

THE STEPS AND ENTRANCE

RHODE ISLAND
COLLEGE OF EDUCATION BULLETIN
PROVIDENCE, R. I.

1920

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CALENDAR FOR 1919-20

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

OPENING OF TERM	Monday, September 13
COLUMBUS DAY	Tuesday, October 12
MEETING OF RHODE ISLAND INSTITUTE OF INSTRUCTION	
	Thursday and Friday, October 28 and 29
FIRST QUARTER ENDS	Friday, November 19
THANKSGIVING RECESS	Thursday and Friday, November 25 and 26
CHRISTMAS RECESS	December 20 to 24, inclusive
FIRST TERM ENDS	Tuesday, January 25

SECOND TERM BEGINS	Monday, January 31
WASHINGTON'S BIRTHDAY	Tuesday, February 22
GOOD FRIDAY	Friday, March 25
THIRD QUARTER ENDS	Friday, April 8
SPRING RECESS	April 11 to 15, inclusive
MEMORIAL DAY	Monday, May 30
CLOSING EXERCISES OF SCHOOL OF OBSERVATION	Wednesday, June 22
GRADUATING EXERCISES	Friday, June 24

Summer Session, Monday, July 11, to Friday, August 19, 1921

Opening of Term, Monday, September 12, 1921

BOARD OF TRUSTEES

HIS EXCELLENCY THE GOVERNOR

R. LIVINGSTON BEECKMAN

HIS HONOR THE LIEUTENANT-GOVERNOR

EMERY J. SAN SOUCI

COMMISSIONER OF EDUCATION

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., Ed. D.....	Newport

*Deceased.

FACULTY

OF GOVERNMENT AND INSTRUCTION

1919-20

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.

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.

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

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

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

MARY L. BROWN, English.

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

Also Professor of School Law and Administration, R. I. State College.

MILDRED S. STARRETT, Music.

MARY E. ROBBINS, Library Science.

L. FAITH MANATT, Kindergarten Supervisor.

EDITH C. HAIGHT, Physical Education.

OLIVE B. CIPPERLEY, Drawing and Handwork.

AGNES M. BARLOW, Assistant in Science.

NEVA L. LANGWORTHY, Assistant in Physical Education.

BESSIE E. BEMIS, B. S. Cooking.

Also Professor of Home Economics, R. I. State College.

MRS. LILLIAN E. PEPPARD, M. S., Sewing.

Also Assistant Professor of Home Economics, R. I. State College.

EMERSON L. ADAMS, Assistant Commissioner of Education, 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.

ESTHER M. ANGELL, General Assistant.

MARY W. MCCOART, Kindergarten.

MAY F. MCGUINNESS, Montessori Room.

Training Schools

Bristol

ANNIE SCANLON, Walley School.

Burrillville

ELIZABETH M. PICHE, Harrisville School.

Central Falls

E. LOUISE KING, Garfield Street School.

Cranston

ELISABETH B. CARPENTER, Meshanticut Park.

East Providence

NELLIE M. REED, Grove Avenue.

Hopkinton

*M. ALTHEA CRANDALL, Ashaway School.

†ESTHER M. ANGELL, Ashaway School.

Newport

*BARBARA A. MARR, Coggeshall School.

†M. ALTHEA CRANDALL, 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.

JENNIE T. COFFEY, Highland Avenue.

MARY A. DONAVAN, Thayer Street.

MINNIE S. WOODWARD, Vineyard Street, Kindergarten.

Warwick

MARY M. NUGENT, Bayside.

West Warwick

ELIZABETH C. McELINN, Arctic School.

Woonsocket

ELIZABETH M. FORD, Pothier School.

*September 8, 1919, to April 5, 1920.

†April 5, 1920, to June 18, 1920.

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.

*To October 22, 1920.

SPECIAL INSTRUCTORS IN SUMMER SCHOOL, 1918

IN ADDITION TO MEMBERS OF THE REGULAR FACULTY

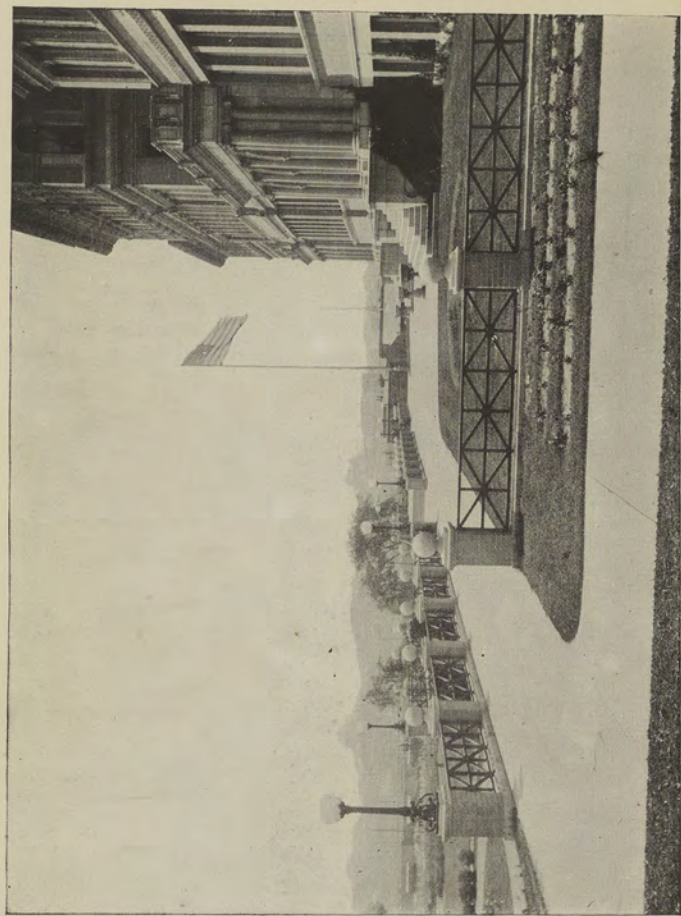
RICHARD D. ALLEN, Assistant in Bureau of Vocational Guidance, Providence Public Schools . . .	} Intelligence Tests
DAVID ATHERTON, Americanization Secretary, Passaic, N. J.	
ALMA C. FIELD, Supervisor of Drawing, Providence	} Drawing and Handwork.
ETTA V. LEIGHTON, Civic Secretary, National Security League	
AGNES E. THOMPSON	Physical Education
ETHEL A. WRIGHT, State Supervisor of Home Economics Education	} Home Economics

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
Library Training Course established	1918
Co-operation course with Rhode Island State College established	1919
Name changed to Rhode Island College of Education	1920

Statistics of Growth

Number of graduates in full normal course, 1854-1865.....		62
Number of graduates in full normal course, 1871-1920, inclusive.	2,714	
Graduates of city training course, 1891-1902.....	390	
		<hr/>
Total number of graduates of Rhode Island Normal School.....	3,166	
Less number of graduates counted twice.....	40	
		<hr/>
Total number of persons graduated from Rhode Island Normal School.....	3,126	
	1908	1920
Total registration.....	324	277
Residents of Rhode Island in regular normal courses.....	277	272



THE ESPLANADE

Rhode Island College of Education

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.

NAME AND PURPOSE

By Act of the Legislature the name of this Institution has been changed from Rhode Island Normal School to Rhode Island College of Education. Its purpose is to provide efficient teachers for the children of the State. Its new powers will enable it to increase the scope of its work and to grant degrees.

For purposes of observation and practice teaching the college maintains a School of Observation in the college building, and training centers for practice teaching in different parts of the State. These will be described in the latter part of this bulletin.

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 on the recommendations of the high school principals. This college will accept with such approval any graduate of an approved course in any standard high school.

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 College of Education.

Those who have not had the specified work in drawing in the high schools must take this as extra work at the College of Education.

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 a pledge to teach in the public schools of the State, unless they are definitely excused by the Trustees on the conditions of this agreement, for at least two years after attendance at the College of Education. For others the tuition fee is \$150 a year, payable in half-yearly installments in September and February. By a recent vote of the Trustees, the payment of this fee is suspended for the present for those who will sign the agreement to teach for two years in the public schools of this State. Non-residents making early application for admission may therefore be admitted without payment of tuition, and students so entering may, if their work is approved, complete any course without payment of tuition.

