

**RHODE ISLAND**  
**NORMAL SCHOOL BULLETIN**  
**PROVIDENCE, R. I.**

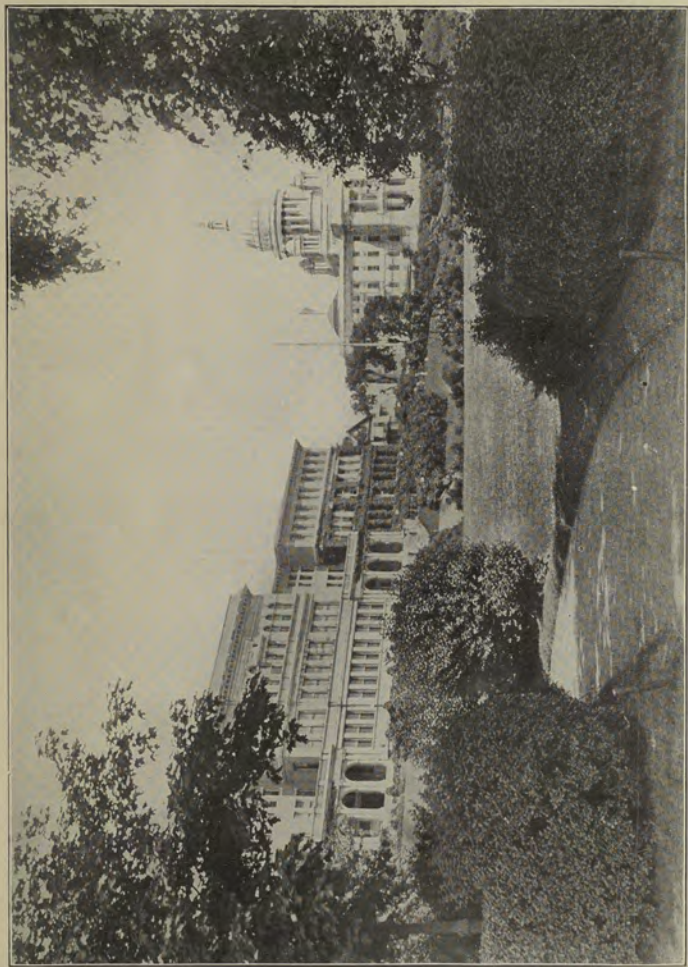
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**CATALOGUE NUMBER**

**MAY, 1917**



THE NORMAL SCHOOL AND THE STATE HOUSE

**RHODE ISLAND**  
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## CALENDAR FOR 1917-18

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### Fall and Winter Term

#### ENTRANCE EXAMINATIONS

*Wednesday and Thursday, June 27 and 28*

*Wednesday and Thursday, September 5 and 6*

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

COLUMBUS DAY.....*Friday, October 12*

MEETING OF R. I. I. I. *Thursday and Friday, October 25 and 26*

FIRST QUARTER ENDS.....*Friday, November 16*

#### THANKSGIVING RECESS

*Thursday and Friday, November 29 and 30*

CHRISTMAS RECESS.....*December 24 to 29, inclusive*

NEW YEAR'S DAY.....*Tuesday, January 1*

FIRST TERM ENDS.....*Tuesday, January 22*

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### Spring and Summer Term

#### ENTRANCE EXAMINATIONS

*Wednesday and Thursday, January 23 and 24*

SECOND TERM BEGINS.....*Monday, January 28*

WASHINGTON'S BIRTHDAY.....*Friday, February 22*

GOOD FRIDAY.....*Friday, March 29*

THIRD QUARTER ENDS.....*Friday, April 5*

SPRING RECESS.....*April 8 to 13, inclusive*

MEMORIAL DAY.....*Thursday, May 30*

#### CLOSING EXERCISES OF SCHOOL OF OBSERVATION

*Wednesday, June 19*

GRADUATING EXERCISES.....*Friday, June 21*

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## CALENDAR FOR 1918-19

#### ENTRANCE EXAMINATIONS,

*Wednesday and Thursday, June 26 and 27, 1918*

*Wednesday and Thursday, September 4 and 5, 1918*

OPENING OF TERM.....*Monday, September 9, 1918*

## BOARD OF TRUSTEES

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HIS EXCELLENCY THE GOVERNOR  
R. LIVINGSTON BEECKMAN

HIS HONOR THE LIEUTENANT-GOVERNOR  
EMERY J. SAN SOUCI

COMMISSIONER OF PUBLIC SCHOOLS  
WALTER E. RANGER

GEORGE T. BAKER ..... Barrington  
JOSEPH R. BOURGEOIS ..... Arctic  
E. CHARLES FRANCIS ..... Woonsocket  
FRANK HILL ..... Ashaway  
FREDERICK RUECKERT ..... Providence  
FRANK E. THOMPSON ..... Newport

