Catalogue and Circular

Of the Rhode Island
Normal School, at
Providence . . .

1898
Catalogue and Circular
OF THE
Rhode Island Normal School
AT
Providence
1898
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<thead>
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<th>1898</th>
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<tbody>
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Days on which school is in session are indicated by full face type.

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Calendar for 1898-99.

**Fall and Winter Term.**

1898.

EXAMINATION FOR ADMISSION ............... Monday, September 12.
OPENING OF TERM ......................... Tuesday, September 13.
THANKSGIVING RECESS, TWO DAYS ........... November 23-24.
CHRISTMAS RECESS, ONE WEEK ............... December 17-23.

1899.

PUBLIC EXAMINATION CLOSING THE TERM ... Friday, January 27.

**Spring and Summer Term.**

OPENING OF TERM ......................... Monday, February 6.
WASHINGTON'S BIRTHDAY ................. Wednesday, February 23.
SPRING RECESS, ONE WEEK ................. April 15-22.
ARBOR DAY .......................... May 19.
MEMORIAL DAY ........................ May 30.
PUBLIC EXAMINATION .................. Thursday, June 29.
GRADUATING EXERCISES .................. Friday, June 30.
By the act of the General Assembly, passed March 14, 1871, the Rhode Island Normal School was placed "under the management of the State Board of Education and the Commissioner of Public Schools as a Board of Trustees."

Board of Trustees.

His Excellency the Governor,
Elisha Dyer.

His Honor the Lieutenant-Governor,
William Gregory.

John E. Kendrick..................................Providence.
Samuel W. K. Allen...............................East Greenwich.
Frank E. Thompson................................Newport.
Frank Hill...........................................Ashaway.
George T. Baker....................................Barrington.
Rev. Charles J. White.............................Woonsocket.

Thomas B. Stockwell,
Commissioner of Public Schools and Secretary of Board of Trustees.

Board of Examiners.

Rev. Napoleon Leclerc.............................Woonsocket.
Mrs. Helen M. C. Kendrick........................Providence.
Rev. T. C. McClelland.............................Newport.
Miss Clara A. Olney................................Hope Valley.
Samuel Norris, Jr..................................Bristol.
Frank G. Eastman, M. D..........................East Greenwich.
Board of Instruction.
1897-98.

WILLIAM E. WILSON, A. M., Principal, 225 Morris Avenue, Psychology, Pedagogy.

ALEXANDER BEYAN, A. M., 131 East Avenue, Physics, Chemistry, Arithmetic.

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

CHARLOTTE E. DEMING, 190 Meeting Street, Geography, Methods in Geography, Geology, Astronomy.


EMMA E. BROWN, A. M., Geometry, Algebra, German, Penmanship, Cylindrical.

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

ALEXANDER H. SEAVENS, Drawing.

HATTIE E. HUNT, Ph. D., Assistant in Psychology, Pedagogy, and Methods, 53 Waterman Street.

MARY C. DICKERSON, Botany, Zoology, Physiology, 3 Angell Place.

EMORY P. RUSSELL, Music, 105 Daboll Street.

ELLEN I. RICHARDS, Sewing, 53 Parade Street.

SCHOOL OF OBSERVATION.

THEBE E. WILBUR, Principal, 21 Somerset Street, Fifth year.

ALICE W. CASE, First year, 85 Somerset Street, Bragville, Mass.

ADA E. BRAGG, Second year, 177 Brigham St.,

SARAH L. SWEET, Third year, 42 Common St.,

MARIAN A. PUFEER, Fourth year, 21 Somerset Street.

PRACTICE SCHOOLS.

CLARA E. CRAIG, Training Teacher, 69 Carpenter St., Benefit St., Providence.

MARY E. BOSWORTH, Training Teacher, 3 Angell Place, Eden Park, Cranston.

MYRA A. BUMSTEAD, Training Teacher, 80 Summit St., Pawtucket, Cherry St., Pawtucket.

MARY E. KING, Training Teacher, 10 Maple St., Pawtucket, Central St., Central Falls.

BERTHA M. WOOD, Principal's Clerk, 283 Thayer St.,

WILLIAM H. GROSS, Junior,
Students.

ADVANCED COURSE.

SENIOR CLASS.

Graduated June 24, 1898.

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Apes, Lilias May</td>
<td>Anthony</td>
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<td>Brown, Anna Eliza</td>
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<td>Dwyer, Julia Aloysius</td>
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<tr>
<td>Galli, Marie</td>
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<td>Leahey, Mary Louisa</td>
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<td>O'Leary, Elyne Hendricken</td>
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<td>Oenshaw, Bertha May</td>
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<td>Riley, Abbie Gertrude</td>
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<tr>
<td>Ryan, Ellen</td>
<td>557 Broad St., Lonsdale</td>
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<tr>
<td>Ryan, Florence Sutherland</td>
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<tr>
<td>Tillinghast, Nellie</td>
<td>Summit</td>
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<tr>
<td>Watson, Abbie Carpenter</td>
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SENIOR CLASS B.