Form of Student's Agreement

In consideration of my admission as a student to the Rhode Island College of Education 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 college. 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 up to a maximum of \$80 a semester is proportionate to the number of days attendance and to the distance the student must travel in coming from her home to the college. Students who reside less than five miles from the college 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 college.

Student teachers not residing in Providence and assigned to training schools in that city are entitled to mileage as when attending the college, 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 college 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 college. 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 seven courses of study as follows:

1. A course of four years leading to the degree Bachelor of Education and to a certificate valid in any school.
2. A general course of two and one half years, which prepares for teaching in the primary and grammar grades of the public schools.
3. A kindergarten-primary course of the same length, and with the same standards for admission. In addition, candidates are required to pass an examination in vocal and instrumental music, and they must show special aptitude for work with little children.
4. 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.
5. 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.
6. 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.

7. 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 College of Education, the other two at the State College. The two years at the College of Education will include the regular half year of practice in the training schools.

OUTLINE OF COURSES

1. THE FOUR-YEAR COURSE

The full details of this course have not been completed. It is expected that the first part will be approximately the same as the present general course of two and one half years, and that graduates of the present general course may complete the four-year course in three semesters. It is expected that the course will include a reasonable number of electives, that students may prepare to teach special subjects in the grades or in the high schools, and that provision will also be made for those who wish to become principals or superintendents of schools.

Graduates of the general course may expect to be able to enter the sixth semester of this course in January, 1921, and the last year of the course in the following September. New students may enter at once on the full four-year course. Opportunities are offered in the summer session and in the Extension courses to secure advanced credit to apply in the 6th semester of this course.

2. THE 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..... 2	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	

Total hours

per week . . . 21½

22

20

21

Fifth Semester Teaching in the training school.

3. 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.

4. 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

5. 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.

5. THE SPECIAL COURSE

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

7. 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 College of Education 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 State 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 College of Education and the Rhode Island State 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 College of Education, following this by intensive study at the Rhode Island State 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 Rhode Island State College, following this by an intensive study of education at the College of Education.

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.

ARITHMETIC

DR. CARROLL, MR. WELLS.

- 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 CIPPERLEY.

- 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 college. *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, DR. BIRD, DR. CARROLL, MISS CRAIG, MISS MANATT, MR. WELLS.

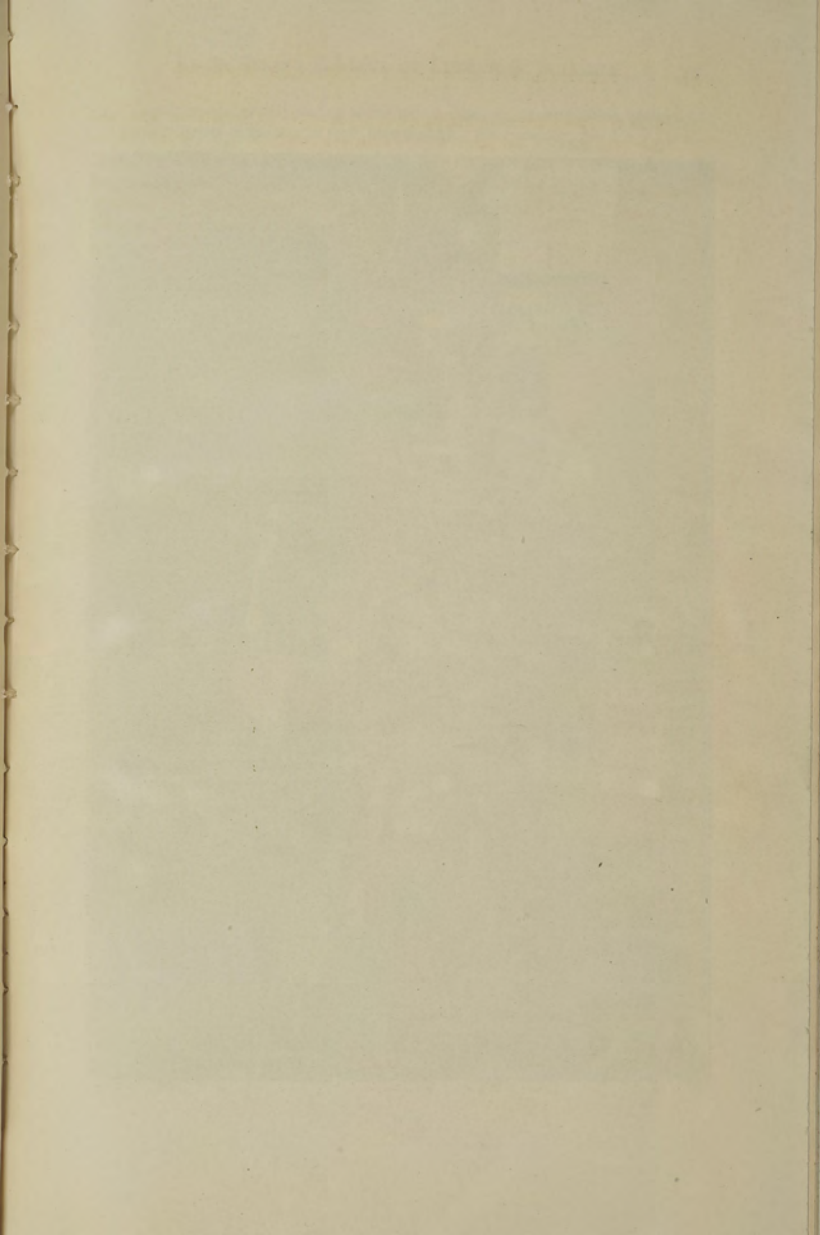
- Education 1.* Introduction to the Study of Education. A general course planned to give a knowledge of some of the more interesting and significant facts in education, and to develop efficient habits of work in the use of educational books and journals. *First semester; one hour a week.*
- Education 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.*

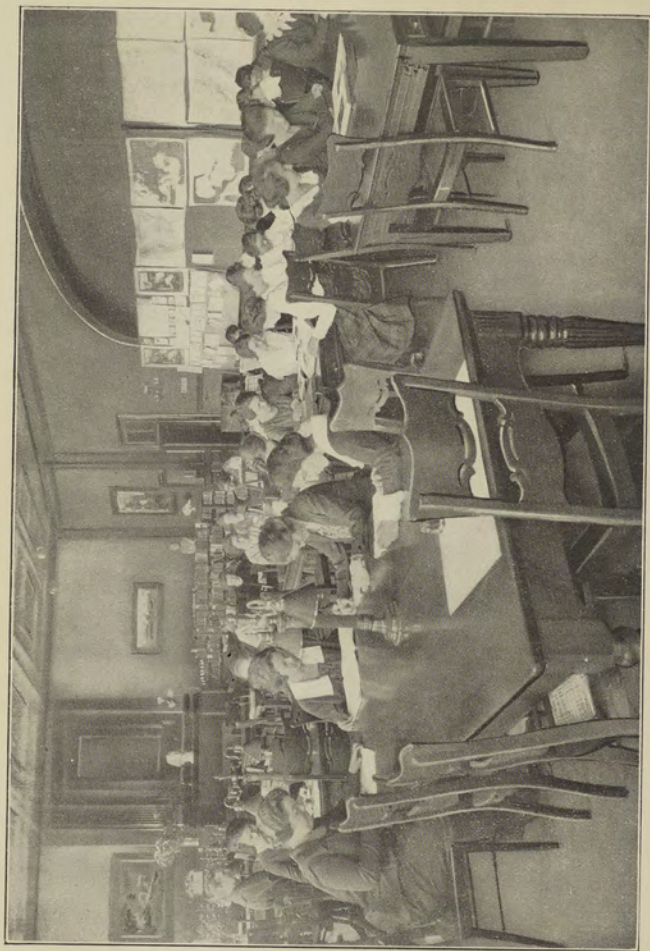
- Education 5.* Observation. A continuation of the work in Education 2, with more direct reference to the problems of educational methods in the upper grades. *Third semester; one hour a week.*
- Education 6.* Pedagogy. A study of the work of the teacher from the standpoint of methods of instruction 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 27.)
- 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 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,





AT WORK IN THE LIBRARY

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.*

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 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 2.* Current problems discussed in the light of history. Development of material for work in Grades I to V. Topics: celebrations, primitive life, Rhode Island history, citizenship. *First semester; three hours a week.*
- History 3.* Community civics and citizenship. Different types of lessons illustrated, with special application to Grades VI and VII. Background of American history. The growth and development of the United States of America. *Fourth semester; three hours a week.*
- History 4.* Historic Interpretation of Present Day Problems. *Elective; two hours a week.*

HOUSEHOLD ARTS

MISS BEMIS, MRS. PEPPARD.