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## BOARD OF VISITORS

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SAMUEL G. AYERS ..... Woonsocket  
WILLIAM A. BRADY ..... South Kingstown  
WILLIAM H. P. FAUNCE ..... Providence  
HERBERT W. LULL ..... Newport  
JAMES P. MCNEILIS ..... West Warwick  
MRS. GEORGE L. SMITH ..... Barrington

# FACULTY

## OF GOVERNMENT AND INSTRUCTION

1916--1917

JOHN L. ALGER, A. M., Principal

CLARA E. CRAIG, Director of the Training Department and  
First Assistant to the Principal

### FACULTY OF GOVERNMENT

JOHN L. ALGER, A. M., Principal

CLARA E. CRAIG, Director of the Training Department

ROBERT M. BROWN, A. M.	MARGARET H. IRONS, A. M.
GUY F. WELLS, A. M.	EMILY J. ROTHWELL
MARIE S. STILLMAN	LINA F. BATES

### FACULTY OF INSTRUCTION

JOHN L. ALGER, A. M., Principal

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.

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, A. M., Psychology.

MARY L. BROWN, English.

GERTRUDE B. MANCHESTER, Physical Education.

CHARLES CARROLL, Ph. D., LL. B., Rhode Island Education.

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.

## 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.

THERESA BARONE, Montessori Room.

### Training Schools

#### *Barrington*

MARIAN L. TINKHAM, 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*

NELLIE M. REED, Grove Avenue.

*Hopkinton*

M. ALTHEA CRANDALL, Ashaway School.

*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.

*South Kingstown*

LILLIAN E. KNOWLES, West Kingston School.

*Warwick*

MARY M. NUGENT, Bayside.

*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.  
 REBECCA S. SACKETT, B. S., Manager Lunch Room.  
 BENJAMIN C. POTTER, Superintendent of Building and Grounds.

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### 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

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### Statistics of Growth

Number of graduates in full normal course, 1854-1865....	62
Number of graduates in full normal course, 1871-1917, inclusive.....	2,404
Graduates of city training course, 1891-1902.....	390
Total number graduates of Rhode Island Normal School..	2,856
Less number of graduates counted twice.....	40
Total number persons graduated from Rhode Island Normal School.....	2,816

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	1908	1917
Total registration.....	324	414
Residents of Rhode Island in regular normal courses.....	277	409

# THE RHODE ISLAND NORMAL SCHOOL

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## 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.

## 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.

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## THE NORMAL DEPARTMENT

### 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.

### Form of 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 examinations, in order that the candidates 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.

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

### 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 for 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 1917-18 the examinations will be given on the following dates:

- Wednesday and Thursday, June 27 and 28, 1917
- Wednesday and Thursday, September 5 and 6, 1917
- Wednesday and Thursday, January 23 and 24, 1918
- Wednesday and Thursday, June 26 and 27, 1918
- Wednesday and Thursday, September 4 and 5, 1918

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

Successful study of one foreign language for at least two years

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

At least two years of 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.

### COURSES OF STUDY

For students entering after this date the course of study is to be lengthened in effect according to the following plan. By a recent vote of the Trustees the diploma is not to be given until after a half-year of successful teaching in the public schools in addition to the half-year of training. During this period the student teachers will be under the inspection and instruction of designated members of the Normal School Faculty. As the teaching is to be in regular

school positions, paying the usual salaries, this lengthening of the course will be without loss of time to the students. Its results will be to prolong for a half-year the connection of the Normal School with the work of the student, to establish a closer relation between the Normal School and the young teachers of the State, and to increase still further the value of the diploma.

This provision will not affect students graduating on or before June, 1919.

The school offers four courses of study. With the changes indicated above, these will be as follows:

1. A general course of three 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 an extra half-year 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	6
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		
Psychology.....		..	3	2	..		
Science.....		3	3	2	2		
Total hours per week.....		21	21	20	20		

Teaching in training school

Teaching in public school

### 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 and 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 psychology 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 24.)

*Education 12.* Psychology of School Subjects. An elective course of two hours a week, offered for the fall semester only. Miss Bird.

## HISTORY

*Review History 1.* A general review of American history for those who fail to pass the entrance examinations in the subject. *First semester; three 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 3 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 a 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.* Historic Interpretation of Present Day Problems. *Elective; two hours a week.* Mrs. Irons.

## ENGLISH

*English 1. Review English.* A general review of English grammar for those who fail to pass the entrance examination in the subject. *First semester; three hours a week.* Miss Griswold.

*English 2. 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 3. 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 4.* 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.
- English 5.* 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 6.* 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 7.* 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 8.* 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; two hours of class work and two hours of laboratory work 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. 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.

### 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.

*Arithmetic 4.* It is expected that an elective course of two hours a week in advanced arithmetic will be offered in the fall semester only.

### 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.* Mr. Cotton.

*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 Stillman.

*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.

*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.* Mr. Cotton.

*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.* Special work for students who cannot read music. *First semester; one hour a week.* Miss Shaw.

