

1916



THE NORMAL SCHOOL AND THE STATE HOUSE

RHODE ISLAND
NORMAL SCHOOL BULLETIN
PROVIDENCE, R. I.

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CATALOGUE NUMBER

MAY, 1916

CALENDAR FOR 1916-17

Fall and Winter Term

ENTRANCE EXAMINATIONS . . .	<i>Wednesday and Thursday, June 28 and 29</i> <i>Wednesday and Thursday, September 6 and 7</i>
OPENING OF TERM	<i>Monday, September 11</i>
COLUMBUS DAY	<i>Thursday, October 12</i>
MEETING OF R. I. I.	<i>Thursday and Friday, October 26 and 27</i>
FIRST QUARTER ENDS	<i>Friday, November 17</i>
THANKSGIVING RECESS, <i>Thursday and Friday, November 30 and December 1</i>	
CHRISTMAS RECESS	<i>December 25 to 30, inclusive</i>
NEW YEAR'S DAY	<i>Monday, January 1</i>
FIRST TERM ENDS	<i>Tuesday, January 23</i>

Spring and Summer Term

ENTRANCE EXAMINATIONS, <i>Wednesday and Thursday, January 24 and 25</i>	
SECOND TERM BEGINS	<i>Monday, January 29</i>
WASHINGTON'S BIRTHDAY	<i>Thursday, February 22</i>
THIRD QUARTER ENDS	<i>Friday, April 6</i>
GOOD FRIDAY	<i>Friday, April 6</i>
SPRING RECESS	<i>April 9 to 14, inclusive</i>
MEMORIAL DAY	<i>Wednesday, May 30</i>
CLOSING EXERCISES OF SCHOOL OF OBSERVATION . . .	<i>Wednesday, June 20</i>
GRADUATING EXERCISES	<i>Friday, June 22</i>

CALENDAR FOR 1917-1918

ENTRANCE EXAMINATIONS,	<i>Wednesday and Thursday, June 27 and 28, 1917</i> <i>Wednesday and Thursday, September 5 and 6, 1917</i>
OPENING OF TERM	<i>Monday, September 10, 1917</i>

BOARD OF TRUSTEES

HIS EXCELLENCY THE GOVERNOR,
R. LIVINGSTON BEECKMAN

HIS HONOR THE LIEUTENANT-GOVERNOR,
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FRANK E. THOMPSON.....Newport
FRANK HILL.....Ashaway
GEORGE T. BAKER.....Barrington
E. CHARLES FRANCIS.....Woonsocket
JOSEPH R. BOURGEOIS.....Arctic
FREDERICK RUECKERT.....Providence

WALTER E. RANGER,
Commissioner of Public Schools and Secretary of Board of Trustees.

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WILLARD H. BACON.....Westerly
JAMES P. McNEILS.....Arctic

FACULTY

JOHN L. ALGER, A. M., Principal.

NORMAL DEPARTMENT

- MARIE S. STILLMAN, Drawing.
ELIZABETH C. BAKER, Kindergarten Supervisor.
LUCY C. KING, Sewing, Domestic Science.
FLORENCE E. GRISWOLD, Grammar, Penmanship.
MARION D. WESTON, A. M., Physiology, Biology.
WILLIAM G. VINAL, A. M., Nature Study.
ADELAIDE PATTERSON, Oral Reading.
MARGARET HILLS IRONS, A. M., History.
RICHARD D. TUCKER, Ph. B., Chemistry, Physics.
HELENE R. ABELS, Drawing and Construction Work.
GUY F. WELLS, A. M., History of Education, Pedagogy.
ROBERT M. BROWN, A. M., Geography.
ALVIN L. COTTON, B. S., Manual Training.
ELINOR M. SHAW, Music.
GRACE E. BIRD, Ph. B., Psychology.
WILDA M. LONG, Physical Education.
MARY L. BROWN, English.
GERTRUDE B. MANCHESTER, Physical Education.
*CHARLES CARROLL, Ph. D., LL. B., Rhode Island Education.
LAURA M. DAVIS, Assistant in Domestic Science and Sewing.
WALTER E. RANGER, A. M., LL. D., Commissioner of Public Schools,
Lecturer on School Law and Administration.
VALENTINE ALMY, Assistant Commissioner of Public Schools, Instructor
in School Law.
ERNEST K. THOMAS, Special Instructor in School Gardening, from R. I.
State College.

*Since March 6, 1916.

TRAINING DEPARTMENT

CLARA E. CRAIG, Director

Observation School

EMILY J. ROTHWELL, Grade Eight.
 MARY A. McARDLE, Grade Seven.
 WINIFRED E. GLEASON, Grade Six.
 M. VERONICA F. HOLLAND, Grade Five.
 MABEL T. GARDNER, Grade Four.
 LINA F. BATES, Grade Three.
 MILLICENT F. LOVELL, Grade Two.
 ELEANOR K. HOLDEN, Grade One.
 MARY B. SULLIVAN, General Assistant.
 MILDRED L. SAMPSON, Kindergarten.
 *ANNA S. BALLOU, Assistant in Kindergarten.
 THERESA BARONE, Montessori.

Training Schools

Barrington

NELLIE M. REED, Lincoln Avenue School, West Barrington.

Bristol

MARY E. SPOONER, Oliver School.
 ANNIE SCANLON, Walley School.

Burrillville

ELIZABETH M. PICHE, Harrisville School.

Central Falls

E. LOUISE KING, Garfield Street School.

Cranston

ELIZABETH R. McCOTTER, Eden Park.
 ELISABETH B. CARPENTER, Meshanticut Park.

East Providence

MARY E. BOSWORTH, Grove Avenue.

Hopkinton

M. ALTHEA CRANDALL, Ashaway School.

*To January 5, 1916.

Johnston

MARY E. SHEA, Lincoln School.

Newport

BARBARA A. MARR, Coggeshall School.

Pawtucket

MARY E. McCABE, East Street.

ESTELLA F. SCOTT, Prospect Street.

Portsmouth

BESSIE R. SCHWARZ, Quaker Hill School.

Providence

EDITH G. FREEMAN, Bridgham School.

LUCY W. HOUSE, Temple Street.

CATHERINE E. McCORMACK, Regent Avenue.

MINNIE E. NILES, Doyle Avenue.

ANNIE T. TURNER, Willow Street.

MARGARET M. COLTON, Grove Street.

MARY WILLIAMS, Broad Street.

MARY D. PHILLIPS, Branch Avenue.

JENNIE T. COFFEY, Camp Street.

MARY E. LINCOLN, California Avenue.

ANNIE I. MUNNEGLE, Jenkins Street.

MARY A. DONOVAN, Thayer Street.

Kindergarten

MINNIE S. WOODWARD, Vineyard Street.

ANNA L. GUNNISON, Elm Street.

A. GERTRUDE MAYNARD, Bellevue Avenue.

South Kingstown

LILLIAN E. KNOWLES, West Kingston School.

Warwick

IRENE HAWES, Pontiac School.

West Warwick

LOUISA D. HEBERT, Arctic School.

MAISIE E. QUINN, Natick School.

Woonsocket

ELIZABETH M. FORD, Pothier School.

MARY E. MAKEPEACE, Librarian.

CLARA F. SYKES, A. B., Registrar.

CATHERINE M. RUSSELL, Office Assistant.

MRS. ALFA L. SMALL, Pianist.

MRS. ANNIE K. WOODMAN, Manager Lunch Room.

BENJAMIN C. POTTER, Superintendent of Building and Grounds.

HISTORICAL SKETCH

Established in Providence.....	1854
Removed to Bristol.....	1857
Discontinued.....	1865
Re-established in Providence.....	1871
Benefit Street Building occupied.....	1879
Training schools for observation and practice established.....	1893
Present building occupied.....	1898
Preparatory course discontinued.....	1908

Statistics of Growth

Total registration.....	1908	1910
Residents of Rhode Island in regular normal courses.....	324	425
	277	420
Number of graduates in full normal course, 1854-1865.....		62
Number of graduates in full normal course, 1871-1916, inclusive..	2,291	
Graduates of city training course, 1891-1902.....		390
Total number graduates of Rhode Island Normal School.....	2,743	
Less number of graduates counted twice.....		40
Total number persons graduated from Rhode Island Normal School.	2,703	



THE STEPS AND ENTRANCE

THE RHODE ISLAND NORMAL SCHOOL

THE MAIN DEPARTMENTS

The purpose of the school is to provide efficient teachers for the children of the State. For this important work the school employs four main agencies:

1. The Normal Department, for the study of educational theory and of the subject-matter taught in the public elementary schools.
2. The Observation Division of the Training Department, for providing opportunity to see experienced teachers at work with classes of children such as are found in other public schools. This department is also used to some extent for experimental and demonstration work. It is here that the normal students make their first attempts at teaching groups of children.
3. The Practice Division of the Training Department, for experience in teaching in public schools under the guidance of skilled critics.
4. The Extension Division, for those who are already teaching, whether normal graduates or not. Under this heading are included the regular Saturday lecture course, afternoon and Saturday classes, exhibitions of books and materials and of children's work, lecture courses by normal school teachers in various parts of the State, and such other aid as may be given by a corps of specialists in education.

These agencies will be described in this Bulletin in the order stated.

THE NORMAL DEPARTMENT

LOCATION

The location of the school, near the State capitol, is well shown by the picture of the two buildings in the front of this catalogue.

It is easily reached from the trains in seven minutes. Passing the building are the Chalkstone avenue, Smith street, and Promenade street trolley lines.

REQUIREMENTS FOR ADMISSION

Candidates must be at least seventeen years old, or must reach the age of seventeen before the end of the term in which they enter.

A written testimonial of moral character is required of all candidates.

