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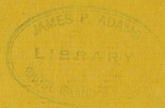
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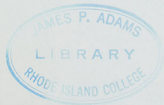
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RHODE ISLAND COLLEGE CATALOG 66/67



600 MOUNT PLEASANT AVENUE - PROVIDENCE, RHODE ISLAND 02908







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Rhode Island College is accredited by the New England Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary teachers and school service personnel.



## ACADEMIC CALENDAR 1966-1967

### September

9	Friday	Faculty meetings
11	Sunday	President's Reception for Freshmen
12-14	Monday-Wednesday	Freshman Orientation
14	Wednesday	Registration for Upperclassmen
15	Thursday	Classes begin—Graduate and Undergraduate
22	Thursday	Opening Convocation (All College)

### October

12	Wednesday	No classes—Columbus Day
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### November

8	Tuesday	Fall Convocation
10	Thursday	End of first quarter
11	Friday	No classes—Veteran's Day
14	Monday	Grades due for Freshmen
24-25	Thursday-Friday	No classes—Thanksgiving recess

### December

19-30	Monday-Friday	No classes—Christmas recess
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### 1967—January

3	Tuesday	Classes resume
18	Wednesday	No classes—Reading Day
19-27	Thursday-Friday	Examinations (including Saturday, January 21)
30	Monday	Grades due
30-31	Monday-Tuesday	No classes—Mid-year recess

### February

1	Wednesday	Registration for Second semester
2	Thursday	Classes resume—Graduate and Undergraduate
9	Thursday	All College Assembly
22	Wednesday	No classes—Washington's Birthday

### March

24	Friday	No classes—Good Friday
31	Friday	End of third quarter

### April

3	Monday	Grades due for Freshmen
3-7	Monday-Friday	No classes—Spring recess
10	Monday	Classes resume

### May

2	Tuesday	Cap and Gown Convocation
26	Friday	Reading Day

30	Tuesday	No classes—Memorial Day
29-31	Monday-Wednesday	Final examinations

#### June

1-9	Thursday-Friday	Final examinations (including Saturday, June 3)
4	Sunday	Baccalaureate Service
9	Friday	Class Day
10	Saturday	Commencement
26	Monday	Summer Session begins

### ACADEMIC CALENDAR 1967-1968

#### September

8	Friday	Faculty meetings
10	Sunday	President's Reception for Freshmen
11-13	Monday-Wednesday	Freshman Orientation
13	Wednesday	Registration for Upperclassmen
14	Thursday	Classes begin—Graduate and Undergraduate
21	Thursday	Opening Convocation (All College)

#### October

12	Thursday	No classes—Columbus Day
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#### November

7	Tuesday	Fall Convocation
10	Friday	End of quarter
13	Monday	Grades due for Freshmen
23-24	Thursday-Friday	No classes—Thanksgiving recess

#### December

18-29	Monday-Friday	No classes—Christmas recess
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#### 1968—January

2	Tuesday	Classes resume
17	Wednesday	No classes—Reading Day
18-26	Thursday-Friday	Examinations (including Saturday, January 20)
29	Monday	Grades due
29-30	Monday-Tuesday	No classes—Mid-year recess
31	Wednesday	Registration for second semester

#### February

1	Thursday	Classes resume—Graduate and Undergraduate
8	Thursday	All College Assembly
22	Thursday	No classes—Washington's Birthday

#### March

29	Friday	End of third quarter
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#### April

1	Monday	Grades due for Freshmen
1-5	Monday-Friday	No classes—Spring recess
8	Monday	Classes resume
12	Friday	No classes—Good Friday

#### May

7	Tuesday	Cap and Gown Convocation
24	Friday	Reading Day
30	Thursday	No classes—Memorial Day
27-31	Monday-Friday	Final examinations

#### June

1-7	Saturday-Friday	Final examinations
2	Sunday	Baccalaureate Service
7	Friday	Class Day
8	Saturday	Commencement
24	Monday	Summer Session begins



James P. Adams Library



## RHODE ISLAND COLLEGE

Rhode Island College is one of the older colleges in New England, and one of the newest. It is an unusual institution.