*Music 2.* 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 3.* 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 4.* 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.

*Household Arts 2.* Cookery. Demonstrations and conferences on the principles of cookery. *First semester; one hour a week.* Miss King.

*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 marching, gymnastics, dancing, and games; talks on posture, dress, common emergencies, and the like. A physical examination is made at the beginning and the end of the first year. *First semester; two hours a week.* Miss Manchester.

*Physical Education 2.* Continuation of practical work of the first semester, but of a more advanced character. In addition the theory of play and the practice teaching of playground and classroom games. The technique of teaching these games, their suitability, character, and values are briefly 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. *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.

### 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.

### LIBRARY SCIENCE

All students are given special instruction in the use of the library. This includes a brief study of library methods, care of books, the use of reference books, and the general classification and arrangement of books and material. *First semester; five hours during the semester.* Miss Makepeace.

### GENERAL INFORMATION

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 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 student cannot exceed one hundred dollars per year.

Student teachers in training present under certain conditions an added care 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 Athenaeum, 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.

A limited amount of aid may be given to students in the upper classes through the students' loan fund. This fund, amounting to about a thousand dollars, has been given by graduating classes and alumni during the last seven years. The fund is deposited with the State Treasurer.



### 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 one kindergarten station. 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 took the place of four single-room buildings, and is a demonstration of the possibilities of consolidation. The children are transferred to and from the school. The building is intended to be a model of its kind. The problems of lighting and heating have been satisfactorily solved; the toilets 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.

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

## THE EXTENSION DEPARTMENT

For several years the school has maintained an extension course of Saturday lectures. These lectures have been 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. The list for 1916-17 is given on another page.

During the year extension classes have been maintained as follows:

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 and Mr. Wells.
  4. Geography. Three courses arranged according to the work of the primary, elementary, and grammar grades. Five lectures in each course. Tuesdays at 4:30. Mr. Brown.  
Also at Newport, six lectures; at Cumberland, six lectures; at the Normal School for Providence teachers, ten lectures.
  5. History. A course in the interpretation of events of the present time. Ten lectures. Tuesdays at 4:30. Mrs. Irons.
  6. Manual Training. This course has attracted a large number of the graduates of the Normal School, several of whom have continued the work for three or more years in the Saturday classes. Each year the class has been so large that it has been found necessary to divide it into groups according to the ability of the students. Various forms of manual training have been included. Saturdays, fifteen lessons. Mr. Cotton. This course was extended at the request of the members.
  7. Oral Reading. This course consisted of work in both silent and oral reading, voice culture and articulation. Opportunity was given for criticism and individual help in the oral interpretation and classification of stories and poems for children. Tuesdays at 4:30. Ten sessions. Miss Patterson.
  8. Physical Education. This was a course in folk-dancing, rhythmic action plays, and games for use in primary grades. Its aim was to give practical instruction to primary teachers in the way of useful material and actual practice in the working out of each activity. About forty games and dances were taught, and material was given out in the form of graded lists of games and dances, bibliographies, descriptions, and outlines concerned with methods of teaching. Thursdays at 4:30. Ten sessions. Miss Manchester.
  9. Educational Psychology. A consideration of certain selected problems of school method and practice from the standpoint of the psychology involved. Some of the most recent theories relating to such topics as individual differences in pupils, improvement through practise, fatigue, and the process of training rational thinking were presented for open discussion. Wednesdays at 4:30. Ten sessions. Miss Bird.

## LECTURES AND ADDRESSES

### The Year 1916 to 1917

- Nov. 8 Methods of Testing the Ability of School Children. Professor Stephen S. Colvin, of Brown University. (For the Faculty of the Normal School.)
- Nov. 17 A Biological Law of Education: Professor Otis W. Caldwell, of Chicago University.
- Dec. 21 Christmas Carol. Dickens. Miss Adelaide Patterson.
- Jan. 23 Graduating Exercises of Grammar School Class. Mrs. Margaret H. Irons.
- Feb. 15 The Persian Princess. The Normal Glee Club.
- Mar. 14 Efficiency in Teaching Public School Music. E. W. Newton, assisted by Miss Helen S. Leavitt, both of Boston. Primary Reading. Miss Julia B. Woodhull, of Boston.
- Apr. 18 The Distant Possessions of the United States. Illustrated. Pupils of the Seventh Grade. (For the Mothers' Club.)
- Apr. 24 Gardening. Illustrated. Mr. E. K. Thomas.
- May 2 Personal Experiences in the War Zone of Serbia. Dr. Erle D. Forrest. (Provided by the History Club.)
- May 17 Educational Progress. Dr. A. E. Winship, of Boston.
- May 29 Diseases of Children. Illustrated. (For the Senior Class.) Dr. Harold G. Calder.
- May 31 The Psychology of Abnormal Children. Dr. Frederic J. Farnell.
- June 20 Graduating Exercises of Grammar School Class. Dr. Charles Carroll.
- June 22 Commencement Address. Dr. Fred Gowing, Principal of the Philadelphia High School for Girls.

