CATALOGUE AND CIRCULAR

OF THE

Rhode Island Normal School

AT

PROVIDENCE.

1899

Providence
Press of E. L. Freeman & Sons
1899
Calendar for 1899-1900.

Fall and Winter Term.

1899.

Examination for Admission...........Saturday, September 9.
Opening of Term.......................Tuesday, September 12.
Christmas Recess, One Week...........December 23–30.

1900.

Public Examination Closing the Term........Friday, Jan. 26.

Spring and Summer Term.

Opening of Term.......................Monday, February 5.
Washington's Birthday.................Thursday, February 22.
Spring Recess, One Week..............April 14–21.
Arbor Day................................May 11.
Memorial Day............................May 30.
Public Examination....................Thursday, June 28.
Graduating Exercises..................Friday, June 29.

<table>
<thead>
<tr>
<th>1899</th>
<th>1900</th>
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<tbody>
<tr>
<td><strong>JULY</strong></td>
<td><strong>JANUARY</strong></td>
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<td><strong>S. M. T. W. T. F. S.</strong></td>
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<td>31</td>
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</tbody>
</table>

Days on which school is in session are indicated by full face type.
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.

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

Board of Examiners.

Prof. Hammond Lamont .......... Providence.
Mrs. Susan A. Balloú .......... Woonsocket.
Miss Lillian A. Bedlong ........ Ashaway.
George L. Smith ............... Nayatt.
Mrs. Marjorie G. Eastman ....... East Greenwich.
Board of Instruction.
1898-1899.

NORMAL

FRED GOWING, Ph. D., Principal, 433 Broadway.
    Pedagogy.

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

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

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

BERTHA BASS, A. M. ................................. 11 Greene Street,
    History, Civics.

EMMA E. BROWN, A. M. .............................. 50 Waterman Street,
    Geometry, Algebra, German, Penmanship.

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

CORA GREENWOOD ........................................ 27 Park Street,
    Drawing.

HATTIE E. HUNT, Pd. D. ............................ 53 Waterman Street,
    Psychology and Method.

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

EMORY P. RUSSELL ................................. 105 Daboll Street,
    Music.

EMMA L. BAKER ........................................ Barrington,
    Sewing and Cooking.

RHODE ISLAND NORMAL SCHOOL.

MABEL BROWN ........................................ 1533 Chalkstone Avenue,
    Latin, Arithmetic.

JOHN E. DOLDT ........................................ 11 Plenty Street,
    Gymnastics.

KINDERGARTEN.

KATHERINE H. CLARK, Principal ..................... 261 Benefit Street.

ELIZABETH C. BAKER .................................. 48 Barnes Street.

ANNE T. VERNON ...................................... 199 Williams Street.

GRAMMAR.

CLAIRA E. CRAIG, Supervisor ......................... 69 Carpenter Street,
    Grade Nine.

EMILY J. ROTHWELL .................................. 30 Tobey Street,
    Grade Eight.

MARY L. BROWN ....................................... 10 Beacon Avenue,
    Grade Seven.

MARY MCArdLE ....................................... 506 Washington Street,
    Grade Six.

JENNIE E. AULL ....................................... 149 Wesleyan Avenue,
    Grade One.

PRIMARY.

PIERRE E. WILBUR, Supervisor ....................... 21 Somerset Street,
    Grade Five.

ELAINE O. BONNEVILLE ............................... 4 Claremont Avenue,
    Grade Four and Three.

E. GERTRUDE LANE ..... 3 Angell Place,
    Grade Three and Two.

MARY H. CAYNO ...................................... 117 Niagara Street,
    Grade One.

ALICE W. CASE ....................................... 101 Somerset Street,
CRITICS.

MARY E. Bosworth, Eden Park ............3 Angell Place.
Myra A. Bumstead, Cherry St., So Summit St., Pawtucket.
Clara M. Wheeler, Smith St., Providence. 3 Angell Place.

WALTER A. YOUNG, Ph. B., Registrar. 60 Barnes Street.
Elizabeth A. MacWhinnie, Stenographer.
Hebronville, Mass.

Edna L. Sperry, Pianist.................175 Broadway.
Emma J. Williams, Pianist................22 Arch Street.

Horace E. Chadwick, Engineer ...........31 Francis Street.
Thomas A. Harvey, Fireman .............1 Tower Street.
Frank A. Evans, Watchman ..............3 Amond Street.
Philip W. Slocum, Janitor ..............433 Benefit Street.
James M. Griffin, " ..................46 Brattle Street.
Harry M. Hickey, " .....................2 Newton Court.
John B. Hickey, " ......................2 Newton Court.
Herbert O. Thayer, " ...................18 Pekin Street.
Joseph Meehan, " ......................349 Orms Street.
Michael D. Scanlon, " ..................68 Pond Street.
Students.

Senior Class A.

Completed Course January 27, 1899.

<table>
<thead>
<tr>
<th>NAME</th>
<th>P. O. ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conway, Mary Katharine</td>
<td>53 N. Main St. Woonsocket.</td>
</tr>
<tr>
<td>Cowen, Henrietta Nowell</td>
<td>Little Compton.</td>
</tr>
<tr>
<td>Craig, Mary Murdock</td>
<td>Riverpoint.</td>
</tr>
<tr>
<td>Demers, Clara Loretta</td>
<td>97 Cole Street, Central Falls.</td>
</tr>
<tr>
<td>Demers, Mary Agnes</td>
<td>97 Cole Street, Central Falls.</td>
</tr>
<tr>
<td>Doyle, Sarah Ann</td>
<td>32 Central Street, Central Falls.</td>
</tr>
<tr>
<td>Farnes, Mary Elizabeth</td>
<td>57 Benefit Street, Darlington.</td>
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<tr>
<td>Hall, Alice Maria</td>
<td>North Attleboro, Mass.</td>
</tr>
<tr>
<td>Hicks, Bertha Stanley</td>
<td>Bristol Ferry.</td>
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<tr>
<td>Hokanson, Emma Alida</td>
<td>Rumford.</td>
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<tr>
<td>Kee, Sarah Jane</td>
<td>Warren</td>
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<tr>
<td>Macdonald, Estella Christina</td>
<td>Shubenacadie, N. S.</td>
</tr>
<tr>
<td>Smith, Annie Melissa</td>
<td>Enfield.</td>
</tr>
<tr>
<td>Whipple, Carrie Mabel</td>
<td>Natick.</td>
</tr>
</tbody>
</table>

City Class A.