The College has been educating young people for more than a century. It is, in fact, the second oldest institution of higher learning in one of the oldest states in the Union.

Yet Rhode Island College now occupies 14 modern buildings, none of them built before 1958. Policies, programs, even the name of the College, are new.

The College's story is typically American: From humble origins and through years of adversity, idealistic, hard-working people turned a dream into a reality. People like them staff the College today, and people like them attend it.

Rhode Island College today is a state-supported, co-educational, general college enrolling over 2,700 undergraduates and 1,800 post-graduates. It has a diverse alumni—businessmen, government officials, and professional people are among its members—but the College's greatest influence has been in public education.

Generations of youngsters have been taught by its graduates. The State's largest single source of teachers and school administrators, Rhode Island College graduates are also teaching throughout the country and abroad.

In recent years the College moved to its Mount Pleasant campus in a residential section of Providence, the second largest city in New England. Opening of the College to students not preparing for teaching, and shortening of its name to Rhode Island College followed.

Rhode Island College offers the degrees of Bachelor of Arts, Bachelor of Science in Education, and Bachelor of Science in Industrial Arts Education, as well as graduate study, and other programs. Students can choose from eight majors and nineteen minors in the arts and sciences, or elect from a variety of teacher-education curriculums, ranging from kindergarten through senior high school.

A Rhode Island resident living at home can attend the College for only \$245 in fees annually, with out-of-staters paying an additional \$450. Students may also have a private room in one of the College's dormitories and dine on campus for an additional \$875 per year. A number of scholarships, loans, and work opportunities are available.

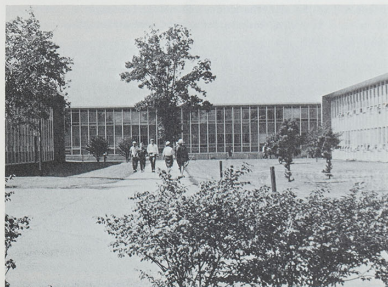
Since construction of the original Mount Pleasant campus in 1958 the College has built new buildings at the rate of almost one a year. Enrollment has tripled in recent years; the president of a neighboring university has described Rhode Island College as "the most rapidly-developing institution and most excellently-developing that I know."

The College's Fine Arts Series, dance company, theater group, and art gallery are acclaimed as among the best of their kind. The College's athletic teams use the new \$1,100,000 Walsh Center, with seating for 2,600 spectators, and large adjacent playing fields. A four-story student union is scheduled for completion by summer of 1967.

The future is promising, and undergraduate enrollment is expected to reach 3,000 by 1970, 4,000 by 1980. Among long-range plans recently formulated by the College are those for a revolutionary reorganization of the College community, and the opening of undergraduate study abroad for large numbers of undergraduates.

When he was Secretary of Health, Education, and Welfare, Anthony Celebrezze said in an address:

"Rhode Island College, as a result of a decade of truly remarkable achievement, is now one of our most progressive and solidly based colleges. You are taught by a well-qualified faculty. You have a splendid library. An air of expectation now permeates this campus—a campus that is physically among the most distinguished in New England."



## OBJECTIVES OF RHODE ISLAND COLLEGE

Rhode Island College is a general State college principally devoted to liberal education and the preparation of teachers.

### *Objectives of the program in liberal studies*

All students at the College receive both extensive and intensive education in the liberal arts and sciences. Through this liberal study it is hoped that each student will realize his God-given intellectual potential, that he will mature as an individual in intelligence and wisdom, and that he will become effective and just in his relations with other men.

Specifically through its liberal studies program, the College seeks to help each student:

***Develop a sense of values*** From his experience with and understanding of the enduring contributions of philosophy, the sciences, and the arts, the student should derive integrity, refinement of taste, a deepening concern for others, and a strengthening of his spiritual values.

