Days on which school is in session are indicated by full face type.

## Calendar for 1896-97.

### Fall and Winter Term.

1896.

- EXAMINATION FOR ADMISSION..... *Tuesday, September 1.*
- OPENING OF TERM..... *Wednesday, February 3.*
- THANKSGIVING RECESS, THREE DAYS..... *November 26-28.*
- CHRISTMAS RECESS, TWO DAYS..... *December 25-26.*

1897.

- PUBLIC EXAMINATION CLOSING THE TERM..... *Friday, January 15.*

### Spring and Summer Term.

- EXAMINATION FOR ADMISSION..... *Tuesday, February 2.*
- OPENING OF TERM..... *Wednesday, February 3.*
- SPRING RECESS, ONE WEEK..... *April 13-17.*
- ARBOR DAY..... *May 14.*
- PUBLIC EXAMINATION..... *Thursday, June 17.*
- GRADUATING EXERCISES..... *Friday, June 18.*

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 Commissioner of Public Schools as a Board of Trustees."

## Board of Trustees.



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CHARLES WARREN LIPPITT.

HIS HONOR THE LIEUTENANT-GOVERNOR,  
EDWIN R. ALLEN.

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SAMUEL H. CROSS..... WESTERLY.  
FRANK E. THOMPSON..... NEWPORT.

THOMAS B. STOCKWELL,

Commissioner of Public Schools and Secretary of Board of Trustees.

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E. G. CARPENTER, M.D..... EAST GREENWICH.  
REV. JOHN EVANS..... WESTERLY.

\* Deceased.

## Board of Instruction.

1895-96.



WILLIAM E. WILSON, A. M., PRINCIPAL,  
*Psychology, Pedagogy.*

ALEXANDER BEVAN, A. M.,  
*Physics, Chemistry, Arithmetic.*

SARAH MARBLE,  
*Literature, Mineralogy, Rhetoric, Methods in Reading.*

CHARLOTTE E. DEMING,  
*Geography, Methods in Geography, Geology, Astronomy, Primary Methods.*

BERTHA BASS, A. M.,  
*History, Cicero, Latin.*

EMMA E. BROWN, A. M.,  
*Algebra, Geometry, Callisthenics.*

INEZ L. WHIPPLE,  
*Botany, Zoology, Physiology.*

MABEL C. BRAGG,  
*Reading, English Language.*

ALEXANDER H. SEAVERNES,  
*Drawing.*

EMORY P. RUSSELL,  
*Music.*

CLARA E. CRAIG,  
*Teacher in Training School.*

EDITH GOODYEAR,  
*Teacher in Training School.*

MARY B. COWAN,  
*Teacher in Training School.*

PIEBE WILBUR,  
*Teacher in School of Observation.*

ALICE W. CASE,  
*Teacher in School of Observation.*

## Students.



### ADVANCED COURSE.

#### SENIOR CLASS.

*Graduated, June 19, 1896.*

NAME.	P. O. ADDRESS.
Bragg, Ada Bertha.....	Braggville, Mass.
Cady, Florence.....	37 Weybosset St., Providence.
Crumley, Emma May.....	Lonsdale.
Crumley, Nellie.....	Lonsdale.
Cunningham, Joanna Gertrude.....	Berkeley.
Field, Josephine Taylor.....	Little Compton.
Fry, Esther Chapone.....	East Greenwich.
Hines, Mary Elizabeth.....	Oak Lawn.
Kemp, Lena Franklin.....	Box 427, Warren.
King, Jo Winslow.....	Box 146, East Greenwich.
Knowles, Lillian Ethel.....	Box 115, Pt. Judith.
Leighton, Etta Veronica.....	Valley Falls.
Leonard, Mary Emma.....	30 Thompson St., Fall River, Mass.
Macdonald, Josephine.....	23 Common St., Providence.
McCotter, Elizabeth Rankin.....	Lock Box 122, Bristol.
McKenna, Mary Margaret.....	River Point.
Owen, Bertha Alice.....	East Greenwich.
Peck, Annie Hayden.....	East Greenwich.
Phillips, Marion Edna.....	River Point.
Rathbun, Bessie Brownell.....	Centreville.
Rose, Alice Mabel.....	Kingston.
Stubbs, Lillian Heig.....	Anthony.
Waite, Gertrude Stephens.....	Warren.
Ward, Mary Ellen.....	Box 217, Warren.

NAME.

P. O. ADDRESS.

Westcott, May.....	Thornton.
Wilcox, Nellie Case.....	188 Meeting St., Providence.

#### JUNIOR CLASS A.

Allan, Robina Buchanan.....	33 Rand St., Central Falls.
Baker, Susan Louise.....	Hortonville, Mass.
Barber, Phebe Arnold.....	Lakewood.
Bourne, Grace Ella.....	Rumford.
Brennan, Gertrude Theresa.....	29 Hope St., Woonsocket.
Burke, Lucinda May.....	Drownville.
Burte, Marcia Estella.....	Drownville.
Connolly, Catherine Loretta.....	Ashton.
Crandall, Albert Babcock.....	Box 234, Ashaway.
Denney, Annie Marie Cecilia.....	47 Trask St., Providence.
Fisher, Edith Cameron.....	121 Blackstone St., Woonsocket.
Flanagan, Margaret Aloysius.....	33 Brady St., Fall River, Mass.
French, Marian Leslie.....	North Attleboro, Mass.
Goodwin, Ora Emily.....	Fiskeville.
Hanley, Annie Elizabeth.....	85 Dyer Ave., Johnston.
Hodge, Mary Emily.....	73 Matthewson St., Providence.
Janes, Florence Cora.....	West Mansfield, Mass.
Jarvis, Jennie Mildred.....	North Attleboro, Mass.
Johnson, Mary Evelyn.....	Box 123, Centreville.
Kirwen, Sarah Elizabeth.....	Warren.
Lapham, Amy Anna.....	Mendon, Mass.
Lillibridge, Eleanor May.....	Helbronville, Mass.
Matteson, Alice Belle.....	Davisville.
McElim, Elizabeth Cecilia.....	Centreville.
McGrath, Julia Angela.....	30 Thompson St., Fall River, Mass.
Mills, Theresa Mimmie.....	264 Tockwotton St., Providence.
Perry, Ada Mabel.....	Dighton, Mass.
Phillips, Mary Dean.....	46 Governor St., Providence.
Quirk, Mary Veronica.....	Box 241, Warren.
Ray, Emma Louise.....	Box 445, East Providence.
Robinson, Alice Maud.....	32 Gilmore St., Providence.
Sherman, Fannie Irene.....	Portsmouth.
Smith, Mary Agnes.....	8 Monument Sq., Woonsocket.