Throughout the year, in addition to the above, short addresses or readings have been given at the morning exercises by members of the faculty or by students. All students in the upper classes, and nearly all students in the school, have taken some part in these exercises. For a large part of the year Mrs. Irons has given a weekly comment upon the great events that are shaping themselves into the history of the war.

## LECTURES IN EXTENSION COURSE

- Nov. 11 The Use of Geographic Materials in Teaching. Mr. Robert M. Brown.
- Dec. 9 Drawing Conference and Exhibit. Arranged by Miss Marie S. Stillman. Speakers: Mr. Augustus F. Rose, Rhode Island School of Design; Miss Clara W. Pond, Supervisor of Drawing, Woonsocket; Miss Harriet M. Hood, Supervisor of Drawing, Westerly.
- Jan. 13 General Science Conference and Exhibit. Arranged by Mr. William G. Vinal. Speakers: Mr. H. F. Davison, Pawtucket High School; Mr. Frank M. Greenlaw, Rogers High School, Newport; Mr. Isaac O. Winslow, Superintendent of Schools, Providence; Mr. George W. Hathaway, Sub-master of the George J. West School, Providence; Mr. A. L. Cotton, Rhode Island Normal School.
- Feb. 10 Supervision Conference and Exhibit. Arranged by Mr. Guy F. Wells. Speakers: Mr. William E. Stark, Superintendent of Schools, Hackensack, N. J.; Mr. W. H. Bacon, Superintendent of Schools, Westerly; Mr. C. F. Towne, Assistant Superintendent of Schools, Providence.
- Mar. 10 History Conference and Exhibit. Arranged by Mrs. Margaret H. Irons. Speakers: Professor Henry Johnson, Teachers College, Columbia University; Mr. Harold L. Madison, Curator Roger Williams Park Museum; Mr. J. J. Landall, Director of Manual Training, Peace Dale; Mr. Isaac O. Winslow, Superintendent of Schools, Providence.

## HISTORY CLUB LECTURES

- Oct. 30 Life in Russia. Mrs. Alfred L. Lustig.
- Nov. 2 Campaign speech for Mr. Hughes. Mr. Rowland H. McLaughlin, President of the Brown University Hughes Club.
- Nov. 6 Campaign speech for Mr. Wilson. Mr. James S. Powers, President of the Brown University Wilson Club.

PUBLIC LECTURE IN CONNECTION WITH THE  
KINDERGARTEN LEAGUE

- May 2 The Function of the Teacher in the Modern Kindergarten.  
Miss Jessie Lasalle, of Cleveland, Ohio.

PUBLIC LECTURE IN CONNECTION WITH THE RHODE ISLAND  
HUMANE EDUCATION SOCIETY

- Apr. 18 The Wider Humanity. Dr. Francis H. Rowley, President of the National Humane Education Society.

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

Apr. 5 The Relation of the Library to the Public School. Miss Lutie E. Stearns, formerly Member of the Wisconsin Library Commission.

## LIST OF STUDENTS

### Senior A Class—January Group

Adams, Florence M. . . . .	Central Falls	King, Marguerite E. . . . .	Providence
Allen, Esther A. . . . .	Smithfield	Labbee, Margaret C. S. . . . .	Providence
Baldwin, Elizabeth. . . . .	Pawtucket	Lamond, Marie E. . . . .	Providence
Boyce, Clara C. . . . .	Warren	Leonard, Gertrude A., East	Providence
✓ Boylan, Rose G. . . . .	Providence	Lewis, Marian G. . . . .	Providence
Brady, Mildred F. . . . .	Providence	Lichtfeldt, Hermione S. M.,	Tiverton
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
Carmody, Gertrude M. . . . .	Providence	McLearney, Marguerite F.	Woonsocket
Carpenter, Dorothy M., Seekonk,	Mass.	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'Connor, Helen C. . . . .	Providence
✓ Connors, Mary A. . . . .	Burrillville	O'Reilly, Helen K. . . . .	Providence
Cotton, Esther. . . . .	Providence	Payne, Elizabeth M. . . . .	Providence
*Creamer, Mary A. . . . .	Providence	Perkins, Ruth E. . . . .	Pawtucket
Darelius, Edith A. . . . .	Providence	Robinson, Edith L. . . . .	Providence
Donovan, Marguerite A. . . . .	Newport	Russell, Gertrude. . . . .	Warwick
Dunn, Alice L. . . . .	Newport	Sargent, Marjorie H., East	Greenwich
Dyer, Julia V. . . . .	East Providence	Shackleton, Edna M. . . . .	Pawtucket
Dyer, Mary L. . . . .	Providence	Shanley, Loretta C. . . . .	Providence
Field, Marion M. . . . .	Pawtucket	Silvia, Mary G. . . . .	Newport
Fisher, Vera M. . . . .	Providence	Stone, Ruth A. . . . .	Cranston
Fitzpatrick, Grace E. . . . .	Providence	Sullivan, Teresa M. . . . .	Providence
Gardner, Irma C. . . . .	West Warwick	Sweet, Gladys A. . . . .	North Providence
Hunt, Eunice P. . . . .	East Providence	Vorneveld, Katie F. . . . .	Providence
Hutchins, Mary A. . . . .	Central Falls	Ward, Kathleen M. . . . .	Providence
Keegan, Dorothy M. . . . .	Providence	West, Dorothy E. . . . .	Providence
Keller, Adelaide A. . . . .	Westerly	West, Miriam. . . . .	Warwick
Keville, Mary V. . . . .	Providence	Wolfe, Margaret L. . . . .	Providence