<table>
<thead>
<tr>
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<tr>
<td>Campbell, Mary Agnes</td>
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<tr>
<td>Conley, Katherine Irene</td>
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<tr>
<td>Conway, Mary Katherine</td>
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<tr>
<td>Cowen, Henrietta Nowell</td>
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<tr>
<td>Craig, Mary Murdock</td>
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<td>Demers, Clara Loretta</td>
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<tr>
<td>Demers, Mary Agnes</td>
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<tr>
<td>Doyle, Sarah Anna</td>
<td>32 Central St., Central Falls</td>
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<tr>
<td>Farnes, Mary Elizabeth</td>
<td>...Darlington</td>
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<tr>
<td>Hall, Alice Maria</td>
<td>71 High St., North Attleboro, Mass.</td>
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<tr>
<td>Hicks, Bertha Stanley</td>
<td>Bristol Ferry</td>
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<tr>
<td>Hicks, Carrie Louise</td>
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<tr>
<td>Hokanson, Emma Alida</td>
<td>Runnymede</td>
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<tr>
<td>Kee, Sarah Jane</td>
<td>Warren</td>
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<td>Macdonald, Estella Christiana</td>
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<td>McVeigh, Margaret Mary</td>
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<tr>
<td>Meagher, Ellen Cecilia</td>
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<td>Powers, Margaret Helen</td>
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<td>Smith, Annie Melisa</td>
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<td>Whipple, Carrie Mabel</td>
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<td>Woodward, Annie Louise</td>
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JUNIOR CLASS A.

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<tr>
<td>Bates, Edith Ellen</td>
<td>Box 53, Hope</td>
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<td>Brayton, Amelia Louisa</td>
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<td>Brownell, Charlotte Dickenson</td>
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<tr>
<td>Carpenter, Emma Jane</td>
<td>East Providence Centre</td>
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<tr>
<td>Cochrane, Antonia Mandel</td>
<td>216 Somerset Ave., Taunton, Mass.</td>
</tr>
<tr>
<td>Grimshaw, Edyth May</td>
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<td>Hipple, Carrie Label</td>
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<tr>
<td>Okie, Ethel Anne</td>
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<td>Walsh, Annie Louisa</td>
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JUNIOR CLASS B.

Allen, Ada Marie..........................58 Camp St., Providence.
Barnes, Nettie Josephine...................Manton.
Belcher, Julia Fisher.........................Bethlehem.
Brayton, Mary Alice..........................Greenville.
Bunker, Ruth Walworth.......................54 Willow St., Providence.
Carroll, Catherine Camillius..............Phenix.
Carroll, Mary................................131 Tockwotton St., Providence.
Clarke, Maude Matilda.......................Bristol.
Corrigan, Louise Jane.......................Attleboro Falls, Mass.
Dillon, Ellen Frances.......................Hortonville, Mass.
Donnelly, Grace Loretta....................267 Central St., Central Falls.
Doolittle, Susan Aloysius...............29 Sheldon St., Providence.
Fuller, Ethel Esther........................Plainville, Mass.
Galé, Alice Jeanette.......................1238 Globe St., Fall River, Mass.
Hamerton, Sarah Isabel.....................527 Maple St., Fall River, Mass.
Kibbee, Ruth Wood..........................Valley Falls.
McGann, May Etta..........................Bristol.
McGuigan, Marjory Cecilia..................Auburn.
Monahan, Delia Loretta.....................East Providence.

COURSE PREPARATORY FOR PROVIDENCE AND PAWTUCKET TRAINING SCHOOLS.

SECTION A.

Adams, Ellen May..........................500 Cranston St., Providence.
Arnold, Anny Leona.........................274 Washington St., Providence.
Davis, Helen Catherine.....................19 Armstrong Ave., Providence.
Dawson, Elizabeth Cooper...............389 Admiral St., Providence.
Darrell, Gertrude May.....................28 Ninth St., Providence.
Farrell, Nellie Agnes......................110 Atwell's Ave., Providence.
Feeley, Martha Ellen.......................110 Gallup St., Providence.
Freeman, Frances Virginia...............287 Washington Ave., Providence.
Gray, Margaret............................130 Broad St., Providence.
Hunt, Florence Estelle.....................10 Spencer St., Providence.
Hurley, Katharine Mattila...............36 East George St., Providence.
Kimball, Alice Orealla.....................512 Public St., Providence.
Lowell, Linda May.........................78 Bellevue Ave., Providence.
Mackenzie, Elizabeth Florence..........175 South St., Providence.
Magrath, Margaret Rufina...............87 Parade St., Providence.
McLaughlin, Carrie Lee............. 13 Marlborough Ave., Providence.
Mott, Mary Rupple.................. 536 Lockwood St., Providence.
Riordan, Catherine Agnes.......... 93 Branch Ave., Providence.
Smith, Jane Ann.................... 74 Seymour St., Providence.
Wells, Sarah Lillian.............. 209 Montgomery Ave., Providence.
Burlingame, Alice Maria.......... 679 Central Ave., Pawtucket.
Clarke, Mary Elizabeth............ 424 Broadway, Pawtucket.
Cox, Mary Ellen.................... 49 Sterry St., Pawtucket.
Gallagher, Eliza Agnes............ 799 North Main St., Pawtucket.
Garland, Ann Jane............... 30 Clifford St., Pawtucket.
Holt, Elizabeth Davy............. 128 Lonsdale Ave., Pawtucket.
Jackson, Jeanette May........ 25 Nickerson St., Pawtucket.
Kenyon, Fannie Sarah............. 697 Pleasant St., Pawtucket.
Kinloch, Elizabeth Knox........... 39 South St., Pawtucket.
Lightbown, Mary Veronica........ 1754 Lonsdale Ave., Pawtucket.
Markey, Frances Anna............. 68 Prairie Ave., Pawtucket.
McKinley, Jennie Biodgett........ 175 Division St., Pawtucket.
Morpeth, Rachel May............. 62 Carpenter St., Pawtucket.
Perry, Edith Francena............ 124 Exchange St., Pawtucket.
Walker, Ellen..................... 48 Highland St., Pawtucket.