NAME.	P. O. ADDRESS.
Sweeney, Katharine Isabelle.....	54 Holman St., Attleboro, Mass.
Thornton, Sallie Eleanor.....	Olneyville.
Tully, Annie Louise.....	Allenton.
Wilber, Sarah Mabel.....	Box 36, West Kingston.
Winsor, Eleanor Jackson.....	Olneyville.
Wood, Bertha May.....	Box N, Centreville.
Wood, Edna May.....	Box 386, Bristol.
Wood, Kate Louise.....	Box 3, Bristol.

#### JUNIOR CLASS B.

Baldwin, Rose Marion.....	Telegram Office, Providence.
Barnard, Mary Grace.....	Mansfield, Mass.
Brown, Annie Eliza.....	Albion.
Brown, Bertha Maria.....	8 Carr St., Providence.
Cawley, Julia Marguerite.....	287 Gano St., Providence.
Conley, Katharine Irene.....	236 No. Main St., Woonsocket.
Conway, Mary Katharine.....	178 Arnold St., Woonsocket.
Doane, Bertha Imogene.....	Riverside.
Donnelly, Grace Loretta.....	267 Central St., Central Falls.
Dwyer, Julia Aloysia.....	230 Gano St., Providence.
Fisher, Susie May.....	North Attleboro, Mass.
Follett, Helen Stanley.....	North Attleboro, Mass.
Gilleran, Mary Helena.....	Box 183, Blackstone, Mass.
Hodges, Emma Wilbur.....	Mansfield, Mass.
Hokanson, Emma Alida.....	Rumford.
Kelley, Clara Emma.....	South Attleboro, Mass.
Kirby, Mary Elizabeth.....	East Providence.
Meeган, Mary Winifred.....	East Providence.
Mendenhall, Ella Marie.....	Bloomfield, Fla.
O'Leary, Elyne Hendricken.....	East Providence.
Peckham, Elizabeth Amelia.....	Middletown.
Pierce, Cassandra May.....	Olneyville.
Riley, Abbie Gertrude.....	Box 44, Bridgerton.
Ryan, Ellen.....	Lock Box 4, Lonsdale.
Ryan, Florence Sutherland.....	17 Ocean St., Providence.
Stillman, Jane DeVoll.....	100 High St., Westerly.
Wilder, Eliza Westcott.....	Box 254, Olneyville.

### COURSE PREPARATORY FOR CITY TRAINING SCHOOLS.

#### CLASS A.

*(Partial Course—In attendance during Full Term.)*

NAME.	P. O. ADDRESS.
Bailey, Bertha Shaw.....	56 Wood St., Providence.
Ball, Ethel Genevieve.....	421 Potter's Ave., Providence.
Burlingame, Jennie Louise.....	113 Broadway, Providence.
Burns, Anna Louise.....	36 Franklin Ave., Providence.
Cobb, Geneva Atkins.....	334 Smith St., Providence.
Coffey, Jennie Teresa.....	67 Bergen St., Providence.
Colton, Margaret Madeline.....	4 Europe St., Providence.
Everett, Florence Louise.....	184 Pleasant St., Providence.
Freeman, Martha Allen.....	39 Bridgman St., Providence.
Halliwell, Catherine Ann Maria.....	105 Sheldon St., Providence.
Haran, Mary Theresa.....	15 Alton St., Providence.
Hayden, Della Marie.....	10 Congdon St., Providence.
Jordan, Mabel Eva.....	3 Florence St., Providence.
Kelly, Mary Teresa Bradshaw.....	20 Olney St., Providence.
Kerr, Elizabeth Houck.....	35 Francis St., Providence.
Munyan, Adah Louise.....	283 Massachusetts Ave., Providence.
Oliver, Florence Hannah Clark.....	Rear 41 Langdon St., Prov.
Pierce, Enid Mabel.....	68 Olney St., Providence.
Puffer, Elythe Katrina Stanton.....	141 Holden St., Providence.
Smith, Margaret Gertrude.....	Manton.
Sullivan, Margaret Ellen.....	100 Prairie Ave., Providence.
Taylor, May Amelia.....	381 Pine St., Providence.
Trimble, Mary Alphonsa.....	1148 Broad St., Providence.
Walker, Bertha Hamah.....	26 Laura St., Providence.
Wheeler, Adelaide Aiken.....	306 Public St., Providence.

#### CLASS B.

*(In attendance through the year.)*

Allen, Alice Chapman.....	56 Wood St., Providence.
Bannon, Margaret Ellen.....	138 Commodore St., Providence.



NAME.	P. O. ADDRESS.
Blaney, Mabel Louise.....	10 Salisbury St., Providence.
Bowen, Alice Lindley.....	12 Tobey St., Providence.
Crane, Mary.....	420 Harris Ave., Providence.
Denny, Catherine Ann.....	12 Webster St., Providence.
Dunne, Mary Jane.....	466 Branch Ave., Providence.
Feeley, Elizabeth Mary.....	373 Sayles St., Providence.
Fitch, Martha Rebecca.....	330 Orms St., Providence.
Foster, Agnes Andrews.....	59 Common St., Providence.
Hall, Mattie Dexter.....	53 Vineyard St., Providence.
Halliwell, Mary Germaine.....	105 Sheldon St., Providence.
Hamilton, Grace Margaret.....	138 Point St., Providence.
Hazard, Helen Grace.....	33 Wood St., Providence.
Healey, Stella Bernardine.....	276 Smith St., Providence.
Healy, Margaret.....	114 Tobey St., Providence.
McCaffrey, Mary Elizabeth.....	95 Chatham St., Providence.
McGrath, Katherine Josephine.....	16 Harold St., Providence.
McQuirk, Jane Elizabeth.....	27 Arthur Ave., Providence.
McKenna, Anna Loretto.....	Lonsdale.
McKenna, Mary Elizabeth.....	39 Baker Ave., Providence.
Moran, Mary Loretta.....	524 Nichols St., Providence.
Moss, Ella.....	868 River St., Providence.
Nowell, Maude Juliette.....	7 Washburn St., Providence.
O'Brien, Nellie.....	200 O'Connell St., Providence.
Rice, Winifred Merton.....	69 Barnes St., Providence.
Sullivan, Teresa Agnes.....	100 Prairie Ave., Providence.
Swan, Fannie Wheaton.....	277 Friendship St., Providence.
Walker, Rachel Evelyn.....	519 Atwell's Ave., Providence.
White, Mabel Helene.....	4 Europe St., Providence.

## CLASS C.

*(Entered, February 5, 1896.)*

Cushman, Emely Williams.....	141 Chester Ave., Providence.
Donahue, Louise Florence.....	8 Bogman St., Providence.
Hanley, Mary Anna.....	72 Lisbon St., Providence.
McCormack, Catherine Elizabeth.....	69 Carpenter St., Prov.
Murphy, Theresa Marie.....	527 Charles St., Providence.