Completed Course January 27, 1899.

<table>
<thead>
<tr>
<th>NAME</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapin, Mary Louise</td>
<td>6 Providence Street.</td>
</tr>
<tr>
<td>Cole, Helen Josephine</td>
<td>81 Potter's Avenue.</td>
</tr>
<tr>
<td>Cosgrove, Francesca de Sayles</td>
<td>258 Doyle Avenue.</td>
</tr>
<tr>
<td>Donnelly, Annie Elizabeth</td>
<td>888 Eddy Street.</td>
</tr>
<tr>
<td>Name</td>
<td>P. O. Address</td>
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<tr>
<td>Dix, Jane Sarah</td>
<td>18 Orchard Street</td>
</tr>
<tr>
<td>Fanning, Susan Gertrude</td>
<td>1763 Westminster Street</td>
</tr>
<tr>
<td>Hitchcock, Ethel Louise</td>
<td>253 Federal Street</td>
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<tr>
<td>Hollen, Marie Celestial</td>
<td>40 Constitution Street</td>
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<tr>
<td>Houghton, Mary Elizabeth</td>
<td>49 Sexton Street</td>
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<tr>
<td>Keeler, Grace Edith</td>
<td>4 Cypress Street</td>
</tr>
<tr>
<td>Kelley, Margaret Clare</td>
<td>33 Benefit Street</td>
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<tr>
<td>Lyman, Emily Hastings</td>
<td>137 Congress Avenue</td>
</tr>
<tr>
<td>Lyon, Bessie Cornelia</td>
<td>180 Chestnut Street</td>
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<tr>
<td>Mykins, Jennie Brennan</td>
<td>44 Dartmouth Avenue</td>
</tr>
<tr>
<td>O'Toole, Annie Johnson</td>
<td>60 Harold Street</td>
</tr>
<tr>
<td>Paden, Susan Ann</td>
<td>145 Julian Street</td>
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<tr>
<td>Parker, Harriet</td>
<td>25 Mowry Street</td>
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<tr>
<td>Peirce, Clara Imogene</td>
<td>27 Hammond Street</td>
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<tr>
<td>Peirce, Kittie Louise</td>
<td>132 Oxford Street</td>
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<tr>
<td>Rose, Maud Bernice</td>
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<tr>
<td>Stafford, Elizabeth Rhodes</td>
<td>2 Humboldt Avenue</td>
</tr>
<tr>
<td>Walsh, Katharine Clotilde</td>
<td>293 Prairie Avenue</td>
</tr>
<tr>
<td>Willard, Laura Adelaide</td>
<td>70 Kenyon Avenue</td>
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**Senior A Class.**

<table>
<thead>
<tr>
<th>Name</th>
<th>P. O. Address</th>
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<tbody>
<tr>
<td>Bates, Edith Ellen</td>
<td>Scituate</td>
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<tr>
<td>Brownell, Charlotte Dickenson</td>
<td>Little Compton</td>
</tr>
<tr>
<td>Burr, Marguerita Vernon</td>
<td>Richmond St., Woonsocket</td>
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<tr>
<td>Campbell, Mary Agnes</td>
<td>Lonsdale</td>
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<tr>
<td>Carpenter, Emma Jane</td>
<td>East Providence Centre</td>
</tr>
<tr>
<td>Cochrane, Antonia Mande</td>
<td>216 Somerset Ave., Taunton, Mass</td>
</tr>
<tr>
<td>Conley, Katharine Irene</td>
<td>236 N. Main St., Woonsocket</td>
</tr>
<tr>
<td>Gallagher, Eliza Agnes</td>
<td>799 N. Main St., Pawtucket</td>
</tr>
<tr>
<td>Garland, Ann Jane</td>
<td>55 Clifford Street, Pawtucket</td>
</tr>
<tr>
<td>Grimshaw, Edyth May</td>
<td>Dexter Street, Woonsocket</td>
</tr>
<tr>
<td>Hicks, Carrie Louise</td>
<td>86 Cole Street, Pawtucket</td>
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</tbody>
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**Rhode Island Normal School.**

<table>
<thead>
<tr>
<th>Name</th>
<th>P. O. Address</th>
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<tbody>
<tr>
<td>Holt, Elizabeth Davy</td>
<td>Pawtucket</td>
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<tr>
<td>Jackson, Jeanette May</td>
<td>25 Nickerson Street, Pawtucket</td>
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<tr>
<td>Lightbown, Mary Veronica</td>
<td>Lonsdale</td>
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<tr>
<td>Mahler, Lillie Agnes</td>
<td>32 Oliver Street, Johnston</td>
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<tr>
<td>McVeigh, Margaret Mary</td>
<td>Main Street, Lonsdale</td>
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<tr>
<td>Meagher, Ellen Cecelia</td>
<td>203 East Avenue, Pawtucket</td>
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<tr>
<td>Morpeth, Rachel May</td>
<td>62 Carpenter Street, Pawtucket</td>
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<tr>
<td>Powers, Margaret Helen</td>
<td>Central Falls</td>
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<tr>
<td>Prentiss, Mary Alice</td>
<td>North Weymouth, Mass.</td>
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<tr>
<td>Reed, Ethel Louise</td>
<td>Taunton, Mass.</td>
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<tr>
<td>Sherman, Jessie</td>
<td>West Mansfield, Mass.</td>
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<tr>
<td>Smith, Lilian Etta</td>
<td>5 Western Street, Woonsocket</td>
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<tr>
<td>Spaulding, Alice Follet</td>
<td>156 Cross Street, Central Falls</td>
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<tr>
<td>Williams, Florence Ethlyn</td>
<td>Auburn</td>
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**Senior Class B.**