SECTION B.

Chapin, Mary Louise............. 6 Providence St., Providence.
Cole, Helen Josephine........... 14 Potter's Ave., Providence.
Cosgrove, Francesca de Sales... 258 Doyle Ave., Providence.
Dix, Jane Sarah.................. 18 Orchard St., Providence.
Donnelly, Annie Elizabeth...... 888 Eddy St., Providence.
Fanning, Susan Gertrude......... 1763 Westminster St., Providence.
Hitchcock, Ethel Louise........ 253 Federal St., Providence.
Hollen, Marie Celestial......... 40 Constitution St., Providence.
Houghton, Mary Elizabeth........ 19 Sexton St., Providence.

ELEMENTARY COURSE.

SUB JUNIOR CLASS.

Almy, Helen Marion............... 22 Warren St., Providence.
Colwell, Ethel Ora.............. 305 Somerset Ave., Taunton, Mass.
Davis, Helen Dean............. 75 Park St., Attleboro, Mass.
Hines, Helen Frances........ 212 Riverside St., Providence.
Latham, Anna Mabel............. 225 Oak Lawn.
Lewis, Elsie Lilla.............. 244 Hope St., Providence.
Owens, Agnes Magdalene........ 247 Berkeley.
Partridge, Genevieve M........ 24 Thomas St., Woonsocket.
Sieverts, Annie Marie.......... 225 Morris Ave., Providence.
Smith, Florence Blanche........ 12 Chester Ave., Taunton, Mass.
FIFTH TERM CLASS.

Bainston, Cecilia Maud Marion... 138 Laban St., Olneyville.
Bennett, Ethel Foster........................ Foster Centre.
Bliven, Annie Frances......................... Box 52, Washington.
Cohen, Etta Esther.............................12 Jenckes St., Providence.
DeBlois, Mary Elizabeth....................Warwick.
Essex, Hattie May.............................East Greenwich.
Gear, Myrtha May...............................Tiverton.
Greene, Mabel Gertrude.....................River Point.
Hunt, Carrie Lavinia.........................East Greenwich.
Kilroy, Joan Littlefield................Box 693, East Providence.
Latham, Mary Ethel.............................Box 5, Hope.
*McNulty, Rose Mary Loretta-Juliet........River Point.
Sutherland, Mattie Edward........139 East George St., Providence.
Young, Alice Lavinia......................Moosup Valley.

FOURTH TERM CLASS.

Aldrich, Mary Jane..........................Box 302, Woonsocket.
Brown, May Hortense......................8 Carr Court, Providence.
Buffington, Ethel Lyndon..................Box 55, Quidnick.
Chace, Ethel Maud..........................Hortonville, Mass.

*Deceased April 26, 1891.
SUMMARY.

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NAME.  
Address.
Hokanson, Edith Josephine................................., Rumford.
Horrigan, Josephine Olive.........................942 Manton Ave., Providence.
Kirkley, Elizabeth D. ......................................, Cranston.
Latham, Edna Winifred.................................27 Burnett St., Providence.
Lyons, Eleanor............................................., Crompton.
Mangan, Matilda Agnes.................................South Attleboro, Mass.
Martin, Margaretta.........................................., Natick.
Moffitt, Katherine Theresa............................., Ashton.
Nichols, Edyth Helme.......................................Wickford.
Seamans, Edna Pray.......................................Quidnuck.
Steere, Smith Oliver.....................................Chepachet.
Swenson, Sarah Alice.................................Greenville.
Walcott, Bertha Winifred..............................Greenville.
Walker, Mary Edith.........................................Ramford.
Warner, Ruth Arrena....................................., Bridgeton.
The Aims of the School and the Scope of its Work.

Its Specific Purpose.

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

The Demand for Professionally Educated Teachers.

