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RHODE ISLAND NORMAL SCHOOL BULLETIN



1918 - CATALOG - 1919

**CALENDAR AND REQUIREMENTS
FOR 1918 - 1919**

**PLANS FOR COÖPERATION
WITH
RHODE ISLAND STATE COLLEGE**

LIBRARY TRAINING COURSES

**EXPERIMENTAL WORK IN THE
PRIMARY GRADES**

**AMERICANIZED MONTESSORI
CLASSES**

BULLETIN FOR SUMMER SESSION



VIEW FROM THE GROUNDS SHOWING ONE ENTRANCE. THE DOME OF THE STATE HOUSE IS SEEN AT THE RIGHT.

RHODE ISLAND NORMAL SCHOOL BULLETIN

PROVIDENCE, R. I.

1919

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1920-21

CALENDAR FOR 1919-20

Tuesday 6

13, 1920

Summer Session, Monday, July 7, to Friday, August 15, 1919

VOLUNTARY ENTRANCE EXAMINATIONS.....	Wednesday, June 25 Wednesday, September 3
OPENING OF TERM.....	Monday, September 8 13
COLUMBUS DAY.....	Monday, October 13 11
MEETING OF RHODE ISLAND INSTITUTE OF INSTRUCTION	
	Thursday and Friday, October 28 and 29
FIRST QUARTER ENDS.....	Friday, November 14 19
THANKSGIVING RECESS.....	Thursday and Friday, November 27 and 28 26
CHRISTMAS RECESS.....	December 22 to 27, inclusive
NEW YEAR'S DAY.....	Thursday, January 1
FIRST TERM ENDS.....	Tuesday, January 20 25

VOLUNTARY ENTRANCE EXAMINATIONS.....	Wednesday, January 21
SECOND TERM BEGINS.....	Monday, January 26 31
WASHINGTON'S BIRTHDAY.....	Tuesday Monday, February 22
THIRD QUARTER ENDS.....	Friday, April 28
GOOD FRIDAY.....	Friday, April 27 - <i>ml. 27</i>
SPRING RECESS.....	April 1 to 12, inclusive
MEMORIAL DAY.....	Monday, May 31 30
CLOSING EXERCISES OF SCHOOL OF OBSERVATION...	Wednesday, June 16 22
GRADUATING EXERCISES.....	Friday, June 18 24

Summer Session, Monday, July 6, to Friday, August 13, 1920

CALENDAR FOR 1920-21

VOLUNTARY ENTRANCE EXAMINATIONS.....	Wednesday, June 23, 1920 Wednesday, September 8, 1920
OPENING OF TERM.....	Monday, September 13, 1920

Same type as summer session

3-17-20

BOARD OF TRUSTEES

HIS EXCELLENCY THE GOVERNOR
R. LIVINGSTON BEECKMAN

HIS HONOR THE LIEUTENANT-GOVERNOR
EMERY J. SAN SOUCI

COMMISSIONER OF PUBLIC SCHOOLS
WALTER E. RANGER, A. M., LL. D.

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

BOARD OF VISITORS

WILLARD H. BACON	Westerly
MRS. HORACE G. BISSELL	East Greenwich
WILLIAM H. P. FAUNCE	Providence
HERBERT W. LULL	Newport
JAMES P. MCNEILLIS	West Warwick
WENDELL A. MOWRY	Woonsocket
MRS. GEORGE L. SMITH	Barrington

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FACULTY

OF GOVERNMENT AND INSTRUCTION

1918-19

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

(In the Order of Appointment)

CLARA E. CRAIG, Director of Training.

MARIE S. STILLMAN, Drawing.

ELIZABETH C. BAKER, Kindergarten Supervisor.

FLORENCE E. GRISWOLD, Grammar, Penmanship.

MARION D. WESTON, A. M., Ph. D., Physiology, Biology.

WILLIAM G. VINAL, A. M., Nature Study.

ADELAIDE PATTERSON, Oral Reading.

MARGARET HILLS IRONS, A. M., History.

GUY F. WELLS, A. M., History and Principles of Education.

Also Professor of Education, R. I. State College.

ROBERT M. BROWN, A. M., Geography.

GRACE E. BIRD, A. M., Ph. D., Educational Psychology.

Also Professor of Educational Psychology, R. I. State College.

- MARY L. BROWN, English.
 GERTRUDE B. MANCHESTER, Physical Education.
 CHARLES CARROLL, LL. B., A. M., Ph. D., Rhode Island Education.
 Also Professor of School Law and Administration, R. I. State College.
 ALICE M. CAUFIELD, Assistant in Physical Education.
 ESTHER M. ANGELL, Assistant in Science.
 MILDRED S. STARRETT, Music.
 FANNY G. PERRY, Drawing and Handwork.
 EDYTHE MCKELLIGETT, Household Arts.
 MARY E. ROBBINS, Library Science.
 EMERSON L. ADAMS, Assistant Commissioner of Public Schools, Extension Course in School Management.

TRAINING DEPARTMENT

CLARA E. CRAIG, Director

EMMA J. CRAIG, Assistant 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.
 ELSIE M. STEARNS, Grade Two.
 THERESA BARONE, Grade One.
 MARY B. SULLIVAN, General Assistant.
 MILDRED L. SAMPSON, Kindergarten.
 MAY F. MCGUINNESS, Montessori Room.

Training Schools

Barrington

MARIAN L. TINKHAM, George T. Baker 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.

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 D. PHILLIPS, Branch Avenue.

JENNIE T. COFFEY, Highland Avenue.

MARY A. DONAVAN, Thayer Street.

MINNIE S. WOODWARD, Vineyard Street, Kindergarten.

South Kingstown

LILLIAN E. KNOWLES, West Kingston School.

Warwick

MARY M. NUGENT, Bayside.

West Warwick

ELIZABETH C. McELINN, Arctic School.

MAISIE E. QUINN, Natick School.

Woonsocket

ELIZABETH M. FORD, Pothier School.

MARY E. MAKEPEACE, Librarian.

MARY L. MORGAN, Registrar.

*HAZEL I. MORRISON, Office Assistant.

MRS. ALFA L. SMALL, Pianist.

BENJAMIN C. POTTER, Superintendent of Building and Grounds.

SPECIAL INSTRUCTORS IN SUMMER SCHOOL, 1918

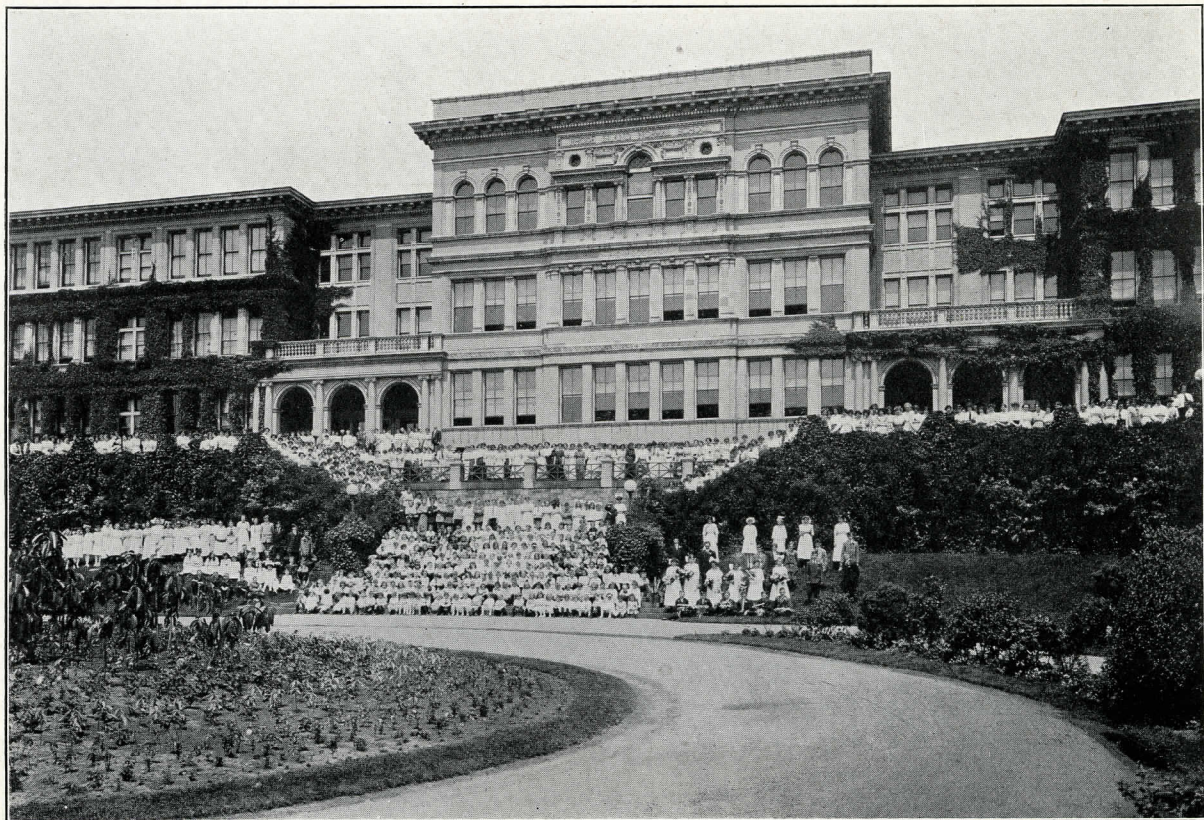
IN ADDITION TO MEMBERS OF THE REGULAR FACULTY