Brayton, Amelia Louisa.................Moosup Valley.
Corrigan, Louise Jane.................Attleboro Falls, Mass.
Hamerton, Sarah Isabel..............327 Maple Street, Fall River, Mass.
Kibbee, Ruth Wood.....................Valley Falls.
McCann, Mary Etta.....................Bristol.
Mitchell, Bernice Pearl..............64 Keene Street.
Viall, Maud Adalene..................Auburn.
Taylor, Barbara Christina.          
21 W. Narragansett Avenue, Newport.

**Junior A Class.**

Brayton, Mary Alice.................Greenville.
Carroll, Catherine Camillus........Phenix.

*Withdrawn from school during the past year.*
Junior B Class.

Angell, Ethel Maud.......................... Mansfield, Mass.
Babcock, Clara Elizabeth.......................... Westerly.
*Belcher, Julia Fisher.......................... Lakewood.
Braman, Catherine Lucina.......................... 79 Eagle Street.
Breitschmidt, Ida Louisa.......................... 202 Smith Street.
Conghlin, Mary Eva.......................... Manton.
Crumb, Virginia Morgan.......................... Riverside.
Cutler, Mattie Frances Gordon.......................... 1108 Westminster Street.
Dresser, Mand Eloise.......................... 9 Hamilton Street.
Essex, Hattie May.......................... East Greenwich.
Field, Alma Clara.......................... 213 Oxford Street.
Ford, Alma Nichols.......................... Johnston.
Geisel, Julia.......................... 152 Montgomery Avenue.
Grant, Pearl.......................... 115 Camp Street.
Greene, Gertrude Frances.......................... 70 Chapel Street, Saylesville.
Hixson, Grace Eleanor.......................... Sharon, Mass.
Holmes, Emma Frank.......................... Attleboro Falls, Mass.
*Hunt, Carrie Lavinia.......................... East Greenwich.

*Withdrawn from school during the past year.

City A Class.

Arnold, Lena May.......................... 302 Knight Street.
Bragg, Mabel Alice.......................... 67 Goddard Street.
Chace, Lizzie Ella.......................... 59 Jefferson Street.
Conlon, Annie Frances.......................... 18 Marrin Street, Pawtucket.
Cooney, Madeleine Eucheria.......................... 115 Ring Street.
Curren, Mary Frances.......................... 107 Jackson Avenue.
Currier, Mary Lena.......................... 12 Howard Avenue, Pawtucket.
Dailey, Winifred Ann.......................... 121 Willard Avenue.
Delaney, Cora Adelaide.......................... 54 Elbow Street.
Doughtery, Mary Ann Genevieve.......................... 66 Bates Street.
Dunne, Elizabeth Theresa.......................... 466 Branch Avenue.
Hazard, Alice Mande.......................... 160 Wendell Street.
Hughes, Grace Marie Zita.......................... 438 East Avenue, Pawtucket.
Harley, Helen Josephine.......................... 36 East George Street.
Lemon, Esther Veronica.......................... 96 Pond Street, Pawtucket.
Lyon, Ella Gertrude.......................... 180 Chestnut Street.

*Withdrawn from school during the past year.
City Class B.

Amy, Helen Marion.......................... 22 Warren Street.
Bladwin, Irene Pierce.......................... 61 Whittmores Street.
Costello, Margaret Loretto.................. 67 Egan Street.
D'Arcy, Margaret Mary........................ 81 Colfax Street.
Fleming, Annie Frances...................... 72 Hope.
Froberg, Ellen Petronella.................... 506 Morris Avenue.
Gannon, Lucy Ella.............................. 649 Harris Avenue.
Huntsman, Helen Howard...................... 367 Angell Street.
Kiloran, Ellen Louise......................... 62 Pekin Street.
Manchester, Emma Frances.................... 33 Marshall Street.
O'Connor, Mary Josephine.................... 115 Knowles Street.
Prendergast, Margaret Butler................ 263 Charles Street.
Sayer, Inez Vernon............................ 988 Smith Street.
Seton, Mary Helen............................. 179 Elmwood Avenue.
*Shanley, Mary Ursula........................ 81 Putnam Street.
Williams, Mabel Eugenia..................... 60 Providence Street.

* Withdrawn from school during the past year.
Term Two Class.

Arnold, Eva Elmira .................................. Harrisville.
Carroll, Elizabeth Veronica .......................... Phenix.
* Cole, Agatha May .................................. Cranston.
Donovan, Mary Ann .................................. Anthony.
Harris, Mary Evelyn .................................. Centredale.
Hebert, Louisa Desneiges ............................ Arctic Centre.
Hokanson, Edith Josephine ........................... Rumford.
Latham, Edna Winifred ............................... Manchester, Conn.
* Lamphere, Sylvia Waive ............................ Rockville.
Lilibrige, Hattie Marion ............................. Seekonk, Mass.
* Martin, Margaretta ................................. Natick.
McKenna, Theresa Veronica .......................... Clyde.
Mowry, Alice ........................................... North Smithfield.
* Tinkham, Laura Mae ................................. 50 Heath Street.
White, Grace Williams ............................... Little Compton.

Sixth Term Class.