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

KINDERGARTEN

MISS MANATT.

Work in theory and methods is arranged for students in the kindergarten-primary course.

LIBRARY SCIENCE

MISS ROBBINS.

- Library Science 1.* A brief outline of the more common books of reference found in school libraries. Special instruction in the use of the card catalog and in the arrangement of a library. For the use of the student while in college and in her future teaching. *First semester; one hour of class work 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 and fourth 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.

These courses may be open to those holding library positions or under appointment, and to teachers.

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 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.

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 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.*

GENERAL INFORMATION

The college 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 college, 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 College of Education. 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 college 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 college 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 college, upon the same conditions as to residents of the city, the use of its large and carefully chosen collection. Departments especially valuable to the college 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 College of Education 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 college 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 College of Education 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 college what the clinic is to the school of medicine. It helps to keep the work of the college on the right basis by constantly magnifying the practical instead of the theoretical. It gives a worthy ideal to the prospective teacher.

2. It furnishes under the most helpful and encouraging conditions an opportunity for the young teacher to begin her practice teaching. For one hour of the day the school may be used for this work. The rest of the day the children spend under the

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

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

4. It should illustrate for those teaching elsewhere the methods and courses recommended by the College of Education. 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

CHILDREN'S SCHOOL

The Children's School is the result of several years of first-hand educational experimentation with children from three to six years of age. It is, moreover, an educational experiment in process. The group concerned, at present, represents primarily the amalgamation of the Kindergarten and Americanized Montessori groups of last year, but no estimable contribution from any worthy educational source or system is excluded. The school purposes real education from the sincere study of young children. It is coming to be recognized more and more that children under the usual school age have intellectual needs that are greatly and generally overlooked. The children's school is really a laboratory where it is possible to observe pedagogy in the making.

ELEMENTARY SCHOOL

The spirit of the Children's School has propelled itself to the grades beyond. The primary rooms of the School of Observation have realized, during the past year, a thorough reorganization both as to equipment and methods of instruction. Experimentation with the reading process in particular is revealing on the part of the pupils possibilities which are remarkable. Owing to the peculiar nature of the training re-

ceived, 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. 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. 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 is a critical selection of books for these lists.

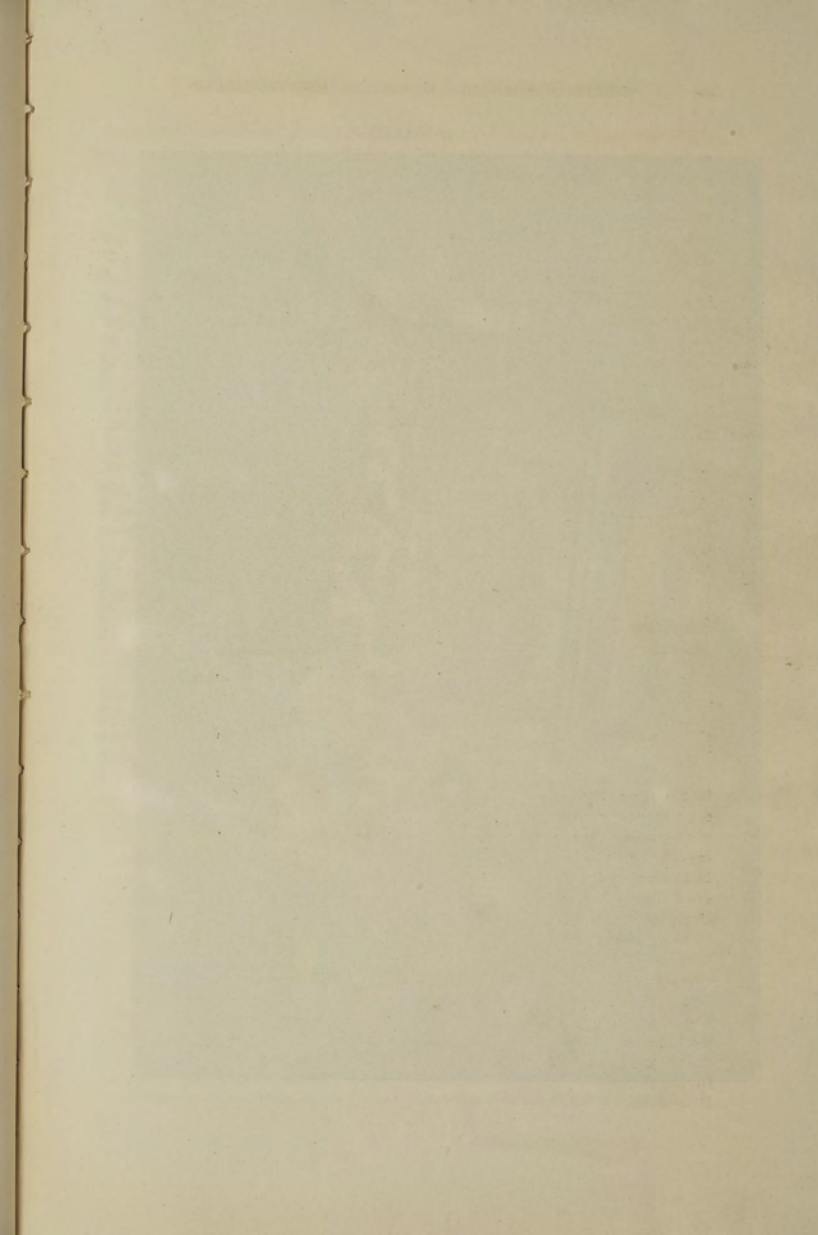
GRADE I

Primers

Arnold Primer	Horace Mann Primer
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	Outdoor Primer
Burt-Markham Primer	Overall Boys
Child Classics	Riverside Primer
Child Life Primer	Story Hour
Child World Primer	Summers Primer
Cyr's Primer	Sunbonnet and Overalls
Expression Primer	Sunbonnet Babies
Holton Primer	Wide Awake Primer

Readers

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





A GROUP IN THE ASSEMBLY HALL

GRADE II

- | | |
|------------------------------------|---------------------------------------|
| American School Readers Book II | Young and Field Readers Book III |
| American School Readers Book III | Mother West Wind's Neighbors |
| American Normal Reader Book II | Nature Stories |
| Around the World Book I | Orchard and Meadow |
| Art Literature Book II | Peter and Polly in Spring |
| Aunt Martha's Corner Cupboard | Peter and Polly in Summer |
| Baldwin Readers Book III | Peter and Polly in Fall |
| Beacon Readers Book II | Peter and Polly in Winter |
| Blue Aunt | Pig Brothers Play Book |
| Boy and Girl Heroes | Play Awhile |
| Boy on a Farm | Polly and Dolly |
| Chats in a Zoo | Progressive Road to Reading—Intro- |
| Cheerful Cats | ductory III |
| Clean Peter | Railroad Book |
| Early Cave Men | Red Feather. |
| Earth and Sky | Richmond Readers Book II |
| Easy Road to Reading Book III | Riverside Readers Book II |
| Edson-Laing Readers Book II | Robert Louis Stevenson Reader |
| Edson-Laing Readers Book III | Seashore Book |
| Elson Readers Book I | Stories for the Seven Year Old. |
| Elson Readers Book II | Stories for the Eight Year Old. |
| Eskimo Stories | Stories Grandmother Told. |
| Farm Books | Stories of Great Americans for Little |
| For the Children's Hour | Americans. |
| Free and Treadwell Readers Book II | Summers Readers Book II |
| Graded Classics Book III | Sunbonnet Babies in Holland. |
| Hill Reader Book III | Tales from the Far North. |
| History Stories for Primary Grades | "Tell it Again" Stories |
| Holland Stories | That's Why Stories. |
| Holton Curry Readers Book II | Tree Dwellers. |
| Horace Mann Readers Book II | Wade and Sylvester Readers Book II |
| In Mythland | Wade and Sylvester Readers Book III |
| In Those Days | Wee Ann |
| Laurel Readers Book II | Winston Readers Book II |
| Little Folks of Many Lands | Winston Readers Book III |
| Little People of Japan | With the Little Folks |
| Little People of the Snow | Wonderful Stories of Jane and John |
| Louisa Alcott Reader | Young American Reader |
| Mother West Wind's Children | Young and Field Readers Book II |

GRADE III

- | | |
|---------------------------------------|------------------------------------|
| Adventures of Mollie, Waddy and Tony | Boy and Girl Heroes |
| Alice in Wonderland | Browne Readers Book III |
| Arlo | Browne Readers Book IV |
| Big People and Little People of Other | Buckwalter Readers Book III |
| Lands | Carroll and Brook Readers Book III |

GRADE III—Concluded.