RICHARD D. ALLEN, Assistant in Bureau of Vocational Guidance, Providence Public Schools..	} Intelligence Tests
WALTER H. BUTTERFIELD, Director of Music, Providence Public Schools.....	
ALMA C. FIELD, Supervisor of Drawing, Providence.....	} Drawing and Handwork
LILLIAN FIELD, Supervisor of Drawing, Providence.....	
HARRY HOUSTON, Director of Penmanship, New Haven, Conn.....	} Penmanship
HAROLD L. MADISON, Curator, Roger Williams Park Museum.....	
MRS. N. A. MICHELSEN, Rochester, New York.....	} Americanization
S. HUSSEY REED, Superintendent of Schools, Charlestown and Hopkinton.....	
MARION L. RICE.....	Librarian

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

*From January 28, 1919.



PHOTOGRAPH TAKEN IN 1913, SHOWING NORMAL STUDENTS IN THE REAR, AND CHILDREN IN THE OBSERVATION SCHOOL IN THE FOREGROUND.

Statistics of Growth

Number of graduates in full normal course, 1854-1865.....		62
Number of graduates in full normal course, 1871-1919, inclusive.	2,640	
Graduates of city training course, 1891-1902.....		390
		<hr/>
Total number of graduates of Rhode Island Normal School.....	3,092	
Less number of graduates counted twice.....		40
		<hr/>
Total number of persons graduated from Rhode Island Normal School.....		3,052
	[1908	1919
Total registration.....	324	297
Residents of Rhode Island in regular normal courses.....	277	291

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THE RHODE ISLAND NORMAL SCHOOL

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 catalog.

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 five 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. It is here that the normal students make their first attempt at teaching groups of children. This department is also used to some extent for experimental and demonstration work. A brief account of the experimental work of the year is given under this section.
 3. The Practice Division of the Training Department, for experience in teaching in public schools under the guidance of skilled critics.
 4. The Extension Courses, 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. The Saturday classes include courses in methods, management, and school law. This series is planned to cover the requirements in these subjects for teachers' certificates.
 5. The Summer Session. A six weeks session beginning July 7, 1919.
- These agencies will be described in this Bulletin in the order stated.

I. 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.

Each must present a written testimonial of moral character, a physician's statement certifying to good health and freedom from serious physical defects, a declaration of intention to complete a course of professional education, and certificate of graduation from an approved course in an approved high school, or satisfactory evidence of an equivalent education.

For the last few years high schools have been urged to give review courses in the elementary subjects. Students not certificated in these subjects have been required to

take special entrance examinations. It is now proposed to omit for the present examinations of this type, and to depend instead largely on the recommendations of the high school principals. This School will accept with such approval any graduate of an approved course in any standard high school. In place of the former examination there will be a voluntary examination, not in subject matter, but as indicated below. This will be given in a single session, at 9:30 A. M. on Wednesday, June 25, and on Wednesday, September 3. The purpose of this examination will be to determine for each applicant, so far as possible, by modern scientific tests similar to those used in other institutions, whether or not he may wisely fit himself for entering the teaching profession.

HIGH SCHOOL COURSE OF STUDY RECOMMENDED

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 had not had the specified work in drawing in the high schools must take this as extra work at the Normal School.

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

REGULATIONS FOR FREE TUITION

Residents of Rhode Island may secure free tuition, may participate in the distribution of the special fund for mileage,—if living at a distance of five miles or more from the school,—and may under stated conditions receive traveling expenses while in the training schools, if they will sign the following pledge to teach in the public schools of the State, unless excused by the Trustees, for at least two years after attendance at the Normal School. For others the tuition fee is \$150 a year, payable in half-yearly installments in September and February.

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

MILEAGE AND CAR FARES

The special fund for mileage, \$4,000 a year, is distributed as indicated above among the residents of the State who are entitled to free tuition. The amount each receives is proportionate to the number of days attendance and to the distance the student must travel in coming from her home to the school. Students who reside less than five miles from the school are not entitled to mileage unless ordered by the Committee on mileage for special reasons. One-half of the annual appropriation for mileage is distributed at the end of each semester. Students boarding in Providence receive the same mileage as if they lived at home.

Student teachers assigned to training schools in places in which they reside receive no mileage, but may receive reimbursement for payment of car fares between their homes and Providence, or elsewhere, when such travel is required by the school.

Student teachers not residing in Providence and assigned to training schools in that city are entitled to mileage as when attending the Normal School, but do not receive payments for car fares. Student teachers residing in Providence or the non-mileage zone and assigned to training schools in other towns are entitled to receive full remuneration for the payment of car fares between their homes and their training schools. Students whose assignments require them to come through Providence receive mileage as when attending the School and, in addition are entitled to full remuneration for car fares from Providence to their training schools. It is expected that in other cases the student teachers will receive mileage or car fares not to exceed the cost of travel required by the school. No assignment can be made which shall incur an expense of more than two dollars a week for car fares, exclusive of mileage, except by vote of the Trustees.

COURSES OF STUDY

The school offers ^{five} 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.
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



A CORNER IN THE LIBRARY IN 1911

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 any 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.

5. A library training course of two and one half years, designed to prepare for work in public libraries as well as in school libraries. This course was added in the fall of 1918 to meet a long felt need.

6. A course of four years in co-operation with Rhode Island State College. This course will lead to the degree of Bachelor of Education. Either the first two years or the last two may be spent at the Normal School, the other two at the State College. The two years at the Normal School will include the regular half year of practice in the training schools.

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.

1. DETAILS OF GENERAL COURSE

First Semester	Second Semester	Third Semester	Fourth Semester,
Arith. 2..... 3½	Art 5..... 2	Arith. 3..... 2	Art 7..... 1
Art 3..... 2	Ed. 2..... 1	Art 6..... 2	Ed. 6..... 2
Art 4..... 1	Ed. 3..... 3	Ed. 4..... 2	Ed. 7..... 1½
Ed. 1..... 1	Eng. 3..... 2	Ed. 5..... 1	Ed. 8..... 2
Eng. 2..... 2	Geog. 2..... 3	Eng. 6..... 1	Ed. 9..... 5
Eng. 4..... 2	H. Art 1..... 2	Eng. 7..... 2	Ed. 10..... 1½
Hist. 2..... 3	H. Art 2..... 1	Eng. 8..... 2	Hist. 3..... 3
L. Sci. 1..... 1	Mus. 3..... 2	Geog. 3..... 3	Music 5..... 1
Pen. 1..... 1	Pen. 2..... 1	Music 4..... 1	Ph. Ed. 4.... 2
Ph. Ed. 1.... 2	Ph. Ed. 2..... 2	Ph. Ed. 3..... 2	Sci. 6..... 2
Sci. 1..... 3	Sci. 3..... 3	Sci. 4..... 2	
<hr/>			
Total hours			
per week... 21½	22	20	21

Fifth Semester..... Teaching in the training school.

ARITHMETIC

DR. CARROLL, MR. WELLS.

- Arithmetic 1.* Review Arithmetic. A general review of arithmetic for those who fail to pass the entrance examinations in the subject. *First semester; three hours a week.*
- 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 and one-half hours a week.*
- 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.*
- 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

MISS STILLMAN, MISS ~~PERRY~~ *Cipferley*

- 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.*
- 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.*
- 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.*
- 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.*
- 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 aim 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.*
- 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.*

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.

EDUCATION

MR. ALGER, ~~MISS BAKER~~, DR. BIRD, DR. CARROLL, MISS CRAIG, MR. WELLS.

ms Manatt

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.

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.

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.

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.

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.

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.

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 and one-half hours a week.

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.*

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 and one-half hours a week.*

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 schools on page 28.)

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

ENGLISH

MISS BROWN, MISS GRISWOLD, MISS PATTERSON

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.*

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.*

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 based on topics taken from various school subjects, letter writing, anecdotes. *Second semester; two hours a week.*

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.*



THE SAME CORNER IN THE LIBRARY IN 1910. CAPACITY FOR 5,000 VOLUMES HAS BEEN ADDED IN THE LAST TWO YEARS.

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.*

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.*

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.*

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.*

GEOGRAPHY

MR. BROWN.

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.*

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.*

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.*

HISTORY

MRS. IRONS.