Buffington, Ethel Lyndon ............................. Quidnick.
* Chace, Ethel Mand .................................. Hortonville, Mass.
* De Blois, Mary Elizabeth .......................... Warwick.
Giffis, Anita Gregory ............................... Riverpoint.
* Greene, Mabel Gertrude ........................... Riverpoint.
Griffin, Lorette Mabel ............................... East Greenwich.
Hopkins, Bertha Ethel ............................... North Scituate.

* Withdrawn from school during the past year.
Special Students.

* Benson, Mary Abbie . 123 Chester Avenue.
Blinn, Lillian May . 34 Purchase Street, Taunton, Mass.
Peavey, Gertrude May . Ft. Fairfield, Me.
* Sainsbury, Melissa . 58 Woodward Road.
* Yeaw, Ethel Hunt . Cranston.

Summary.

Senior Class A completed course January 27, 1899 . 15
City " " " " " " " " " " " " " 23
Senior Class A . 25
Senior Class B . 8
Junior Class A . 12
Junior Class B . 30
City Class A . 28
City Class B . 16
Sub-Junior Class . 32
Sixth Term Class . 12
Fourth Term Class . 10

* Withdrawn from school during the past year.
Architects' Description of the Building.

The Rhode Island Normal School, the largest school building in the State, and one of the largest in the country, stands upon the most elevated portion of a tract of nearly six and one-half acres of land, surrounded by five streets, in the heart of the city of Providence, R. I. From its commanding position the building overlooks the greater portion of the city to the east and south.

The Normal School is adjacent to the State Capitol, now in process of erection, and the beautiful lawns and grounds of the two buildings, separated only by a street, will have the appearance of a public park, attracting the attention of persons arriving at the Union Station, which is situated within a few minutes' walk of the school.

The building was studied and planned, with reference to the capitol, so that the effect of the ground and the surroundings would be as pleasing as possible.

Ground was broken for the construction of the new Rhode Island Normal School building on the 14th day of May in the year 1895, and the structure was entirely completed and occupied on the beginning of the school year, September 12th, 1898. The contracts for the construction stipulated that the building should be completed in about two years, but various delays occurred postponing the date of completion.

The conditions governing the Rhode Island Normal School differed from those obtaining in other and larger states; the State being small, but one building is required; and necessarily such a building must be of large size to accommodate the various departments and branches, and the trustees wisely decided to build in excess of present needs, allowing for future growth, a requirement to which little attention is given in the construction of the majority of school buildings.

The exterior of the building is simple in design, renaissance in character, the usual severity of school house facades being relieved in this instance by a grouping of parts that is effective, and by the introduction of delicately modeled architectural detail at the entrances and upon the facade. The central portion of the building, containing as it does the study hall, library, museum, reception rooms, trustees' rooms and offices, is emphasized by slightly more elaborate treatment and by an increased height, while the wings, containing the class rooms and recitation rooms, are less ornate and are balanced against the central motif and joined thereto by the stair hall connections; and all of these interior structural features are expressed as they should be in the exterior treatment.

In front of the building is a wide terrace with massive balustrades, the buttresses of which are surmounted by bronze light standards, and from this terrace wide steps descend to the beautiful grounds.

The grounds have been developed by landscape architects, and trees, shrubbery, and flowers have been planted, giving promise of delightful surroundings when these things obtain a more vigorous growth.

The building is entirely of masonry and steel construction, fireproof within the meaning of the word as applied to modern buildings.

The general contour of the land, there being a difference in grade from front to rear lot of thirty-five and one-half feet, necessitated an expensive foundation, quicksand at several
points added to the difficulties, all of which were overcome and a wall of stone, part retaining wall and part foundation wall, was constructed to the grade line. Portions of this stone wall are twenty feet below the surface of ground as it exists to-day.

From the grade lines the exterior wall surfaces of building are executed in buff brick, and the trimmings and ornamental detail are of terra cotta of a buff color, harmonizing with the wall work.

At the grade level is introduced, all around the building, a granite damp course; and to prevent moisture from penetrating the outside walls are laid up with an air space, and the inside faces of all walls are coursed with hollow brick, making the walls absolutely damp proof. All interior walls and partitions are of solid brickwork.

The floors are framed entirely with steel girders and beams, filled in between with hollow terra cotta floor arches covering the beams at all points and forming level ceilings in rooms below. The tops of arches are leveled up with cinder concrete to receive the floors.

The roofs being nearly flat are framed and fireproofed in similar manner but of lighter construction.

It will be understood from the foregoing that all the walls, partitions, and ceilings are of masonry, and upon these surfaces the interior cement plastering is directly applied, affording a durable wall finish upon a solid groundwork.

Two wide iron stairways, with marble treads and landings, of easy ascent, connect the several floors, while several other similar staircases connect between two floors. Two plunger elevators also communicate with all floors, and in the gymnasium wing a staircase of wooden construction leads to the various floors of that wing.

This wing is constructed on the slow-burning principle, with hard pine girders and plank floors, without hidden spaces for fires to run.

The interior finish throughout, with the exception of the gymnasium wing, is of antique oak, and all of the fixed furniture, cabinets, etc., are of the same materials. The gymnasium wing is finished throughout in hard pine. Most of the rooms are wainscoted to the blackboard level, and the blackboards are of selected natural slate.

The floors throughout the building, above basement, are of hard pine, laid in narrow widths, stained and finished, with the exception of lavatories, laboratories, and rooms devoted to special uses, where vitreous tile or other floors are required.

The playroom floors in basement are of asphalt concrete, the other basement floors of Portland cement or of hard pine, according to the use of rooms.

The wall surfaces throughout the building are tinted in oil in broad flat colors, with no attempt at elaborate decoration at any point. The colors harmonize pleasantly throughout the building and add not a little to the general effectiveness of the interior treatment.