Candidates must present a physician's certificate stating that they are in good health and free from any physical defect that would unfit them for service as teachers. Blank forms for this purpose may be secured from the Registrar. Only those students

who are believed to be in sufficiently good health to enable them to make successful teachers will be allowed to remain in the school. A thorough physical examination will be given at the school before the candidate is finally accepted.

Applicants for admission must declare their intention to complete a course in professional education and to follow teaching as a vocation.

If residents of Rhode Island and recipients of free tuition, they must give a pledge to teach in the public schools of Rhode Island for at least two years after attendance in the Normal School unless excused therefrom by the Trustees.

Student's Agreement

In consideration of my admission as a student to the Rhode Island Normal School and of the professional training afforded me therein, I hereby agree to teach in the public schools of Rhode Island for at least two years after having attended said school, unless excused therefrom by the Board of Trustees of said school. I declare in good faith that I fully expect to complete one of the prescribed courses of study in said school and to follow teaching as a regular occupation.

Signature.....

Address.....

I HEREBY CONCUR in the above agreement.

.....
(Parent or Guardian)

Place.....

Date.....

Students residing in Rhode Island will be admitted with free tuition, but a yearly tuition of \$150.00, collectible half-yearly in advance, will be required of every student not a resident of Rhode Island.

Candidates for graduation must be graduates of a college or of a high school approved by the State Board of Education, or they must show by an examination that they have had the equivalent of a good high school education. They must also pass successfully at least four of the required entrance examinations, unless specially excused according to the regulations given below.

By a recent vote of the Trustees, "Applicants for admission who present certificates from principals of approved secondary schools that they have successfully reviewed, during the last two years of their secondary school courses, the subjects of English grammar, arithmetic, geography, and history of the United States, shall be excused from the examination in said subjects."

No regulations have as yet been made as to the exact amount of time to be given to the various reviews. For the present, therefore, principals are asked to state for each such review course the length of the course in periods, the length of the periods used, and the standing of the pupils recommended for admission. Certificates should be received at the Normal School before the dates for the examinations, in order that pupils may take these examinations in case the certificates are, for any reason, not

accepted for all the subjects. The purpose of the exemption is to secure better preparation in the elementary subjects by means of the review courses. It is not to provide an easier means for entering the teaching profession. Standards will be kept at the highest possible point consistent with the best interests of the State as a whole. Students entering on certificates will be expected to show by their class work the value of their previous training. As most of our graduates teach in their home towns, it is evident that the high schools may play an important part in the selection of teachers for their own communities.

ENTRANCE EXAMINATIONS

All courses at the Normal School presuppose a good working knowledge of the essentials of an elementary education, together with the habits of speech and the accuracy of thought of a well-trained student. The entrance examinations are limited to the elementary subjects in order to test most effectively the candidate's knowledge of the fundamentals, her correctness and skill in the use of language, her accuracy of thought and of expression, and general adaptability for successful teaching. Failure to pass in any subject must mean added effort, and probably an extra half year of study. Serious failure in any two disqualifies for admission until the next regular examination, as it shows that the candidate would probably be unable to perform successfully the work of the school without further reviews.

Tests will be given in the following subjects:

- In *arithmetic*, for accuracy and facility in the use of numbers, including simple fractions, decimals, and percentage, and for correct solution of the ordinary problems required of children in elementary schools.
- In *English*, for command of correct and clear English and for knowledge of the elements of grammar.
- In *history*, for the main facts in the history of this State and of the United States, and a general ability to give clear and logical answers.
- In *geography*, for a general understanding of common school geography, including location, physical features, climate, industries, and commerce.
- In *drawing*, for nature and object drawing, mechanical drawing, design, and history of art, as indicated in the requirements for this subject.

These examinations will not be severe. They will be designed to test general ability, accuracy of thought, and logical presentation of material, rather than mere memory of fact.

DATES OF ENTRANCE EXAMINATIONS

For the year 1916-17 the examinations will be given on the following dates:

- Wednesday and Thursday, June 28 and 29, 1916
- Wednesday and Thursday, September 6 and 7, 1916
- Wednesday and Thursday, January 24 and 25, 1917
- Wednesday and Thursday, June 27 and 28, 1917
- Wednesday and Thursday, September 5 and 6, 1917

The order of examinations for each series will be as follows:

Wednesday, 9:30, Arithmetic

11:00, Drawing.

2:00, United States and Rhode Island History

Thursday, 9:30, English

11:00, Geography

The examinations for admission in September may be taken either in June or in September, on the specified dates. For admission in January they may be taken in June, September, or January. Entrance examinations will not be given at any later dates than those indicated. Students desiring admission must, therefore, present themselves at one of these regular examinations unless previously excused.

HIGH SCHOOL COURSE OF STUDY

The high school course to be chosen should, in general, be such as would be accepted for admission to the New England colleges, and should include the following:

An equivalent of the college requirements in English

At least two years successful study of one foreign language

Laboratory courses in physics and chemistry sufficient for the college entrance requirements

At least two years work in history

The usual course in high school mathematics

A review of arithmetic, grammar, physiology, history of the United States and of Rhode Island, and geography

Some elementary training in music

An equivalent of at least two periods a week, for two years, in drawing. In this subject there should be a reasonable degree of proficiency along the following lines:

Appearance drawing of common objects, either from the object or from memory

Nature drawing in pencil, ink, or color

Scales of color in values and intensities

Design as applied to book covers and other simple constructions

Lettering and working drawing, both free-hand and mechanical

History of ancient and modern art

Students who have not had the physics and chemistry must take courses in these subjects at the Normal School.

Those who have not had the specified work in drawing in the high schools must take this as extra work at the Normal School, and must meet successfully the entrance requirements in the other four subjects in which examinations are given,

Those who cannot read music must take a special course in this during the first semester.

CERTIFICATES

Blank forms will be furnished, on which the student's entire high school record is to be given.

COURSES OF STUDY

The school offers four courses of study, as follows:

1. A general course of two and one-half years, which prepares for teaching in the primary and grammar grades of the public schools.

Students who have not received the necessary training in drawing, or who are admitted to the school after failing to pass in any one of the required entrance examinations, will be given extra work in the subject indicated, and will usually find it necessary to take three years to complete the course.

2. A kindergarten-primary course of the same length, and with the same standards for admission. In addition, candidates are required to pass an examination in vocal and instrumental music, and they must show special aptitude for work with little children.

3. A course for college graduates. This may be taken in one year or in one and one-half years, according to the student's previous preparation.

4. A special course of one year for teachers of successful experience. Candidates for admission must present satisfactory evidences of success in teaching, maturity of mind, and earnestness of purpose. Applications for admission to this course should be made to the principal at an early date. While this course does not lead to the diploma of the school, and is intended for those teachers to whom the length of the regular course is a serious obstacle, it will prove of great value to an earnest teacher who desires training in scientific methods of presentation and of management. A certificate of accomplishment is given on the completion of the course.

DETAILS OF GENERAL COURSE

	Semester.....	1	2	3	4	5
Arithmetic.....		3	..	2	..	..
Drawing and Elementary Hand Work.....		3	2	2	1	..
Education.....		1	1	1	6	..
English and Oral Reading.....		2	4	5	..	..
Geography.....		..	3	3	..	..
History.....		3	..	..	3	..
Household Arts.....		3	..	..	..	..
Music.....		..	2	1	1	..
Penmanship.....		1	1	..	..	..
Physical Education.....		2	2	2	2	..
Practice.....		5	30
Psychology.....		..	3	2	..	..
Science.....		3	3	2	2	..
		—	—	—	—	—
Total hours per week.....		21	21	20	20	30

THE KINDERGARTEN-PRIMARY COURSE

Students in the kindergarten-primary course take from 3 to 5 hours a week throughout the first four semesters for kindergarten theory, plays, games, and occupations, omitting, after consultation with the principal, an equal amount of the work of the regular course. In the fourth semester the entire forenoon is spent in teaching in the kindergarten, or in the primary grades, with a corresponding reduction of other work. The fifth semester is given to practice in the primary training schools. The certificate allows its holder to teach in the kindergarten or in the four primary grades.

COURSE FOR COLLEGE GRADUATES

This course will include such work in psychology, pedagogy, and history of education as may be needed to supplement the courses in these subjects previously taken in college. It will include a study of methods of teaching the grammar school subjects, observation and practice in the observation school, and a half year of teaching in the training schools. A considerable amount of time must usually be given to preparation for teaching such subjects as drawing, music, physical training, penmanship, and reading.

THE SPECIAL COURSE

The work of students in the special course is arranged, after a conference with the principal, according to need.

COURSES OF INSTRUCTION

All courses are arranged on the basis of one-half year each. The recitation periods will allow fifty-five minutes of class-room work in each case.

EDUCATION

- Education 1.* Introduction to the Study of Education. A general course planned to give a knowledge of some of the more interesting and significant facts in education, and to develop efficient habits of work in the use of educational books and journals. *First semester; one hour a week.* Mr. Wells.
- Education 2.* The Child and the School. A study of children in the kindergarten, Montessori school, and the primary grades with the objects of gaining an insight into their natural modes of behavior and ways of learning, and an understanding of the work of the teacher and the school in the light of the facts observed. *Second semester; one hour a week.* Miss Craig and Miss Baker.
- Education 3.* Elementary Psychology. An introductory study of human behavior as a basis for the work in educational psychology: The nervous system as the organ of behavior; unlearned tendencies to action; learning as adaptation to environment; the functions of feeling, habit, imagination, and logical thinking in conduct. *Second semester; three hours a week.* Miss Bird.
- Education 4.* Educational Psychology. The psychology of the learning process from the standpoint of the teacher: Educational meaning of instincts; habit formation and drill; economy in securing retention of ideas; pedagogical applications of psy-

chology of attention and interest; conditions necessary for effective thinking; an analysis of certain school methods and arrangements from the standpoint of the psychology involved. *Third semester; two hours a week.* Miss Bird.