History 1. Review History. A general review of American history for those who fail to pass the entrance examination in the subject. *First semester; three hours a week.*

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' knowl-

edge 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.

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.

History 4. Historic Interpretation of Present Day Problems. *Elective; two hours a week.*

HOUSEHOLD ARTS

Miss Beuss & Mrs. Sheppard
~~MISS MCKEEL LIGHT~~

Household Arts 1. Cookery. Demonstrations and conferences on the principles of cookery. *First semester; two hours a week.*

Household Arts 2. 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; one hour a week.
two

LIBRARY SCIENCE

MISS ROBBINS.

Library Science 1. See Library Training Course.

MUSIC

MISS STARRETT.

Music 1. Special work for students who cannot read music. *First semester; one hour a week.*

Music 2. A course in the historical development of music. Lectures and illustrations by means of the Edison and Victor phonographs. *First semester; one-half hour a week.*

Music 3. 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 phonograph. *Second semester; two hours a week.*

Music 4. 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.*

Music 5. 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.*

PENMANSHIP

MISS GRISWOLD.

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.*

PHYSICAL EDUCATION

Miss Haight, Miss Langworthy
~~MISS MANCHESTER, MISS CABLEFIELD.~~

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, games, and athletics, supplemented by talks on exercise, posture, health rules and the like. A physical examination is made at the beginning and at the end of the first year. *First semester; two hours a week.*

Physical Education 2. Continuation of practical work of first semester, but of a more advanced character. In addition, a consideration of the subject of play and recreation, with emphasis upon the theory of play, child development, presentation of games and athletics and playground supervision. *Second semester; two hours a week.*

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.*

Physical Education 4. Continuation of practice teaching of all forms of exercise, suitable for school children. Students teach in grades of Observation School. 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. *Fourth Semester; two hours a week.*

SCIENCE

MR. ALGER, MR. VINAL, DR. WESTON, MISS ~~ANGELL~~ ^{Barlow}

- 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 schools. 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.*
- 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.*
- Science 4.* Zoology. 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.*
- 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.
- 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.*

2. THE KINDERGARTEN-PRIMARY COURSE

Students in the kindergarten-primary course take from 3 to 5 hours a week throughout the first semesters for kindergarten theory, plays, games, and occupation, 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 only in the kindergarten or in the four primary grades.

3. 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.

4. THE SPECIAL COURSE

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

5. THE LIBRARY TRAINING COURSE

The work of the first semester to be the same as in the regular course. This includes for all students one hour a week of library training, as will be shown in the list of subjects.

Semester.....	2	3	4	5
American Citizenship.....	..	..	..	2
Drawing (Art 5).....	2	..	..	..
Education (2, 5, 7, 8, 10).....	1	1	5	..
English and Oral Reading (3, 4, 7, 8, 9).....	2	5	3	1
Geography (3).....	3	..	..	..
History (3, 4).....	2	..	3	..
Library Science.....	..	12	11	20
Music (2, 3).....	2	..	..	..
Penmanship.....	1	..	..	..
Physical Education (2).....	2	..	..	..
Psychology (Education 3, 4).....	3	2	..	..
Science (3, 4).....	4	2	..	..
	—	—	—	—
Total hours per week.....	22	22	22	23

Courses to be given by Miss Robbins and various lecturers.

Library Science 1. Special instruction in the use and arrangement of the library.

This includes a brief outline of the more common books of reference, with a view to their use by the student. *First semester; one hour a week.*

Library Science 2. Cataloging and Subject Heading. Instruction in the making of a dictionary card catalog, in alphabeting and in the ordering and using Library of Congress printed cards. *Third semester; one hour of class work and two hours of practice work a week.*

Library Science 3. A continuation of Library Science 2. *Fourth Semester; one hour of class work and two hours of practice work a week.*

Library Science 4. Classification. The Dewey Decimal Classification is studied as a basis for the arrangement of books on the shelves of both a public and a school library. Instruction is also given in accessioning, the assignment of book numbers, in shelf-listing, in the taking of inventory, and discarding. *Third semester; one hour of class work and two hours of practical work a week.*

Library Science 5. A continuation of Library Science 4. *Fourth semester; one hour of class work and two hours of practical work a week.*

- Library Science 6.* Reference. A study of standard works of reference, general and special dictionaries and encyclopedias, periodical indexes, handbooks, and manuals, with practical problems. *Third semester; one hour a week.*
- Library Science 7.* Reference. Material relating to special subjects is examined with a view to its reference use by different types of readers. A continuation of Library Science 6. *Fourth semester; one hour a week.*
- Library Science 8.* Book selection and book buying. The course aims to cultivate judgment in the appraisal of books, to give practice in the using and writing of book notes and reviews, and to call attention to various methods of practical book buying. *Third semester; one hour a week.*
- Library Science 9.* Library Administration. Various topics relating to the management of libraries of several types are considered, such as buildings and equipment, rules and regulations, labor saving devices, publicity, etc. *Fifth semester; four hours a week, including library visits.*
- Library Science 10.* Government Documents. A brief survey of federal, state and municipal publications, and document indexes. Emphasis is laid upon their selection, and their use and care as reference material. *Fifth semester; two hours a week.*
- Library Science 11.* Special problems relating to the administration of school libraries, with visits. *Fifth semester; averaging two hours a week.*
- Library Science 12.* Practical work under supervision, in assigned libraries. Includes the whole semester.

6. FOUR-YEAR COURSE IN CO-OPERATION WITH RHODE ISLAND STATE COLLEGE.

As this course is new, only an outline can be given at this time. Such a course must be developed by experience, as the needs of public education are seen. It is designed for those who desire a more complete preparation for teaching in the elementary and secondary schools, and also as a basic preparation for those who wish to become principals, supervisors, or superintendents. An essential part of the two years at the Normal School will be the half-year of practice in the training schools. The other three semesters will include the necessary preparation for such practice teaching, and a careful study of the principles and methods of teaching. This course with the two years of liberal and scientific study at the College will give the graduate a high standing of both academic and professional preparation. Graduates from this four-year course will receive the diploma of both the Normal School and the College, with the degree of Bachelor of Education.

It is suggested that where the purpose is to prepare for teaching special subjects in the upper grades or in the high school, it would be well to spend the first two years at the Normal School, following this by intensive study at the College of the subjects to be taught; and that where the purpose is to teach in the elementary schools or to become a supervisor or principal, it may be best to spend the first two years at the College, following this by an intensive study of education at the Normal School.

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 \$5.00 to \$8.00 per week. The principal especially recommends the St. Maria Home on Governor street and the Young Women's Christian Association on Washington street. Students should consult the principal before engaging board elsewhere, 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.

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 interest 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

A limited amount of aid may be given to students in the upper classes through the students' loan fund. This fund, amounting to about \$1,200 has been given by graduating classes and alumni during the last few years. The fund is deposited with the State Treasurer.

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 large and carefully chosen collection. 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 co-operates heartily in making known to the students the resources of the library, both by lectures to classes and by special assistance to individuals.

ADMISSION TO ADVANCED STANDING IN COLLEGE.