The system of plumbing throughout the building is adequate and modern in every respect. The lavatories are conveniently located and are well equipped; the floors in all cases and the wainscoting being of vitreous tile, the slabs and compartment partitions of marble, and all porcelain fixtures of vitreous ware, while all the metal fittings are of the latest pattern and heavily nickel plated. Cold water is supplied to all parts of the building, and hot water to certain rooms and departments requiring it.

At two points in the main corridors on each floor are located marble drinking-water fountains, to which chilled water is circulated through tin-lined pipes from ice coils located in
tanks below the basement floors. The ice is not placed in the water, simply against the circulating coils.

The system of heating and ventilation is well planned and installed, and the results obtained are very satisfactory. A generous quantity of fresh air is constantly entering the various rooms, not less than thirty-five cubic feet per minute per pupil, and the foul air is removed from rooms in like quantities.

Four horizontal tubular boilers generate steam that is circulated through miles of piping in the form of a mammoth steam coil, forming a kind of partition between the cold air and fan rooms in basement. The cold air is taken in through a large wall opening from a court on the north side, and the air is drawn through a filter bag, which removes all dust and other impurities, and passes over the heating coils where it is warmed to about seventy degrees; from the heater it passes to the fan or blower of large capacity, which forces the air to the main horizontal duct traversing the whole length of building between the floor of first story and the ceiling of basement. From this duct the air enters the verticals and passes into all rooms throughout the building, except lavatories, discharging into the rooms through register faces, with diffusers located about eight feet above the floor. Cold air can be forced into rooms in summer by this method if desired.

For use in extremely cold weather, coils of direct radiation are placed on the exposed sides of most of the rooms; these coils are controlled by thermostats in each room, actuating a diaphragm valve attached to each coil, by which the temperature of each room can be accurately regulated to any degree desired. The humidity of the atmosphere throughout the building is also recorded, and arrangements are made so that steam may be mixed with the incoming fresh air when it becomes over-heated or too dry.
Ventilation is accomplished by the vitiated air passing out through register faces in the side walls at floor level, and into vertical flues which rise to a foul air duct located between the ceiling of the upper story and the roof; from this duct the air passes out into space through three large vent openings.

Ventilation by this system is positive, inasmuch as the foul air is driven from the rooms by the current of fresh air entering under fan pressure.

The boilers not only furnish steam for the heating, but for the fan engine, pumps, elevator pumps, and for hot water heating.

The building is wired throughout for electricity, the wires being placed throughout in iron armored conduit, and the system is arranged in circuits so that a portion or all of the building can be controlled from the switch-board, while all the lights in each of the rooms are controlled by one or more switches located in the rooms.

The building is piped throughout for gas lighting.

The gas and electric fixtures are from special designs of old brass, simple and artistic.

Located in the principal's office is the programme clock, controlling the gongs located in the corridors throughout the building; and connected with this clock is a regulator controlling the clocks located in each room throughout the building, ensuring correct time in all rooms.

In this office is also located the city telephone and the switch-board, controlling the system of local telephones connecting with each end of the main corridor on each floor, and with the principal's rooms.

As a safeguard against fire there is located a private fire alarm box in the boiler-room connecting with the city system, and throughout the corridors are placed chemical fire-extinguishers.
Rhode Island Normal School.

PROVIDENCE, R. I.

The Aims of the School and the Scope of its Work.

IT'S 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 most 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 nature or preparation for such work, because qualified teachers are difficult to find.

The State, therefore, having provided for the education of teachers, seeks to attract into the profession of teaching and into the service of the public schools young men and young women who by nature are adapted to this work, and offers them the means of thoroughly qualifying themselves.

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 adaptation to teaching as a calling, and will 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 here the opportunity and help they desire. They will find in the school students 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 or a college, but an institution having a specific function, namely, the preparation of teachers for their work. In accomplishing this, however, it must secure to 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.
COURSES.

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.

I. THE REGULAR NORMAL TRAINING COURSE.

JUNIOR YEAR.

First Term.—Pedagogy.—Introductory Course: Observation. Methods of Instruction—Reading, Nature Study. Physics; Drawing; Biology; Singing; Language; Geography; Arithmetic; Drawing.

Second Term.—Psychology; Practice—Class Teaching; Hygiene and Sanitation; Civics; Literature; Singing; Physical Culture.

SENIOR YEAR.

First Term.—Pedagogy—Advanced Course. Methods of Instruction—Advanced Course: Nature Study, Physics, Drawing, Mathematics, Reading and Literature. Geology; Mineralogy and Geography; Singing.

Second Term.—Half Term—History of Education; Teaching of History; Teaching of Language; Astronomy. Half Term—Practice in the Training School.

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 must 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.
ration 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.**—Arithmetic; Zoology; Physics; English Grammar and Composition; Modern History; Drawing.

**Second Term.**—Biology; Penmanship; Geography; History of the United States; Reading and Voice Training; Drawing.

II. THE ELEMENTARY COURSE.

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.

Those who pass the entrance examinations and comply with the terms of admission 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.

GYMNASIUM.

The locker room is equipped with commodious lockers and dressing-rooms, and the baths, twelve in number, are of the latest and best designs.

The gymnasiun equipment is acknowledged to be the most ingenious in the country. Apparatus of utility, arranged for large numbers, designed for safe exercise, and in accordance with apparatus now used in out-door play-grounds have been furnished.

Ventilation and lighting are perfect.

The work of the gymnasium departments includes marchings and class formations to secure discipline, free exercise for improving health, carriage, and powers of motor co-ordination.

Safe exercise on improved apparatus designed to improve strength and agility.

Plays and games.

The practical study of the work and the application of theory resulting from the courses of studies in other departments.
DOMESTIC SCIENCE.