Education 5. Observation. A continuation of the work in Education 2, with more direct reference to the problems of educational methods in the upper grades. *Third semester; one hour a week.* Miss Craig.

Education 6. Pedagogy. A study of the work of the teacher from the standpoint of methods of instruction and social requirements. Typical subjects for consideration are: The changes to be brought about in children by means of instruction and school activities; lessons as one means of obtaining the desired changes; the measurement of results of teaching; the management of the classroom; means whereby teachers in service may improve in teaching ability. *Fourth semester; two hours a week.* Mr. Wells.

Education 7. Rhode Island School Law and Administration. The history of public education in Rhode Island; the evolution in Rhode Island of a consciousness of public responsibility for education, and the development of the principles underlying an education common to all; the major problems of public school organization and administration, and their solution in Rhode Island; public school finance; the rights and duties of the teacher; ethics of the teaching profession. *Fourth semester; one hour a week.* Dr. Carroll.

Education 8. History of Modern Elementary Education. A study of the development of (1) the modern elementary school, (2) the elementary school curriculum, (3) methods of teaching, (4) school equipment, (5) the teaching profession. *Fourth semester; two hours a week.* Mr. Wells.

Education 9. Practice Teaching in the School of Observation. The application of principles and methods to the teaching of children in the elementary school; group and class conferences based on the daily work of student teachers. *Fourth semester; five hours a week.* Miss Craig and the critic teachers of the school of observation.

Education 10. Conference. Class discussions and lectures on special educational problems which arise in practice teaching. This course includes a brief study of the Montessori principles with observation of Montessori methods, and a consideration of the practical work of the teacher in caring for the physical welfare of children. *Fourth semester; one hour a week.* Mr. Alger and Miss Craig.

Education 11. Teaching in the Training Schools. This course constitutes the work of the fifth semester. Students are placed in charge of classes of children in the training schools of the State, and under the direct oversight of the critics and the general supervision of the director of training, they gain practical experience under conditions like those met with after graduation. Miss Craig and the training school critics. (See statement concerning the training school system on page 23.)

Education 12. Saturday Extension Course in School Methods.

Education 13. Saturday Extension Course in School Management.

Education 14. Saturday Extension Course in Supervision.

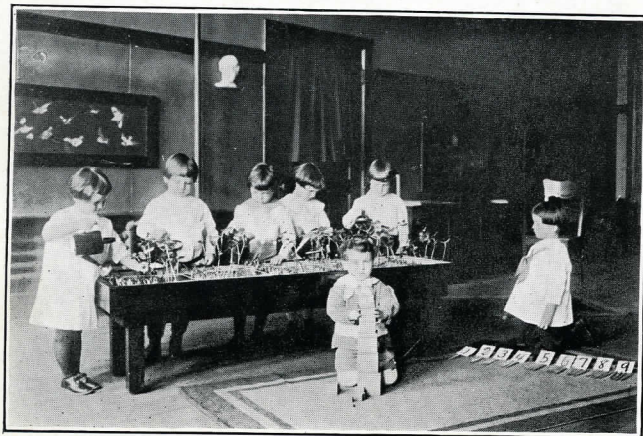
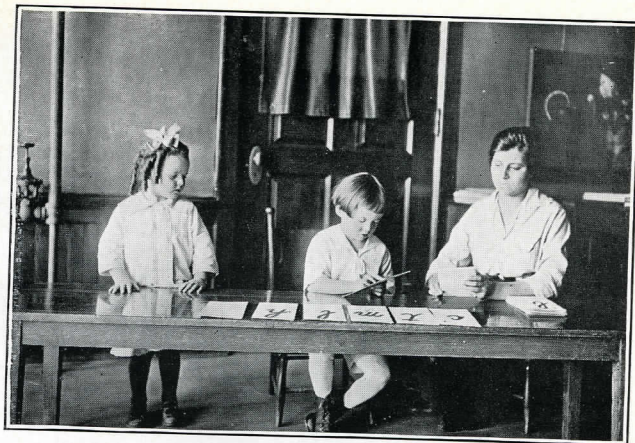
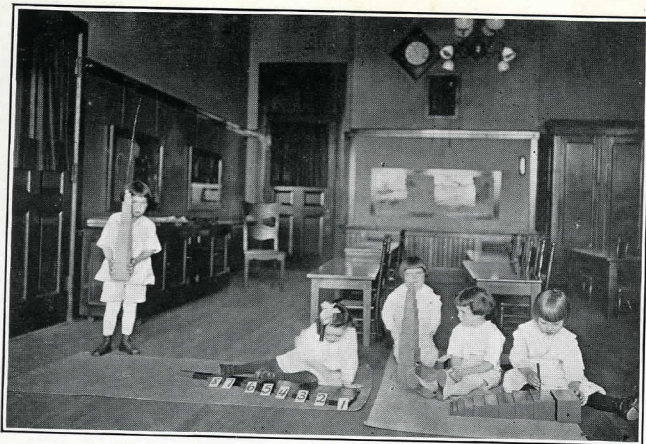
Education 15. Saturday Extension Course in Rhode Island School Law and Administration. (See page 25.)

HISTORY

- Review History 1.* A general review of American history for those who fail to pass the entrance examinations in the subject. *First semester; two hours a week.* Mrs. Irons.
- History 2.* It is the object of this course to give a general basis for history teaching in the grades and a preparation for the more intensive work in History 2 by requiring a relatively large amount of reading based directly on the course of study for elementary schools. While attention is given to the development of historical writing, practice in organizing material taken from various sources, and certain points in methods of teaching, the main purpose is to enrich the students' knowledge of the history taught in the grades, and develop a keen interest in the subject by means of extensive reading, rather than by critical study in a narrow field. *First semester; three hours a week.* Mrs. Irons.
- History 3.* A somewhat intensive study of selected topics in American history considered from the standpoint of the elementary school teacher. Typical subjects taken up are the European background of American discovery and colonization, colonial life, expansion of the territory of the United States, early settlement of the West, immigration and its meaning in the development of the United States. In studying the topics considered attention is given to the phases suitable for children, materials to be used, and methods of treatment in the various grades. Special emphasis is placed on acquaintance with writings on American history which are of use to the teacher in enriching the content of the history work. *Fourth semester; three hours a week.* Mrs. Irons.
- History 4.* Extension Course on Historical Aspects of Current Events. (See page 26.)

ENGLISH

- English 1.* Oral Reading, A. This course aims to develop ability in oral reading and to create a vital interest in standard literature by means of natural oral interpretation. Drill in articulation, including exercises for freeing the organs of speech, accurate moulding and placing of the speech elements, pronunciation, phonetics, breath control in relation to tone, tone placing. *First semester; two hours a week.* Miss Patterson.
- English 2.* Oral and Written Composition. The purpose of this course is to give facility in the common forms of oral and written English, and to acquaint the students with the values, means, and opportunities of teaching children in the grades how to compose and express their ideas. Special exercises for training in language technique of the same general types as those used in the grades are employed: narratives, descriptions, and expositions based on topics taken from various school subjects, letter writing, anecdotes. *Second semester; two hours a week.* Miss Brown.
- English 3.* Grammar. A systematic review of the essential facts of grammar with the purpose of securing a basis for intelligent correction and habituation of children in correct usage, and for teaching the subject in the upper grades. The common faults in the speech of children with types of drill and other means of correction, and the way of teaching the elementary facts of grammar in the upper grades are considered. *Second semester; two hours a week.* Miss Griswold.



Auto-Education
Individual Gardens

SCENES FROM THE MONTESSORI SYSTEM

Preparation for Writing

- English 4.* Oral Reading, B. The art of story telling, including the grading, adaptation, and oral interpretation of stories and poems for children. *Elective for students who have taken Oral Reading, A. Second semester; two hours a week.* Miss Patterson.
- English 5.* Oral Reading, C. Advanced steps in the development of natural oral expression. Articulation and vocal training. Advanced work in tone projection. *Third semester; one hour a week.* Miss Patterson.
- English 6.* Literature. This course is based directly on the elementary course of study in literature. The purpose is to secure a thorough acquaintance with the selections used in the grades. Consideration is given to technical elements in so far as this helps in developing a keener appreciation of literary qualities and better standards for judging and selecting material to be taught. *Third semester; two hours a week.* Miss Brown.
- English 7.* English Method. This course takes up in detail the methods involved in teaching various phases of English in the elementary school: Appreciation of literature and memorizing literary selections, habits of reading, conversation lessons, picture lessons, anecdotes, letter writing, punctuation, spelling. *Third semester; two hours a week.* Miss Brown.

SCIENCE

- Science 1.* General Science. A course paralleling the course of study in general science in the 7th and 8th grades. The object is to insure an understanding of the simpler facts of science, so that the students may see the significance of the subject for the elementary school, and be better able to consider with the pupils the various questions relating to science which naturally arise in the minds of children in their study of school subjects and in their experience outside of school. Divisions in the class, and selection and treatment of topics are based on the previous science training of the students. *First semester; two hours of class work and two hours of laboratory work a week.* Mr. Tucker.
- Science 2.* Elective General Science. A continuation of Science 1, involving a more intensive study of selected topics, and a consideration of the methods of teaching general science in the upper grades. *Second semester; two hours of class work and two hours of laboratory work a week.* Mr. Tucker.
- Science 3.* Review Botany and Physiology. A review course in Botany and Physiology for students whose high school training in these subjects does not furnish sufficient basis for work in school hygiene and nature study. The major part of the semester is given to botany. Students who have had courses in these subjects which meet the requirements may elect Science 2 as a substitute. *Second semester; three hours a week.* Miss Weston.
- Science 4.* Zoölogy. A discussion of animal life with reference to habits, development, adaptation to environment. Practice in keeping aquaria, insect cages, etc. A practical basis for teaching nature study. *Third semester; two hours a week.* Mr. Vinal.