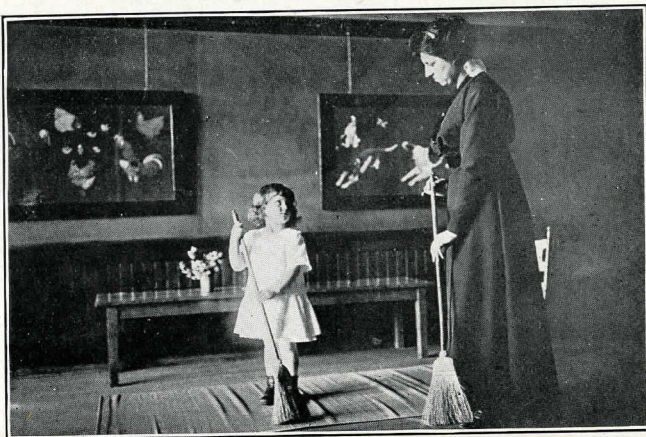
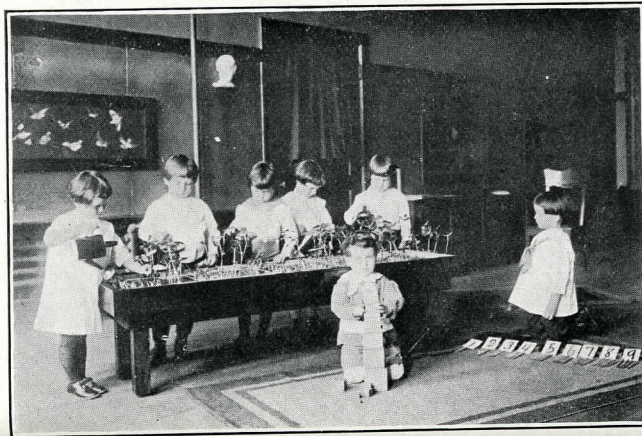
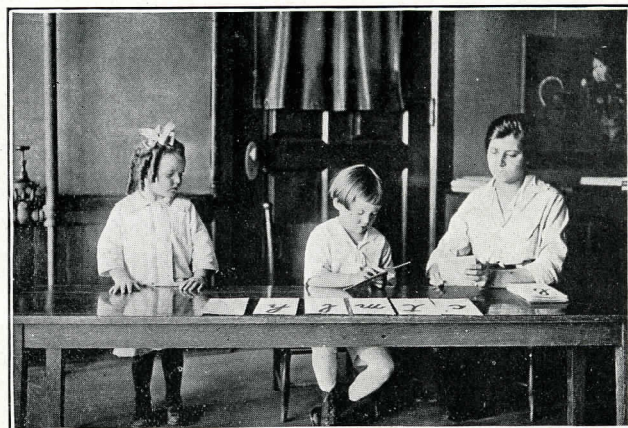
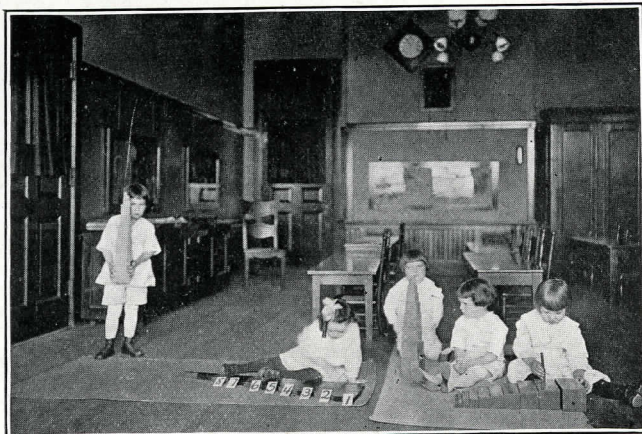
Graduates of the Rhode Island Normal School may now secure admission to advanced standing in Brown University, where they will receive credit for two years of work towards the degree of Bachelor of Science in Education. Similar credit is also given by various other colleges and universities.

II. THE SCHOOL OF OBSERVATION

The School of Observation, on the first floor of the Normal building, comprises an Americanized 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 primary grades, or \$40 a year for kindergarten and grammar grades. The course of study in this school is similar to that in the Providence public schools.

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 discussion 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.



GROUPS IN THE AMERICANIZED MONTESSORI ROOM.

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.

EXPERIMENTAL WORK

AN AMERICANIZED MONTESSORI SCHOOL

For the last six years a careful study has been made by Miss Craig and her assistants with a view to determining the place and value, in our school systems, of the Montessori principles. Following Miss Craig's course in the Montessori School in Rome, from small and very careful beginnings the work has grown as its success and practicability have become assured. A recent bulletin by Miss Craig on "The beginnings of reading and writing at the Rhode Island Normal School," explains quite fully what has been accomplished up to the present time. The children who have received this training have been proved to be so far in advance that it has become necessary to reorganize the succeeding grades; for when children in the first grade can read and write almost anything within their range of language, much of the usual work of the next few grades is abolished. Owing to the peculiar nature of the training received, the children, besides learning to read and write, have become independent workers, able to master many difficulties for themselves. They have therefore been given much freedom in the selection of their reading, and of other individual and group work as well. The photograph of the "Socialized Second Grade" shows some children selecting books to read, others working together under a leader on a group project, and others studying singly or together, usually from different books. There is little class drill except such as is self imposed, but much individuality and spontaneity.

It has been a task of no small difficulty to find books of a suitable nature for the children of these grades; as they read eagerly and with surprising discrimination, and soon tire of books that are too easy for them. The following lists represent books that have been used freely during the past year. They are not intended to indicate the best that may be found, but simply such as we have had and the children have read. The lists are given merely as suggestions with the hope that they may prove useful to other teachers, and that school boards may see the advantage of purchasing many single books like these instead of sets of readers all alike. One of the problems our teachers have set themselves for the coming year is an extension and more careful selection of books for these lists.

GRADE I

Primers

Art and Life Primer	Laurel Primer
Art Literature Primer	Merrill Primer
Beacon Primer	Metcalf-Call Primer
Beginner's Primer	Mother Goose Primer
Bender Primer	New Sloans Primer
Brooks Primer	Overall Boys
Burt-Markham Primer	Riverside Primer
Child Life Primer	Story Hour
Child World Primer	Summers Primer
Cyr's Primer	Sunbonnet and Overall
Expression Primer	Sunbonnet Babies
Horace Mann Primer	Werner Primer

Readers

Around the World	Jones First Reader
Art Literature Book I	Laurel First Reader
Art Literature Book II	Little Folks in Many Lands
Beacon First Reader	Little Folks' Tales
Beacon Second Reader	Little Home Workers
Child Classics First Reader	Little Kingdom First Reader
Child Life First Reader	New Education Reader Book I
Child Life Second Reader	Pathways Second Reader
Elson Book II	Progressive Road to Reading
Folk-Lore Reader	Riverside Reader Book I
Free and Treadwell Reader	Riverside Reader Book II
Heath Second Reader	Story Hour Reader Book I
Horace Mann Reader	Winston Reader
Howe Reader	Young and Field Reader
In Toyland	

GRADE II

American Book of Golden Deeds	Donald in Scotland
*American Normal Reader Book II	Early Cave Men
*Around the World Book I	Early Sea People
*Art Literature Book II	*Edson-Laing II
Aunt Martha's Corner Cupboard	*Edson-Laing III
Baldwin Third Reader	Edson-Laing IV
Baldwin Fourth Reader	*Elson Readers Book I
*Beacon Second Reader	*Elson Readers Book II
Blue Aunt	*Elson Readers Book IV
Boy and Girl Heroes	Eskimo Stories
Boy on a Farm	For the Children's Hour
Chats in a Zoo	*Free and Treadwell Second Reader

*Simple readers.

Gerda in Sweden
 Golden Ladder Reader
 Graded Classics Third Reader
 Hasson in Egypt
 Hill Reader Book III
 Holland Stories
 Home and Country Reader
 *Horace Mann Second Reader
 *In Mythland
 In Those Days
 Kipling Reader
 Later Cave Men
 Little Boy Lost
 Little Folks of Many Lands
 Little House in the Woods
 Little People of Japan
 Little People of the Snow
 Louisa Alcott Reader
 Marta in Holland
 *Merrill Reader Book II
 Mother West Wind's Children
 Mother West Wind's Neighbors
 Nature Stories
 *Peter and Polly in Spring
 *Peter and Polly in Summer
 *Peter and Polly in Fall
 *Peter and Polly in Winter
 Play Awhile

Polly and Dolly
 *Progressive Road I
 *Progressive Road Introductory III
 *Progressive Road III
 Red Feather.
 *Richmond Second Reader.
 Riverside Second Reader
 *Robert Louis Stevenson Reader
 Stories for the Seven Year Old.
 Stories for the Eight Year Old.
 Stories Grandmother Told.
 Stories of Great Days
 Stories of Great Americans for Little
 Americans.
 Sunbonnet Babies in Holland.
 Tales from the Far North.
 *That's Why Stories.
 Tree Dwellers.
 Ume' Sam in Japan.
 Uncle Sam's Secrets.
 Uncle Sam's Soldiers.
 Wade and Sylvester Third Reader.
 *Winston Reader II
 *Winston Reader III.
 Winston Reader IV.
 Young American Reader.
 *Young and Field Reader I.
 *Young and Field Reader II.

GRADE III

Adventures of Mollie, Waddy and Tony
 Arlo
 Big People and Little People of Other
 Lands
 Browne Readers Book III
 Browne Readers Book IV
 Carroll and Brook Readers Book III
 *Clematis
 Dutch Twins
 Edson-Laing Readers Book II
 Edson-Laing Readers Book III
 Elson Reader Book III
 Eskimo Twins
 First Book in American History
 Four Wonders

French Twins
 Gordon Readers Fourth Book
 Heath Readers Book II
 Heath Readers Book III
 *Hiawatha Primer
 Liberty Reader
 *Little Folks of Many Lands
 Louisa Alcott Reader
 Merrill Reader Book II
 Merrill Reader Book III
 New Barnes Readers Book II
 New Series Gordon Readers Second
 Reader
 *Polly and Dolly
 *Robert Louis Stevenson Reader

*Simple readers.

*Robinson Crusoe Reader

Stories of Great Americans for Little Americans

Story Hour Book II

Story Hour Book III

That's Why Stories

Twilight Town

Wide Awake Second Reader

Wide Awake Third Reader

Winston Readers Third Reader

Young and Field Literary Readers Book II

METHODS IN SPELLING

A surprising feature of the work in these special rooms is the great freedom in the use of words with only very rare cases of misspelling. This has led to a serious questioning of the methods formerly used in teaching spelling. Apparently one reason for the accuracy of these children lies in the fact that they are never asked to write a word without being given an opportunity to receive any desired help in the spelling. Thus no unhappy experiences and few incorrect visual images enter the child's mind to leave him in doubt as to the form to use. The question arises whether better results may not be secured in all the grades without the use of the formal spelling lesson. Serious study is being given to this problem, and a report of its results will be given later.