NAME.	P. O. ADDRESS.
Purkis, Elizabeth Frances.....	39 Charles Field St., Providence.
Ryan, Margaret Mary.....	147 Angell St., Providence.
Sweet, Sarah Louise.....	177 Bridgham St., Providence.

## ELEMENTARY COURSE.

## FOURTH TERM CLASS.

Agnew, Annie Elizabeth.....	Phenix.
Apes, Lillias May.....	Anthony.
Bates, Edith Ellen.....	Box 53, Hope.
Campbell, Mary Agnes.....	Box 128, Lonsdale.
Carter, Sarah Hattie.....	Lonsdale.
Craig, Mary Murdoch.....	Box 188, River Point.
Hansen, Sigried Maia.....	180 Congdon St., Providence.
MacDonald, Estella Christiana.....	Schubenaenadie, N. S.
McVeigh, Margaret Mary.....	Lonsdale.
Miller, Roxana Edith.....	Box 167, Moosup, Conn.
Pierce, Nellie Rand.....	Wilmot Flat, N. H.
Smith, Pearl Edna.....	Georgiaville.
Stirling, Marcella Dunwoodie.....	36 Hunter St., Fall River, Mass.
Sweetland, Emma Augusta.....	North Attleboro, Mass.
Walker, Lillian Reed.....	Rumford.
Whipple, Carrie Mabel.....	Natick.

## THIRD TERM CLASS.

Blackmar, Helen Orilla.....	Mapleville.
Chase, Florence Etta.....	126 Danforth St., Fall River, Mass.
Dillon, Ellen Frances.....	Hortonville, Mass.
Fry, Eleanor Eldridge.....	East Greenwich.
Gould, Lilian Gertrude.....	427 Cranston St., Providence.
Hambly, Edna Maria.....	Tiverton.
Latham, Mary Ethel.....	Hope.
McKenna, Jennie Frances.....	39 Baker Ave., Providence.
Nason, Clara Jennie.....	Nasonville.

NAME.	P. O. ADDRESS.
Putnam, Alice Gertrude.....	Apponaug.
Rathbun, Ada Metella.....	Washington.
Rathbun, Anna Rachel.....	Washington.
Rathbun, Lena Adella Frances.....	Washington.
Shippee, Lydia Ann.....	Davisville.
Southwick, Elizabeth.....	92 Prospect St., Providence.
Sutherland, Mattie Edward.....	139 East George St., Providence.
Wightman, Ettie Emogene.....	South Scituate.

## SECOND TERM CLASS.

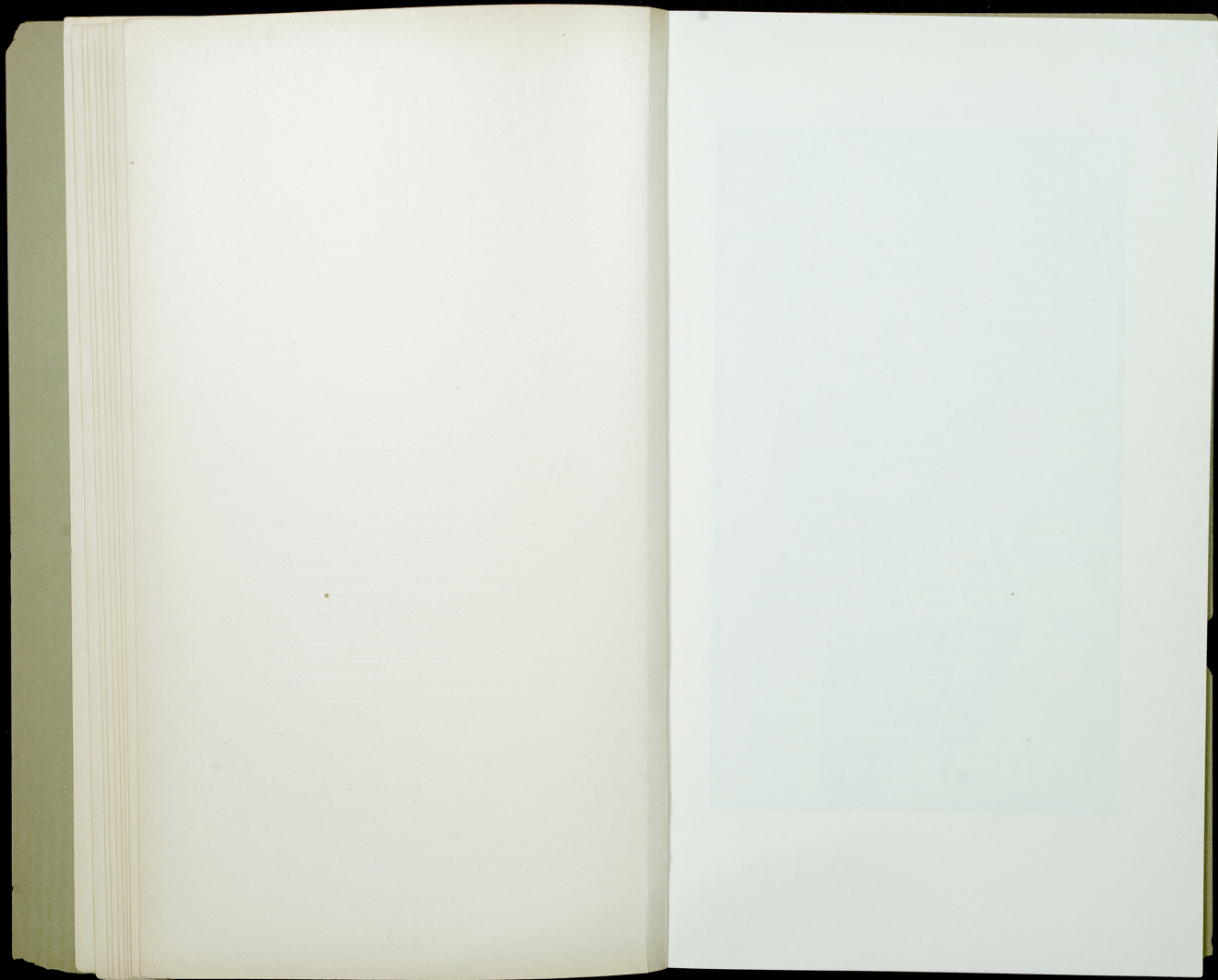
Arnold, Ada Lee.....	Foster Centre.
Bennett, Ethel Foster.....	Foster Centre.
Blyven, Annie Frances.....	Washington.
Brayton, Amelia Louisa.....	Moosup Valley.
Carroll, Catharine Camillius.....	Box 127, Phenix.
Cohen, Etta Esther.....	12 Jenkes St., Providence.
Cunningham, Mary Loretta.....	River Point.
DeBlois, Mary Elizabeth.....	Warwick.
Eddy, Mary Emma.....	North Scituate.
Essex, Hattie May.....	East Greenwich.
Gale, Alice Janette.....	1238 Globe St., Fall River, Mass.
Gear, Myrtha May.....	Tiverton.
Greene, Mabel Gertrude.....	River Point.
Hopkins, Susie Mabel.....	Box 38, North Scituate.
Hunt, Carrie Lavinia.....	East Greenwich.
Kilroy, Joan Littlefield.....	Box 693, East Providence.
King, Bertha Florence.....	South Scituate.
McNulty, Rose Mary Loretta.....	River Point.
Moriarty, Catherine Frances.....	29 Oak Hill Ave., Pawtucket.
Nichols, Ellen Maude.....	Natick.
Presbrey, Belle Louise.....	Box 13, Pascoag.
Reynolds, Lucy Esther.....	West Glocester.
Sieverts, Annie Marie.....	122 Fountain St., Providence.
Sweet, Florence Sophia.....	Phenix.
West, Eva Maude.....	North Scituate.
Whipple, Lottie Elleen.....	Centredale.
White, Bertha Olney.....	Box 552, Putnam, Conn.
White, Evelyn Augusta.....	Tarklin.