- Science 5.* School Gardening, Methods and practice in school gardening. Supervision of children; lectures. The time for this course is taken from that given to Science 4 and 6, as the work is limited to the early fall and late spring. Mr. Thomas and Mr. Vinal.
- Science 6.* Nature study. Preparation for teaching nature study in the grades. Lesson plans; practice teaching in class and in the school of observation; individual and home projects; organizing material for future use in teaching. Laboratory and field work. *Fourth semester; two hours a week.* Mr. Vinal.

GEOGRAPHY

- Geography 1.* Review Geography. A general review of geography for those who fail to pass the entrance examination in the subject. *First semester; three hours a week.* Mr. Brown.
- Geography 2.* Physiographic Introduction to Geography. Work includes drill on the controls of human occupations, such as topography, wind, rain, and soil. The relationship of people to environments forms a distinct feature of the course. This knowledge is finally applied to specific regions in detail through a study of regional geography. *Second semester; three hours a week.* Mr. Brown.
- Geography 3.* Methods of Teaching Geography. A course of study in geography forms the basis of this work. Special emphasis is laid upon the succession of work through the different grades and upon the analysis of the subject-matter as it is introduced. The work of regional geography begun in Geography 2 is continued. *Third semester; three hours a week.* Mr. Brown.
- Geography 4.* Extension Work. (See page 26.)

ARITHMETIC

- Arithmetic 1.* Review Arithmetic. A general review of arithmetic for those who fail to pass the entrance examination in the subject. *First semester; three hours a week.* Dr. Carroll.
- Arithmetic 2.* Elements of Arithmetic. A comprehensive study of principles and processes. The aim is to give greater skill and accuracy, with a broader knowledge of underlying principles, and at the same time to make a very direct connection between the subject-matter and the principles and methods of teaching. *First semester; three hours a week.* Dr. Carroll.
- Arithmetic 3.* Methods in the Teaching of Arithmetic. A consideration of the problems involved in teaching arithmetic in the grades. While a knowledge of special procedure and skill in teaching the different topics of arithmetic are the primary objects of the work, particular attention is given to the general principles upon which arithmetic method is based. *Third semester; two hours a week.* Mr. Wells.

ART

- Art 1.* Review Drawing. (1) A general review for students who fail to pass the entrance examinations in drawing, and for those who have not had the amount of drawing which is required for entrance to the Normal School. *First semester; three hours a week.* Miss Abels.
- Art 2.* Review Drawing. (2) A course for all Review Drawing (1) students unless excused at the end of the first semester for unusual excellence in attainment. *Second semester; three hours a week.* Miss Abels.
- Art 3.* Elementary Drawing and Art Appreciation. Nature and object drawing, design, color, free-hand lettering, use of instruments and drawing kits. *First semester; two hours a week.* Miss Stillman and Miss Abels.
- Art 4.* Hand Work. Training in hand work, requiring no special equipment, as carried out in the kindergarten and the grades: Free paper cutting, cardboard construction, modeling, simple problems in raffia and reed work, cane seating for advanced basketry students. *First semester; one hour a week.* Miss Abels.
- Art 5.* Elementary Drawing and Art Appreciation. A continuation of Art 3. Use of drawing as a means of self-expression with applications directly connected with grade problems, having as its aims a keener appreciation of principles underlying all forms of art expression, insight into the meaning of art as an element in school training, and growth in artistic skill. *Second semester; two hours a week.* Miss Stillman.
- Art 6.* Methods in Art Teaching. Methods of teaching drawing and hand work, and of developing an appreciation of art: Practice teaching; elementary drawing applied to public school conditions; blackboard drawing. *Third semester; two hours a week.* Miss Stillman.
- Art 7.* Applied Pedagogy in Art. Consideration of various courses of study; observation and practice teaching in the school of observation. *Fourth semester; one hour a week.* Miss Stillman.

MUSIC

- Music 1.* Sight Singing and Theory of Music. This course combines a study of the rudiments of music which are essential to intelligent sight-singing, with the application of this theory in individual and ensemble singing of songs in one, two, and three parts. Some attention is given to the improvement of tone quality. Elementary work in music appreciation is given through the analysis and discussion of material used for sight-singing and of music played on the victrola. *Second semester; two hours a week.* Miss Shaw.
- Music 2.* Methods of Teaching Public School Music. The problems which occur in public school music are discussed and plans for teaching are studied in detail. Opportunity for observation of music lessons in the grades is given as often as possible. *Third semester; one hour a week.* Miss Shaw.
- Music 3.* Practice in Teaching Public School Music. In this course the students plan and conduct music lessons involving the problems considered in Music 2. *Fourth semester; one hour a week.* Miss Shaw.

HOUSEHOLD ARTS

- Household Arts 1.* Sewing. A course planned for the future teacher who may be required to teach sewing as a part of her regular grade work. Practice in the elementary stitches and principles of construction, with some machine work. *First semester; two hours a week.* Miss King and Miss Davis.
- Household Arts 2.* Cookery. Demonstrations and conferences on the principles of cookery. *First semester; one hour a week.* Miss King and Miss Davis.
- Household Arts 3.* Elective Domestic Science. For those who wish practice in cookery and other branches of household arts. Miss King.

SHOP WORK

- Shop Work 1.* An elementary course leading to individual skill in hand work and to ability to teach the rudiments of wood working in schools. *Elective; three hours a week.* Mr. Cotton.
- Shop Work 2.* A continuation of the elementary course. Wood and metal work; printing. *Elective; three hours a week.* Mr. Cotton.

PHYSICAL EDUCATION

The courses in the department of physical education aim in general to make the student physically fit for her work as student and teacher, to inspire in her ideals of health for herself and for her future classes, and to give her such theoretical and practical instruction as will enable her to conduct intelligently the physical education of children both in the classroom and on the playground.

- Physical Education 1.* Practical instruction in calisthenics, dancing and games; talks on posture, dress, common emergencies, and the like. A physical examination is made at the beginning and end of the first year. *First semester; two hours a week.* Miss Manchester.
- Physical Education 2.* Continuation of practical work of first semester, but of more advanced character. In addition the practice teaching of playground games is begun. The technique of teaching these games, their suitability, kind, and values are simply discussed. *Second semester; two hours a week.* Miss Manchester.
- Physical Education 3.* Consideration of the theory of gymnastics and dancing, and practice teaching of these types of exercise by the students. The games taught in this course are especially suitable for use in the classroom. *Third semester; two hours a week.* Miss Manchester.
- Physical Education 4.* Continuation of practice teaching of gymnastics, dancing, and games. It is the aim of this course to sum up the work of the preceding courses and to show the students the relative bearing and importance of the varied means contributing to the physical education of the child. Such subjects as the posture of school children, common diseases, play and recreation receive special consideration. *Fourth semester; two hours a week.* Miss Manchester.

During the late fall, and through the winter months, basketball, indoor baseball, or tennis may be elected by any student physically fit for the sport. Some time is given each year to festivals and pageantry, the Observation School and Normal School students cooperating.

PENMANSHIP

The work in penmanship aims to give abundant practice, so that students may become thoroughly proficient in the technical work as well as in the methods of teaching penmanship to children. No single system of writing is used. The muscular or arm movement is an essential accomplishment. A fair amount of time is given to practice in writing on the blackboard. *One hour a week for the first two semesters.* Miss Griswold.

GENERAL INFORMATION

BOARD

The school maintains no dormitory, but those who wish to board in the city will be aided in securing accommodations. Board usually costs from \$3.50 to \$5.00 per week. The principal especially recommends the St. Maria Home on Governor street and the Young Women's Christian Association on Washington street. A limited number of students may obtain room and board at the former for \$3.50 per week. At the latter, prices range from \$4.00 to \$6.50 per week. Students should consult the principal before engaging board, as they will be permitted to board only in places approved by him.

A school lunch room is maintained, subject to the general control of the principal, at which wholesome lunches may be obtained every school day. As a part of the expense of the lunch room is borne by the school, the prices are kept at the lowest point consistent with good materials and efficient service.

Text-books and ordinary supplies are furnished to all students.

MILEAGE

In order to equalize the advantages of the school as nearly as possible, a mileage appropriation of four thousand dollars is distributed among those students who reside in the State at such a distance that they are unable to reach the school by the payment of a five cent fare. Pupils boarding in Providence will be entitled to the same mileage as if they lived at home. The aid furnished to any one student cannot exceed one hundred dollars per year.

Student teachers in training present under certain conditions an added car fare claim when the amount necessarily expended by them in reaching their training schools exceeds the amount they would have drawn if they had been in attendance at the Normal School building.

EMPLOYMENT OF GRADUATES

The demand for professionally trained teachers is increasing, and, both for the good of the schools and for their own advantage, all who intend to teach in the public schools of Rhode Island are urged to prepare themselves in the Rhode Island Normal School. Graduates of this school easily find employment. The demand has always been greater than the supply.

School superintendents and members of school committees are cordially invited to visit the school and to consult with the principal when in need of teachers for their schools. Under the system of training connected with this school, one-half of each senior class may be seen at work at any time.

The school has many applications for teachers in all grades of work; moreover, it is constantly referred to for recommendations by those who are seeking positions through superintendents, school boards, and teachers' agencies. In order that it may effectually serve the interests of its graduates it desires to keep in touch with their work and their aims. Graduates are urged to fill out and return the blank provided for this purpose, and to keep the school informed of changes of address.

SPECIAL ADVANTAGES

Unusual opportunities are offered to the students of the Rhode Island Normal School. In addition to the advantages arising from its splendid building and equipment, its unique and eminently practical training system is one of its strongest features. The work of the school is thoroughly professional from the first.