Clematis	Our Country's Story
Colliery Jim	Our Four-Footed Friends
Dutch Twins	Peter Pan
Edson-Laing Readers Book II	Peter and Polly in Spring
Edson-Laing Readers Book III	Peter and Polly in Summer
Edson-Laing Readers Book IV	Peter and Polly in Fall
Elson Reader Book III	Peter and Polly in Winter
Eskimo Twins	Progressive Road to Reading Book III
First Book in American History	Robert Louis Stevenson Reader
Four Wonders	Robinson Crusoe
French Twins	Snow Baby
Gordon Readers Book IV	Stories of Great Americans for Little Americans
Heath Readers Book II	Story Hour Readers Book II
Heath Readers Book III	Story Hour Readers Book III
Hiawatha Primer	"Tell It Again" Stories
Holland Stories	That's Why Stories
Horace Mann Readers Book III	Through the Looking Glass
In Those Days	Told in a Little Boy's Pocket
Liberty Reader	Tree Dwellers
Little Folks of Many Lands	Twilight Town
Louisa Alcott Reader	When Mother Lets us Garden
Mary of Plymouth	Wide Awake Readers Book II
Merrill Reader Book II	Wide Awake Readers Book III
Merrill Reader Book III	Winston Readers Book III
Old Mother West Wind	

GRADE IV

Arlo	Discoverers and Explorers
Alice and Tom	Donald in Scotland
About Harriet	Elson Primary School Reader Book IV
About Animals	Firebrands
America's Story For America's Children	Gerda in Sweden
A First Book in American History with European Beginnings	Half a Hundred Stories
American Inventions and Inventors	Horace Mann Fourth Reader
America and England	How We Are Fed
American Leaders and Heroes	How We Are Clothed
American Explorers	How We Are Sheltered
Bear Stories	How We Travel
Baldwin's Gulliver's Travels	Hassan in Egypt
Betty in Canada	I Am An American
Boris in Russia	Island Stories
Builders of Our County Book I	Josefa in Spain
Cat Stories	Kathleen in Ireland
Chandra in India	Louisa Alcott Reader
Dramatic Stories	Lion and Tiger Stories
	Men of Old Greece

GRADE IV—Concluded.

More Stories from Shakespeare Told to the Children	Southern Stories
Marta in Holland	Scudder's George Washington
Manuel in Mexico	The Weaver's Children
Old Stories of the East	The Story of Ulysses For Boys and Girls
Old Norse Stories	The Golden Ladder (Golden Rule Series)
Once Upon a Time in Rhode Island	The Little House in the Woods
Paz and Pablo	The Golden Arrow
Pilgrim Stories	The English History Story Book
Panther Stories	The Cave Boy of the Age of Stone
Peabody's Old Greek Folk Stories	The Beginner's American History
Rip Van Winkle	The King of the Golden River
Short Stories from English History	The Birds' Christmas Carol
Scudder's Book of Legends	The Liberty Reader
Stories from Plato	'Ume' San in Japan
Stories of Brave Dogs	Western Frontier Stories.

MUSIC

Included in the experimental work of the past year has been the organization of a new and suitable course in school music for both the Children's School and the elementary grades. Usually, with children of kindergarten age, music has meant only the teaching of rote songs with scant care and discrimination in the selection and range of such songs. The mere teaching of rote songs is but a meagre type of early education in music when the normal needs of children are considered. Music is as much rhythm as it is melody and free expression in response to rhythm is quite as necessary to child development as is the joyous singing of songs. Active listening to music, interpretation, and dramatization are educative music activities. A course inaugurated during the year comprehends these enriched phases of the work.

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 college and elected by the School Committees in the towns in which they serve. Each critic in the regular grades is given charge of two rooms, with the usual number of children for each room.

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

The Rhode Island system of training schools embodies to a remarkable extent the recommendations of the "Report of the Committee of Fifteen on the Training of Teachers." After the first preliminary teaching in the Observation School, student teachers are trained, not by making them assistants or substitutes, or by giving them

small groups of children, but by placing them in charge of regular schools under such conditions as they will meet after graduation. Here during the five months of training they are thrown on their own resources to a large extent. They learn to master the work of one grade and to teach with due regard for the development of the children; and they gain that close contact with child life, so essential to a good teacher, which can be gained only by one who is in charge of her own 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 Education. History of public education in Rhode Island. Evolution of the Rhode Island school law and system of administration. The school law of Rhode Island. 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 of Education. A study of the growth of American educational institutions and practices with the purpose of giving a view of present day problems in the light of their historical evolution. Special attention is given to the history of education in Europe to indicate influences affecting American development. Saturdays at 11:15; 20 sessions. Mr. Wells.
5. Philosophy and Principles of Education. The chief agencies for education. The physical, physiological, psychological and sociological aspects of education. The function of education in a democracy. The major principles of public education: education common to all, education for all, compulsory education, public support and control. Saturdays at 10:15. Dr. Carroll.
6. History. The world setting of different periods of American history and the influence of the outside world on America. Tuesdays at 4:30; 12 lectures. Mrs. Irons.

7. Oral Reading. Voice culture and articulation drill based upon poems and stories used in school work. Tuesdays at 4:30; 10 sessions. Miss Patterson.
8. Geography 1. At College of Education. Five lessons on Europe and five on Problem Method. The lessons on Europe present the new Europe, the emphasis on the essential physical factors, the adjustment of the people to the changing conditions, the background to understanding the peoples who have come into prominence and new sources of inspiration and information. The lessons on the Problem method present by examples from all the continents the scope of treatment and the possibilities of this type of presentation. Tuesdays at 4:30. Mr. Brown.
 2. At Bristol. Eight lessons. The lessons cover all grades of work and are intended to be both informational and inspirational. A discussion of the results to be attained, methods of presentation and use of materials for each grade is included.
9. Nature Study. Six field trips. Mr. Vinal and Dr. Weston.
10. Manual Training. Saturdays at 9:15; 20 sessions. Mr. Erik Andersen, Principal of the Providence Trade School.
11. Physical Education. Methods of conducting school room classes. Tuesdays at 4:30. 10 sessions. Miss Haight.
12. Home Economics. Methods and Organization of Household Economics. Thursdays at 4:30. Miss. Wright, State Supervisor in Home Economics, and Miss Bemis, Professor of Home Economics at the R. I. State College.

CONFERENCES

Problem-Project Method. Mr. Wells.

1. The Meaning of the Problem-Project Method.
2. Analysis of Typical Projects.
3. Teaching by Means of Problems and Projects.
4. Summary.

At R. I. College of Education Mondays at 4:30, November 17, November 24, December 1, December 8.

At Newport Thursdays at 3:30, January 8, January 15, January 22.

Saturday Mornings at 10:30.

January 10. Responsibility of the School for the Physical Welfare of School Children.

Hon. Walter E. Ranger, Commissioner of Education, Chairman.

Dr. Charles Carroll, R. I. College of Education.

Dr. Charles V. Chapin, Superintendent of Health, City of Providence.

Mr. W. H. Bacon, Superintendent of Schools, Westerly, R. I.

Mr. H. W. Lull, Superintendent of Schools, Newport, R. I.

Dr. Byron U. Richards, Secretary State Board of Health.

Saturday Mornings at 10.30.—*Concluded.*

March 27. Salary Schedules.

Guy F. Wells, R. I. College of Education, Chairman.

Miss A. Maud Emerson, Pawtucket High School.

Mr. Leonard H. Campbell, Principal English High School,
Providence.

Miss Imogene Truman, Principal Beacon Avenue School,
Providence.

Mr. R. K. Bennett, Superintendent of Schools, Central Falls.