THE USE OF STANDARD TESTS AND MEASURES

For experimental purposes these tests have been used freely with the children as well as with Normal students. Valuable results in the way of diagnosis have been gained. Research and practice tests have been used freely for self-diagnosis and for a means of scoring self-improvement. An exhibit of tests, including all the more common one for elementary and high school subjects, the intelligence tests, army tests, and commercial tests, with a collection of the literature of the subject, has been shown in the library for the last month. A part of this exhibit appears in the cut of the library.

III. THE TRAINING SCHOOLS

The training schools are established by contract with the local authorities. At the present there are twenty-seven training stations, in fifteen 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 catalog. 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

*Simple readers.



A SOCIALIZED SCHOOL.

These second grade children are engaged in individual and group activities based upon fundamental interest. One pupil is directing his group at the construction table.

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 school.

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.

IV. THE EXTENSION DEPARTMENT.

Extension classes during the year 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 considered 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 11:15; 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. A study of the evolution of Rhode Island school law. Saturdays at 9:15; 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 10:15; 20 sessions. Mr. Adams.
4. History. A course in the interpretation of events of the present time. Twelve lectures. Tuesdays at 4:30. Mrs. Irons.
5. 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.
6. 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 practice, fatigue, and the process of training rational thinking, were presented for open discussion. Thursday, at 4:30. Ten sessions. Miss Bird.

Problem Report. Monday, at 4:30. Mr. Wells.

7. ~~Americanization. Methods of teaching English to adult non-English speaking people. Thursdays at 4:30. Ten sessions. Miss Howard.~~
8. Arithmetic. Advanced course including a review of the problems underlying fundamental processes and a careful study of higher arithmetical processes including the solution of intricate problems. Tuesdays at 4:30. Ten sessions. Dr. Carroll.
9. Music Appreciation. A course on Music and How to Appreciate It with illustrations by the glee club chorus and phonograph. Tuesdays at 4:30. Six lectures. Miss Starrett.
10. Nature Study. This course consisted of five lectures on different phases of nature study concluding with an excursion to the Arnold Arboretum, Forest Hills, Boston. Mondays at 4:30. Mr. Vinal.
11. Physical Education. Theory and practice of elementary school gymnastics, based upon the contents of the State Syllabus. Tuesdays at 4:30. Ten lectures. Miss Manchester.

V. SUMMER SESSION, JULY 7 TO AUGUST 15, 1919.

The attendance at the session of last year was 246 in the Normal Department and 125 children in the School of Observation. For the present year there will be four rooms of the School of Observation in session. Miss Barone will have charge of the younger children; Miss Stearns the second and third grades. Mrs. Nugent, of the Bayside Training School will have the lower grammar grades and Miss Donovan, of the Thayer Street Training School, will have the upper grammar grades.

As last year, there will be an effort to meet the needs of several classes of teachers. Emergency certificates will be granted, as last year, to high school graduates desiring to teach in the rural schools. Opportunities for advanced work for teachers in service are indicated in the outlines here given.

Many of the courses offered will represent definite units of normal school work in an attempt to make it possible for those who cannot attend during the school year to complete the normal course by attending the summer sessions only. To a certain extent students now in Normal School may take courses which will aid in shortening their attendance during the regular sessions.

All candidates for admission must be graduates of approved four-year courses in approved high schools, or teachers in the public schools of the State. For admission to the full library courses candidates are also expected to be in library positions or under appointment for such positions, or they must be teachers or normal students who expect to complete library courses.

Tuition is free to residents of Rhode Island or to Rhode Island teachers. For others the fee will be \$25 for three or more courses, or \$10 for each full course.

FACULTY OF THE SUMMER SCHOOL.

The faculty of the summer session will include the following, with others who may be appointed later:

From the regular faculty of the Normal School: Mr. Alger, Miss Craig, Mr. Wells, Mr. Brown, Dr. Carroll, Dr. Bird, Mrs. Irons, Dr. Weston, Miss Robbins, Miss Starrett, Mrs. Nugent, Miss Donovan, Miss Stearns, Miss Barone, Miss Morgan, Miss Angell, Miss Morrison, and Mrs. Small.

Others already engaged are the following: Mr. Richard D. Allen, Assistant for Vocational Guidance, Providence; Miss Alma C. Field, Assistant in Drawing, Providence; Miss Agnes S. Thompson, Instructor in Physical Education, Boston; Miss Etta V. Leighton, National Security League, New York. Mr. David F. Atherton, Passaic, N. J. Miss Ethel A. Wright, State Supervisor of Home Economics.

COURSES OF INSTRUCTION.

Theory and Practice of Americanized Montessori Method. Included in this course will be a study of methods used in teaching reading and writing in the Rhode Island Normal School. Lectures and demonstrations. Miss Craig.

School Practice. Theory, demonstration, and practice in the elementary subjects. Discussion of the course of study for all the grades. Required for emergency certificates. Miss Craig, Mr. Wells, Mr. Brown, and Miss Starrett.

School Management. A study of the means of securing conditions favorable to effective instruction. The course will include such topics as constructive school government, promotion and pupil progress, daily schedule, healthful conditions, and elimination of waste in teaching and in study. Required for those seeking either standard or emergency certificates. Mr. Wells.

Rhode Island School Law and Administration. History of public education in Rhode Island. Analysis of the common and statute laws governing schools. Interpretation by courts and by school officers. Administration correlated with the law. Principles of school law and administration. The school organization. Required for candidates for teachers' certificates. Dr. Carroll.

The Fundamental Subjects. A course primarily for principals and supervisors in which some of the present problems and tendencies in the fundamental subjects are considered. Mr. Wells, Mr. Brown, Miss Craig and others.

Science. A course in Nature Study including field work with flowers, trees, ferns, birds, insects and rocks; also life processes of plants and animals. A course in general science will also be offered with emphasis on home, school and community health problems. The opportunities of the school laboratories are extended for individual work. Applicants for admission should state the kind of work they wish to do. Dr. Weston.

Drawing and Hand Work. As this will largely be individual work there will be an opportunity for students to advance as rapidly as possible. Miss Alma C. Field.

Advanced Geography. Lectures, research, and laboratory work. The course is intended as a background for the geography of the grades, and aims to furnish a basis for the selection of geographic materials. Especial emphasis will be given to occu-

pational and economic phases of geography. The research and laboratory work will be adapted in equipment and illustrative materials to meet the needs of the individual teacher. Mr. Brown.

Methods in Geography. Subject matter and method of presentation in grades 4 to 8. Observational geography. Brief study of the United States and of the continents. Home observation. Minimum requirements. The approach to upper grade work. Questions as indicative of the content of a lesson. Problem study procedure. Mr. Brown.

Mathematics for Elementary School and High School Teachers. Practical correlations of arithmetic, algebra and geometry, with emphasis upon mathematical principles, and the contribution of each science to the other. Study of methods designed to prepare children to meet the requirements of business. Practical application of fundamental principles, and the solution of problems. Dr. Carroll.

Psychology of Childhood. Various phases of educational psychology involving the practical interpretation of daily school room situations and problems. The first three weeks. Dr. Bird.

Methods in History. I. Definite exercises and projects for grades one to three. Materials to develop children's imagination. Simple exercises to develop power of selective judgment. Subjects: Primitive Life, National and Local Celebrities. II. Work for grades four and five. The study lesson illustrated. The problem illustrated. III. Work for grades six to eight. Organization of material with references. Development of major and minor problems. Correlation with other subjects. American Ideals in the Light of the World War. Mrs. Irons.

Physical Education. Two courses, intended chiefly for teachers with little or no previous training or experience in this work, and therefore made very definite and practical. Students should participate in the work of the class, and should dress accordingly. Rubber-soled shoes must be worn.

Course 1. Marching tactics and elementary school gymnastics. Work will be based upon the contents of the State Syllabus and on the U. S. Infantry Drill Regulations, and will be both theoretical and practical. Practice teaching will be required. Miss Thompson.

Course 2. Dancing, Games, Athletics. Progressive, practical instruction in these activities, with brief emphasis upon theory. Material suitable for all grades will be selected from the best authorities. A note book will be required. Miss Thompson.

Intelligence Tests. A study of the Binet and Terman Tests, with laboratory experiments and demonstrations. Students will be expected to use their own text books. Mr. Allen.

Tests and Measures of School Efficiency. The use of standard tests to detect and remedy individual and group deficiencies. The first three weeks. Dr. Bird.

Elementary Economics. Study of practical economics, with special reference to Rhode Island. Economic laws illustrated by applications in Rhode Island industrial organization. The educational curriculum as affected by economics. Dr. Carroll.