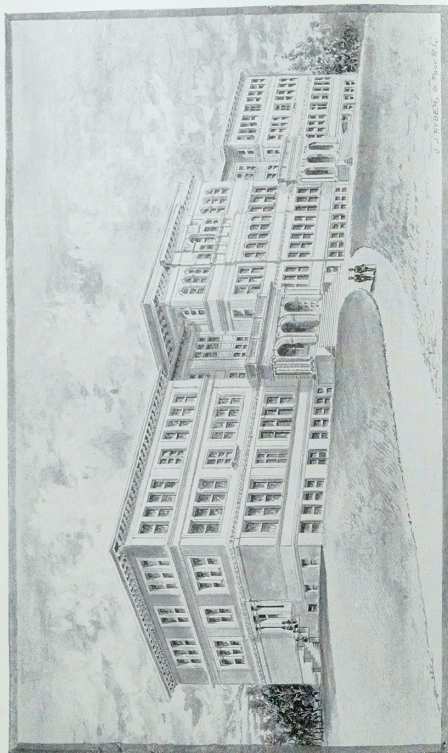
## FIRST TERM CLASS.

NAME.	P. O. ADDRESS.
Aldrich, Mary Jane.....	Box 235, Woonsocket.
Brown, Ida May.....	Greenville.
Brown, May Hortense.....	8 Carr Court, Providence.
Carpenter, Grace Virginia.....	Box 32, Hillsgrove.
Cole, Nancie Elizabeth.....	South Scituate.
Griffin, Loretta Mabel.....	East Greenwich.
Hill, Sarah Teressa.....	Foster Centre.
Manchester, Lizzie Gray.....	Tiverton.
Mott, Ethel Gertrude.....	Block Island.
Pierce, Laura May.....	Rockland.
Pierce, Lucy Ardelia.....	Rockland.
Sherman, Isabel Frances.....	North Foster.
Sisson, May Eaton.....	275 Washington St., Providence.
Spink, Walter Everett.....	Quidnick.
Wilcox, Ethel Simmons.....	Tiverton Four Corners.
Wood, Geneva Estelle.....	Box 103, Rockland.

## SUMMARY.

Senior Class.....	26
Junior Class A.....	41
Junior Class B.....	27
City Training Class A.....	25
City Training Class B.....	30
City Training Class C.....	8
Fourth Term Class.....	16
Third Term Class.....	17
Second Term Class.....	28
First Term Class.....	16
Total.....	234





BUILDING IN PROCESS OF ERECTION.

## Rhode Island Normal School.

BENEFIT AND WATERMAN STS., PROVIDENCE.

### THE PURPOSE OF THE SCHOOL.

The school is maintained for the specific purpose of educating and training teachers for the schools of the state.

The need of educated and trained teachers has come to be felt in many quarters, and the value of adequate special preparation for this important public service is coming to be appreciated. In our own state public sentiment in this regard has advanced substantially within a few years. The demand for graduates of the school is beyond the ability to supply them. They are sought for outside of the state as well as within it, and the demand for their services is increasing every year.

The school, therefore, seeks to attract to the teaching profession young men and young women who are adapted to it by nature and general scholarship, and offers them the opportunity and means of thoroughly qualifying themselves for the service of teaching.

Graduates of high schools who have attained good standing for character and scholarship are invited to enter the Normal School and prepare themselves by a course of professional study and training for a career of great usefulness in the work of education. A single year's work in the school will enable such students to make a test of their adaptation to teaching as a calling, and will give them a training in the science and art of education which should be invaluable, even if they should see cause for turning to some other life's work. They should not come, however, expecting to fully equip themselves for teaching in a year or to find the work light and easy. The work of the advanced course requires the strength and discipline which a high school course is designed to develop, and it in turn is designed to develop new power and self-dependence. The majority who

have entered the school in the past few years have been high school graduates.

Teachers who find themselves possessed of certain gifts for teaching, but realize need of fuller preparation, may find the opportunity and help they desire here. They will find in the school those who have had considerable experience in teaching. Young people who have not the opportunity of high school education and who have decided to prepare for teaching, if they have attained the requisite maturity and scholarship, are invited to enter the elementary course. Among those who have come from various parts of the State in times past with only an elementary education and have gone through the whole course, are many of the most efficient teachers of the State and some of the most worthy men and women now filling other important places in life.

It is of the utmost importance that there be secured for the school as students young men and young women who possess the health, the talent and the character—the energy and the ambition as well—requisite in the capable teacher. The school cannot create talent for teaching. It can only develop and train that which its students possess. There are indispensable endowments and acquisitions of early life which those who will be successful in a course of preparation for teaching must bring with them to the Normal School.

The Normal School is not a high school nor a college, but an institution having a specific function, namely, the preparation of teachers for their work. In accomplishing this, however, it must secure in its students broad, accurate, and thorough scholarship, which is the essential basis of professional training for any calling, especially for teaching.

An important element in the education of the teacher is the cultivation of the characteristic habits and abilities of the successful student. Throughout her course of preparation the normal student needs to be pursuing energetically substantial subjects for her own development and culture. The Normal School must cultivate a lively interest in study and investigation and an enthusiasm for learning which only the vigorous pursuit of worthy subjects can engender.

The courses of study, then, must be rich in material and suited to challenge effort and nourish interest, as well as furnish professional instruction. It will be observed in the outline of the courses following, that substantial acquisitions in science, literature, history, and art are provided for. Throughout each of the courses the student pursues for culture and

discipline subjects that require for their mastery attentive observation, patient research, and strong thinking.

The purpose of the school, of course, determines what the chief subjects to be studied shall be. They must be those which will reveal the ends and means and methods of education and put the student in possession of ability to direct aright the process of learning in others. Mathematics, physical science, biology, psychology, history, literature, art, language—each of these departments furnishes its appropriate material to the student of education.