The need of educated and trained teachers has come to be felt in many quarters, and the value of adequate special preparation for this important public service is coming to be appreciated. In our own state public sentiment in this regard has advanced substantially within a few years. The demand for graduates of the school is greater than can be met and has been increasing steadily for several years. They are sought for outside of the state as well as within it.

It is a fact not generally appreciated that, while in most callings there is perhaps an excess of capable workers, there is at present lack of qualified teachers for elementary school work. Many positions are held by persons who are not fitted by
Talent for Teaching Essential.

The school cannot create talent for teaching. It can only develop and train that which its students possess. There are indispensable endowments and acquisitions of early life which those who will be successful in a course of preparation for teaching must bring with them to the Normal School.

When the last possible provision has been made for the development and the training of the talent for teaching, the success of the school still depends upon the quality of student material which comes into it. It is of the utmost importance that there shall be a constant supply of young men and young women, who possess the health, the character, the talents, the habits, which constitute the basis of the capable teacher.

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

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

General Scholarship and Culture.

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

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

The course of study, then, must be rich in material and suited to challenge effort and nourish interest, as well as furnish professional instruction. It will be observed in the outline of the
courses following, that substantial acquisitions in science, literature, history, and art, are provided for. Throughout each of the courses the student pursues for culture and discipline subjects that require for their mastery attentive observation, patient research, and strong thinking.

THE SPECIAL WORK OF THE NORMAL SCHOOL.

The purpose of the school determines what its specific work must be.

1. It must beget the spirit of the teacher.

2. It must reveal the nature, aims, and methods of education. This it can do by the study of man and the process of his development, and of his relation to nature and to society.

3. It must enable the student to grasp and analyze subjects of study and the process of thinking by which knowledge is attained.

4. It must put the student in possession of ability to inspire and guide the process of learning in the child.

5. It must give the student an intelligent acquaintance with principles and methods of instruction and of school administration.

6. It must furnish opportunity for practice in the art of teaching under suggestive and instructive conditions.

CR0U5ES.

The following courses are designed to furnish the instruction and training required by the several classes of students who enter the school. Post graduate and special work will be arranged as may be deemed advisable for those who wish to pursue studies in education beyond what is here provided.

The subjects embraced in the course are indicated only in their order and relation here. The work of each department is outlined on pages 25 to 33.

I. THE REGULAR NORMAL TRAINING COURSE.

JUNIOR YEAR.

First Term—Junior B. (90 weeks.)

<table>
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<th>Course</th>
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<td>Reading</td>
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</tr>
<tr>
<td>Nature Study</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Drawing</td>
<td>2</td>
</tr>
<tr>
<td>Biology—Vertebrates and Man.</td>
<td>3</td>
</tr>
<tr>
<td>Singing</td>
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</tbody>
</table>

Second Term—Junior A. (90 weeks.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>4</td>
</tr>
<tr>
<td>Practice—Class Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Biology, Hygiene, and Sanitation</td>
<td>4</td>
</tr>
<tr>
<td>Civics</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
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<tr>
<td>Singing</td>
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</tbody>
</table>

SENIOR YEAR.

First Term—Senior B. (90 weeks.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Pedagogy—Advanced Course</td>
<td>4</td>
</tr>
<tr>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>Ethics—School Administration</td>
<td>3</td>
</tr>
<tr>
<td>Methods of Instruction—Advanced Course</td>
<td>4</td>
</tr>
<tr>
<td>Nature Study, Physics</td>
<td>2</td>
</tr>
<tr>
<td>Drawing, Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Reading and Literature</td>
<td>3</td>
</tr>
<tr>
<td>Geology, Mineralogy, and Geography</td>
<td>4</td>
</tr>
<tr>
<td>Singing</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Term—Senior A. (90 weeks.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Term</td>
<td></td>
</tr>
<tr>
<td>History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>Teaching of History</td>
<td>2</td>
</tr>
<tr>
<td>Teaching of Language</td>
<td>3</td>
</tr>
<tr>
<td>Training Astronomy</td>
<td>4</td>
</tr>
<tr>
<td>School</td>
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</table>

This course is a distinctively normal training course designed to afford the best possible general preparation for teaching. Those who successfully complete it are graduated and with the sanction of the state are awarded the diploma of the school.
In order that the object of the course may be successfully attained, it is necessary that those who enter upon it be fully prepared. The preparation requisite includes:

1. Sufficient health and maturity of body and mind.
2. Good strong moral character.
3. A strong high school course well and fully mastered, or its equivalent. It is implied that such high school course includes substantial study, by sound methods, of natural science and some form of manual art, at least drawing, as well as mathematics, language, literature, and history.
4. Proficient elementary scholarship. It is especially requisite that the student of the science and art of teaching should have acquired mastery of the subjects of the elementary school course. More than a good grammar school pupil's understanding of these subjects is necessary for the teacher. The maturity and discipline which the high school course has developed should be brought to bear upon arithmetic, geography, and the English language for their fuller mastery before the student is ready to give his attention especially to methods of instruction.