***Acquire communicative skills and the widely transferable abilities of the educated man***

Acquiring a mastery of methods proper to the various branches of the intellectual life, he should develop proficiency in recognizing and solving problems. Acquiring a command of distinctive ways of thinking, he should learn to work effectively and creatively alone and with others in the pursuit of truth.

***Acquire an ever-increasing store of knowledge from the disciplines of the natural and social sciences, mathematics, and the humanities***

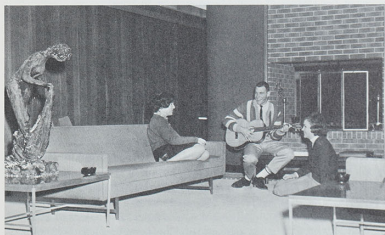
Through his expanding concepts and deepened understandings within one or more selected disciplines, he should perceive the interrelationships in the stream of culture.

It is the belief of the faculty of the College that the man thus liberally educated has a continuing desire and the ability to know, to think, to act, and to grow. He accepts the challenge of change, and he has the vision and courage to commit himself to some values and to criticize and transcend others. Self-directed, he finds pleasure and stimulation in the cultivation of his intellect and in its enlightened application to his life and livelihood. Self-motivated, he contributes to the betterment of society.

### *Objectives of the programs in teacher preparation*

The major function of Rhode Island College has been and continues to be the preparation of well-educated, professionally competent teachers for the public schools of Rhode Island and the advancement of knowledge of the theory and techniques of effective teaching. The College seeks to provide its students with knowledge and understanding of the nature and growth of children, of the learning process, and of the materials and methods of teaching. It seeks further to help each student, through observation of skilled teaching and supervised student teaching, to develop beginning professional competence in teaching.

At the graduate level, the College serves the teachers of the State by providing means for the improvement of both their academic and professional competence as teachers and the means for preparing for positions as special teachers, counselors, and administrators.



Main Lounge of Rhode Island College's  
Mary T. Thorp Residence Hall

## HISTORICAL DEVELOPMENT OF RHODE ISLAND COLLEGE

The Rhode Island Normal School was established by act of the Rhode Island General Assembly in 1854. Its founding was the result of years of labor on the part of Henry Barnard, the first State Agent for Education in Rhode Island, and his successor, the Honorable Elisha R. Potter. It replaced the four-year private Normal School which was started at Brown University in Providence in 1850.

When financial support was withdrawn in 1857, the Administrators accepted the invitation of the town of Bristol to re-locate in that community; however, in 1865 it became necessary to close the School. A vigorous campaign on the part of Thomas W. Bicknell, then Commissioner of Education of Public Schools, resulted in its reopening in 1871 in the Providence High School building on Benefit Street in Providence.

A stately building on Capitol Hill was opened in 1898. Here the Rhode Island Normal School had its own campus. The first floor of the new structure was planned as an Observation School for demonstration classes and practice teaching; the remainder of the building was equipped for classes of students preparing to teach.

At first the Normal School course was one year in length. It was designed to meet the needs of both high school graduates and those who had not had the four years of work in high school. By 1908 the required course was lengthened to two and one-half years, and admission was limited to high school graduates.

Rhode Island College of Education was instituted in 1920 by act of the General Assembly. At that time the four-year course leading to the degree of Bachelor of Education was established. For a time the shorter normal course of two and one-half years, later three years, was continued as optional. In 1929 all students were required to enroll for the four-year program.

In 1952, when it became evident that the facilities had become inadequate and unsuitable for the needs of the expanding program, steps were initiated for planning a new campus. In 1954, the voters of the State authorized a \$3,500,000 bond issue. When a supplementary issue for \$1,500,000 was approved two years later, construction was begun on a new six-unit College campus, located on Mount Pleasant

Avenue, at the northern boundary of Providence, just south of Route 44 on Smith Street.