But for the ends of the Normal School, more depends upon the aims and attitude of the student and of the teacher than upon the subject studied. On the part of the student, the subject is pursued not merely that it may be learned but that it may be so understood and appreciated that it may be made use of for the teacher's purposes. Not merely the student's, but also the teacher's knowledge of subjects is to be attained. On the teacher's part, the subjects pursued by the student constitute the basis for training in methods of study and of teaching and the opportunity for cultivating the habits and infusing the spirit of the teacher.

## COURSES.

Three courses are provided to furnish the instruction and training needed by the several classes of students who are admitted to the school. The subjects embraced in the several courses are only indicated here in their order and relation. The work is outlined by departments further on.

## I. THE ADVANCED NORMAL TRAINING COURSE.

## JUNIOR YEAR.

<i>First Term—Junior B.</i>	<i>Second Term—Junior A.</i>
Pedagogy—Introductory Course..... 3	Pedagogy..... 1
Methods of Instruction.	Methods of Instruction.
Primary Reading, 10 weeks { ..... 4	Geography, 10 weeks..... 5
English, 10 weeks { ..... 4	Singing, 10 weeks { ..... 1
Number, etc., 10 weeks { ..... 4	Physical Training, 10 weeks { ..... 1
Arithmetic, 10 weeks { ..... 4	Practice in Training School, half days, 9 weeks..... 1
Penmanship..... 1	Biology—Plants and Invertebrates..... 3
Biology—Vertebrates and Man..... 4	Drawing..... 2
Drawing..... 4	Civics and History..... 2

## SENIOR YEAR.

Psychology—Advanced Course..... 4	Pedagogy—Advanced Course..... 4
Methods of Instruction.	Methods of Instruction.
Drawing..... 2	Elementary Science..... 2
Practice, half days, 10 weeks..... 2	Practice, half days, 10 weeks..... 2
Literature and Reading..... 3	Literature..... 4
Physics..... Astronomy..... 4	Mineralogy..... Geology..... 4
1st Quarter. 3d Quarter.	1st Quarter. 3d Quarter.

This course is designed to be distinctively a normal training course and aims to furnish as excellent and thorough preparation for teaching as can be secured in any school. In order that this may be carried into effect it is necessary that those who undertake the course be fully prepared. The preparation requisite includes:

1. Sufficient health and maturity of body and mind.
2. Good and strong moral character. An earnest and intelligent purpose and some development of the spirit of the teacher.
3. Proficient elementary scholarship.
4. A good high school course or its equivalent well and fully mastered.

Those who have completed the elementary course with approval are prepared to undertake this course.

To make sure that the elementary scholarship of those who take this course is not defective, all students are examined in English, including reading, composition and grammar, history of the United States, geography, and arithmetic. In this examination the object is to ascertain the student's substantial, every-day ability and knowledge, not what can be shown as the result of "studying up." The student should be prepared for such a test upon applying for admission to the Junior Class.

Graduates of high schools whose elementary scholarship is inadequate, will have an opportunity to study in a thorough and excellent way arithmetic, geography, history, the English language, and other subjects of the elementary course. They must not expect, however, to make up, to any considerable extent, such deficiencies and at the same time do the advanced work of the course. Those who are not positively strong in elementary and high school work are advised to spend the first term or, if necessary, the first year in mastering such subjects as may be most needed.

Those who successfully complete this course are awarded the diploma of the school.

## II. THE ELEMENTARY COURSE.

## FIRST YEAR.

<i>First Term.</i>	<i>Second Term.</i>
Reading..... 3	Latin..... 4
Penmanship..... 2	English..... 4
Latin..... 4	Geography, half term { ..... 5
Botany, half term { ..... 3	Zoology and Botany, half term { ..... 5
Hygiene, half term { ..... 3	Geometry..... 4
Form and Drawing..... 2	Singing..... 1
Algebra..... 5	
Singing..... 2	

## SECOND YEAR.

<i>First Term.</i>	<i>Second Term.</i>
Ancient History..... 3	Mediaeval History..... 2
American Literature..... 2	Rhetoric..... 3
Physics..... 5	Chemistry..... 4
Drawing..... 3	Algebra and Geometry..... 4
German and Latin, optional..... 3	Drawing..... 2
	German or Latin, optional.....

## THIRD YEAR.

<i>First Term.</i>	<i>Second Term.</i>
History of the United States..... 3	History of the United States..... 2
The English Language..... 2	Literature and Reading..... 3
Geography..... 5	Physics..... 4
Arithmetic..... 3	Methods of Instruction..... 3
Elementary Psychology & Pedagogy... 3	German or Latin, optional.....
German or Latin, optional.....	

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. It is designed to furnish at the same time, as far as possible, immediate preparation for teaching so that those who are unable to continue through the advanced course may be measurably qualified to teach.

Those who pass the entrance examinations and comply with the terms of admission, as prescribed on page 40, 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.

### III. COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

<i>First Term—20 Weeks.</i>	<i>Second Term—20 Weeks.</i>
Pedagogy—Principles of Instruction... 3	Pedagogy—School Management and Government, History of Education. 3
Arithmetic   ..... 5	Methods of Instruction,
Geography   ..... 5	Reading   ..... 4
Singing..... 1	English   ..... 2
Physiology..... 4	Pennmanship..... 2
Drawing..... 4	Drawing..... 2
	Elementary Science..... 2
	Civics and History..... 2

Preparation requisite, a full high school course or equivalent education. An appropriate certificate is given to those who complete this course with approval.

## The Work of the Courses Outlined by Departments.

### LITERATURE AND LANGUAGE.

READING.—Elementary Course, First Term.—The objects of the work in reading are intellectual training for grasp and appreciation of the thought; and physical training in voice development, correct breathing, and general control of the body.

Lyric poetry, descriptive prose, followed by strong prose and dramatic selections are used to secure the ends in view. Wordsworth, Longfellow, Whittier, Bryant, Holmes, Irving, and Hawthorne are among the authors studied during the first term's work. Later such selections from Shelley, Lowell, Emerson, and Shakespeare, as are adapted to the best development of the students, are studied for additional acquaintance with literature and for vocal expression.

In addition to class work, during the term each student reads from two to four books, abstracts of which are submitted in writing to the teacher; and carefully prepares for recitation before the class several selections suited to her individual needs.

ENGLISH LANGUAGE.—Elementary Course, Second Term.—The work of the term in English includes:

- I. The history of the English language with study in etymology and synonyms.
- II. Thorough review of English grammar.
- III. English composition, with particular attention to letter writing, embracing:

1. Pennmanship, punctuation, paragraphing, and spelling.
2. The choice of words.
3. The construction of sentences.

**LATIN.**—The relation between Latin and English and the disciplinary value of the proper study of Latin are recognized in the place it is assigned at the beginning of the course. Especial attention is given to the translation of easy Latin into idiomatic English, to sight reading, and to the subject of the derivation of English words.