All who enter upon this advanced course are examined in English, including reading, penmanship, composition and grammar, history of the United States, geography, and arithmetic. In this examination the object is to ascertain the student's substantial everyday knowledge and ability rather than what can be shown as the result of studying for examination. The student should be prepared for such a test upon applying for admission to the Junior class.

Graduates of accredited high schools are admitted to the school upon their diplomas but take this test of their preparation for entering immediately upon the advanced course, unless they choose to review these subjects before entering upon the advanced course.

Opportunity will be afforded those who need to strengthen their elementary preparation, to study in a thorough manner under very competent teachers, arithmetic, geography, the English language, the history of the United States, and if desirable other subjects of the elementary course. For this purpose a Sub-Junior year's work is arranged and is here outlined; for any part of it evidence of scholarship will be accepted.

### First Term

<table>
<thead>
<tr>
<th>Arithmetic</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Zology</td>
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<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Latin Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Modern History</td>
<td>2</td>
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<tr>
<td>Drawing</td>
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</tbody>
</table>

### Second Term

<table>
<thead>
<tr>
<th>Book-Keeping and Penmanship</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>Reading and Voice Training</td>
<td>2</td>
</tr>
</tbody>
</table>

### Third Term

<table>
<thead>
<tr>
<th>History of the United States</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The English Language</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>Algebra and Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Psychology and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>German or Latin, optional</td>
<td>3</td>
</tr>
<tr>
<td>Singing</td>
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</tbody>
</table>

The elementary course is designed to afford those not within the reach of a high school the opportunity to gain a good general education and preparation for the advanced course. It is designed to furnish at the same time, as far as possible, immediate preparation for teaching, so that those who are unable to continue through the advanced course may be measurably qualified to teach.

Those who pass the entrance examinations and comply with the terms of admission, as prescribed on page 40, have the preparation requisite for entering upon this course. When admitted, students are classified according to their ability to go forward with the work. Those who have accomplished in other schools the equivalent of any part of this course should present the evidence of the amount and quality of such work, that they may be assigned such advanced standing as they are prepared to maintain.

A certificate is given those who complete this course in a satisfactory manner.
III. COURSE IN PREPARATION FOR CITY TRAINING SCHOOLS.

This course is designed especially for those who, having acquired a high school education or its equivalent, have in view a course of practice in a city training school. It embraces the theoretic professional work of the advanced normal training course, including the study of methods illustrated by observation of work in the several grades. It does not include practice teaching and criticism.

The preparation requisite is identical with that for the regular normal training course.

<table>
<thead>
<tr>
<th>First Term</th>
<th>Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology, half term</td>
<td>Elementary Science</td>
</tr>
<tr>
<td>Pedagogy, half term</td>
<td>Pedagogy</td>
</tr>
<tr>
<td>Psychology</td>
<td>Geography</td>
</tr>
<tr>
<td>English</td>
<td>Reading, half term</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Arithmetic Methods, half term</td>
</tr>
<tr>
<td>Drawing</td>
<td>Drawing</td>
</tr>
<tr>
<td>Penmanship</td>
<td>Singing</td>
</tr>
<tr>
<td>Singing</td>
<td>Sewing</td>
</tr>
</tbody>
</table>

The above arrangement indicates the scope of the work embraced in this course. It has been modified to meet the special needs of classes.

The Work of the Courses Outlined by Departments.

LITERATURE AND LANGUAGE.

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

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

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

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

I. The history of the English language, with study in etymology and synonyms.

II. Thorough review of English grammar.

III. English composition, with particular attention to letter writing, embracing:

1. Penmanship, punctuation, paragraphing, and spelling.
2. The choice of words.
3. The construction of sentences.
Latin.—The relation between Latin and English and the disciplinary value of the proper study of Latin are recognized in the place assigned to it in the course. Special attention is given to translation of easy Latin into idiomatic English, to sight reading, and to the subject of the derivation of English words.

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

German.—Elementary Course: The work of the first year includes elementary German grammar; translation of simple prose, both prepared and sight work, dictation, composition, and conversation. Special emphasis is laid upon the intelligent reading of German and upon the understanding of spoken German. The recitations are conducted in the language as far as is practicable.

Advanced Course: The work of the second year includes a study of one or more of the works of Lessing, Schiller, Goethe; also, connected prose composition.

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

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

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

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

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

In the regular normal training course, the departments of science, history, and pedagogy furnish abundant practice in writing. Several carefully prepared essays are presented by each student and read before the school. During the senior year, reading and literature occupy about two hours per week. During the past year, the senior class have studied The Knight's Tale, and Hamlet; they have in two readings presented the play of As you Like It before the school.

HISTORY AND CIVICS.

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

United States History.—The course consists of a review of the history of the United States, with special emphasis upon the relation of European history to that of our own country. The discussion of current topics is encouraged.

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

ART.

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

1st. To give the pupils a knowledge of form, mechanical and free hand drawing, historic ornament, design and color.

2nd. To prepare the pupils to teach all the branches of the subject required in the primary and grammar schools.