For positions in the grades and as supervising teachers of special subjects, graduation from a normal school is considered as an almost essential element of training. There is also a need for supervising principals and superintendents who have received a normal as well as a college training.

The library facilities are unusually extensive. In addition to the large and carefully selected school library, there are at the service of the student the Providence Public Library, the Providence Athenæum, the Library of the Rhode Island Historical Society, and the State Library.

The Providence Public Library offers to all students of the Normal School, upon the same conditions as to residents of the city, the use of its carefully chosen collection of one hundred and eighty thousand volumes. Departments especially valuable to the Normal students are the Harris Collection on Slavery and the Civil War, the Educational Study-room, the "Standard Library" of best literature, the Reference Department, and the Children's Room. The library staff coöperates heartily in making known to the students the resources of the library, both by lectures to classes and by special assistance to individuals.

ADVANCED STANDING IN COLLEGE

Graduates of the Rhode Island Normal School, whose course throughout has been marked by sufficiently broad and accurate scholarship, may secure admission to advanced standing in Rhode Island State College, in Brown University, or in other colleges. This will allow in some cases students to complete the college course in two years after leaving the Normal School.

Many of the leading universities of the country recognize the value of Normal School training by giving to graduates of normal schools two full years of credit toward the B. S. degree in Education. This recognition is based on experience and is in harmony with the tendency to consider quality of work instead of work in a few specified subjects as the determining factor in college credit.

THE SCHOOL OF OBSERVATION

The School of Observation, on the first floor of the Normal building, comprises a Montessori school, a kindergarten, and eight grades, with one room for each. There are about forty pupils in each of the regular grade rooms. Most of these children come from the city district adjoining the building. Others from outside the district may be

admitted on the payment of tuition at the rate of \$32 a year for the kindergarten and primary grades, or \$40 a year for grammar grades.

The course of study in this school is similar to that in the Providence public schools. The same subjects are taught and the same books are used. In addition, much time is given to various forms of practical training. The girls have sewing in grades five and eight, and cooking in grades six and seven. The boys have wood and metal work or printing. An effort has been made to connect the manual training as closely as possible with elementary science, in which many of the boys have become greatly interested.

The functions served by the School of Observation are as follows:

1. It furnishes opportunity for the students of the Normal School to see good teaching. It supplies illustrative material for class discussions on methods. Lesson plans may here be tested and criticised from experience, instead of on a theoretical or imaginary basis. It is to the Normal School what the clinic is to the school of medicine. It helps to keep the work of the Normal School on the right basis by constantly magnifying the practical instead of the theoretical. It gives a worthy ideal to the prospective teacher.

2. It furnishes under the most helpful and encouraging conditions an opportunity for the young teacher to begin her practice teaching. For one hour of the day the school may be used for this work. The rest of the day the children spend under the regular grade teachers. By having this preliminary practice so closely connected with the study of methods, something more is added to the discussions than could be gotten from observation alone. At the same time the student has an opportunity to do her first teaching in a most stimulating environment, and with little responsibility for the general discipline of the room. Her first effort may thus be given to a masterly presentation of her subject unhampered by needlessly disturbing conditions. She gains confidence in her own ability, learns to be critical of herself and to accept criticism from others, and in a measure gets the professional point of view, which is, essentially, that by continued endeavor and the wise use of aids of various sorts, it is possible to continually improve in skill and in general teaching ability. She is brought to a recognition of the fact that good teaching is fundamental to discipline. It follows that the young teacher is here trained to emphasize the essential matters, and that she is well fitted for the next step in her preparation, the training school.

3. It is a meeting place for theory and practice in the school itself, offering to teachers in the different departments facilities for testing themselves and their own methods in the light of experience with the children for whom the work is intended.

4. It should illustrate for those teaching elsewhere the methods and courses recommended by the Normal School. The School of Observation should be the model school through which the State may present, as far as possible, its ideal of a satisfactory public school. It should not attempt to carry on its work expensively or to include courses which may not to advantage be included in other public schools. Its aim should be to show how a course of study that is truly efficient in its results may at the same time be conducted with economy.

5. While the main functions of the Observation School are those expressed above it would not fulfill its duty to the State if it did not provide opportunity for the study

and evaluation of new ideas which seem to give special promise of worth. For some time the school has been conducting a careful study of the place and value of the Montessori methods.

KINDERGARTEN DEPARTMENT

The kindergarten courses are planned to give a practical knowledge of kindergarten theory, with abundant training in the kindergarten itself. From three to five hours a week are spent in a study of kindergarten philosophy and in the various forms of hand-work used in the kindergarten. Story telling, kindergarten songs, plays and games, and observations, form an important part of the work. Miss Baker, Miss Sampson, and the Kindergarten Critics.

THE MONTESSORI SCHOOL

The work of this school is as yet entirely in an experimental stage. Opportunity is offered to a few advanced students to aid in conducting the experiments, but no announcement of special training can be made at present. Miss Craig and Miss Barone.

THE TRAINING SCHOOLS

The training schools are established by contract with the local authorities. At present there are thirty-one training stations, in sixteen different towns or cities, for work in the grades, and three kindergarten stations. The schools used for training purposes are indicated by the list of critic teachers given in this catalogue. Critic teachers are nominated by the Trustees of the Normal School and elected by the School Committees in the towns in which they serve. Each critic in the regular grades is given charge of two rooms, with the usual number of children for each room.

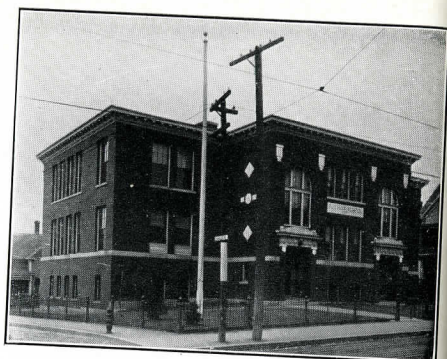
The buildings in which the training schools are located range all the way from two to thirty rooms in size. Five are in country schools of from two to six rooms each.

The Rhode Island system of training schools embodies to a remarkable extent the recommendations of the "Report of the Committee of Fifteen on the Training of Teachers." After the first preliminary teaching in the Observation School, student teachers are trained, not by making them assistants or substitutes, or by giving them small groups of children, but by placing them in charge of regular schools under such conditions as they will meet after graduation. Here during the five months of training they are thrown on their own resources to a large extent. They learn to master the work of one grade and to teach with due regard for the development of the children; and they gain that close contact with child life, so essential to a good teacher, which can be gained only by one who is in charge of her own children.

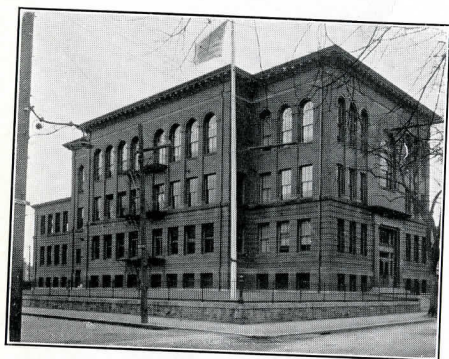
The West Kingston Training School, of which a cut is shown, took the place of four single-room buildings, and is a clear demonstration of the possibilities of consolidation. The children are transferred to and from the school by carriages. The building is intended to be a model of its kind. The problems of lighting and heating have been very satisfactorily solved; the closets are on the main floor; in the basement are a kitchen and manual training shop, which have been adequately equipped at very small expense. A hot air engine is used for pumping the supply of water.



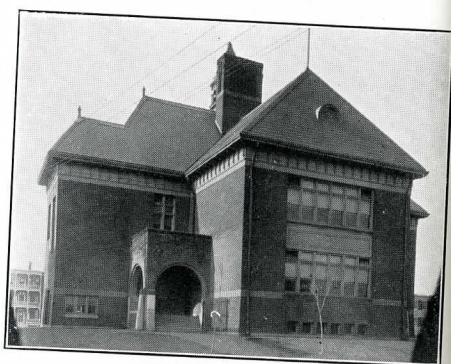
PROSPECT STREET SCHOOL, PAWTUCKET



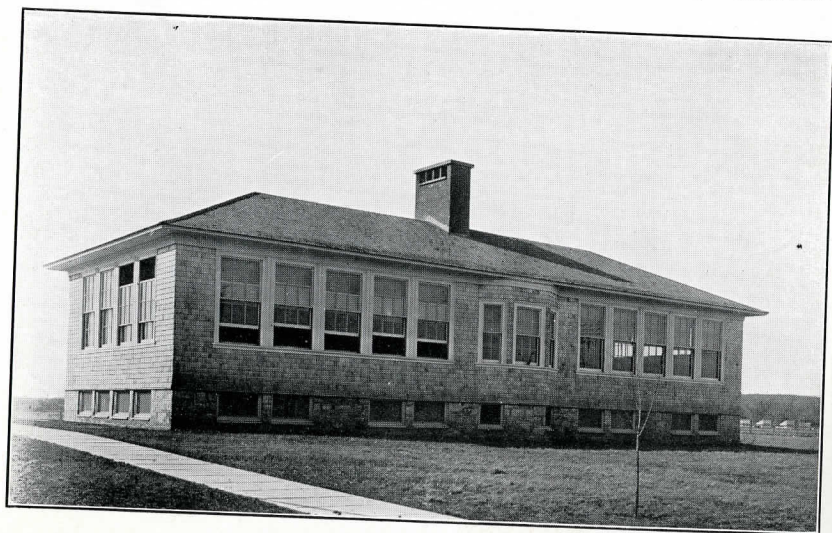
POTHIER SCHOOL, WOONSOCKET



TEMPLE STREET SCHOOL, PROVIDENCE



GARFIELD STREET SCHOOL, CENTRAL FALLS



WEST KINGSTON SCHOOL
TYPICAL TRAINING SCHOOL BUILDINGS

The school is near the West Kingston railroad station, and may be seen from the trains.