The purpose of this one year in Latin is not preparation for the study of Latin classics but to furnish a broader basis for the appreciation of English.

**ENGLISH LITERATURE AND RHETORIC.**—As considerable attention is given in our elementary schools to the beautiful poems and stories of our American authors, and a wider reading of these is gained during the first year of this course, the class in literature and rhetoric spends some portion of its time on the longer English poems. Literature is studied first, that it may be enjoyed; and second, that the students may be led, through rhetorical analysis and appropriate rendering, to its higher appreciation and that they may be stimulated to gain an ever widening knowledge of the best in literature.

The history of literature is brought before the class, somewhat after the seminary method. Large use is made of photographs. The school possesses several hundred carefully selected ones, some of which were obtained by the teacher, when abroad, for use in the classes in literature.

**RHETORIC.**—The course in rhetoric is designed to enable the students to become familiar with such styles of writings as are worthy of study; to lead the students to see wherein style is appropriate, and wherein it strengthens thought or enhances its value; to help them to gain ability in making the expression of their own thought correct, clear, and so far as may be, effective.

As facility in writing may come from much practice in writing, daily written work is required. The more formal work of essay writing receives attention. Debates, for which there is careful preparation, are supplemented by argumentative essays. The work of the two literary societies supplements the work in the department of Rhetoric and Literature.

**COMPOSITION.**—The ability to write as well as to speak good English is one of the chief objects aimed at throughout the course. Practice in writing is furnished in connection with studies in other departments as well as in this.

In the regular normal training course, the departments of science, history, and pedagogy furnish abundant practice in writing. Several

carefully prepared essays are presented by each student and read before the school. During the Senior year, reading and literature occupy about two hours per week. During the past year, the senior class have studied *In Memoriam* and *Macbeth*; they have in two readings presented the play of *Midsummer Night's Dream* before the school.

## HISTORY AND CIVICS.

**ANCIENT AND MEDIAEVAL HISTORY.**—The subject is studied in the second year of the elementary course. The work of the first term consists of an outline of the history of the Eastern Nations and critical study of the history of Greece. The second term is occupied with a sketch of Roman History and more thorough study of the history of the Middle Ages. The relation of cause and effect are carefully studied, and an intelligent interest in history is stimulated by outside reading and by the writing of essays.

**UNITED STATES HISTORY.**—The course consists of a review of the history of the United States with special emphasis upon the relation of European history to that of our own country. The discussion of current topics is encouraged, and an essay is written by each pupil on an historical subject.

**CIVICS.**—The object of the course in Civics is to secure an intelligent understanding of our forms of government, both local and national. The practical value of History and Civics as a preparation for teaching is made prominent; and methods are suggested for teaching Civics in connection with United States history in the grammar grades, and, especially, in ungraded schools.

## ART.

The object of the course in drawing is three-fold:

- 1st. To give the pupils a knowledge of form, mechanical and free hand drawing, historic ornament, design and color.
- 2d. To prepare the pupils to teach all the branches of the subject required in the primary and grammar schools.
- 3d. To give the pupils power to illustrate any subject that may require illustrations, with blackboard sketches.



## ELEMENTARY COURSE.

## FIRST TERM—FORM STUDY.

CLAY MODELLING—Type solids and their derivations, and objects, manufactured and natural, based thereon.

PAPER FOLDING AND CUTTING.—Geometric forms; ornamental forms based on the geometric plane figures.

Free hand drawing from type solids and objects, manufactured and natural, based thereon; ornamental forms on geometric bases.

## SECOND TERM—MECHANICAL DRAWING IN CONNECTION WITH GEOMETRY.

GEOMETRICAL PROBLEMS.—How to handle compasses, straight edge, pencils, use of rule, etc. System of notation, why used.

## THIRD TERM—MECHANICAL DRAWING.

CONSTRUCTIVE OR WORKING DRAWINGS.—How to make free hand working drawings from geometric solids and common objects. How to make working drawings with instruments from geometric solids and common objects. How to figure dimensions on working drawings. How to make drawings to scale from geometric solids, common objects, and sketches.

## FOURTH TERM—DECORATIVE DRAWINGS AND DESIGNS.

HISTORIC ORNAMENT.—Frets, borders, surfaces, and centres, studied introductory to subjects of decoration and design. Natural or pictorial treatment contrasted with conventional treatment. Why the latter should be used in decoration. Geometric construction and division of surfaces. Construction of decoration based on laws of growth. Conventionalization, repetition, alternation, symmetry, balance, harmony, variety, unity. Elementary color. Designs in simple harmony.

A short preparatory course is provided for students requiring to be fitted for the work in drawing of the Junior year. This course embraces form study, mechanical and free hand drawing, decorative drawing, and design.

## NORMAL TRAINING COURSE.

## JUNIOR B.

Free hand perspective: the principles underlying pictorial representation, from geometric solids, natural objects, manufactured objects. Color contrast and harmonies. Historic ornament, the various schools studied and compared. Blackboard illustrative sketching of the work done.

## JUNIOR A.

Free hand perspective: from geometric solids, natural objects, manufactured objects. Use of diameters and diagonals. Blackboard illustrative sketching.

## SENIOR YEAR.

Methods of presenting the various branches of drawing required in the primary and grammar schools. Practice in drawing illustrations on the blackboard in connection with the teaching of other subjects, as geography, nature study, animals, etc.

## COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

Methods of presenting the subject. Clay modelling, folding and cutting, color, free hand drawing, blackboard illustrative sketching.

## 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; and other lessons are given to all students in presenting the teaching side of music, as taught in the public schools.

## MATHEMATICS.

ALGEBRA.—The course includes quadratic equations, use of the binomial formula, and arithmetical and geometrical progression. The ends sought are power to solve problems and ability to logically develop and present the principles upon which the formulæ are based.

GEOMETRY.—The course covers plane geometry and some work in solid geometry, special attention being given to propositions relating to the measurement of solids. Theorems are not only demonstrated, but are also applied by means of problems and in many cases illustrated objectively. Original demonstrations of theorems is an important phase of the work.

ARITHMETIC.—The course of instruction in the fourth term embraces a comprehensive review of the principles and processes of elementary arithmetic, including the metric system, for the purpose of gaining power to grasp principles clearly and to analyze conditions correctly as a basis of methods of operation.

In the Junior B term special attention is given to methods in number, fractions, and percentage.

## PHYSICAL SCIENCE.

PHYSICS.—Fundamental principles that have their application in the affairs of every day life are the chief subjects attended to. As far as possible, every principle is first presented in an experiment, or attention is directed to it in the natural phenomena and in artificial contrivances. The students are taught to observe carefully and accurately, and from the results of their investigations to draw logical conclusions. As far as facilities admit, the students experiment for themselves and are taught to construct apparatus of the simplest kind. By this method they learn that it is possible with the means at hand to devise apparatus that will illustrate, fairly well, the most important facts of the subject.