In September, 1958, Rhode Island College of Education was established on its new campus. In February, 1959, the Rhode Island Commission to Study Higher Education, appointed by Governor Dennis J. Roberts, recommended and the General Assembly approved that Rhode Island College of Education be developed as a general college. The College was re-named Rhode Island College, but its program continues to stress preparation of teachers. In September, 1962, the College began accepting candidates for the Bachelor of Arts degree as well as the degrees of Bachelor of Science in Education and Bachelor of Science in Industrial Arts Education. After June, 1965, the degree of Bachelor of Education was no longer awarded to graduates of the four-year course.

In September, 1961, Rhode Island College opened its first dormitory, the Mary Tucker Thorp Residence Hall for Women. This facility offers housing for 144 women students. Weber Residence Hall, a second dormitory, was opened in September 1965. Its unique plan provides separate and independent units, under a single roof, for 140 women and 40 men. While a limited number of out-of-state students have been welcome at Rhode Island College for some time, the dormitories now make it possible to encourage their enrollment.

The College year 1962-63 saw the completion of three new buildings as part of the expansion program. The Donovan Dining Center was dedicated and put into operation in the fall of 1962; the Adams Library and the Clarke Science Building were completed the following spring. The Clarke Science Building is designed primarily for instruction in the sciences; it includes a number of laboratories, classrooms, special work areas, and auditoriums.

In December, 1965, the Michael F. Walsh Health and Physical Education Center was formally dedicated. This was followed a few weeks later by the opening of the Horace Mann Building, a classroom building which is being used primarily for the social sciences, humanities and speech. This building will be completed with the addition of a second wing which should be ready for occupancy early in 1967. Also slated for early construction are an additional classroom building, a Student Union to be added to the Donovan Dining Center, and the new music wing. Early 1968 should mark the addition of the third Rhode Island College dormitory as well as the Faculty Center. Plans are also being formulated for the addition of a new complex of administrative offices to be added as an additional wing of Roberts Hall.

By 1967 it is anticipated that Rhode Island College will have an undergraduate student body of 3000 men and women, pursuing collegiate work in a wide variety of disciplines.



## Henry Barnard School

Prospective teachers should have opportunities to observe, analyze, and participate in classroom teaching under professional supervision. Rhode Island College provides future teachers with such opportunities in the Henry Barnard School, a campus laboratory school named for Rhode Island's distinguished first Commissioner of Education.

Prior to the official establishment of the Henry Barnard School in 1920, many different approaches were used to provide future teachers with opportunities for observation, demonstration, and practice. As Commissioner of Education, Henry Barnard toured the State with a covered wagon "model school" so that teachers could observe effective teaching methods and techniques. In 1893, Rhode Island Normal School contracted with the Providence School Department for use of the Benefit Street School by its faculty and students. Three classrooms were to be used for demonstration of procedures and five for practice teaching. Later, similar arrangements were made with the school departments of Central Falls, Cranston, and Pawtucket.

When Rhode Island Normal School moved to Capitol Hill in 1898, ten classrooms on the first floor of the school were designated as the Normal Observation School. Classes from Kindergarten through Grade 8 were available to faculty and students for observation, demonstration, and practice. In 1920, when Rhode Island Normal School became Rhode Island College of Education, the Normal Observation School was renamed Henry Barnard School. The latter was transferred to its own building on the lower part of the College campus in 1928. When the College was re-located in 1958, the Henry Barnard School moved with the rest of the College to the Mount Pleasant area of Providence, and is now occupying one of the original buildings on the new campus.

During 1965-66, the Henry Barnard School enrolled approximately 700 students in 24 regular classes: 4 preschool, 12 elementary, and 8 junior high school. There were also 2 classes of pupils with special needs. A few pupils live in the district formerly assigned to the School by the Providence School Department, and the City of Providence pays their tuition. A small number of pupils were enrolled from the Children's Center, a State institution serving children who need special assistance. The tuition for these children is paid under a special arrangement approved by the Board of Trustees. The majority of pupils come from the Providence metropolitan area and their tuition is paid by their parents. Most of the pupils are transported to and from the campus by private cars, private buses, or public conveyance. Transportation costs are paid by the parents.