### January Kindergarten Group

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

\*Withdrawn during the school year.



## June Group

Angell, Esther M. . . . .	Foster	Hopkins, Lottie M. . . . .	Glocester
Atwood, Mildred H. . . . .	Providence	Langworthy, Neva L., East Providence	
August, Elizabeth M. . . . .	Bristol	Larkin, Thelma A. . . . .	Hopkinton
Barnes, Margaretta D. . . . .	Westerly	Little, Helen F. . . . .	Pawtucket
Bentley, Gertrude G. . . . .	Providence	MacDonald, Marguerite L. . . . .	Bristol
Brady, Ruth M. . . . .	Providence	McGovern, Mary B. . . . .	Providence
Brennan, Irene M. . . . .	Providence	MacKay, Ruth E. . . . .	East Providence
Byron, Ellen L. . . . .	Providence	McMahon, Susan M., Stonington, Ct.	
Cronin, Isabel C. . . . .	Providence	Mullen, Mary E. . . . .	Providence
Curry, Helen J. . . . .	Providence	O'Connor, Gertrude L. . . . .	Woonsocket
Day, Gladys L. . . . .	Woonsocket	O'Connor, Louise Z. . . . .	Providence
Degnan, Margaret E. . . . .	Providence	Palmer, Ruth C. . . . .	Cranston
Dodge, Mary E. . . . .	East Providence	Quinn, Sarah F. . . . .	Providence
Donnelly, Sarah K. . . . .	Providence	Robertson, Mary L. . . . .	Warwick
Ethier, Clara E. . . . .	West Warwick	Rogers, Lydia E. . . . .	Warren
Gage, Addie M. . . . .	Providence	Shea, Elinor I. . . . .	Cumberland
Gannon, Lillian F. . . . .	Providence	Sullivan, Mary M. . . . .	Westerly
Gibbons, Catherine M. . . . .	Providence	Sutherland, Elizabeth F. . . . .	Providence
Goldberg, Rose. . . . .	Providence	Trotter, Helen H. . . . .	Bristol
Green, Elizabeth. . . . .	Providence	Upton, Sydney F. . . . .	Providence
Grimes, Bertha M. . . . .	Warwick	Weiss, Louise M. . . . .	Providence
Healy, Catherine H. . . . .	Westerly	Whaley, Mary D. . . . .	South Kingstown
Hobart, Helen M., Stonington, Conn.			

## June Kindergarten Group

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

## Senior B Class

Anderton, Marion K. . . . .	Pawtucket	Coffey, M. Hope. . . . .	Providence
Bowker, Hannah. . . . .	West Warwick	Coleman, Margaret H. . . . .	Providence
Bradley, Marion D. . . . .	Pawtucket	Comstock, Florence L. . . . .	Providence
Bransgrove, Florence O. . . . .	Providence	Condon, Helen A. . . . .	Bristol
Brown, Christine E. . . . .	Pawtucket	Conley, Mary T. . . . .	Providence
Burbank, Gertrude H. D. . . . .	Pawtucket	Dee, Catherine V. . . . .	Providence
Carpenter, Florence W. . . . .	Cranston	Duarte, Mary F. . . . .	Providence
Carpenter, Mary P. . . . .	West Warwick	Fanning, Loretta L. . . . .	Providence
Carroll, Lillian R. . . . .	Providence	Fowler, Mary F. . . . .	Providence
Carter, Alice C. . . . .	Burrillville	Freese, Esther A. . . . .	Providence
Caulfield, Alice M. . . . .	Providence	Gamble, Doris. . . . .	Providence
Chace, Elsbeth A. . . . .	Warren	Gerry, Hazel L. . . . .	Woonsocket
Clowes, Elizabeth W. . . . .	Bristol	Gorman, Julia M. . . . .	Newport