3rd. To give the pupils power to illustrate with blackboard sketches any subject that may require illustration.

4th. To foster the love of beauty and to stimulate and develop the creative and appreciative art faculties.
Elementary Course.

First Term—Form Study.
Clay Modelling.—Type forms and their derivations, and objects, manufactured and natural, based thereon.
Paper Folding and Cutting.—Geometric forms; ornamental forms based on the geometric plane figures; elementary color.
Free hand drawing from type solids and objects, manufactured and natural, based thereon; ornamental forms on geometric bases.

Second Term—Mechanical Drawing in Connection with Geometry.
Geometrical Problems.—How to handle compasses, straight edge, pencils; use of rule, etc. System of notation, why used.

Third Term—Mechanical Drawing and Manual Training.
Constructive or Working Drawings.—How to make free hand working drawings from geometric solids and common objects. How to make working drawings with instruments. How to figure dimensions. How to make drawings to scale from objects, and sketches.
Manual Training.—Construction of objects in cardboard and wood.

Fourth Term—Decorative Drawing and Design.

Normal Training Course.

Junior B.
Free hand perspective; the principles underlying pictorial representation. Color contrast and harmonies. Historic ornament; the various schools studied and compared. Blackboard illustrative sketching of the work done.

Junior A.

Rhode Island Normal School.

Senior Year.
Methods of presenting the various branches of drawing required in the primary and grammar schools. Practice in drawing illustrations on the blackboard in connection with the teaching of other subjects.

Sub-Junior Year.
A course designed to enable graduates of high schools who are deficient in this subject to prepare for the Junior work in as brief a time as possible.

First Term.—Form study, clay modelling, paper folding and cutting, geometric drawing, free hand drawing.
Second Term.—Constructive drawing, decorative drawing and design, elementary color, free hand drawing.

Course in Preparation for City Training Schools.

First Term.—Selected parts of the regular Junior work, as much as the time allows.
Second Term.—The Senior work, as far as the time allows.

Music.
Regular instruction is given in vocal music. There is a lesson given each week to the whole school in the development of an appreciation of the works of the masters and in sight singing; and other lessons are given to all students in presenting the teaching side of music, as taught in the public schools.

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

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

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

Methods of Instruction in Mathematics.—The teaching of numbers and arithmetic in primary grades and of mathematics in grammar grades occupies a prominent place in the advanced course.

PHYSICAL SCIENCE.

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

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

Chemistry.—In chemistry the time is about equally divided between individual laboratory work and theoretical class work. The aim is primarily to help the pupils to a good elementary knowledge of the subject, both theoretical and practical; and secondarily, to consider helpful ways of presenting the elementary facts of chemistry to young pupils.

The laboratory work is arranged and conducted with a view to securing, on the part of the pupils, first, an acquaintance with the nature and properties of the apparatus and materials used, together with facility in the manipulation of same; second, the habit of close observation of the physical and chemical properties of the common elements and compounds as a basis for theoretical chemistry.

In class work it is insisted that the pupils make an effort to obtain an intelligent understanding of the atomic theory of the constitution of matter and of the nature of chemical re-actions. To this end, a free use of the blackboard is made in writing molecular formulas and chemical equations. Chemical problems involving weighed quantities of the substances used form an important part of this work.

Each element is studied topically as follows: Its occurrence, preparation, physical properties, chemical properties, tests, and uses. Compounds are treated in a similar way as far as the facts will permit, though more emphasis is naturally given to their commercial manufacture and uses.

GEOGRAPHY, GEOLOGY, MINERALOGY, AND ASTRONOMY.

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

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

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

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

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

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

Specific instruction in methods of teaching claims the chief part of the time during one quarter. Apparatus and its use are considered, also books for professional and general reading, and for reference.

Prospective teachers learn how to lead children to acquire ideas by direct observation of visible features and conditions, knowing that on these ideas must depend those of distant forms and their relations. They make use of collected
illustrations, of knowledge and information, and of the best prose and poetry in
leading the child-mind from the seen to the unseen by means of imagination.
In the practice schools they lead the children to the expression of their ideas
by means of modelling, by drawing, and by oral and written descriptions. They
help pupils to form the reading habit by selecting for their use the best descrip-
tion of things in which they have become interested.
Astronomy, geology, and mineralogy are studied in the Senior year, when
strong work is to be expected of the students.
Astronomy.—The work begins with a study of the skies by observation and
with the aid of star maps, globe, and lantern. After some acquaintance has
been made with stellar regions, the solar system is studied as carefully as time
and means will allow.
MINERALOGY.—The laboratory work consists in determining fifty common
minerals by means of physical properties, blowpipe analysis, and chemical tests.
The class work consists largely of teaching exercises in which lessons adapted to
the lower grades are presented.
Geology.—Geological agencies now in progress are first observed; the
forces producing these changes and the laws of their operation are considered;
then the successive formations with their characteristic fossils are studied, and
the structure and development of the earth and its adaptation to life made out.

BIOLOGY.