May 1. Nature Study.

Lecture by Professor Anna B. Comstock, of Cornell University,
Ithaca, N. Y.

V. SUMMER SESSION, JULY 6 TO AUGUST 13, 1920

The attendance at the session of last year was 181 in the Normal Department and 175 children in the School of Observation. For the present year there will be three rooms of the School of Observation in session. Miss Barone will have charge of the younger children; Miss Bates the second and third grades. Miss Edith Freeman, of the Bridgham School will have the grammar grades.

As last year, there will be an effort to meet the needs of several classes of teachers. 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 college may take courses which will aid in shortening their attendance during the regular sessions. Credit for advanced courses may be counted towards a degree.

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 those who are to teach in Rhode Island. For others the fee will be \$25 for three or more courses, or \$10 for each full course.

COURSES OF INSTRUCTION

Library Science. The department of Library Science will offer three units of its regular program, as follows: *One hour daily throughout the session.* Miss Robbins.

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.

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.

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.

The sequence of subjects in this work will be arranged according to the convenience of the students. As the first course is required of all students in the first semester of the regular course, it may be taken by any students as a part of the college work.

The Teaching of Reading by a Socialized Method. A study of the free content method of teaching reading used in the observation department of the Rhode Island College of Education. The course will include, also, a discussion of the purpose and functioning of free school activities in relation to the teaching of the common school subjects, projects, drill, and discipline. Demonstration and lectures. Miss Craig.

Economic Geography. Adapted to teachers of Commercial and Physical Geography in High Schools, teachers of geography in Junior High Schools, and teachers in Upper Grade of Grammar Schools. Mr. Brown.

Occupations and Productions, Exchange of Commodities, Distribution of Natural Resources — the application of the principles of Economic Geography to one's own neighborhood to the United States, or to any selected area. Methods of study and of presentation. Problems of Elementary Research. Mr. Brown.

Social Economics. A series of lectures on social, political and economic needs of the times. *Last two weeks only.* President Howard Edwards, R. I. State College.

The Psychology of Teaching. The psychological principles of class room procedure including such problems as discipline, methods of study, economy in learning, mental hygiene, moral training, etc., in both the elementary and the secondary school. Satisfactory completion of this course will give credit for half of Education 3. Additional assigned reading and investigation may be done for additional graduate credit to the extent of one quarter's work. *Five hours a week. First four weeks of the session.* Dr. Bird.

The Measurement of Ability and Intelligence. A comparative study and analysis of the standard educational and intelligence tests, including the necessary statistical methods of scoring. Opportunity will be given for individual practice in administering the various tests. Satisfactory completion of this course will give credit for half of Education 4. Additional assigned reading and investigation may be done for additional graduate credit to the extent of one quarter's work. *Five hours a week. First four weeks of the session.* Dr. Bird.

School Methods. Methods of teaching elementary school subjects, with special reference to drill, the project method, the socialized recitation, and teaching how to study. Demonstration with classes of children, lectures and discussions. For the more advanced students there will be assignments of selected readings in educational journals descriptive of studies and experiments in the improvement of method. Mr. Wells.

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. 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. Dr. Carroll.

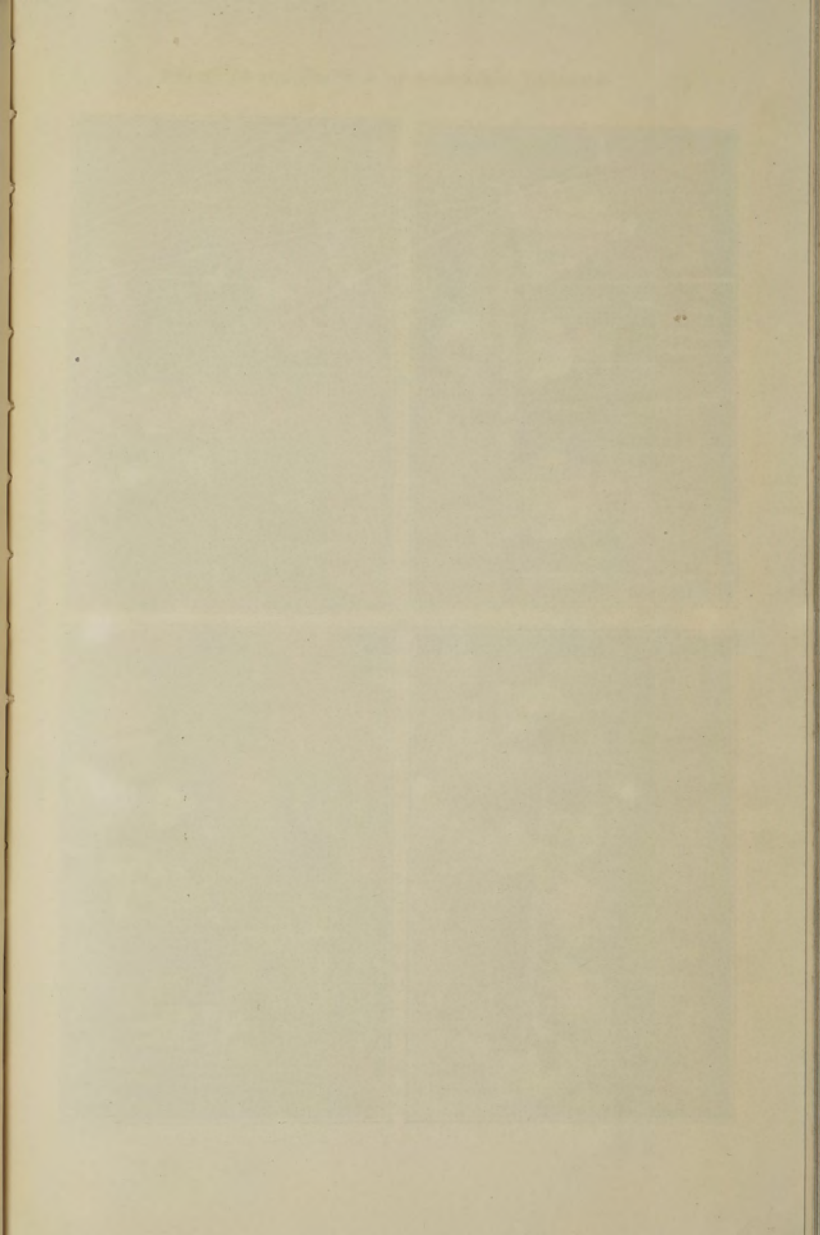
Philosophy and Principles of Education. I. The place and function of education in the development of civilization. The relations of educational science to biology, physiology, psychology and sociology.

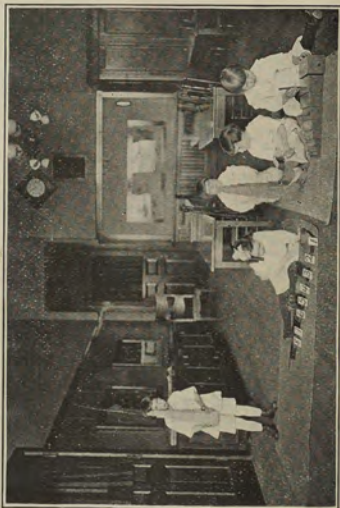
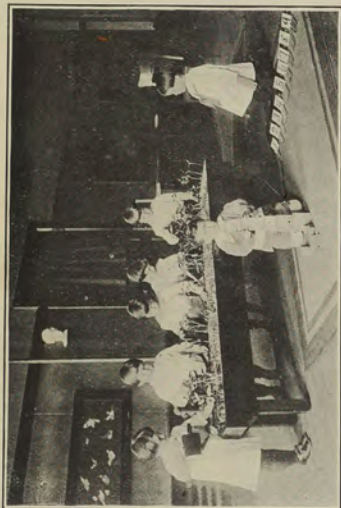
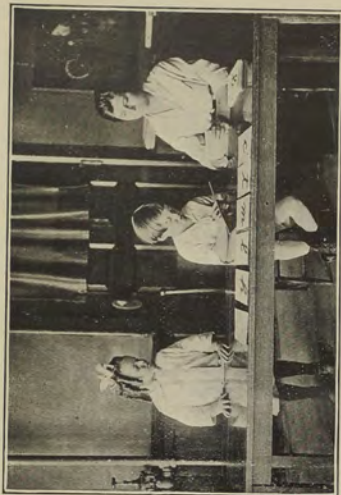
II. The fundamental principles of education for citizenship in a democracy. The education common to all, universal education, compulsory education, and opportunities for higher education, and their justification. Individual and State responsibilities and rights. This course aims to meet the State Board requirement for certification. Dr. Carroll.