1. Cooking.
The aim of the course in cooking is to give a better knowledge in the choice and preparation of food. The course includes theory and practice, for it means not only the preparation of simple dishes, but also a discussion of their digestibility and food value, the best method of preparation, and the practical and scientific reasons for that method.

2. Foods.
To follow the course in cooking and consider more in detail some of the important foods, as the starches, sugars, milk, and butter.

3. Emergencies and School Hygiene.
The emergency course includes talks on the treatment of cuts, burns, sprains, and some of the more serious accidents which may happen to the school children. The school hygiene will include talks on the light and ventilation and care of the school-room.

4. Sewing.
The simple stitches are taught. Small models are made, their construction often illustrated by means of paper folding. The course follows closely the work done in the grades.
DRAWING.

The aim of the instruction in this department is to lead the pupils to a finer perception of beauty and greater ability to create, and to represent beautiful things.

ELEMENTARY COURSE.

In this course instruction is given in sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; illustrative sketching upon the blackboard and paper; mechanical drawing, including the use of the rule, compasses, drawing-kit, etc.; historic ornament, and decorative and constructive design.

NORMAL TRAINING COURSE.

In this course the aim is to prepare the pupils to teach drawing in any one of the primary or grammar grades, and also to give them power to illustrate freely any subject where illustration would be helpful.

The course is as follows: Sketching from nature, making decorative arrangements of flowers, berries, etc., in geometric figures; model and object drawing; sketching from the model posing; illustrative sketching upon the blackboard and paper; mechanical drawing, including projection and working drawings; constructive design; historic ornament and decorative design. Instruction in the methods of presenting the different branches of drawing is given throughout the course.

KINDERGARTEN TRAINING COURSE.

This course corresponds quite closely to the regular normal course except that the more advanced mechanical drawing is omitted, and clay modeling substituted. The instruction in
methods applies principally to the teaching of very little children.

**SUB-JUNIOR COURSE.**

A course designed to fit the pupils to do the work of the regular normal course. The work is selected from the elementary course.

**CITY TRAINING COURSE.**

Selected parts of the regular normal course, as much as the time allows.

In all classes the fête days of the years are remembered, and the pupils are taught to make simple gifts, such as decorated calendars, book-markers, and candy boxes.

Talks upon pictures and the decoration of the school-room are given to all classes as often as once a month.

**BIOLOGY AND NATURE STUDY DEPARTMENT.**

This department has three rooms, namely: a lecture-room, and two laboratories for botany and zymology respectively. The lecture-room contains reading-tables and the four hundred books of the department, and is fitted up for stereopticon work.

The laboratories are well lighted and well equipped. They have the usual laboratory furniture, sinks with running water, cases, cabinets, tile-topped tables with drawers for instruments, microscope, lockers, etc. But in addition, there are running water aquaria; compound and simple microscopes for individual work; imbedding apparatus and microtome for preparing material for microscopic study; human skeleton and manikin; dissectible models of eye, ear, and brain; and the best German charts for both botany and zymology. There is a
large amount of museum material for illustrating our native birds, etc.

Since a large part of the work of the department is a study of living nature, large numbers of type forms of plants and animals are kept alive in the laboratories, each, as far as possible, with its out-of-door environment. Salt water aquaria contain star-fish, sea anemones, crabs, clams, nereis, and the like, besides marine algae. Fresh water aquaria show fish of various sorts, eels, tadpoles, newts, cray-fish, dragon-fly larvae, leeches, snails, beetles, hydræ, etc., and in addition, fresh water algae, pond weeds, etc. Vivarin—insect cages, miniature swamps, gardens, and the like—contain caterpillars, moths, butterflies, dragon-flies, crickets, ants, bees, salamanders, frogs, toads, lizards, turtles, snakes, besides ferns, mosses, lichens, liverworts, and many kinds of flowering plants.

There is every opportunity to study plants and animals from living material.

The aim of the department is to prepare teachers of nature study for grade schools; to teach them to see, to understand, to interpret; to give them a broad acquaintance and a large interest in nature.

ELEMENTARY COURSE.

BOTANY, MORPHOLOGY, AND PHYSIOLOGY OF FLOWERING PLANTS. (4 hours.)

1st Term and 2nd Quarter of 2nd Term.

The life history of flowering plants from seed to seed. Common families of plants and their relationships as shown in seed, flower, and fruit. Descriptions and drawings of twenty plants. Herbarium of fifty specimens. Microscopic study of vegetable cell, protoplasm, chlorophylls, etc.; of root, stem, and leaf; of pollen and ovule. Cross-fertilization.
6th Term. (2 hours and 3 hours laboratory.)

Lower plant forms, yeast, mould, pond-scum. Invertebrate types, amoeba, hydra, star-fish, earth-worm, lobster and clam. The course includes relations of plants to animals, of plants and animals to man, evolution, etc.

This course, together with the botany, forms a foundation on which can most profitably be built courses in natural study.

The Sub-Juniors, H. S. graduates who do not become members of the Junior class, have this same course.

NORMAL COURSE.

NATURE STUDY AND METHODS IN NATURE STUDY. (5 hours and 3 hours laboratory.)

Throughout the Junior Year.

A study, in their seasons and in their natural relations, of all the forms, plant and animal, which can be used to advantage in grade work. The course, therefore, gives much laboratory study of living material, and much field work. Practice is given in stocking and keeping aquaria. Forty of our native birds are studied in the field. Seeds, and bulbs, and buds; insects and their development through the larva to the adult; flowers and the relations of flowers to insects; trees, ferns, etc., form subjects of study.

In the first half of the Junior year there is a discussion of the aims of nature study, its place in a school curriculum, and its relations to other subjects. A course of study for grade work is made out, and lessons and series of lessons are planned. In the second half of the year there is opportunity to teach nature study in the practice school with the direct help and supervision of the normal department.

The City Training classes have this same course, with the omission of the practice school work.
6th Term. (2 hours and 3 hours laboratory.)