Gormly, Isabel L. . . . .	Providence	Monahan, Mary F. . . . .	Providence
Hall, Jennie F. . . . .	Pawtucket	Morgan, Elizabeth. . . . .	Newport
Hargraves, Helen E. C. . . . .	Providence	Morris, Catherine R. . . . .	Pawtucket
Hendrick, Nellie V., South Kingstown		Mumford, Nellie G. . . . .	Newport
Hunt, Irene F. . . . .	Providence	Murphy, Mary E. . . . .	Providence
Jones, Nellie. . . . .	North Providence	O'Connell, Gertrude M. . . . .	Providence
Keily, Madeline G. . . . .	Providence	O'Halloran, Mary K. . . . .	Providence
Kelly, Helene A. . . . .	Central Falls	Pearce, Florence. . . . .	Pawtucket
Kennedy, Helen M. . . . .	Woonsocket	Powers, Mary M. . . . .	Providence
Kirker, Maude A. . . . .	Cranston	Ramspott, Dorothy C. . . . .	Providence
Lennon, Pauline A. . . . .	Pawtucket	Reynolds, Miriam M. . . . .	Providence
Littlefield, Mary A. . . . .	East Providence	Rice, Marion L. . . . .	Providence
McCabe, Clara J. . . . .	Providence	Rice, Muriel R. . . . .	Providence
McCabe, Margaret T. . . . .	Central Falls	Rogers, Laura C. . . . .	Cumberland
McConnell, Mary A. E. . . . .	Providence	Shea, Anna I. . . . .	Providence
McDonald, Anna I. . . . .	Providence	Sherman, Gladys A. . . . .	Cranston
McGawley, Esther T. . . . .	Woonsocket	Shiel, Grace E. . . . .	Bristol
McLaughlin, Mary E. G. . . . .	Providence	Tierney, Loretto M. . . . .	Providence
Maloney, Irene L. . . . .	Newport	Ward, Hilda E. . . . .	Pawtucket
Menard, Helena M. . . . .	Providence	White, Aimee R. . . . .	Newport

### Senior B Kindergarten Class

Canada, Ruth. . . . .	Barrington	Metzger, Bertha A. . . . .	Providence
Canning, Margaret V. . . . .	Providence	Schoentzler, Helena D. . . . .	Newport
McKitchen, Sarah A. . . . .	Pawtucket		

### Junior A Class

Borden, Amelia A. . . . .	Warwick	Lambert, Esther H. . . . .	Burrillville
Brown, Dorothy E. . . . .	Providence	MacAloon, Helen M. . . . .	Pawtucket
Butterworth, Lucile M. . . . .	Providence	McCabe, Mary E. . . . .	Burrillville
Duarte, Anna F. . . . .	East Providence	McCarthy, Helen L. C. . . . .	Providence
Fager, Evelyn M. . . . .	East Providence	McCoart, Edna F. . . . .	Providence
Fanning, Emma E. . . . .	Providence	McEnanly, Marguerite M., Providence	
Gardiner, Ruth . . . . .	North Kingstown	McGorty, Mary A. . . . .	Providence
Gaughan, Mary A. . . . .	Providence	McKitchen, Mary E. . . . .	Pawtucket
Gilleran, Elizabeth F. . . . .	Burrillville	McWeeney, Marcella F., E. Providence	
Goodwin, Mildred M. . . . .	Providence	Maguire, Katharine W., E. Providence	
Hart, Claire F. . . . .	Cranston	*Mahan, Josephine C. . . . .	Providence
Haverly, Caroline E. . . . .	Providence	Murray, Helen L. . . . .	Westerly
Hesse, Wilhelmine L. . . . .	Providence	Neary, Madaline V. . . . .	Providence
*Hildreth, Dorothy J. . . . .	Providence	Niebuhr, Margaret A. . . . .	Pawtucket
Jencks, Jennie L. . . . .	Cumberland	Niles, Mary P. . . . .	Providence

\*Withdrawn during the school year.

O'Connell, Gertrude H. . . . .	Pawtucket	Shannahan, Marion G. C.,	Providence
O'Connell, Margaret M. . . . .	Newport	Shaw, Mary M. . . . .	Providence
O'Connor, Alice V. . . . .	Providence	Smith, Dorothy . . . . .	Providence
O'Neil, Eleanor R. . . . .	Providence	Struck, Mildred N. . . . .	Providence
Perkins, Esther E. . . . .	Cumberland	Thomas, Florence E. . . . .	Cumberland
Regniere, Agnes V. . . . .	Cranston	Upper, Gladys L. . . . .	Warwick
*Reilly, Helen E. . . . .	East Providence	Walker, Helen M. . . . .	Providence
*Riedt, Helena E. . . . .	Warwick	West, Ellenora M. . . . .	Providence
Roach, Anastasia E. . . . .	Providence	Wrynn, Helen M. . . . .	Providence
Scott, Marie T. . . . .	Providence	Zerbarini, Marion G. . . . .	Westerly