Botany and zoology are taken up at the beginning of the elementary course
as suitable subjects for awakening the scientific spirit and for training in the
objective method of study.
The work begins with the collection and examination of specimens, and with
observation upon plants and animals in their native homes. The student learns
how to study, how to describe, how to classify, and how to determine the names
of plants and some animals, and begins to make collections. This first year's
work is designed to introduce the student to the earnest study of animate nature,
that he may be able to pursue it independently and with interest through the
course, as time and opportunity permit.
In the third year of the course the study of zoology is resumed for the purpose
of making such an acquaintance with common forms of animal life as will pre-
pare the student to take up intelligently methods of nature study in elementary
schools.
In the advanced course biology is studied through the year as follows:

JUNIOR B. Course.—Vertebrates and Man—Anatomy and Physiology.
I. The lower vertebrates.
   1. Some common fish studied as type.
   2. Brief comparative study and classification of representative species.
II. The Amphibia and the Reptilia.
   1. The frog—habit, habits, anatomy, physiology, histology, and
development.
   2. Brief comparative study of the two classes by examination of a
      few representative species as—newt, lizard, turtle, alligator.
III. Birds: 1. External Anatomy. 2. Description of common species.
IV. Mammalia—The Cat and Man.
   1. Comparative view of the class by description of species.
   5. The Physiology of the Motor Mechanism.
   6. The Sensory Mechanism and the Special Senses.

JUNIOR A. Course.—Physiology of the Nutritive Processes—Hygiene and
Sanitation.
II. Excretion.
III. Respiration. Purity of the atmosphere.
IV. Food. Digestion. Selection, Nutritive qualities, Purity, Preparation.

PSYCHOLOGY AND PEDAGOGY.

ELEMENTARY COURSE.

During the first year a series of weekly lessons has been given on methods of
study. The objects sought are to guide the students in forming right views
about learning and teaching, and to enlist their interest in the study of
education.
In the third year of this course an introductory course in psychology and
pedagogy is given.

ADVANCED NORMAL TRAINING COURSE.

JUNIOR B. Class. Introductory Course.—It is the purpose of this course to
got the subject of the education of children clearly before the student's mind
and a deep interest aroused. The term's work may be indicated as follows :
I. A discussion of the nature, ends and means of education.

II. A brief study of self by introspection and discussion, with simple experiments and the reading of suitable psychological literature.

III. A study of schools. Stated visits to schools of observation and occasional visits to other schools, with reports and discussions, lead to

IV. An introduction to the study of children, to be continued through the course.

V. An introductory study of teaching based upon weekly observation, with discussion and reading of literature upon method. During this time the class studies also methods of instruction in nature study, reading, language, and geography.

Junior A. Class.—Psychology, experimental and psychological.

The purpose of the course in psychology is to establish right habits of thought in the pupils and to give them such a knowledge of the subject as will be of practical use in the profession of teaching. With a view to securing the first of these results the various topics are presented experimentally wherever practicable. The scope of the work is indicated by the following topics:


Senior B. Class.—Pedagogy, Advanced Course.

A. Principles of Instruction.

1. The aims of instruction and training.

2. The Elementary Course. The value of subjects, correlation and arrangement of subjects.


B. School Administration.

I. Organization.

II. Management.


Senior A. Class.—History of Education.

TRAINING IN TEACHING.

The School of Observation and Introductory Practice, which has been conducted in the building at the corner of Benefit and Hasley streets, will next year be accommodated in the new building. The school has consisted of a kindergarten, and a room with a regular teacher for each grade from the first through the sixth year. In connection with the introductory course in pedagogy the students of the Junior class have visited and studied systematically each room, making oral and written reports. These reports have furnished concrete material for the discussion, and a basis for the study of instruction, management and government.

The schools for practice are established at present in Providence at Benefit street, in Pawtucket at Cherry street, in Cranston at Eden Park, and in Central Falls at Central street. Each of these schools, except the last, consists of two rooms under the supervision of a training teacher who directs the work and is responsible for the results. The teaching is done by members of the Senior class. During the last term and after completing the advanced course in pedagogy and psychology in methods of instruction each senior has charge of a room as teacher for half a term, under the direction and criticism of the training teacher.

PHYSICAL TRAINING.

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

Instruction in hygiene is provided for in the courses, and the physiological habits of students have personal attention from the teachers. It is expected of all students that they comply with the conditions of health in the matters of dress, outdoor exercise, sleep, cleanliness, food, etc., as faithfully as they are expected to perform all other duties. Light gymnastics, either by the Ling system or with dumb bells, constitute regular daily exercise for all students.
MORAL CULTURE.

In a normal school it is imperative that a high standard of morals be maintained. Excellent order must prevail; polite behavior, correct habits, and an upright course must characterize every one holding membership in a school of this kind. But the exercise of authority in the form of discipline ought never to be necessary. Conspicuous lack of will or of ability to exercise self-control and to regulate conduct by the dictates of duty and propriety is considered plain evidence of unfitness for the vocation of teaching.