During the past year an excellent two-room building, which is used as a training station, has been erected by the town of Portsmouth.

THE EXTENSION DEPARTMENT

The Saturday lectures are given at 10:15 on the second Saturday of each month from November to March. The lectures for each year are planned to cover some special topic. Among those who have addressed the teachers in these courses in past years are included many of the ablest and most experienced educators of the country. These lecture courses, started in 1909, have, therefore, given the teachers of the State an admirable opportunity for informing themselves concerning current educational thought and practice.

The Extension Classes begin their work on the week following the meeting of the Rhode Island Institute of Instruction. Sessions are held weekly, except that classes do not meet in vacations nor on days when the classes would conflict with the monthly Saturday lectures.

The right is reserved to cancel any class if it is not elected by a sufficiently large number of teachers. In case there are too many applicants for the work of any class, admission may be regulated so as to give a fair opportunity to those coming from the different parts of the State.

Those who obtain a satisfactory rank in any of the first three subjects will receive corresponding credit from the State Board of Education toward state teachers' certificates.

1. School Methods. A study of the work of the teacher from the standpoint of method of teaching. Typical subjects for consideration are the following: Essentials of methods in the various elementary school subjects; the assignment; teaching how to study; the relation of good teaching to the problem of control and discipline. Saturdays at 9:15; 20 sessions. Mr. Wells.
2. Rhode Island School Law and Administration. A study of Rhode Island school law: The source of authority, school fund and its apportionment, the pension system, legal rights and duties of teachers, certification, legal relation of school officials and teachers. The work involves a study of the evolution of Rhode Island school law. Saturdays at 10:15; 20 sessions. Dr. Carroll.
3. School Management. Primarily the study of the work of the teacher in using means and arrangements which condition effective teaching: Teacher's responsibility for health and comfort of pupils; program of lessons and study periods; discipline; problems of attendance; economies in use of time. Saturdays at 11:15; 20 sessions. Mr. Almy.
4. Supervision of Elementary Instruction. The special subject for 1916-17 is the literature of education which deals with the problems of the elementary schools as met by the supervisor. A series of ten lectures on the more important educational books of the last two years and writings appearing in educational journals. Ten lectures; Saturdays at 10:15. Mr. Wells.

5. Geography. Elementary Observational and Introductory Work. This is the beginnings of geography, the part of the course generally assigned to the Fourth Grade. It will include a discussion of the purposes of the work at this stage, outline the distinction between observational work, reading and the broader generalizations, and suggest methods in the various divisions of fourth grade geography. A syllabus has been prepared which from the standpoint of scope of subject matter, method of treatment and dangers to be avoided should be of considerable worth. The course is advised for third, fourth and fifth grade teachers. Five lessons. Tuesdays at 4:30. November 7, 14, 21, 28. December 5. Mr. Brown.

The Earth as a Whole. This follows Course 1 and is the work generally assigned to the Fifth Grade. The discussion will cover the principles on which the work is based, and will draw a sharp distinction between the continent study of following grades. The syllabus for this course will cover a plan of presentation and will attempt to approach a workable basis for minimum requirements. The subject of questioning, fact and power questions, will be considered. This course is advised for fourth, fifth and sixth grade teachers. Five lessons. Tuesdays at 4:30. January 9, 16, 23, 30. February 6. Mr. Brown.

North America with special reference to the United States. This follows Course 2 and is the work generally assigned to the Sixth Grade. The syllabus of this course gives detailed plans by means of which a logical treatment of the United States is possible. The connection between the work of this grade and the grades preceding and following is established. This course is advised for fifth sixth and seventh grade teachers. Five lessons, Tuesdays at 4:30. February 20, 27. March 6, 13, 20. Mr. Brown.

6. History. A course similar to that given in 1915-16. See October Bulletin for further information. Mrs. Irons.

An announcement of other courses will be made in October. Teachers and superintendents are urged to report before that time stating what courses they would like to have offered, and giving the hours most convenient to themselves for this work. The range of possible subjects includes a large share of the regular work of the school. Manual Training, Oral Reading, Science, Physical Education, and many other subjects, are among the possibilities.

LECTURES AND ADDRESSES

The Year 1915 to 1916

- Sept. 15. Musical. Miss Shaw, Mrs. Small, Mr. A. L. Intlehouse.
- Sept. 22. The Monroe Doctrine and Its Relation to Present Day Conditions. Mrs. Margaret Hills Irons.
- Sept. 27. War Experiences. Illustrated. Mrs. Edwin Knapp.
- Sept. 29. Out-of-Door Life. Mr. William Gould Vinal.
- Oct. 6. Arizona and New Mexico. Illustrated. Mr. Robert M. Brown.
- Oct. 13. The Montessori Method. Illustrated. Miss Clara E. Craig.
- Oct. 20. Conflicting Aims in the Warring Nations. Mrs. Irons.
- Oct. 27. Simplified Spelling. Professor Dewitt C. Croissant, Field Agent of Simplified Spelling Board.
- Nov. 3. John Clarke. Honorable Thomas W. Bicknell.
- Nov. 24. Personal Responsibility for Public Education in Rhode Island. Dr. Charles Carroll.
- Dec. 1. Musical. Mr. A. L. Intlehouse, Masters Wilfred M. and Ernest Intlehouse.
- Dec. 8. Venice. Illustrated. Reverend J. R. Bourgeois.
- Dec. 15. Miscellaneous Christmas Readings. Miss Adelaide Patterson.
- Dec. 29. Musical. Miss Eleanor Brereton.
- Jan. 5. Venice. Illustrated. Reverend J. R. Bourgeois.
- Jan. 17. Florinda. Normal School Glee Club.
- Jan. 25. Graduating Exercises of Grammar School Class. Mr. Robert M. Brown.
- Feb. 2. Dramatic Scenes from the Life of Roger Williams. Grade VII of the Observation School. Play written by Miss Grace E. Bird and Mrs. Irons.
- Feb. 16. Children's Diseases. Illustrated. (For Senior and Junior A Students.) Dr. Harold G. Calder.
Formation of History Stories from a List of History Facts. (For Junior B and C Students.) Mrs. Irons.
Nature Study. Dr. Edward Bigelow, of Sound Beach, Conn.
- Feb. 23. Egypt. Illustrated. Mr. L. Earle Rowe.
- Feb. 25. Rhode Island History. Illustrated. (For Junior C Students.) Mrs. Irons.
- Mar. 1. Physical Defects of School Children. Illustrated. (For Senior and Junior A Students.) Dr. Harold G. Calder.
Miscellaneous Readings. (For Junior B and C Students.) Miss Patterson.
- Mar. 8. Pan-America. Honorable John Barrett, Director-General of Pan-American Union.

- Mar. 15. Rome. Illustrated. Reverend J. R. Bourgeois.
 Mar. 22. Infection and Contagion. Dr. Charles V. Chapin.
 April 19. The Importance of the Study of Economic Subjects. Mr. James R. Brown,
 of New York City.
 April 26. King Lear. President Henry L. Southwick, of Emerson College of Oratory.
 May 1. Humane Education. Miss Elizabeth W. Olney.
 May 3. Master Skylark. Burrough. Miss Patterson.
 May 10. The Work of the Juvenile Court. Judge Frederick Rueckert.
 May 17. A Midsummer Night's Dream. Normal School.
 May 24. May Festival and Shakespearian Pageant. Normal and Observation
 Schools.
 May 31. Chemistry. Illustrated. Mr. Richard D. Tucker.
 June 7. Canning Demonstration. Mr. E. K. Thomas.
 June 21. Graduating Exercises of Grammar School Class. Mr. John L. Alger.
 June 23. Commencement Address. Honorable Walter E. Ranger.

LECTURES IN EXTENSION COURSE

- Nov. 13. The Teacher and Citizenship. Honorable Walter E. Ranger.
 Dec. 11. The Montessori Idea in Education. Miss Clara E. Craig.
 Jan. 8. The Relation of Theory to Practice in Education. Guy F. Wells and Miss
 Catherine T. McKitchen.
 Feb. 12. Nature Study in Rhode Island. William G. Vinal, Isaac O. Winslow, Harold
 L. Madison, and M. Davitt Carroll.
 Mar. 11. The Minimum Requirement (Fact and Power) in Geography. Robert M.
 Brown, Frank O. Draper, and Emerson L. Adams.

PUBLIC LECTURES IN CONNECTION WITH KINDERGARTEN LEAGUE

- Dec. 6. The Educational Advantages and Disadvantages of the Drama and Moving
 Pictures. Mr. Delbert M. Staley.
 Mar. 14. Rip Van Winkle. Mr. Staley.

PUBLIC LECTURE IN CONNECTION WITH THE RHODE ISLAND HUMANE EDUCATION SOCIETY

- April 25. Some Things Our Religion Teaches about Humaneness. Reverend Edward
 R. Evans.

PUBLIC LECTURE UNDER THE LIBRARY DIVISION OF THE STATE BOARD OF EDUCATION

- Nov. 16. The Art of Telling Stories. Miss Marie L. Shedlock, of London, England.

EXTENSION CLASSES AT THE NORMAL SCHOOL

- Montessori Method, Miss Craig.
- Geography, Mr. Brown.
- History in the Making, Mrs. Irons.
- Nature Study, Mr. Vinal.
- The Chemistry of Cooking, Mr. Tucker.
- Elementary Hand Work, Miss Abels.
- Public School Music, Miss Shaw.
- Oral Expression, Miss Patterson.
- Penmanship, Miss Griswold.
- Modern Methods of Physical Education, Miss Manchester and Miss Long.
- School Law, Mr. Valentine Almy.
- School Management, Mr. Wells.
- School Methods, Mr. Wells.
- Elementary Wood Working, Mr. Cotton.
- Household Arts, Miss King and Miss Davis.