### Junior A Kindergarten Class

Carty, Winifred L. . . . .	Pawtucket	Mylod, Edith N. . . . .	Providence
Furlong, Theresa A. . . . .	Providence	Sullivan, Hilda. . . . .	Newport
Gibbs, Dorothy. . . . .	Providence	Walsh, Helen E. . . . .	Providence
*MacLellan, Gladys. . . . .	Newport		

### Junior B Class

Allin, Lyra S. . . . .	Barrington	Flynn, Alice R. . . . .	Providence
Beirne, Abbie A. . . . .	Providence	Flynn, Florence I. . . . .	Woonsocket
Brennan, Ednah L. . . . .	Providence	Flynn, Veronica G. . . . .	Pawtucket
Brogan, Annie J. . . . .	Bristol	Foote, Gladys I. . . . .	East Providence
Burbank, Ruth A. . . . .	Pawtucket	Gadrow, Mary H. . . . .	South Kingstown
Cahill, A. Elizabeth. . . . .	Burrillville	Gannon, Anna E. . . . .	Providence
Campbell, Margaret L. . . . .	Providence	Garside, Gertrude R. . . . .	Providence
Cannon, Ruth L. . . . .	Providence	Gibson, Annie L. . . . .	Newport
Caulfield, Hilda F. R. . . . .	Providence	Gibson, Margaret H. B. . . . .	Newport
Clarke, Helena F. . . . .	East Greenwich	Graham, Madeline E. . . . .	Providence
Coffey, Anna S. . . . .	East Providence	Graham, Mary C. C. . . . .	Providence
Coleman, Mary H. T. . . . .	Providence	Graves, Grace M. . . . .	Providence
Coon, Anna G. . . . .	Woonsocket	Healy, Julia M. . . . .	Westerly
Crawford, Marguerite L.,	Woonsocket	Hill, Helen L. . . . .	Hopkinton
Crossin, Mary R. . . . .	Pawtucket	Hines, Florence B. . . . .	Burrillville
Cruise, Marion E. . . . .	Central Falls	Holton, Margaret C. . . . .	Providence
Daley, Marie L. . . . .	Providence	Hudson, Adeline E. . . . .	Woonsocket
*Daly, Philomena M. F. . . . .	Pawtucket	Hughes, Marguerite V. . . . .	Newport
Donovan, Genevieve M. . . . .	Providence	Kelly, Mary E. . . . .	Providence
Dunbar, Marian E. . . . .	Bristol	Kerr, Sara L. . . . .	Central Falls
Dwyer, Margaret C. . . . .	Providence	Leigh, Ethel E. . . . .	Barrington
Feeley, Mary H. . . . .	Providence	Little, Elizabeth C. . . . .	Pawtucket
Feeney, Gertrude M. . . . .	Providence	Loneragan, Mary G. . . . .	Bristol
Fleming, Lucy B. . . . .	Providence	McCaffrey, Gertrude U. . . . .	Providence

\*Withdrawn during the school year.

McCarthy, Mary F. . . . .	Pawtucket	Quinn, Regina M. . . . .	Providence
McCormick, Gladys E.,	West Warwick	Saunders, Mary P. . . . .	Central Falls
McGrath, Margaret L. . . . .	Woonsocket	Shea, Mary J. . . . .	Newport
McGreen, Olive E. . . . .	Providence	Sheehan, Dorothy E. . . . .	Newport
Magee, Irene C. K. . . . .	Providence	Smith, Bertha M. . . . .	Woonsocket
Manning, Elizabeth G. . . . .	Providence	Smith, Florence L. . . . .	Providence
Martin, Alice E. . . . .	Providence	Smith, Florence M. . . . .	Providence
Mitchell, Helen L. . . . .	Pawtucket	Smith, Laura G. . . . .	Barrington
Mitchell, Susie E. . . . .	West Warwick	Splain, Alice F. . . . .	Warren
Morrissey, Margaret M. . . . .	Bristol	Springer, Dorothy C. . . . .	Bristol
Nulty, Agnes T. G. . . . .	Woonsocket	Sprout, Helen M. . . . .	Providence
Nuss, Dorothy E. . . . .	Newport	Stewart, Esther M. . . . .	East Providence
O'Brien, Annie V. . . . .	Providence	Sullivan, Elizabeth M. . . . .	Providence
Occomy, Nellie F. . . . .	Providence	Sullivan, Pauline L. . . . .	Westerly
O'Connell, Mary A. . . . .	Providence	Thornton, Ida M. . . . .	Pawtucket
O'Neill, Elizabeth A. . . . .	Providence	Tierney, Anna T. . . . .	Providence
Padden, Margaret L. . . . .	Woonsocket	Tomassi, Aurelia D. A. . . . .	Providence
Padien, Alice T. . . . .	Providence	Turner, Elsie M. . . . .	Lincoln
Peckham, Helen M. . . . .	Tiverton	Walsh, Elizabeth C. . . . .	Bristol
Percy, Charlotte . . . . .	Westerly	White, Viola I. . . . .	West Warwick
Phillips, Mildred E. . . . .	Pawtucket	Wordell, Edna E. . . . .	Tiverton
Potter, Priscilla . . . . .	Providence		