Abundant occasions arise in the progress of school life for the testing of moral character and the exercising of the virtues which are indispensable to the teacher. The cultivation of such qualities as industry, patience, generosity, self-denial, and earnestness is as positively expected of the normal student as the cultivation of the intellectual powers. The intercourse between students and between teachers and students, if it is characterized by freedom and frankness, by sympathy and mutual helpfulness, becomes a powerful influence in the growth of moral character. It is here assumed that the best type of moral character is essential in the true teacher.

LITERARY SOCIETIES.

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

THE NORMAL STUDENT.

The literary societies publish jointly The Normal Student, a quarterly periodical.

LECTURE COURSE.

A course of lectures on topics appropriate to the school is provided each term. They are given on Saturdays, and are announced through the columns of the daily papers; all teachers and others who may be interested are invited.

The lecture course for this year has been as follows: October 9, Mr. William Pendel of Washington, D. C., a description of his life at the White House; October 12, Dr. Thomas J. Morgan, a few inspiring words; December 18, ...
Location, Equipment, and Terms of Admission.

The new building which will be occupied at the beginning of the next school year, September 12th, 1868, is located on Capitol Hill, near the new State House, and is readily accessible by rail, and from all parts of the city by electric cars. The building in its plan and equipment is believed to be as complete and as well adapted to the work of a normal school as any that exists.

Tuition.

Tuition is free to all who on admission sign the following agreement:

"I hereby agree, if admitted to the State Normal School, to teach in the public schools of Rhode Island, at least one year, after having attended the school, or within three years after leaving the school, to pay tuition at the rate of $30 per annum, unless excused by the Board of Trustees."

Text Books.

Text books and books of reference are furnished by the school for the use of the students.

Mileage.

In order to equalize the advantages of the school as nearly as possible, a mileage appropriation of two thousand dollars is distributed among those students who reside in the state at a distance of five miles or more from the school. Pupils boarding in Providence will be entitled to the same mileage as if they lived at home. The aid furnished to any one pupil cannot exceed forty dollars per year.

Board.

The school has no boarding hall connected with it, but those who desire to board in the city will be aided in securing accommodations. Board usually costs from $3.50 to $4.00 per week. Students should consult the principal before engaging board, as they will be permitted to board only in places approved by him.

Admission.

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

2. Moral Character.—A written testimonial of moral character is required of all who are admitted.

3. Health.—Candidates must be in good health and free from any physical defect that would unfit them for service as teachers. A physician’s certificate may be submitted as evidence of physical soundness. A physical examination will be given those who do not bring such certificate.

4. Scholarship.—a. The diploma conferred by a high school or college, approved by the Board of Trustees, is sufficient evidence of scholarship. Candidates who present such diplomas on or before the opening day of any term will be admitted without examination. They will be classified, however, upon evidence of their ability as shown by the examinations indicated on page 22.

b. Candidates who are not graduates of accredited high schools or colleges will be examined in reading, English grammar and composition, including spelling and penmanship, United States history, arithmetic, and geography. This examination is given on the second Monday of September.

Those who are admitted are classified according to their attainments, and those desiring to take advanced standing should bring evidence of their advanced scholarship, though an examination may be required in any case where a student desires to pass over a subject.

5. Application should be made in person or by letter, before the opening of the term, to the principal at the Normal School, or to the Commissioner of Public Schools at No. 164 North Main street, Providence. Those applying by letter should give:

a. The name in full.

b. The post office address.

c. Age.

d. Place of previous education.

e. Number of terms taught, if any.

Employment.

Graduates of the school easily find employment. The demand for normal graduates is increasing everywhere faster than the supply. During the past three years many calls have come to this school for teachers, graduates of the
school being usually sought, and most of the time not a graduate has been available. Not infrequently the inquiry was for a teacher who could be strongly recommended for an important position.

There is abundant encouragement for young men and young women of talent to fit themselves by professional study for careers of usefulness in the educational field.

**TO SCHOOL OFFICERS.**

Superintendents and members of school committees are especially invited to visit the Normal School and communicate with the principal with reference to candidates for positions, and with reference to suitable candidates for admission to the Normal School. They are also requested to make known to young people who possess ability and adaptation to the work of teaching the advantage of the course of education and training which is open to them at the Normal School.

**ALUMNI ASSOCIATION.**

The annual meeting of the Association of the Alumni is held in Normal Hall on Friday evening of the week of the meeting of the Rhode Island Institute of Instruction.

The officers for 1897 and 1898 are as follows:

- **President,**
  *Eupora E. Joslin, '84*  
  430 Pine St., Providence.

- **Vice-President,**
  *Caroline W. Slade, '94*  
  1875 Dighton, Mass.

- **Secretary and Treasurer,**
  *Jennie L. Ellis*  
  140 Broad St., Pawtucket.

- **Treasurer of Alumni Fund,**
  *M. Lula Hurley, '90*  
  35 E. George St., Providence.

It will be esteemed a favor if each graduate will send to the school the new address, in case of a change in residence.