Practical Law. The fundamental legal principles governing every-day transactions and ordinary business relations, and their practical applications. The law that everybody should know. A course aiming to prepare teachers for more efficient service through a better understanding of legal relations. Dr. Carroll.

Reviews in the Essentials of the Elementary Subjects. At the close of the course an examination will be held for credit towards a provisional certificate. *Three hours daily.* Superintendent Willard H. Bacon, Westerly.

Methods in Teaching History with Application to Grammar Grades and to the Junior High School. The course will include an interpretation of the course of study and an exposition of aids to the teacher. The relation of history to the development





GROUPS IN THE AMERICANIZED MONTESSORI ROOM

of citizenship will be shown by typical lessons. The problem project and other methods will be illustrated. Mrs. Irons.

The New Civics. The necessity for definite preparation for citizenship in our schools is recognized alike by educators and by the public at large. Such a course will naturally include the changes in the form and functions of our Government and its constant development; but will emphasize rather the relations between the individual citizen and the activities of government local and national. Its aim will be to give the student some idea of his place and part as a member of organized society, what organized society does for him and what he should do for society, and to develop in him the ability to discuss civic problems thoughtfully, to awaken in him the importance of a better civic life that he may "see, feel and act for the common good"—Subject Matter and Methods. Mrs. Irons.

Methods of Teaching French. For teachers of grammar and high school grades. Miss Lillian Moses, Rogers High School, Newport.

French Conversation. Miss Moses.

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, Providence Public Schools.

Music. Observation of Music in the Grades. *Third and fourth weeks only.* Miss Starrett.

Music 2. A course in the historical development of music. Lectures and illustrations. *Last two weeks only.* Miss Starrett.

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. *Last two weeks only.* Miss Starrett.

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. *First four weeks only.* Miss Agnes Thompson, Boston Public Schools.

Americanization Course. Three weeks beginning July 26. Under direction of Mrs. Agnes M. Bacon, Supervisor of Americanization.

The first week the course will consist of general lectures, methods, and discussions from 1:00 to 2:00 daily, with a series of model lessons from 2:00 to 3:00 by Miss Rose M. O'Toole, Industrial Americanization Director.

The next two weeks a course in Americanization Civics will be given from 1:00 to 3:00 daily by Miss Etta V. Leighton.

In connection with the course an exhibit of pupils' work will be shown.

An Americanization Library will be available to students through the courtesy of Mrs. Marguerite Reid Wetmore of the Foreign Department, Providence Public Library.

LIST OF STUDENTS

SENIOR A CLASS

January Group

Borden, Helen G.	Cranston	Lafreniere, Edna M.	North Kingstown
Bray, Phebe W.	Pawtucket	Lavell, Florence E.	Providence
Brennan, Margaret R.	Providence	Maine, Dorothy.	Warwick
Card, Waity G.	Cranston	McCombe, Helen M.	Woonsocket
Church, Olivia J.	Tiverton	McKenna, Margaret G.	Providence
Cross, Ethel A.	Pawtucket	McKenna, Mary C.	Pawtucket
Cuffe, Helen M.	Providence	Monahan, Anna C.	Providence
Curry, Ruth C.	Providence	Myers, Eleanor L.	Providence
Dailey, Madeline W.	Woonsocket	O'Brien, Martha F. M.	Providence
Donohue, Teresa M. E.	Newport	O'Connell, Marion E. H.	Pawtucket
Duffy, Josephine.	Providence	O'Neil, Mary E.	Providence
Dwyer, Alice M.	Providence	O'Rourke, Elizabeth M.	Providence
Eddy, Nellie I.	Providence	Ranger, Ruth M.	Providence
Fitzgerald, Kathleen A.	Providence	Ricard, Rosanna A. V.	Burrillville
Fleming, Madeleine E.	Providence	Rogers, Leah M.	Pawtucket
Fradin, Sarah.	Johnston	Salesses, Margaret M.	Providence
Gladhill, Jennie D.	Providence	Seavey, Gladys L.	North Kingstown
Grant, Mary D.	Providence	Smith, Anna H.	Warren
Griffin, Honora V.	Cumberland	Smith, Madeleine E.	Providence
Hewitt, Etta G.	Providence	Tracey, Helen M.	Pawtucket
Howland, Amy.	Jamestown	Walker, Pearl.	West Warwick
Keith, Marion T.	Providence	Wheeler, Dorothy G.	Providence
Jones, Catherine A. C.	Newport	Young, Fannie R.	North Kingstown

January Kindergarten Group

Collins, Helen L.	Newport	Nuss, Loretta M.	Newport
Haire, Gertrude J.	Newport		

June Group

Barlow, Agnes E.	Cranston	Keith, Marion T.	Providence
Barry, May A.	Providence	Littlefield, Amy F.	Warren
Bray, Sarah E.	Pawtucket	McCarthy, Julia I.	Providence
Burke, Esther M.	Providence	McPhillips, Alice T.	Providence
Charland, Florence C.	Woonsocket	McVay, Sarah C.	Pawtucket
Connolly, Sarah G.	Providence	Pearson, Eris M.	Providence
Cruise, Lillian M.	Pawtucket	Rice, Helen M.	Providence
Goldman, Sylvia.	Providence	Roney, Clara E.	Providence
Hargraves, Kathryn M. V.	Providence	Ryan, Margaret E.	Providence
Heuberger, Helena F.	Warren	Sullivan, Margaret L.	Newport
Keegan, Agatha B.	Providence		

June Kindergarten Group

Douglas, Edith V. East Providence Fenner, Mildred S. Providence

June Library Course

Hildreth, Dorothy J. Providence

SENIOR B CLASS

Beagan, Rosalind M. Providence	Higgins, Mary H. Providence
Brennan, Veronica A. Woonsocket	Johnson, Elsie V. Pawtucket
Brown, Gertrude. West Warwick	Kelley, Helen E. Providence
Burdick, A. Vivian. So. Swansea, Mass.	Kelly, Jennie M. Cumberland
Burns, Cecelia F. Warwick	Levine, Edith K. West Warwick
Carter, Isabel F. West Warwick	McGann, Mary M. Providence
Church, Annie L. Providence	McGarry, Rose V. Pawtucket
Clarke, Bertha A. West Warwick	McMurray, Irene Y. Warren
Collins, Mildred C. Pawtucket	Newcomb, Agnes E. Cranston
Cook, Zita M. Woonsocket	Norton, Frances E. Providence
Corden, Catherine H. Pawtucket	Olson, Amy A. Cranston
Crowe, Gertrude F. Providence	Pollard, Marion H. Providence
Dawley, Lillian M. West Warwick	Quinton, Mary C. Providence
Donaghy, Barbara M. Taunton, Mass.	Ryan, Anna G. Pawtucket
Donahue, Elizabeth M. Cranston	Russell, Alicia. Warwick
Dunn, Gertrude H. Providence	Taylor, Ruth S. Pawtucket
Dunne, Katherine S. Providence	Thorp, Mary T. Westerly
Flynn, Rose L. Pawtucket	Toher, Anna F. Pawtucket
Fox, Madeline H. Providence	Trainor, Mary V. Bristol
Gannon, Tiburtus T. Providence	Wagner, Margaret M. Newport
*Grossman, Gertrude. Providence	Whitman, Myrtle M. Coventry
Harrington, Genevieve C. Newport	