Methods of Teaching English to Non-English Speaking Adults. A course in methods with demonstrations and discussions. The first three weeks, from one to two

daily, with opportunity for conference, reports and round table discussions from two to three. Mr. Atherton.

The Interpretation of America. A Course in Americanization Civics. Designed for those who have had training or practice in Americanization, and for those who wish help in understanding American ideals of government and their bearing on civic problems.

The course aims to establish relations between fundamental American principles and immigrant heritage that shall result in active Americanism. General problems will be taken up in class lectures and class discussions; specific problems in individual and group conferences.

Lectures will cover: Fundamental ideals of America expressed in law and in customs; economic principles underlying Americanism; what the Constitution means to the individual; definitions of terms affecting industrial and political belief; anti-American doctrine; civics for immigrants from national and community standpoint; relating the newcomer to the community; sources for teachers; general methods in civic teaching and holding conferences with students, racial group and Americanization agencies. The last three weeks from 1:00 to 2:00 daily with opportunity for conference, reports and round table discussions from 2:00 to 3:00. Miss Leighton.

Courses in Public School Music and Music Appreciation. The last three weeks. Miss Starrett.

Library Science. This department, recently established at this school, will give four units of its regular course, as follows: dictionary cataloging, decimal classification, library administration, and reference and book selection. The sequence of these subjects will be arranged to suit the majority of the class. Miss Robbins.

Home Economics. Courses will be given by Miss Wright, State Supervisor in Home Economics, provided the number of applicants for such courses before July 1st is sufficient to warrant their introduction.

Manual Training. Courses in manual training will be offered provided the demand as indicated by the applications from duly qualified persons received before July 1st is sufficient to warrant the introduction of such a course.

LECTURES AND ADDRESSES.

The Year 1918 to 1919.

- Nov. 19. Conservation of Food.
Katharine Jewell Everett.
- Dec. 11. War Poems.
Mr. Brodeur, Principal of Westfield Normal School.
- Jan. 27. Food Situation of the World Today.
Mrs. Alice D. Feuling.
- Feb. 7. Graduating Exercises of Grammar School Class.
Chinese Education. Mr. Liao.
- Feb. 19. Addresses.
Mlle. Meleéa and Mlle. André.
- Mar. 7. Address.
Miss Helen S. Leavitt of Boston.
- Mar. 12. Reéducation of Crippled Soldiers. Illustrated.
Augustus F. Rose, Director of the R. I. School of Design.
- Mar. 18. Education in Rhode Island Fifty Years Ago.
Dr. Thomas W. Bicknell.
- Mar. 27. Address.
Mr. Walter E. Russell, Principal State Normal School, Gorham, Me.
- April 21. Lecture.
Dr. Harold G. Calder.
- May 16. Lecture.
Prof. Stephen S. Colvin, Brown University.
- May 23. Lecture.
Dr. Harold G. Calder.
- June 5. Lecture.
Dr. Harold G. Calder.
- June 20. Commencement Address. Making Machines.
Mr. John G. Thompson, Principal of the Fitchburg Normal School.

LIST OF STUDENTS

SENIOR A CLASS

January Group

Allin, Lyra S.	Barrington	Hughes, Marguerite V.	Newport
Beirne, Abbie A.	Providence	*Kelly, Mary E.	Providence
Brennan, Ednah L.	Providence	Kerr, Sara L.	Central Falls
Brogan, Annie J.	Bristol	Leigh, Ethel E.	Providence
Cahill, Anna E.	Burrillville	Little, Elizabeth C.	Pawtucket
Campbell, Margaret L.	Providence	McCaffrey, Gertrude U.	Providence
Cannon, Ruth L.	Providence	McCarthy, Mary F.	Pawtucket
Caulfield, Hilda F. R.	Providence	McCormick, Gladys E.	West Warwick
Chapman, Natalie C.	Providence	McGrath, Margaret L.	Woonsocket
Clarke, Helena F.	East Greenwich	McGreen, Olive E.	Providence
Coffey, Anna S.	Providence	Magee, Irene C. K.	Providence
Coleman, Mary H. T.	Providence	Manning, Elizabeth G.	Providence
Crawford, Marguerite L.	Woonsocket	Martin, Alice E.	Providence
Crossin, Mary R.	Pawtucket	Milan, Margaret A.	Providence
Cruise, Marion E.	Central Falls	Mitchell, Helen L.	Pawtucket
Daley, Marie L.	Providence	Mitchell, Susie E.	West Warwick
Doherty, Teresa A.	Providence	Nulty, Agnes T.	Woonsocket
Donovan, Genevieve M.	Providence	O'Brien, Annie V.	Providence
Dwyer, Margaret C.	Providence	Occomy, Nellie F.	Providence
Feeley, Mary H.	Providence	O'Connell, Mary A.	Providence
Fleming, Lucy B.	Providence	O'Neil, Elizabeth A.	Providence
Flynn, Alice R.	Providence	Padden, Margaret L.	Woonsocket
Flynn, Florence I.	Woonsocket	Padien, Alice T.	Providence
Flynn, Veronica G.	Pawtucket	Peckham, Helen M.	Tiverton
Gadrow, Mary H.	Kingstown	Percy, Charlotte.	Westerly
Gannon, Anna E.	Providence	Phillips, Mildred E.	Pawtucket
Garside, Gertrude R.	Providence	Potter, Priscilla.	Providence
Gaughan, Mary A.	Providence	Quinn, Regina M.	Providence
Gibson, Annie L.	Newport	Reilly, Helen E.	East Providence
Gibson, Margaret H. B.	Newport	Reilly, Lavina M.	Providence
Goggin, Gertrude C.	Providence	Ryan, Elizabeth C.	Pawtucket
Graham, Madeline E.	Providence	Shea, Mary J.	Newport
Graham, Mary C. C.	Providence	Smith, Bertha M.	Woonsocket
Hill, Helen L.	Hopkinton	Smith, Florence L.	Providence
Holton, Margaret C.	Providence	Smith, Laura G.	Barrington
Hudson, Adeline.	Woonsocket	Splain, Alice F.	Warren

*Deceased.

Springer, Dorothy C.	Providence	Tomassi, Aurelia D. A.	Providence
Stewart, Esther M.	Providence	Turner, Elsie M.	Lincoln
Sullivan, Elizabeth M.	Providence	Walsh, Elizabeth C.	Bristol
Sullivan, Pauline L.	Westerly	White, Viola I.	West Warwick
Thornton, Margaret I.	Pawtucket	Wrynn, Helen M.	Providence

January Kindergarten Group

Bergstrom, Dorothy	West Warwick	Stevens, Annie E.	Providence
Mason, Edith C.	Newport	Sullivan, Hilda	Newport
Pressey, Katharine	Cumberland		

June Group

Bethel, Evelyn A.	Cumberland	Langley, Lillian A.	Providence
Burns, Marguerite M.	Providence	Lonergan, Mary G.	Bristol
Butler, Rose A.	Newport	Lynch, Gertrude C.	Pawtucket
Carlson, Florence E.	Providence	McCormick, Madeleine C.	Providence
Carmody, Mildred.	Providence	McGuire, Lillian F.	Woonsocket
Cavanagh, Rachel V.	Providence	McHugh, Agnes F.	Providence
Degnan, Sarah C.	Providence	Marr, Elizabeth K.	Providence
Dodd, Julia V.	Providence	Meegan, Belinda K.	Providence
Donohue, Cecilia E.	Pawtucket	Morrissey, Margaret M.	Bristol
Duffy, Josephine	Providence	Redding, Gertrude M.	Cranston
Dunbar, Marian E.	Bristol	Redding, Lillian C.	Cranston
Feeny, Gertrude M.	Providence	Rice, Helen M.	Providence
Fradin, Rose I.	Johnston	Saunders, Mary P.	Central Falls
Hagan, Doris A.	Providence	Smith, Florence M.	Providence
Heimer, Marion M.	Pawtucket	Struck, Kathryn E.	Providence
Hines, Florence B.	Burrillville	Sullivan, Marie H.	East Providence
Irwin, Marion C.	Providence	Tierney, Anna T.	Providence
Johnston, Vivian E.	Providence	Winsor, Mabel M.	East Providence

June Kindergarten Group

Abbott, Harriet L.	Pawtucket	McCoart, Mary W.	East Providence
Crossin, Dorothy M.	Pawtucket		

SENIOR B CLASS

Barlow, Agnes E.	Cranston	Dwyer, Alice M.	Providence
Borden, Helen G.	Cranston	Eddy, Nellie I.	Providence
Bray, Phebe W.	Pawtucket	Fitzgerald, Kathleen A.	Providence
Brennan, Margaret R.	Providence	Fleming, Madeleine E.	Providence
Card, Waity G.	Cranston	Fradin, Sarah.	Johnston
Cuffe, Helen M.	Providence	Gladhill, Jennie D.	Providence
Curry, Ruth C.	Providence	Grant, Marion D.	Providence
Dailey, Madeline W.	Woonsocket	Griffin, Honora V.	Lincoln
Donohue, Teresa M. E.	Newport	Howland, Amy Katherine.	Jamestown