Lower plant forms, yeast, mould, pond-scum. Invertebrate types, ameba, hydra, star-fish, earth-worm, lobster and clam. The course includes relations of plants to animals, of plants and animals to man, evolution, etc.

This course, together with the botany, forms a foundation on which can most profitably be built courses in natural study.

The Sub Juniors, H. S. graduates who do not become members of the Junior class, have this same course.

NORMAL COURSE.

NATURE STUDY AND METHODS IN NATURE STUDY. (3 hours and 3 hours laboratory.)

Throughout the Junior Year.

A study, in their seasons and in their natural relations, of all the forms, plant and animal, which can be used to advantage in grade work. The course, therefore, gives much laboratory study of living material, and much field work. Practice is given in stocking and keeping aquaria. Forty of our native birds are studied in the field. Seeds, and bulbs, and buds; insects and their development through the larva to the adult; flowers and the relations of flowers to insects; trees, ferns, etc., form subjects of study.

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The City Training classes have this same course, with the omission of the practice school work.
COURSE OF STUDY IN APPLIED PSYCHOLOGY.

Junior B. and City B.

The work in this course consists in a study of how to train the mind. The object is to teach the student teacher how to direct the mental processes of the child so that the child shall experience perceptions, ideas, and concepts, and shall learn to judge and reason.

To this end certain types of lessons are studied, and the pupils practice developing thought through observation, suggestion, and questioning.

The types of lessons studied are:
1. Observation lessons.
2. Experiment lessons.
3. Concept lessons.
4. Narrative or history and literature lessons.

Material for these lessons is taken from any of the subjects studied in school.

A strong course in general and experimental psychology is also maintained.

HISTORY.

The study of history is continuous through the elementary course, as this seems to be justified by its value as a means of mental training. The work of the first year consists of an outline of the history of the eastern nations and critical study of the history of Greece and Rome. The second year is occupied with the study of the Middle Ages and of English history. This gives the students a basis for intelligent, professional study of the history and government of the United States.

Throughout the course in history the relations of cause and effect are carefully studied, and the professional purpose of
the work is kept in mind. The union of civics with history in the third year of the elementary course is regarded as important; outside reading, under the direction of the teacher, and the discussion of current topics in the class are found to be aids to enthusiastic study of the past. The study of local and family history is encouraged.

In the first term of the professional course, methods of teaching history and civics are illustrated and discussed. In the second term of this course, while the students are practicing in the schools of observation, a brief period is studied intensively, to develop in the young teachers the habit of self-improvement even in the midst of their work. During Senior B term methods are again discussed, this time to gain a more general view of the requirements in various schools, rather than to prepare for the work of a particular grade or course of study. In the Senior A term, and for post-graduate students, there is opportunity for the study of political economy. This is not taught as a theoretical and abstract science, but as a practical exposition of such subjects as the rights of capital, the evil of strikes, and the duty of honesty in money matters. It is found to be one of the most useful and interesting subjects of the course in history.

For the City Training class, from the cities of Pawtucket and Providence, an opportunity is provided for a review of United States history and civics, with especial reference to the professional value of the work for those who are so soon to be trained to be teachers in our city schools.

For those who enter from high schools, and fail to pass satisfactorily our examination in history, a term's work is provided, consisting 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.
At present the work in second term geography consists in the study of home surroundings—geographical forms, forces, processes, in representing geographical forms, in tracing the more obvious causes and effects of observed phenomena, in presenting to the imagination conditions and processes which cannot be observed. Pupils usually learn that geography is out-of-doors and not in books—that it consists in finding out how people live upon the earth. Descriptive matter is read and discussed.

In the fifth term, with more mature minds and better knowledge of related subjects, the above work is extended over larger fields and made more emphatic.

The Sub-Junior work includes all of the above which time and the ability of the class allow.

The Junior class has had two lessons a week for half a term in methods of teaching geography. During the first half of the Senior year three lessons a week for half a term have been given in methods of teaching. Most of their method work consists in the teachers giving lessons to the students, who assume the triple role of children, prospective teacher, and critics. Apparatus, and ways and means are discussed. Certain text-books are used, and their plans discussed.

In all geography classes some reading, selected by the teacher, is required each week, and reading matter for children is recommended.

Each City Training class goes over as much of the above ground as time permits.

**PHYSICAL SCIENCE.**

Physics.—The basis of the work in physics is experiment, and the time is about equally divided between laboratory work
by the pupils and class demonstration by the teacher, aided by the pupils.

Attention is constantly directed to the need of close and accurate observation of given conditions and resulting changes, and the pupils are held to a justly limited inference from observed phenomena. Those facts, principles, and laws which have their application in the common affairs of daily life receive special consideration, and the pupil’s previous experiences are appealed to for confirmation or refutation of the conclusions drawn from their experiments. The method of scientific study, not original discovery, is the primary purpose of the experimental work.

Consideration is given to devising and constructing such simple apparatus as will illustrate fairly well such elementary facts and principles of physics as are adapted to presentation in the grammar schools.

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 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 formulae 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.

ENGLISH LANGUAGE.

Term 1.—The work of the term in English includes:
I. The history of the English language with study in etymology and synonyms.
II. English composition with special care in regard to choice of words, construction of sentences, paragraphing, and punctuation. This work includes a course in letter-writing, and also written exercises, which are criticised by the teacher in the presence of the student.

English Grammar.—Term 2.—In this class the structure of the English language is studied, and much time is spent in analysis of sentences. Work in English composition is continued.

English Grammar.—Term 6.—The structure of the English language is here more comprehensively studied, and a broader view is obtained after a study of other languages and of rhetoric. Recent grammatical theories are discussed, and the students become familiar with the best grammars.

English Grammar.—Sub-Junior.—Like Term 6.