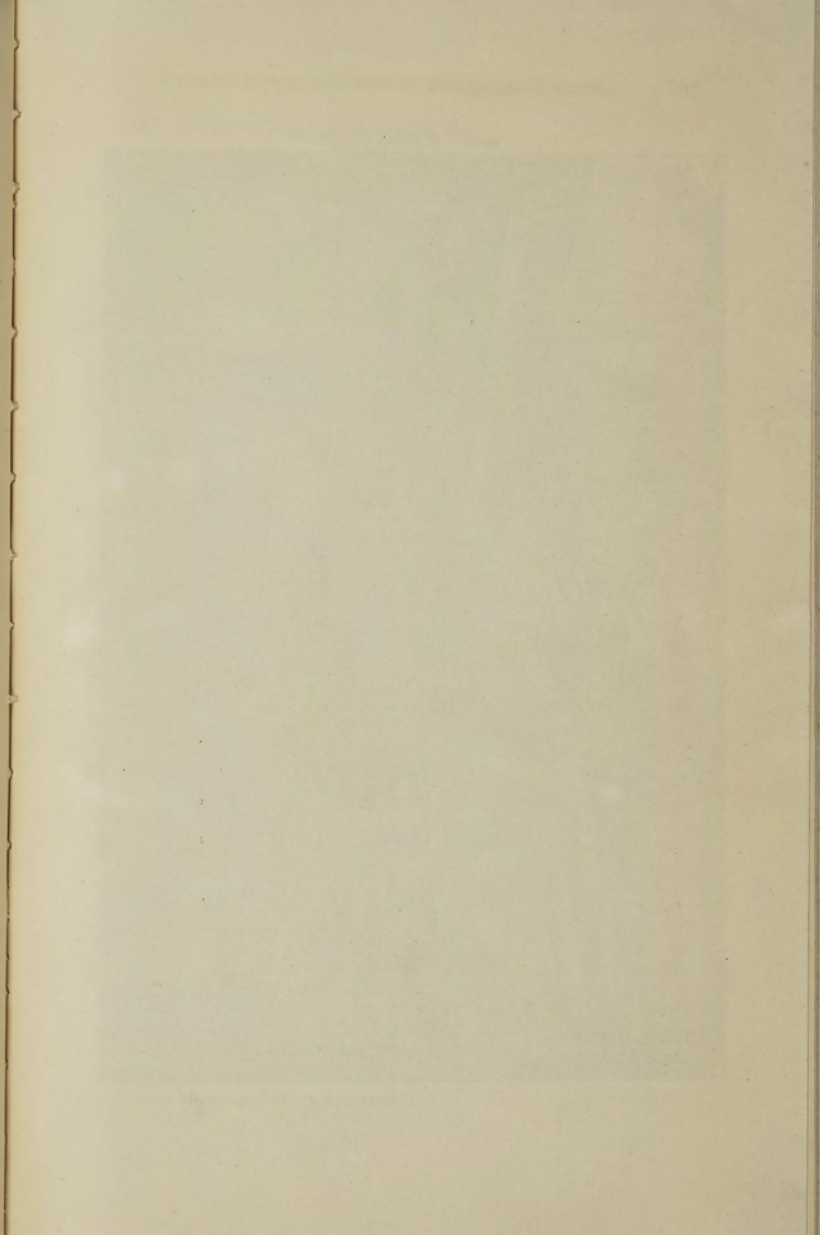
Library Course

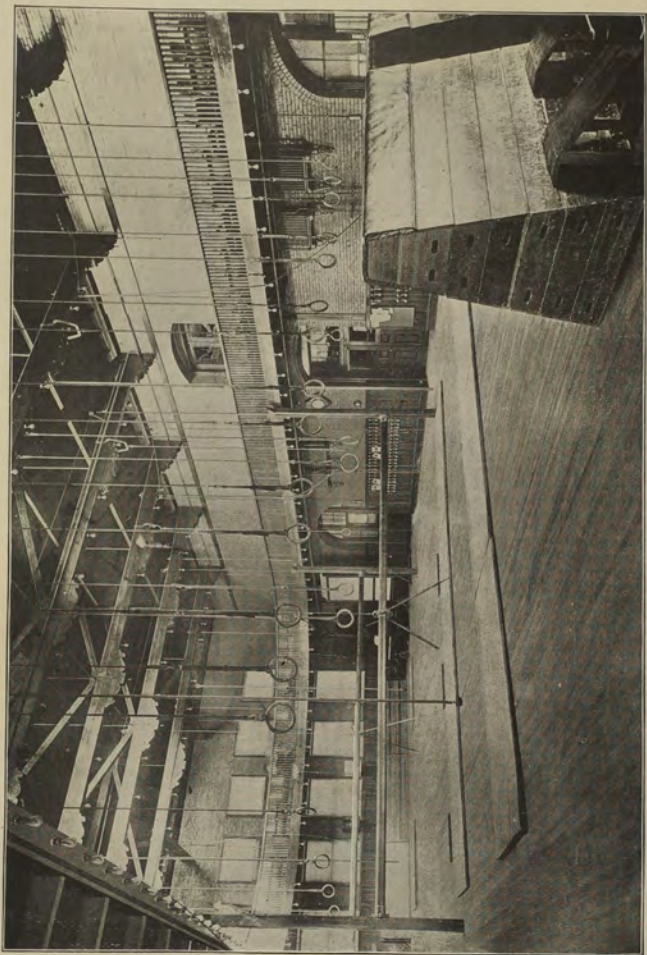
Aldrich, Helen V. Providence Basso, Mary D. Providence

JUNIOR A CLASS

Bowen, Rowena A. East Providence	Labbee, Emilda V. A. Providence
Cole, Louise D. East Providence	Leddy, Mildred M. Pawtucket
Crowe, Mabel A. Providence	Lenahan, Catherine G. Providence
Garber, Beatrice C. Pawtucket	Marlborough, Celia C. Woonsocket
Garside, Ignatia G. Providence	Mathewson, Beatrice B. Johnston
Gladhill, Mary J. Providence	Milke, Marjorie E. Providence
Graham, Marie R. Providence	Murphy, Alice G. Bristol
Hanley, Emma T. Providence	Olson, Clara O. M. Cranston
Hartstra, Christina. Providence	Price, Mildred L. Providence
Heffernan, Isabel T. Providence	Scanlon, Helen T. Bristol
Kerns, Anna C. Central Falls	Tierney, Helen L. Providence
Kneeland, Lois A. Cranston	Tomassi, Pierina B. Providence

*Withdrawn during the school year





THE GYMNASIUM

Junior B Library Class

Stein, Madeline Providence	Thornton, Mildred L. Providence
Sullivan, Gladys A. Providence	

JUNIOR C CLASS

*Arnold, Louise A. Pawtucket	Kilroy, Margaret D. Fall River, Mass.
*Bliss, Hazel East Providence	Labbee, Frances H. Providence
*Bourne, Hattie P. Rumford	Losea, Virginia A. Providence
Brassard, Reina R. Central Falls	MacDonough, Angela L. Warren
Brown, Anna G. Providence	McCabe, Rose G. Providence
Byron, Laura V. Central Falls	McDermott, Lucy M. Providence
Callanan, Anna M. Providence	McGiveney, Margaret C. Apponaug
Cavanaugh, Muriel A. East Providence	McKeon, Agnes A. Providence
Collins, Alice M. East Providence	McMahon, Alice J. Pawtucket
Collins, Anna L. Providence	McQueeney, Mary W. Providence
*Connolly, Alice G. Newport	Mahoney, Alice M. Providence
Dillon, Agnes M. Providence	*Mann, Frank Ashton
*Doherty, Francis Providence	*Maxfield, Annie W. Barrington
Fisher, Ruth A. Providence	Monahan, Helena A. Providence
Flynn, Irene E. Apponaug	Noonan, Alice A. Providence
Gorman, Martha L. Central Falls	O'Connor, Elizabeth L. Providence
Gorman, Mary F. Providence	Ormond, Florence M. Providence
Grady, Irene V. East Providence	*Remington, Mary East Providence
Hoar, Emelie K. Barrington	*Santojanni, Silvio Providence
*Holt, Ethel Providence	*Smith, Anna M. Providence
Hoxsie May E. Hopkinton	Sullivan, Hannah E. Providence
*Jewell, Ethel Little Compton	Thilley, Florence E. Providence
Johnson, Ruth V. Providence	Walker, Jane M. Providence
Kelley, Mary M. Providence	Werle, Doris Rumford
Keenan, Alice F. Pawtucket	Winsor, Doris E. Providence

Junior C Kindergarten Class

Carty, Louise A. Pawtucket	Godfrey, Gladys M. Providence
*Coffey, Martha L. East Providence	O'Connor, Veronica M. Providence

Special Students

*Barney, Bertha L. Cranston	Flagg, Laura M. Cumberland
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*Withdrawn from school during the school year.