Jones, Catherine A. C.	Newport	O'Rourke, Elizabeth M.	Providence
Lafreniere, Edna M.	North Kingstown	Ricard, Rosanna A. V.	Burrillville
Lavell, Florence E.	Providence	Rogers, Leah M.	Pawtucket
Lenahan, Anna M.	Providence	Salesses, Margaret M.	Providence
McCombe, Helen M.	Woonsocket	Seavey, Gladys L.	North Kingstown
McKenna, Margaret G.	Providence	Smith, A. Hope.	Warren
McKenna, Mary C.	Pawtucket	Smith, Madeleine E.	Providence
Maine, Dorothy.	Warwick	*Sullivan, Margaret L.	Newport
Monahan, Anna C.	Providence	*Sweeney, Mary F.	Providence
Myers, Eleanor L.	Providence	Tracy, Helen M.	Pawtucket
O'Brien, Martha F. M.	Providence	Walker, Pearl.	West Warwick
O'Connell, Annie T.	Westerly	Wheeler, Dorothy G.	Providence
O'Connell, Marion E. H.	Pawtucket	Young, Fannie R.	North Kingstown

Kindergarten

Collins, Helen L.	Newport	Haire, Gertrude J.	Newport
Fenner, Mildred S.	Providence	Nuss, Loretta M.	Newport

JUNIOR A CLASS

Barry, May A.	Providence	Keegan, Agatha B.	Providence
*Brown, Gertrude.	West Warwick	Keith, Marion T.	Providence
Charland, Florence C.	Woonsocket	Littlefield, Amy F.	Warren
Connolly, Sarah G.	Providence	McCarthy, Julia I.	Providence
Cross, Ethel A.	Pawtucket	McPhillips, Alice T.	Providence
Cruise, Lillian M.	Pawtucket	McVay, Sarah C.	Pawtucket
Gannon, Tiburtus F.	Providence	O'Neil, Mary E.	Providence
Goldman, Sylvia.	Providence	Pearson, Eris M.	Providence
Grossman, Gertrude.	Providence	Roney, Clara E.	Providence
Hargraves, Kathryn M. V.	Providence	Ryan, Margaret E.	Providence
Heuberger, Helena F.	Warren	Scanlon, Mary V.	Bristol
Hewitt, Etta G.	Providence	Spargo, Blanche.	Westerly

Kindergarten

Douglas, Edith V.	East Providence
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Library Course

Hildreth, Dorothy J.	Providence
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JUNIOR B CLASS

Beagan, Rosalind M.	Providence	Burns, Cecelia F.	Warwick
Bray, Sarah E.	Pawtucket	Carter, Isabel F.	West Warwick
Brennan, Veronica A.	Woonsocket	Church, Annie L.	Providence
Burdick, Alena V.	So. Swansea, Mass	Church, Olivia J.	Tiverton
Burke, Esther M.	Providence	Clarke, Bertha A.	West Warwick

*Withdrawn during the school year.

Cole, Louise D.	East Providence	Kneeland, Lois A.	Cranston
Collins, Mildred C.	Pawtucket	Leddy, Mildred M.	Pawtucket
Cook, Zita M.	Woonsocket	Levine, Edith K.	West Warwick
Corden, Catherine H.	Pawtucket	McGann, Mary M.	Providence
Crowe, Gertrude F.	Providence	McGarry, Rose V.	Pawtucket
Dawley, Lillian M.	West Warwick	*McLellan, Hazel G.	Providence
Donaghy, Barbara M.	Taunton, Mass.	McMurray, Irene Y.	Warren
Donahue, Elizabeth M.	Cranston	Newcomb, Agnes E.	Cranston
Dunn, Gertrude H.	Providence	Norton, Frances E.	Providence
Dunne, Katherine S.	Providence	Olson, Amy A.	Cranston
Edmonds, Grace B.	East Providence	Pollard, Marion H.	Providence
Flynn, Rose L.	Pawtucket	Quinton, Mary C.	Providence
Fox, Madeline H.	Providence	Russell, Alicia.	Warwick
Garber, Beatrice C.	Pawtucket	Smith, Agnes E.	New Shoreham
Hanley, Emma T.	Providence	Sullivan, Sara M.	North Kingstown
Harrington, Genevieve C.	Newport	Taylor, Ruth S.	Pawtucket
Hartstra, Christina	Providence	Thorp, Mary T.	Westerly
Higgins, Mary H.	Providence	Toher, Anna F.	Pawtucket
Johnson, Elsie V.	Pawtucket	Trainor, Mary V.	Bristol
Kelley, Helen E.	Providence	Wagner, Margaret M.	Newport
Kelly, Jennie M.	Cumberland	Whitman, Myrtle M.	Coventry

Library Course

Aldrich, Helen V.	Providence	Basso, Mary D.	Providence
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JUNIOR C CLASS

Borges, Marie R.	Providence	Lenahan, Catherine G.	Providence
Bowen, Rowena A.	East Providence	McKenna, Carmelita.	Providence
Brennon, Marion M.	Providence	McKenna, Frances C.	Pawtucket
Crowe, Mabel A.	Providence	McKenzie, Henrietta F.	Providence
DiPrete, Lucy A.	Providence	Malloy, Marion F.	Cumberland
Donovan, Emily S.	Providence	Mathewson, Beatrice B.	Johnston
Garside, Ignatia G.	Providence	Milke, Marjorie E.	Providence
Gladhill, Mary J.	Providence	Murphy, Alice G.	Bristol
Graham, Marie R.	Providence	Olson, Clara O. M.	Cranston
Hanley, Helen V.	Warren	O'Neill, Eileen C.	Pawtucket
Heffernan, Isabel T.	Providence	Price, Mildred L.	Providence
Houston, Margaret C.	Providence	Ryan, Anna G.	Pawtucket
Huhges, Elizabeth M.	Providence	Scanlon, Helen T.	Bristol
*Hughes, Margaret M.	Pawtucket	*Sproul, Josephine.	Newport
*Jordan, Hazel B.	Pawtucket	*Sullivan, Ruth	Providence
Kerns, Anna G.	Central Falls	Tierney, Helen L.	Providence
Labbee, Emilda V. A.	Providence	Tomassi, Pierine B.	Providence
LeBoeuf, Louise G.	Providence	Wholey, Mary E.	Providence

*Withdrawn during the school year

Junior C Kindergarten Class

Faris, Lucia M. Providence Messinger, Murial G. Providence

Special Students

Flagg, Laura M. Cumberland *Sherman, Flora M. Pawtucket
 Ranger, Ruth M. Providence *Slavin, Jane. East Providence

SUMMER SCHOOL STUDENTS

1918

Adams, Ethel M. Central Falls	Clifford, Johanna L. Providence
Aldrich, Doris D. Providence	Collins, Maude. Providence
Algeo, Mrs. Sara M. Providence	Condon, Helen A. Bristol
Anthony, Mrs. Anna. Warwick	Conyers, Marion. Barrington
Arnold, Lena M. Providence	Corcoran, Louise N. Providence
Arnold, Mabel S. Providence	Cowdrey, Florence L. Providence
Averill, Esther. Providence	Crane, Anne G. Providence
Babbitt, Martha D. Warwick	Crapon, Cora G. Providence
Babcock, Phebe M. Pawtucket	Cross, Ethel. Pawtucket
Babcock, Susan A. Pawtucket	Cushman, Emily W. Providence
Bacon, Mrs. Agnes M. Central Falls	Daily, Madeline W. Woonsocket
Bannon, Zita M. Pawtucket	Danielson, Edith R. Providence
Barber, Carrie A. Providence	Davis, Mrs. Susie E. Narragansett
Barber, Jessie E. Providence	Dawson, Margaret A. Providence
Barry, May. Providence	Dix, Hattie L. Providence
Barton, Anna H. West Warwick	Doherty, Theresa A. Providence
Bates, Mrs. Mira E. Cranston	Donnelly, Grace L. Central Falls
Beagan, Rosalind M. Providence	Doyle, Sarah A. Providence
Beasley, Pearl L. Providence	Dunn, Mary C. Providence
Beirne, Abbie A. Providence	Dunne, Katherine S. Providence
Bourne, Clara F. Attleboro, Mass.	Durfee, Lydia S. Providence
Boyd, Edith D. East Greenwich	Dykes, Margaret B. Providence
Bucklin, Annie. Smithfield	Easton, Mabel R. Lincoln
Burdick, Idella H. East Providence	Easton, Mary A. L. Providence
Burlingame, Cora L. Smithfield	Eddy, Mabel H. Taunton, Mass.
Burns, Anna L. Providence	Eddy, Nettie G. Johnston
Burr, Helen R. Providence	Emmons, Annie F. Providence
Byron, Ellen L. Providence	Esten, Averill F. Burrillville
Canning, Elizabeth M. Providence	Fenner, Florence. Johnston
Cargill, Julia E. Pawtucket	Flanagan, Rosanna C. Providence
Carty, Winifred L. Pawtucket	Fleming, Lucy. Providence
Caulfield, Gertrude P. Providence	Fleming, Madeline. Providence
Church, Olivia. Tiverton	Flynn, G. R. Providence

*Withdrawn during the school year.