English Methods.—Junior B.—A course of study for grade work in language, grammar, and composition work is planned. Sources are investigated, and material and methods are discussed.
Theme Work.— Junior A.— Regular written papers with individual criticism are planned for this class.

English Grammar.— City B.— Like Term 6 and Sub-Junior.

English Methods.— City A.— Like English Methods, Junior B.

ENGLISH LITERATURE.

In the elementary course in English literature the aim is to have the students gain a general view of the subject in such a way that a literary taste may be cultivated.

In the regular normal training course attention is given to some of the longer English poems and prose works, which may be studied with profit and pleasure by those pupils who have completed the elementary course. Among the forms of literature receiving attention are the essay, the ballad, the sonnet, the ode, the drama, and the short story. Literature for children is discussed, and courses in reading adapted to children of different ages and of different opportunities are worked out. In order to encourage wide and rapid reading, the students report in the class on the reading they have done that was not prescribed. Not only is the culture value of the subject highly regarded, but also its influence upon character.

RHETORIC.

Rhetoric has to deal not so much with what is right or wrong as with what is better or worse. Attention is given to the judicious choice and skillful placing of words, to the making of sentences and of paragraphs, to the determination and development of themes. As facility in writing may come from practice in writing, much written work is required. After suggestive criticism from the teacher, the student rewrites. The student aims to gain clearness, force, correctness,
Theme Work.—Junior A.—Regular written papers with individual criticism are planned for this class.

English Grammar.—City B.—Like Term 6 and Sub-Junior.

English Methods.—City A.—Like English Methods, Junior B.

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and lastly, elegance in writing. The use of figures and other devices is taught. The four modes of writing—description, narration, exposition, and argumentation are distinguished, and writing in each mode is required. The knowledge gained in the class in rhetoric is applied in the work in the literature classes.

GERMAN.

The work of the first year includes elementary German grammar: translation of simple prose, both prepared and sight work: dictation: composition: conversation. Special emphasis is laid on the intelligent reading of German and upon the understanding of spoken German. The recitations are conducted in the language as far as is practical. The work of the second year includes more advanced grammar, connected prose composition, and a study of one or more of the works each of Lessing, Schiller, and Goethe.

MATHEMATICS.

GEOMETRY.—The first work in this subject aims at the acquisition of the data and simpler truths of geometry through measurement, drawing, construction, and superposition. Field work forms the basis of much of the class-room instruction. Gradually the easier deductive proofs are introduced, and in the fourth term the work is wholly demonstrative. Rigorous reasoning and perfect form of expression are the ends sought. The student is led to construct his own demonstrations of problems.

ALGEBRA.—This course covers the principles of algebra through affected quadratic equations. The fundamental nature of the equation, fractional and negative exponents, and radicals are emphasized. Facility in grasping the conditions of problems and quickness and accuracy in oral and written work are kept constantly in mind.
Algebra and Geometry Methods.—Each subject is analyzed with the purpose of making a selection of material for lessons in grammar grades. Geometry is viewed in its relation to drawing, and both subjects in their relations to arithmetic. Methods of teaching are discussed and illustrated.

TRAINING IN TEACHING.

The School of Observation and Introductory Practice is conducted in the building and consists of a kindergarten and a room with a regular teacher for each grade from the first through the ninth 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 report. These reports have furnished concrete material for the discussion, and a basis for the study of instruction, management, and government. Practice is allowed one hour a day.

The schools for practice are established at present in Providence at Smith street, in Pawtucket at Cherry street, in Cranston at Eden Park. Each of these schools consists of 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 and 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.

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.

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.

COURSES IN PEDAGOGY.

Pedagogy is taught throughout the course. All the various authorities are used, and study is made of special subjects of value to prospective teachers.
MINERALOGY.

The course in mineralogy is intended to lead to a knowledge of the common minerals and to prepare the students to give lessons on minerals to children. The first part of the work is provided for by our well-equipped mineralogical laboratory. The recitation periods are devoted to the study of minerals with a view to teaching them.

KINDERGARTEN TRAINING CLASS.

The kindergarten course covers a period of two years and is intended to give to the pupils not only a knowledge of the principles and practice of Froebel’s system of child development, but also a clear idea of the scheme and scope of education throughout the elementary schools. The work of the two years is divided as follows:

First Year.—A study of Froebel’s theory of the kindergarten, using as text-books Froebel’s Pedagogies of the Kindergarten, and Susan Blow’s Symbolic Education. Supplementary reading: Krieger’s Child; Bowen’s Froebel and Education by Self-Activity; Elizabeth Harrison’s Study of Child Nature.

Mother-Play, a critical study of Froebel’s great work, The Mother-Play, is commenced this year and continued throughout the two years.

Gifts and occupations, lectures upon the use and significance of the Froebelian material continue throughout the first year.

Nature study, psychology, history of education, drawing, and gymnasium also form an important feature of this year’s work.

Throughout the year students are observing in the kindergarten connected with the Normal School, and during the last
half some slight practice work is required from them under the direct supervision of the training teacher and the kindergarten teachers.

Second Year.—The principal work of this year is the practical application of methods and principles, studied the first year, to actual teaching in kindergartens. Each student is required to spend the forenoon of each school day in some kindergarten to which she is definitely appointed, and to give, at the discretion of the teacher, demonstrations of her ability to teach and apply the pedagogical principles upon which teaching is based. The afternoons will be devoted to work at the Normal School, which will comprise the following subjects: psychology continued; pedagogy; Mother-Play, a continuation of the work commenced the first year; Education of Man, continuing throughout the year; drawing; classes for programme work; songs and games.

LIBRARY.

The library is fully equipped with modern reference books, current literature and books, reports, and pamphlets of general importance to the school. The classification and administration of the library are entirely modern.
Rhode Island Normal School Alumni Association.

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