SUMMER SCHOOL STUDENTS

Abbott, Dorothy M.	Providence	Eddy, Nettie G.	Smithfield
Abrams, Esther J.	Providence	Equi, Martha H.	Providence
Augustus, M. F.	Providence	Estes, Anna I.	Leicester, Mass.
Barton, Anna H.	Warwick	Estes, Helen L.	Leicester, Mass.
Babcock, Phebe M.	Pawtucket	Fairbanks, Rachel M.	Central Falls
Babcock, Susan A.	Pawtucket	Fallon, Mary M.	Pawtucket
Ballard, Helen C.	Providence	Fawcett, Katherine M.	Providence
Barney, Bertha L.	Cranston	Flynn, Katherine M.	Providence
Barlow, Agnes E.	Cranston	Foley, Jennie.	Fall River, Mass.
Barton, Anna H.	Warwick	Fortier, Amelia.	Tiverton
Baxter, Catherine C.	Providence	French, Isabel C.	Pawtucket
Beard, M. Madeline.	Cranston	Friedlander, E. Bertha.	Cranston
Blais, Minnie R.	Providence	Friedlander, Elsie.	Cranston
Boles, Agnes M.	Providence	Fulton, Annie L.	Providence
Bowen, Mary C.	Providence	Gannon, Tiburtus.	Providence
Bruce, Elsie S.	Warwick	Garside, Ignatia.	Providence
Budlong, Alice W.	Central Falls	Gordon, Zaida.	Providence
Budlong, Lillian A.	Ashaway	Gorman, Anna G.	Providence
Burdick, Mrs. Idelle H.	East Providence	Gorman, Mary J.	Providence
Burke, Lucinda M.	Barrington	Grady, Irene.	East Providence
Campbell, Ethel M.	Woonsocket	Grice, Bessie Lee.	Waco, Texas
Campbell, Richard E.	Providence	Griffin, Honora.	Cumberland
Carlen, Lillian.	Providence	Hambly, Vida.	Tiverton
Carpenter, Elizabeth B.	Cranston	Hanley, Emma T.	Providence
Carr, Mary M.	Coventry	Hanley, Helen V.	Warren
Cavanaugh, Muriel A.	East Providence	Harty, Helena A.	Providence
Chapman, Irene L.	Providence	Hayden, Alice S.	Providence
Church, Olivia J.	Tiverton	Hayden, Florence.	East Greenwich
Condon, Helen A.	Bristol	Hearn, Hilda L.	North Kingstown
Connery, Florence L.	Central Falls	Heaton, Ethel C.	Apponaug
Coughlin, May E.	Johnston	Heffernan, Louise.	Providence
Crane, Anne G.	Providence	Hewitt, Etta G.	Providence
Crapon, Lenore S.	North Providence	Higgins, Margaret A.	Fall River, Mass.
Coombs, Ruth C.	Providence	Hildreth, Dorothy J.	Providence
Cross, Ethel A.	Pawtucket	Hill, Emma P.	East Greenwich
Cunningham, Ida A.	Providence	Hokanson, Edith J.	Seekonk, Mass.
Devlin, Gertrude M.	Woonsocket	Houston, Margaret C.	Providence
Dickinson, Ruby H.	New Britain, Conn.	Howard, Evelyn J.	Warwick
Dillon, Marguerite C.	East Providence	Hughes, Elizabeth.	Providence
Dion, Natalie M.	Putnam, Conn.	Hunt, Elsie M.	Swansea, Mass.
Dockrey, M. Ida.	Hope Valley	Hurley, Millicent.	Providence
Donnelly, Grace L.	Pawtucket	Jackowitz, Elizabeth.	East Providence
Dunn, Mary C.	Providence	Jencks, Althea M.	West Barrington
Easterbrooks, Susan.	Providence	Jenks, Rachel B.	Woonsocket
Easton, Mary A. L.	Providence	Jewell, Florence L.	Little Compton

Johnson, Elsie V.	Pawtucket	O'Brien, Ruth H.	Warren
Johnson, Madeleine	Providence	O'Halloran, Alice E.	Providence
Johnson, Mrs. Marion	Coventry	O'Neol, Mary E.	Providence
Johnson, Mary T.	Pawtucket	Padien, Alice T.	Providence
Jones, Nellie	Providence	Palmer, Catherine	Cranston
Kent, Elizabeth	Hopkinton	Palmer, Jennie M.	Providence
Kenyon, Hazel G.	West Warwick	Palmer, Ruth C.	Cranston
Kerns, Anna B.	Central Falls	Parker, Harriet	Providence
Knoepfel, Helen B.	Coventry	Peirce, Emma G.	Providence
Labee, Emilda	Providence	Phillips, Hilda G.	Fall River, Mass.
Lake, Mrs. Maud P.	Pawtucket	Potter, Ivy E.	Lincoln
Latimer, Lucile	Cranston	Ricard, Rosanna	Burrillville
Leathers, Jennie B.	Warwick	Richmond, Florence L.	Richmond
Leddy, Mildred M.	Pawtucket	Richmond, Phoebe L.	Richmond
Leeman, Margaret J.	Johnston	Rose, Emma A.	New Shoreham
Lenehan, Anna M.	Providence	Serror, Marion I.	Providence
Lindsay, Ethel L.	Providence	Sheffield, Elizabeth A.	Westerly
Manchester, Alice H.	Providence	Saunders, Ethel J.	Providence
Mangan, Margaret M.	Pawtucket	Smith, Bertha B.	Barrington
Manning, Grace A.	Providence	Smith, S. Maria	Providence
Martin, Jane	Providence	Snell, Rose	Providence
Marvel, Louise N.	Somerset, Mass.	Stein, Madeline	Providence
Mathewson, Vivian D.	Providence	Stockwell, B. Myldred.	Jamestown
Matteson, Dorothy	Providence	Sullivan, Elizabeth R.	Cranston
McCrellis, Ellen	Providence	Sullivan, Gladys A.	Providence
McDonald, Anna I.	Providence	Sullivan, Hannah E.	Providence
McDonald, Mary C.	Providence	Sykes, Marion K.	Lincoln
McElinn, Elizabeth C.	West Warwick	Takvorian, Alice M.	Providence
McElroy, Anna M.	Providence	Taylor, Emma M.	Johnston
McElroy, Mary E.	Providence	Thayer, Edna	Providence
McGwynn, Margaret C.	Providence	Tomassi, Pierina	Providence
McKenna, Sara G.	East Providence	Tully, Marguerite	Providence
McLoughlin, Mary E.	Central Falls	Tully, Sara	Providence
McMurray, Irene Y.	Warren	Upton, Eleanor S.	Providence
McPartlin, Margaret T.	Woonsocket	Wales, Bertha E.	Cranston
Meadowcroft, Blanche	Westerly	Wallace, Madeline	Providence
Meagher, Madeleine M.	Pawtucket	Walling, Marian E.	North Providence
Minkins, Imogene L.	Pawtucket	Warner, Viola M.	Rockland
Monahan, Helena A.	Providence	Walsh, Mary F.	Providence
Moss, Mrs. Maud P.	Pawtucket	Wheeler, Mrs. Harriet	Providence
Mowry, Bertha	Rumford	Wheeler, Hazel	Providence
Mowry, Edith G.	East Providence	White, H. Lucile	Providence
Newcomb, Agnes E.	Cranston	Whiteknact, Emma G.	Central Falls
Nicol, Isabelle M.	Providence	Young, Evelyn M.	Central Falls
Northup, Gertrude M.	Cranston	Young, Mary L.	Providence
O'Brien, Annie L.	Warren		

Summary

Senior A Class, January Group.....	46
Senior A Class, June group.....	21
Kindergarten Senior Class, January group.....	3
Kindergarten Senior Class, June group.....	2
Library Senior Class June group.....	1
Senior B Class.....	41
Senior B, Library Class.....	2
Junior A Class.....	24
Junior A, Kindergarten Class.....	3
Junior B Class.....	68
Junior B, Kindergarten Class.....	4
Junior B, Library Class.....	3
Junior C Class.....	38
Junior C, Kindergarten Class.....	3
Special Students.....	1
Withdrawn from the school during the year.....	17
Total.....	277
Afternoon and Saturday classes at the Normal School.....	325
Summer Session, 1919.....	181
Observation School, Regular Session.....	338
Observation School, Summer Session.....	150
Outside training schools, approximate average attendance.....	1,500