ELSEWHERE, IN ADDITION TO SINGLE LECTURES NOT LISTED

- Geography, Mr. Brown.
- At Pawtucket, a series of conferences.
- At Central Falls, eight lectures.
- At Scituate, a series of lectures.

LIST OF STUDENTS

Senior A Class

Completed Course January 25, 1916

Bailey, Hortense I.	East Greenwich	Lanthier, Idella A.	Warwick
Barry, Esther L.	West Warwick	LeBoeuf, Bertha L.	Providence
Bentley, Louise F.	Providence	Leddy, Catherine E.	Newport
Bishop, Ethel L.	Westerly	Lennon, Regina E.	Pawtucket
Broadhead, Edith E.	Providence	Lennon, Ruth M.	Pawtucket
Brown, Lillian H.	West Warwick	McCann, Stella M.	Pawtucket
Burns, Estelle S.	West Warwick	McCarthy, Mary G.	Providence
Carty, Mary F.	Pawtucket	McEnelly, Rose M. K.	Providence
Cassidy, Agnes A.	Woonsocket	McGinn, Mary E.	Providence
Clifford, Marion A.	Providence	McKitchen, Mary J. E.	Pawtucket
Colburn, Jennie M.	Providence	McNally, Anna C.	Central Falls
Crapon, Lenore S.	Providence	Madden, May T.	Providence
Davis, Marion V.	West Warwick	Mahoney, Florence G.	Providence
Donovan, Catherine A.	Providence	Mangan, Margaret M.	Pawtucket
Donovan, Frances C.	Providence	Marlborough, Anna M.	Woonsocket
Early, Elizabeth F.	Providence	Martin, Anna M.	Woonsocket
Fagan, Rose H.	Burrillville	Mournighan, Mary G.	West Warwick
Flaherty, Theresa D.	Cumberland	Mulligan, Cathleen A.	Providence
Flynn, Elisabeth C.	Providence	Myers, Katherine V.	Providence
Flynn, Margaret D.	Newport	Nelson, Eva E.	Warwick
Frazier, Elsie M.	South Kingstown	Nichols, Elizabeth B.	South Kingstown
Gardiner, Grace I.	North Kingstown	Nolan, Esther F.	West Warwick
Garside, Hazel L.	Providence	Nolan, Mary E.	Providence
Gleason, Mae I.	Woonsocket	Nolan, Mildred L.	Providence
Grady, May V.	Providence	O'Donnell, Mary J.	Providence
Hade, Mary C.	Newport	O'Reilly, Mary E.	Providence
*Harrington, Mary M.	Newport	Patterson, Mary E.	Lincoln
Hooper, Susie E.	Newport	Pilblad, Rose N.	Providence
Horgan, Mary G.	Newport	Power, Edna M.	Cranston
Hunt, Elizabeth H.	East Greenwich	Presbrey, Helen M.	Providence
Ide, Helen F.	Providence	Riccitelli, Mary V.	Johnston
Johnson, Hilda G.	Providence	Roach, Mary C.	Providence
Jordan, Mary E. G.	Pawtucket	Roarke, Mary E.	West Warwick
Keefe, Christina M.	Cumberland	Rogers, Mary K.	Providence
Keenan, Mary E.	Pawtucket	Russell, Elizabeth.	Warwick
Kernan, Alice A.	West Warwick	Sayles, Loretta M.	West Warwick
Kilcline, Mary R.	Woonsocket	Sherman, Amy E.	Portsmouth
Labbee, Mary C.	Providence	Sisson, Gladys.	Newport

*Died February 29, 1916,

Sloan, Violet M.	North Providence	Tighe, Hortense M.	Providence
Smith, Helena H. W.	Providence	Tornquist, Victoria M.	Pawtucket
Sullivan, Lena A.	Providence	Tucker, Gladys C.	Charlestown
Sullivan, Sara A.	Providence	Tully, Alice G.	Providence
Sweeney, Lillian M.	Providence	Turner, Annie I.	Burrillville
Taber, Mabel J.	Providence	Webber, Beatrice M.	Cumberland
Tatz, Elsie.	Providence	West, Rosaline G.	Providence
Tiernan, Catherine T.	Providence	Wheeler, Lillian E. S.	Portsmouth
Tierney, Annie V.	West Warwick		

Senior Kindergarten Class

Completed Course January 25, 1916

Barrows, Clara E.	Providence	Heffernan, Anna A.	Providence
Bergeron, Hortense H.	Warren	Leith, Mary H.	Providence
Black, Dorothea A.	Providence	Waller, Katherine.	Providence

Senior A Class

Completes Course June 23, 1916

Ahern, Catherine A.	Providence	McCluskey, Mary J.	Providence
Carmody, Evelyn.	Providence	McCusker, Genevieve X.	Cranston
Casey, Evelyn K.	Providence	McDermott, Nettie V.	Providence
Cassidy, Helen M.	West Warwick	Mahan, Grace V.	Providence
Chase, Marion E.	Providence	O'Connor, Margaret A.	Pawtucket
Conaty, Ellen F.	Providence	Prendergast, Honoria V.	Providence
Cook, Alice M.	Providence	Rabenius, Litzzi S. M.	Cranston
Coyne, Grace M.	Tiverton	Remington, Charlotte O.	Burrillville
Deady, Helen E.	Providence	Riley, Irene V.	Providence
Farrell, Helen I.	Pawtucket	Rowen, Kathryn H.	Woonsocket
Felton, Laurona B.	New Bedford, Mass.	Scully, Agatha E.	West Warwick
Flanagan, Mary E.	Providence	Simister, Mary E.	Warren
Hussey, Alice L.	Providence	Smith, Regina E.	Providence
Keenan, Mary.	South Kingstown	Walsh, Alice F.	Providence
Keough, Kathleen A.	Pawtucket		

Senior Kindergarten Class

Completes Course June 23, 1916

Blake, Mertis L.	Barrington	*Mulligan, Martha K.	Providence
Heath, Helen L.	Barrington	Potter, Louise W.	Providence
McNanna, Elizabeth.	Pawtucket	Vance, Mae W.	East Providence
Mowry, Vernetta R.	Providence		

*Withdrawn during the school year.

Senior B Class

Jan 1917

Adams, Florence M.	Central Falls	Keegan, Dorothy M.	Providence
Allen, Esther A.	East Providence	Keller, Adelaide A.	Westerly
August, Elizabeth M.	Bristol	Keville, Mary V.	Providence
Baldwin, Elizabeth.	Pawtucket	King, Marguerite E.	Providence
*Boardman, Nellie L.	Providence	Labbee, Margaret C. S.	Providence
Boyce, Clara C.	Warren	*Lamond, Marie E.	Providence
Boylan, Rose G.	Providence	Leonard, Gertrude A.	East Providence
Brady, Mildred F.	Providence	Lewis, Marian G.	Providence
Brown, Margaret E.	Providence	McCabe, Agnes L.	Pawtucket
Brush, Mary R.	East Providence	McGuire, Anna L.	Woonsocket
Burke, Elizabeth J.	Providence	McKenna, Mary E.	Providence
Cannon, Sarah T.	Providence	McLaughlin, Annetta B.	Providence
Carpenter, Dorothy M.	Seekonk, Mass.	McLearney, Marguerite F.	Woonsocket
Carmody, Gertrude M.	Providence	Maher, Madeline C.	Providence
Chenette, Praxede P.	Pawtucket	Mainey, Madeline C.	Providence
Clavin, Gertrude R.	Providence	Mowry, Marion S.	North Smithfield
Connolly, Emily M.	Providence	O'Reilly, Helen K.	Providence
Connors, Mary A.	Burrillville	Payne, Elizabeth M.	Providence
Cotton, Esther.	Providence	Perkins, Ruth E.	Pawtucket
Creamer, Mary A.	Providence	Robertson, Mary L.	Warwick
Darelius, Edith A.	Providence	Robinson, Edith L.	Providence
Day, Gladys L.	Woonsocket	Rogers, Lydia E.	Warren
Degnan, Margaret E.	Providence	Russell, Gertrude.	Warwick
Dodge, Mary E.	East Providence	Sargent, Marjorie H.	East Greenwich
Donovan, Marguerite A.	Newport	Shackleton, Edna M.	Pawtucket
Dunn, Alice L.	Newport	Shanley, Loretta C.	Providence
Dyer, Julia V.	East Providence	Silvia, Mary G.	Newport
Dyer, Mary L.	Providence	Stone, Ruth A.	Cranston
Field, Marion M.	Pawtucket	Sullivan, Teresa M.	Providence
Fisher, Vera M.	Providence	Sweet, Gladys A.	North Providence
Fitzpatrick, Grace E.	Providence	Voorneveld, Katie F.	Providence
Gardner, Irma C.	West Warwick	Ward, Kathleen M.	Providence
*Gormly, Isabel L.	Providence	West, Dorothy E.	Providence
Hopkins, Lottie M.	Gloicester	West, Miriam.	Warwick
Hunt, Eunice P.	East Providence	Wolfe, Margaret L.	Providence
Hutchins, Mary A.	Central Falls		

Senior B Kindergarten Class

Higgins, Hannah C.	Fall River, Mass.	Howarth, Madeleine A.	Providence
Hill Catherine D.	Providence	Livsey, Alice R.	East Greenwich
Houston, Irene.	Providence	Simmons, Beatrice G.	Newport

*Withdrawn during the school year.