Flynn, Theresa R.	Pawtucket	Lyon, E. G.	Providence
Flynn, Veronica G.	Pawtucket	Lyons, Gertrude.	Providence
Fortier Amelia.	Tiverton	McCabe, Helen G.	Providence
Fowler, Frances H.	Providence	McCormick, Madeline.	Providence
French, Isabel C.	Pawtucket	McDonald, Anna I.	Providence
French, Mahala W.	Pawtucket	McElroy, Anna M.	Providence
Gallagher, Sarah N.	Providence	McGhee, Gladys L.	Providence
Gannon, Tiburtus F.	Providence	McGinn, Marion.	Providence
Gile, Beatrice.	Providence	McGovern, Mary B.	Providence
Glasby, S. Maria.	Providence	McKenna, Israel M.	Providence
Glasener, Ada C.	Providence	McKenna, Jennie F.	Providence
Goggin, Gertrude.	East Providence	McKenna, Mary C.	Providence
Gonsalves, Mary V.	Fall River, Mass.	McKenna, Theresa V.	Providence
Gorman, Eliza L.	Providence	McLoughlin, Mary E.	Central Falls
Gorman, Mary J.	Providence	McLaughlin, Annetta B.	Providence
Grimes, Anna C.	Cranston	McMahon, Helen W.	Pawtucket
Hagan, Doris.	Providence	McNally, Anna.	Providence
Hambly, Vida M.	Tiverton	McPartlin, Margaret T.	Providence
Harley, Isabelle.	Pawtucket	Maher, Madeline C.	Providence
Harris, M. Gwendolyn.	East Providence	Mahoney, Florence G.	Providence
Heath, Helen L.	Barrington	Mahoney, Mary.	Providence
Higgins, Margaret A.	Fall River, Mass.	Mahoney, Mary G.	Providence
Holland, M. Veronica F.	Providence	Mainey, Madeline C.	Providence
Howard, Marie R.	Providence	Martin, Jane.	Providence
Hurley, Millicent.	Providence	Milan, Margaret A.	Providence
Irons, Mrs. Margaret H.	Scituate	Mitchell, Clovis W.	Scituate
Jackson, Mary F.	Providence	Monahan, Catherine E.	Providence
Jewell, Florence L.	Little Compton	Moreau, Blanche A.	Pawtucket
Johnson, C. G.	Providence	Moss, Mrs. Maud P. L.	Pawtucket
Johnson, Madeline K.	Providence	Moss, Mildred E.	Warwick
Johnson, Mary T.	Pawtucket	Mulligan, Sarah M.	Providence
Keenan, Agnes E.	Providence	Murray, Cecilia A.	Providence
Kenyon, Hazel.	Cranston	Murray, Ellen M.	Providence
Kerr, Josephine.	Bristol	Neary, Gertrude.	Providence
Kilroy, Margaret D.	Fall River, Mass.	Neary, Madaline.	Providence
Kingsley, Nathan G.	Providence	O'Brien, Annie.	Providence
Knapp, Evelena L.	Providence	O'Brien, Elizabeth T.	Woonsocket
Lagarde, Yvonne.	Pawtucket	O'Hara, Hannah T.	Providence
Leathers, Jennie B.	Providence	Olney, Mary E.	North Providence
Lee, Mary C.	Providence	O'Reilly, Helen K.	Providence
Lennon, Ruth M.	Pawtucket	Padden, Margaret L.	Woonsocket
Leonard, Mary B.	Providence	Padien Alice T.	Providence
Linton, Rachel.	Providence	Padien, Emma T.	Providence
Little, Elizabeth C.	Pawtucket	Parsons, Arthur B.	Providence
Littlefield, Ida B.	Pawtucket	Peirce, Emma G.	Providence
Love, Lena H.	Providence	Pendler, Mrs. Annie L.	Providence
Loveless, Helen M.	Providence	Perkins, Mrs. Marie T.	Providence
Lyon, Bessie C.	Providence	Pierce, Anna.	Bristol

Pierce, Enid M.	Providence	Sullivan, May.	Westerly
Pierce, Nellie A.	Pawtucket	Swan, Mrs. Caroline L.	Providence
Pinneo, Annie E.	Providence	Sweet, Elsie F.	Providence
Place, Flora N.	Foster	Sykes, Marion K.	Lincoln
Plass, Anna A.	Rochester, N. Y.	Taylor, Emma M.	Johnston
Potter, Ivy E.	Lincoln	Taylor, May A.	Providence
Pratt, Mary L.	Providence	Teehan, Catherine M.	Providence
Quinn, Maisie E.	West Warwick	Tillson, Lelia A.	Attleboro, Mass.
Redding, Gertrude M.	Cranston	Tomassi, Aurelia D. A.	Providence
Reilly, Lavina M.	Providence	Tucker, Marguerite G.	Providence
Rice, Marion L.	Providence	Tully, Annie L.	Providence
Richards, Gertrude A.	Providence	Upper, Gladys.	Cranston
Richardson, Mary J.	Cranston	Upper, M. Alpha.	Cranston
Richmond, Florence L.	Cranston	Vaughn, Bertha G.	East Greenwich
Rider, Maude I.	Providence	Vernon, Adelaide W.	Providence
Rothemich, Caroline J.	Providence	Waterman, Mrs. Fannie S.	Johnston
Scott, Estella F.	Pawtucket	Welch, Agnes W.	Fall River, Mass.
Sheffield, Elizabeth A.	Westerly	Wetmore, Marguerite R.	Pawtucket
Sherman, Laura R.	Providence	Wheeler, Mrs. Harriet.	Providence
Simons, Mrs. Katherine.	Cumberland	Whitmarsh, Esther A.	Providence
Slavin, Jane E.	East Providence	Whittaker, Florence.	Rehoboth, Mass.
Smart, Florence M.	Woonsocket	Williams, Mrs. Carrie.	Providence
Smith, Dorothy.	Providence	Williams, Charlotte P.	Providence
Smith, Laura G.	Barrington	Williams, Mary.	Providence
Smith, Mary E.	Smithfield	Winsor, Sara J.	Johnston
Smith, S. Maria.	Providence	Young, Evelyn M.	Central Falls
Spooner, Mary E.	Bristol	Young, Mary L.	Providence
Street, Geraldine E.	Providence	Zerbarini, Marion G.	Westerly
Sullivan, M. Hazel.	East Providence		

SUMMER SESSION

Library Institute

Abbott, Dorothy M.	Providence	Kimball, Florence B.	Providence
Arnold, Mrs. Mary.	Providence	Knapp, Evelena L.	Providence
Burns, Ida A.	Providence	Lane, Rev. W. H.	Warwick
Dairs, Mildred.	Cranston	Latimer, Lucile.	Providence
Dane, Ruth H.	Providence	Leavens, Doris L.	Providence
Emsley, Marion J.	Johnston	Leigh, Marion M.	Providence
Forrester, Gertrude F.	Pawtucket	Lord, Elsie E.	Providence
Franklin, Alice I.	Pawtucket	Love, Lena H.	Providence
Glassener, Ada C.	Providence	Makant, Evelyn.	Pawtucket
Gleasing, Estrher.	East Providence	Merithew, Annie E.	North Kingstown
Goggin, Gertrude.	East Providence	Ross, Martha E.	Providence
Hill, Marion C.	Cranston	Shippee, Lydia A.	Providence
Hurd, Vena J.	Providence	Simmons, Edith H.	Central Falls
Kelleher, Marguerite M.	East Providence	Swenson, Bernice A.	East Providence
Kiley, Elizabeth L.	Pawtucket	Whitford, E. Jessica.	East Providence

Summary

Senior A Class, January Group.....	81
Senior A Class, June group.....	35
Kindergarten Senior Class, January group.....	5
Kindergarten Senior Class, June group.....	3
Senior B Class.....	44
Senior B, Kindergarten Class.....	4
Junior A Class.....	23
Junior A, Kindergarten Class.....	1
Junior A, Library Class.....	1
Junior B Class.....	51
Junior B, Library Class.....	2
Junior C Class.....	31
Junior C, Kindergarten Class.....	2
Special Students.....	2
Withdrawn from the school during the year.....	11
Total.....	
	296
Afternoon and Saturday classes at the Normal School.....	321
Summer Session, 1918, including Library Institute.....	246
Observation School, Regular Session.....	316
Observation School, Summer Session.....	120
Outside training schools, approximate average attendance.....	2,200