In the second year twenty weeks are given to the subject. The ideas of molecular forces are developed, properties of matter, laws of falling bodies, and simple mechanical powers are determined experimentally; apparatus is made and used which illustrates the elementary principles of the subject. In the Senior term, light, heat, and electricity are studied.

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 more 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 reactions. 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 typically as follows: Its occurrence, 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.

## GEOGRAPHY, GEOLOGY, MINERALOGY, AND ASTRONOMY.

GEOGRAPHY has risen in recent years to a prominent place among the sciences and to a high place among subjects in school courses. Its educational value has only begun to be appreciated and its important relation to all branches of study recognized.

In this department of the work of the Normal School are embraced all subjects which relate directly to the study of the earth. The central subject through all the courses is geography in the modern sense. Geology, mineralogy, and astronomy are studied as related subjects.

In the elementary course of ten weeks, during the second term, a rapid survey is taken of the more obvious and familiar features of the earth and its life. Some attention is given to representing these features in plastic material, by drawing, and by maps. An elementary knowledge of the races of mankind is obtained, of their mode of life, and means of subsistence.

In the last term of twenty weeks in the elementary course the student is prepared by the discipline and light gained from other studies to grasp the significance of geographical facts, to study their causes and effects, and to acquire a teacher's understanding of geography and its relation to cognate subjects.

The earth is studied in its relation to the heavenly bodies. Attention is given to the earth's three envelopes, air, water, and land, and their independent and interdependent motions. Vulcanism, diastrophism, and gradation are studied, and the influence of land forms and surface characters on settlement, occupations, and lines of communication. Organic life and its laws of natural distribution and of its artificial exchange are considered.

Studies in ethnology are facilitated by means of government reports, other descriptive and scientific literature, and by a growing collection of specimens and pictures. Each student makes a study in detail of a continent, country, city, or product. The earth is studied as the home of mankind.

During ten weeks of the Junior A term attention is given to methods of teaching. Apparatus and its use are considered, also books for professional and general reading, and for reference.

Prospective teachers learn how to lead children to acquire ideas by direct observation of visible features and conditions, knowing that on these

ideas must depend those of distant forms and their relations. They make use of collected illustrations, of knowledge and information, and of the best prose and poetry in leading the child-mind from the seen to the unseen by means of imagination.

In the practice schools they lead the children to the expression of their ideas by means of modelling, by drawing, and by oral and written descriptions. They help pupils to form the reading habit by selecting for their use the best description of things in which they have become interested.

The members of the Senior class while not engaged in practice pursue some branch of science in which they are expected to do strong work. The first quarter the subject is astronomy; the second, physics; the third, mineralogy; the fourth, geology.

**ASTRONOMY.**—The work begins with a study of the skies by observation and with the aid of star maps, globe, and lantern. After some acquaintance has been made with stellar regions, the solar system is studied as carefully as time and means will allow.

**MINERALOGY.**—The laboratory work consists in determining fifty common minerals by means of physical properties, blowpipe analysis, and chemical tests. The class work consists largely of teaching exercises in which lessons adapted to the lower grades are presented.

**GEOLOGY.**—Geological agencies now in progress are first observed; the forces producing these changes and the laws of their operation are considered; then the successive formations with their characteristic fossils are studied, and the structure and development of the earth and its adaptation to life made out.

### BIOLOGY.

Botany and Zoölogy are taken up at the beginning of the elementary course as suitable subjects for awakening the scientific spirit and for training in the objective method of study.

The work begins with the collection and examination of specimens, and with observation upon plants and animals in their native homes. The student learns how to study, how to describe, how to classify, and how to determine the names of plants and some animals, and begins to make an herbarium. The term's work is intended to introduce the student to the study of nature, which he will be expected to continue independently as time and opportunities permit, through the course.

In the regular course the study of biology extends through the Junior year. The subject matter is as follows:

*First Quarter.* I. Invertebrates.—Habitat, habits, anatomy, physiology, and development of representative insects and crustaceans, with a classification of the sub-kingdom articulates.

II. Unicellular forms.—Plants: yeast and protocoecus.  
Animals: amoebæ and infusorians.

III. A general view of cell structure and cell activity.

IV. Vertebrates.—Pisces, represented by some common fish; habitat, habits, gross anatomy, physiology. With this knowledge of the fish as a basis, lower vertebrates are studied and classified.

Amphibia.—The frog; habitat, habits, gross anatomy, histology, physiology, development. This is followed by a study of the general characteristics of reptiles and birds.

*Second Quarter.*—Mammalia, cat and man; general anatomy, classification; anatomy and physiology of skeleton, muscular system, nervous system, special sense organs.

*Third Quarter.* Anatomy and physiology of nutritive apparatus; circulation, respiration, digestion, excretion. Practical hygiene.

*Fourth Quarter.* I. Lower forms of plant life: structure, physiology, classification.

II. Flowering plants: structure, plant tissues, physiology, classification.

III. Invertebrates.—A study of one or more representatives of each of the following sub-kingdoms; coelenterata, echinodermata, mollusca, vermes.

*Method.* So far as possible the pupils study the plants and animals by direct observation and individual dissection. When necessary, both dissecting and compound microscopes are used. Considerable attention is given to the proper use of text and reference books.

Each new form studied is carefully compared with forms already familiar, such comparisons being used as a basis of classification.

Students are expected to do field work and arrange collections.

The teaching of elementary botany, zoölogy, physiology, and hygiene is discussed and illustrated through the course, but has special attention in the fourth quarter.

## PSYCHOLOGY AND PEDAGOGY.

### IN THE ELEMENTARY COURSE.

During the first year the study of Pedagogy begins in a series of weekly lessons on methods of study. The objects are to direct the attention to the aims and means of education, to guide the student in forming right views about learning and teaching and right habits of thinking, and to enlist her interest in the work of education, especially self education.

In the third year an elementary course in psychology and pedagogy is provided. It embraces the reading of suitable educational literature and an introductory study of the mind and of education. Some principles of learning and teaching and of organization, management, and government of schools are considered.

### IN THE ADVANCED NORMAL TRAINING COURSE.

A. Introductory Course, Junior Year.—At the beginning of the advanced Normal Training Course, the attempt is earnestly made to get the attention and the interest fairly upon the problem of educating children. The term's work may be indicated as follows:

- I. A discussion by the class and teacher of the nature, ends, and means of education.
- II. A concrete inductive study of the American elementary school. Visits are made to the schools of observation and other schools, and reports of these furnish concrete material for the study of school work and lead to
- III. An introduction to the study of children which will be continued through the course.
- IV. A study of the teaching process leading to principles and methods of teaching.
- V. The teacher—qualifications, rights, and duties.