### Junior B Kindergarten Class

Crossin, Dorothy M. . . . .	Pawtucket	Mason, Edith C. . . . .	Newport
Fish, Dorothy B. . . . .	Pawtucket	Stevens, Annie E. . . . .	Providence

### Junior C Class

*Adams, Edythe L. . . . .	East Providence	Degnan, Sarah C. . . . .	Providence
Bethel, Evelyn A. . . . .	Cumberland	Dodd, Julia V. . . . .	East Providence
Bray, Phebe W. . . . .	Pawtucket	Doherty, Theresa A. . . . .	Providence
Burns, Marguerite M. . . . .	Providence	Donohue, Cecilia E. . . . .	Pawtucket
Butler, Rose A. . . . .	Newport	Dring, Edith E. . . . .	Newport
*Callahan, Rosalie M.E.M.,	Providence	Duffy, Josephine. . . . .	Providence
Carlson, Florence E. . . . .	Providence	*Ells, Grace G. C. . . . .	Cumberland
Carmony, Mildred. . . . .	Providence	Fradin, Rose I. . . . .	Johnston
Carter, Margaret M. . . . .	Providence	Gildea, A. Rita. . . . .	Providence
Cavanaugh, Rachel V. . . . .	Providence	Gilligan, Mary H.,	Blackstone, Mass.
*Coffey, Angela V.,	Fall River, Mass.	Goggin, Gertrude C.,	East Providence
*Connolly, Mary E. . . . .	Providence	*Gould, Dorothy L. . . . .	Providence
Cook, Ruth N. . . . .	Burrillville	*Graham, Helena E. . . . .	Warren
Coughlin, Edith M. . . . .	Johnston	Hagan, Doris A. . . . .	Providence
Curran, Mary A. . . . .	Newport	Hamilton, Viola M.,	East Greenwich

\*Withdrawn during the school year.

*Heffernan, Mary A.....	Providence	Meegan, Belinda K.....	Providence
Heimer, Marion M.....	Pawtucket	Milan, Margaret A.....	Providence
Hopkins, Marie E.....	Providence	Murch, Helen M.....	Providence
Irwin, Marion C.....	Providence	O'Connell, Annie T.....	Westerly
Johnston, Vivian E.....	Providence	O'Malley, Anna M.....	Providence
Kelleher, Elizabeth L.....	Warwick	O'Neil, Clara L.....	Pawtucket
Kelly, Veronica M.....	Providence	O'Rourke, Helena F.....	Providence
Langley, Lillian A.....	Providence	*Reardon, Anna C.....	Pawtucket
Lenahan, Anna M.....	Providence	Redding, Gertrude M.....	Cranston
Lynch, Gertrude C.....	Pawtucket	Redding, Lillian C.....	Cranston
McCormick, Madeleine C.,	Providence	Reilly, Lavina M. W.....	Providence
*McGirr, Mary G.....	Cumberland	Rice, Helen M.....	Providence
McGuire, Lillian F.....	Woonsocket	Ryan, Elizabeth C.....	Pawtucket
McHugh, Agnes F.....	Providence	Struck, Kathryn E.....	Providence
McLellan, Hazel G.....	Providence	Sullivan, Marie H.,	East Providence
*Marlborough, Celia C.,	Woonsocket	Sweeney, Mary F.....	Cranston
Marr, Elizabeth A.....	Westerly	Winsor, Mabel M. . .	East Providence

### Junior C Kindergarten Class

Abbott, Harriet L.....	Pawtucket	McCoart, Mary W.,	East Providence
Keenan, Agnes E.....	Pawtucket	Pressey, Katharine F. . .	Cumberland

### Special Students

Church, Lucy M.....	Providence	*Perry, C. Irene.....	Providence
Morse, Anna C.....	Providence	Sutherland, Helen T.....	Providence

\*Withdrawn during the school year.

## Summary

Senior A Class, January group.....	63
Senior A Class, June group.....	45
Kindergarten Senior Class, January group.....	6
Kindergarten Senior Class, June group.....	3
Senior B Class.....	66
Senior B, Kindergarten Class.....	5
Junior A Class.....	46
Junior A, Kindergarten Class.....	6
Junior B Class.....	90
Junior B, Kindergarten Class.....	4
Junior C Class.....	54
Junior C, Kindergarten Class.....	4
Special Students.....	3
Withdrawn from the school during the year.....	19
Total.....	414
Teachers registered in afternoon and Saturday classes, at Normal School..	265
Teachers attending Mr. Brown's short courses at the Normal School and elsewhere.....	448
Grammar Grades, Observation school.....	141
Primary Grades, Observation school.....	144
Kindergarten, Observation school.....	25
Montessori.....	12
Outside training schools, approximate average attendance.....	2,400