Jan 1917
Junior A Class

Angell, Esther M.	Foster	Langworthy, Neva L.	East Providence
Atwood, Mildred H.	Providence	Larkin, Thelma A.	Hopkinton
Barnes, Margaretta D.	Westerly	Lichtfeldt, Hermione S. M.	Tiverton
Bentley, Gertrude G.	Providence	Little, Helen F.	Pawtucket
Brady, Ruth M.	Providence	McCabe, Margaret T.	Central Falls
Brennan, Irene M.	Providence	MacDonald, Marguerite L.	Bristol
Carter, Alice C.	Burrillville	McGovern Mary B.	Providence
Condon, Helen A.	Bristol	MacKay, Ruth E.	East Providence
Cronin, Isabel C.	Providence	Mullen, Mary E.	Providence
Curry, Helen J.	Providence	O'Connor, Gertrude L.	Woonsocket
Donnelly, Sarah K.	Providence	O'Connor, Helen C.	Providence
Ethier, Clara E.	West Warwick	O'Connor, Louise Z.	Providence
Gage, Addie M.	East Providence	Quinn, Sarah F.	Providence
Gannon, Lillian F.	Providence	Shea, Elinor I.	Cumberland
Gibbons, Catherine M.	Providence	Trotter, Helen H.	Bristol
Goldberg, Rose	Providence	Upton, Sydney F.	Providence
Goodwin, Mildred M.	Providence	Weiss, Louise M.	Providence
Healy, Catherine H.	Westerly	Whaley, Mary D.	South Kingstown
Hobart, Helen M.	Stonington, Conn.		

Junior A Kindergarten Class

Bergin, Marie B.	Providence	Fitts, Helen L.	Providence
Curley, Marguerite L.	Providence		

Jan 1918
Junior B Class

Anderton, Marion K.	Pawtucket	Fowler, Mary F.	Providence
Barnes, Ethel S.	Johnston	*Frost, Mildred S.	Providence
Bransgrove, Florence O.	Providence	Gamble, Doris.	Providence
Brown, Christine E.	Pawtucket	Gerry, Hazel L.	Woonsocket
Burbank, Gertrude H. D.	Pawtucket	Gorman, Julia M.	Newport
Byron, Ellen L.	Providence	Graves, Grace M.	Providence
Carpenter, Florence W.	Cranston	Green, Elizabeth.	Providence
Carpenter, Mary P.	West Warwick	Grimes, Bertha M.	Warwick
Carroll, Lillian R.	Providence	Hall, Jennie F.	Pawtucket
Caulfield, Alice M.	Providence	Hargraves, Helen E. C.	Providence
Chace, Elsbeth A.	Warren	Hendrick, Nellie V.	South Kingstown
Coffey, M. Hope.	Providence	Hunt, Irene F.	Providence
Coleman, Margaret H.	Providence	Jones, Nellie.	North Providence
Comstock, Florence L.	Providence	Keily, Madeline G.	Providence
Conley, Mary T.	Providence	Kelly, Helene A.	Central Falls
Duarte, Mary F.	Providence	*Kilroe, Anna C.	Providence
Fanning, Emma E.	Providence	Kirker, Maude A.	Cranston
Fanning, Loretta L.	Providence	Lennon, Pauline A.	Pawtucket

*Withdrawn during the school year,

Littlefield, Mary A.	East Providence	Pearce, Florence	Pawtucket
MacAloon, Helen M.	Pawtucket	Perkins, Esther E.	Cumberland
McCabe, Clara J.	Providence	Powers, Mary M.	Providence
McCarthy, Helen L. C.	Providence	Ramspott, Dorothy C.	Providence
McConnell, Mary A. E.	Providence	Reynolds, Miriam M.	Providence
McDonald, Anna I.	Providence	Rice, Marion L.	Providence
McGawley, Esther T.	Woonsocket	Rice, Muriel R.	Providence
McLaughlin, Mary E. G.	Providence	Rogers, Laura C.	Cumberland
McWeeny, Marcella F.	East Providence	Sherman, Gladys A.	Cranston
Morgan, Elizabeth	Newport	Shiel, Grace E.	Bristol
Morris, Catherine R.	Pawtucket	Sullivan, Mary M.	Westerly
Mumford, Nellie G.	Newport	Sutherland, Elizabeth F.	Providence
Murphy, Mary E.	Providence	Ward, Hilda E.	Pawtucket
Niles, Mary P.	Providence	White, Aimee Reitz	Newport
O'Connell, Gertrude M.	Providence	Wilcox, Mary E.	Westerly
O'Halloran, Mary K.	Providence	Willey, Mary A.	Johnston
Palmer, Ruth C.	Cranston	Zerbarini, Marion G.	Westerly

Junior B Kindergarten Class

Canada, Ruth	Barrington	Metzger, Bertha A.	Providence
Canning, Margaret V.	Providence	Schoentzeler, Helen D.	Newport
McKitchen, Sarah A.	Pawtucket	Smith, Georgia A.	Providence
MacLellan, Gladys	Newport		

Junior C Class

Borden, Amelia A.	Warwick	Gardiner, Ruth	North Kingstown
Bowker, Hannah	West Warwick	Gaughan, Mary A.	Providence
Bradley, Marion D.	Pawtucket	Gillran, Elizabeth F.	Burrillville
Brown, Dorothy E.	Providence	Graham, Madeline E.	Providence
*Brown, Ethel M.	Pawtucket	*Hamilton, Viola M.	East Greenwich
Butterworth, Lucile M.	Providence	Hart, Claire F.	Cranston
Cahill, Anna E.	Burrillville	Haverly, Caroline E.	Providence
Campbell, Margaret L.	Providence	Hesse, Wilhelmine L.	Providence
Clowes, Elizabeth W.	Bristol	Hildreth, Dorothy J.	Providence
Connolly, Mary E.	Providence	Hudson, Adeline E.	Woonsocket
Coon, Anna G.	Woonsocket	Jencks, Jennie L.	Cumberland
Crossin, Mary R.	Pawtucket	Kennedy, Helen M.	Woonsocket
Daly, Philomena M. F.	Pawtucket	Lambert, Esther H.	Burrillville
Dee, Catherine V.	Providence	*Luther, Jessie C.	Providence
Duarte, Anna F.	East Providence	McCabe, Mary E.	Burrillville
Dwyer, Margaret C.	Providence	McCoart, Edna F.	Providence
Fager, Evelyn M.	East Providence	McEnanly, Marguerite M.	Providence
Feeley, Mary H.	Providence	McGorty, Mary A.	Providence
Fleming, Lucy B.	Providence	McGrath, Margaret L.	Woonsocket
Flynn, Mary E.	Providence	McKitchen, Mary E.	Pawtucket
Freese, Esther A.	Providence	Maguire, Katharine W.	East Providence

*Withdrawn during the school year.

Mahan, Josephine C.	Providence	Regniere, Agnes V.	Cranston
Maloney, Irene L.	Newport	Reilly, Helen E.	East Providence
Martin, Alice E.	Providence	Riedt, Helena E.	Warwick
Menard, Helena M.	Providence	Roach, Anastasia E.	Providence
Monahan, Mary F.	Providence	Scott, Marie T.	Providence
*Morpeth, Vivian W.	Pawtucket	Shannahan, Marion G. C.	Providence
Morrissey, Margaret M.	Bristol	Shaw, Mary M.	Providence
Murray, Helen L.	Westerly	Shea, Anna I.	Providence
Mylod, Edith N.	Providence	Smith, Dorothy.	Providence
Neary, Madaline V.	Providence	Smith, Florence M.	Providence
Niebuhr, Margaret A.	Pawtucket	Struck, Mildred N.	Providence
Occomy, Nellie F.	Providence	Sullivan, Pauline L.	Westerly
O'Connell, Gertrude H.	Pawtucket	Thomas, Florence E.	Cumberland
O'Connell, Margaret M.	Newport	Tierney, Loretto M.	Providence
O'Connor, Alice V.	Providence	Upper, Gladys L.	Warwick
O'Neil, Clara L.	Pawtucket	Walker, Helen M.	Providence
O'Neil, Eleanor R.	Providence	West, Ellenora M.	Providence
*Patterson, Ruth E.	Pawtucket	*Whitford, Eva J.	East Providence
Quinn, Regina M.	Providence	Wrynn, Helen M.	Providence

Junior C Kindergarten Class

Carty, Winifred L.	Pawtucket	Pressey, Katharine F.	Cumberland
Furlong, Theresa A.	Providence	Sullivan, Hilda.	Newport
Gibbs, Dorothy.	Providence	Walsh, Helen E.	Providence
*Kelly, Frances K.	Providence		

Special Students

Buffinton, Anna C.	Providence	*Morrally, Evelyn R.	Providence
*Devlin, Bertha M.	Pawtucket	Redfern, Grace L.	Fall River, Mass.
Hanley, Anna T.	Providence	*Tanner, Ruth D.	Providence
Lane, Harriet G.	Providence	Tracy, Edith.	Barrington
Mathewson, Lillian I.	Johnston		

*Withdrawn during the school year.

Summary

Senior A Class, completed course January 25, 1916.....	92
Senior A Class, completes course June 23, 1916.....	29
Kindergarten Senior Class, completed course January 25, 1916.....	6
Kindergarten Senior Class, completed course June 23, 1916.....	6
Senior B Class.....	68
Senior B, Kindergarten Class.....	6
Junior A Class.....	37
Junior A, Kindergarten Class.....	3
Junior B Class.....	68
Junior B, Kindergarten Class.....	7
Junior C Class.....	74
Junior C, Kindergarten Class.....	6
Special Students.....	6
Withdrawn from the school during the year.....	16
Deceased.....	1
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Total.....	425
Teachers registered in afternoon and Saturday classes, at Normal School.....	370
Teachers registered in afternoon classes in other places.....	125
Grammar Grades, Observation school.....	139
Primary Grades, Observation school.....	152
Kindergarten, Observation school.....	28
Montessori.....	11
Outside training schools, approximate average attendance.....	2,500