B. Advanced course, Senior Year.—I. Psychology, Logic, and Principles of Instruction.

1. The study of self by introspection, the "stream of consciousness" observed and analyzed.
2. The physiological basis.
3. The Laws of Thought.
4. Observation upon children reviewed and discussed.

5. Principles of instruction and training.
- II. Pedagogy, Ethics, History of Education.
  1. Education, its ends, means, and methods.
  2. Schools and school systems.
  3. School administration: organization, management, government, supervision.
  4. History of Education. The history of education is studied by weekly lessons parallel with other topics.

### TRAINING IN TEACHING.

The School of Observation and Practice is one of the primary schools of Providence and is located at the corner of Benefit and Halsey Streets. It consists of three rooms for observation and six for practice. The schools for observation are a kindergarten, a first year grade, and a fifth year grade. The training rooms embrace all the grades.

In connection with the introductory course in pedagogy the student visits systematically and studies the schools of observation, making oral and written reports. These furnish concrete material for discussion of school work and a basis for study of methods of instruction and management.

During the second term of the Junior year the student begins practice under the guidance and criticism of the training teachers. Each student spends the afternoon for ten weeks or longer, as may be necessary, in ascertaining her adaptation to the work of teaching and in acquiring a certain degree of ability to manage, govern, and teach.

In the Senior year this practice is continued, parallel with the study of Psychology and Pedagogy, with the view not only of acquiring skill in teaching, but such an intelligent grasp of the relation between principles and practice as shall lead to sound educational doctrine as well as successful practice.

### PHYSICAL TRAINING.

Physical education is held to be the basis for all sound education. As full provision is made for this part of the proper work of the school as present accommodations allow.

Instruction in Hygiene is provided for in the courses, and the physiologi-

cal 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. Light gymnastics, either by the Ling system or with dumb bells, constitute regular daily exercise for all students.

#### 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. By freedom and frankness, by sympathy and mutual helpfulness, the intercourse of teachers with students and of students with each other becomes a powerful influence in the growth of moral character.

#### LITERARY SOCIETIES.

Two literary societies are sustained by the students, the S. I. D. Q. Literary Society and the Elizabeth Barrett Browning Club. They hold regular business meetings and once a month present before the school a literary program. All other work being suspended during the time of the meeting, the attention of both teachers and students is given to its proceedings. These societies are agencies of value in acquainting the members with parliamentary usages and in developing self-reliance and an ambition for literary attainments.

#### LECTURE COURSE.

A course of lectures on topics appropriate to the school is provided each term. They are given on Saturdays and are announced through the col-

umns of the daily papers; all teachers and others who may be interested are invited.

During the year 1895-96 the following lectures were given:

September 14, 21, 28, 1895, Dr. Hartwell, Director of Physical Education in Boston, "Physical Education;" February 15, 1896, Dr. E. Benj. Andrews, Pres. Brown University, "A Recent Trip Through the South;" February 29, 1896, Dr. Wm. A. Mowry, of Hyde Park, Mass., "Books and How to Use Them;" March 31, 1896, Dr. Wm. A. Mowry, "How to Teach the Beginnings of History," illustrated by the Biog. of Benjamin Franklin; March 28, 1896, Mr. Francis H. Green, "A Garden of English Literature."

## Location, Equipment, and Terms of Admission.

The Rhode Island Normal School is located in Providence, at the corner of Benefit and Waterman Streets, near the depots, and is easily accessible from all parts of the state by rail and from all parts of the city and its suburbs by electric cars.

### PRESENT EQUIPMENT.

The present building, though inadequate to the requirements of the school, is in many respects attractive and convenient. The beautiful study hall, adorned as it is with works of art and furnished so that each student, when the school is not overcrowded, has a desk of her own, has become a hallowed place to many.

### LIBRARY.

Although the school can scarcely be said to have a library, for lack of a suitable place in which to arrange literary materials, yet it is well furnished with dictionaries, encyclopedias, and other works of reference; and in the several departments of literature, history, science, and education, there is a good supply of the best books. These are placed in cases in the study hall and in class rooms so as to be easily accessible to the students, and as few restrictions as are consistent with reasonable care of the books are placed upon their free use.

A few very carefully selected periodicals, chiefly educational, are also furnished.

### APPARATUS.

The chemical laboratory is well supplied with apparatus and materials. The apparatus requisite for a wide range of physical experiments, including some valuable instruments, is possessed by the school. The school also possesses a first grade screw cutting lathe, together with a good supply of machinist's and carpenter's tools, one hand camera, and one view camera with three high grade photographic lenses.

For geographical illustrations there is no lack of appliances. Microscopes, dissecting instruments, and microscopic preparations are among the means provided for research in the biological sciences.

### COLLECTIONS.

A valuable collection of minerals and rocks affords ample material for the study of mineralogy. There are a few specimens illustrating geology.

Gifts of specimens have been received from time to time from former students and from friends of the school. Mention was made in last year's catalogue of a collection of fossils and relics presented by W. B. Adams, M. D., of Baireuth. Another gift of a fossil vertebra and rib of some extinct animal not yet identified should have been credited to Mr. Wm. Howard of Providence. It was found near Rawlins, Wyoming.

An herbarium has been begun, and valuable specimens have been placed in it from the private collections of Prof. W. W. Bailey of Brown University, and of others. It contains chiefly species of plants which grow in New England, and though by no means complete even for Rhode Island, the beginner in botany may be greatly aided and stimulated by its use. Mounted and alcoholic specimens of animals representing many orders are in the zoological collection. The beginning of an archaeological collection has been made through a donation of one of the graduates.

### COST OF ATTENDANCE.

#### TUITION.

Tuition is free to all who on admission sign the following agreement: "I hereby agree, if admitted to the State 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 \$90 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 two 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.

#### ADMISSION.

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

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

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 may be submitted as evidence of physical soundness. A physical examination will be given those who do not bring such certificate.

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 diploma on or before the opening day of any term will be admitted without examination.

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 the first Tuesday of September and of February.

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.

5. Application should be made in person or by letter, before the opening of the term, to the Principal at the Normal School, or to the Commissioner of Public Schools at No. 104 North Main Street, Providence. 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.

#### EMPLOYMENT.

Graduates of the school easily find employment. The demand for normal graduates is increasing everywhere faster than the supply. During the past two 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 a position of high grade.

There is abundant encouragement for young men or 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.

#### PROSPECTIVE EQUIPMENT.

A new building designed to be commodious and well adapted to the needs of a normal school is in process of erection. It will be located at the corner of Park and Lincoln streets, fronting Gaspee street, within a few minutes walk of the new passenger station. It will contain accommodations for a training school, embracing a kindergarten training department, a primary training department, and a grammar school training department, and ample accommodations for all the departments of the work of the normal school. A cut of the new building will be found in this catalogue.