## THE CAMPUS

The campus stands on a site, nearly 100 acres in area, which commands an impressive view of the City of Providence.

**The Student Center** is the heart of the campus. Provision for varied student activities in the snack bar, game room, commons room, patio, and organization offices gives the Center the opportunity to serve student needs in the areas of social orientation and personal development. The Student Center Building provides facilities for student personnel and activities offices, as well as the offices of the Deans of Students and College Counselors, offices for the College Chaplains, the Religious Reading Room, the Educational Services Center, the Institutional Research Center, and the office of the Scheduling Officer. The College Bookstore, the Charles Carroll Men's Lounge, and the lounge for women students are all part of this Center.

**Dennis J. Roberts Hall**, named for the Governor of Rhode Island from 1951 to 1959, is the Administration Building. Housed in this building are the Auditorium, with a seating capacity of 1,000, and the Little Theatre and Music Room, designed especially for classes in dramatics, instrumental music, and voice, and for small group meetings. Under construction, for completion in early 1967, is the new music wing which will provide offices, classrooms and practice rooms for faculty and students in the Music Department. In the administration wing are located the offices of the President, Vice President for Academic Affairs and Dean of the College, Vice President for Business Affairs and Treasurer, Dean of Administration, Dean of Professional Studies, Registrar, and Admissions Officer, as well as the General Offices, the Business Office, the Public Relations Office, and the Alumni Office.

**John Lincoln Alger Hall**, named in memory of the President of Rhode Island College of Education from 1909 to 1938, houses classrooms used primarily for science and art. The Christopher Mitchell Study, the Student Health Center, a conference room, and faculty offices are also located in this building.

**Craig-Lee Hall**, honoring Clara Elizabeth Craig and Mary Martha Lee, former Directors of Training, is used for classes in teacher-education, English, and foreign languages. Located here also are the Thomas Herbert Robinson Study, Language Laboratory, faculty



offices, and conference rooms. At the ground level are located the Audio-Visual Services Office and the Audio-Visual Division of the State Department of Education.

**Lucius A. Whipple Gymnasium** bears the name of the President of Rhode Island College of Education from 1939 to 1951. This building contains a double gymnasium and classrooms for courses in health. The playing fields which extend beyond the gymnasium have been developed specifically as tennis courts, soccer field, cinder track, girls' hockey field, and softball and baseball diamonds.

**Henry Barnard School** is a U-shaped building with a primary and an elementary wing. The primary wing includes nursery, kindergarten, and primary classrooms with immediate access to the courtyard. The elementary wing has nine classrooms, with a small double gymnasium at one end and specially planned areas for art, home-making, industrial arts, and the cafeteria at the other. The administration offices, health suite, rooms for exceptional children, library, and music rooms are on the main corridor. The junior high school, located on the second floor above the main corridor, has nine classrooms, including two equipped for science teaching. The second floor also includes a guidance office and elementary school science workshop. Three observation booths, closed circuit television facilities, and modern audio-visual equipment facilitate use of the school in programs of teacher education.

**Mary Tucker Thorp Hall**, completed in September, 1961, provides attractive and comfortable modern living accommodations for 144 undergraduate women. The building has been named in honor of the present Distinguished Professor of Education, Principal of Henry Barnard School from 1937 to 1960. Unique among women's residences, Thorp Hall is free of wasted corridor areas, granting maximum space for living and study purposes in each of its eighteen units of eight single rooms, a gracious living room, and bath.

**The James P. Adams Library**, distinctively constructed with an open front portico and blue stone facing, eventually will house 300,000 volumes, and seat 1,000 students. The intellectual center of the campus, the Library is becoming the physical center as well, situated within easy access to classrooms, laboratories, the Student Center, Donovan Dining Center, and dormitories. A completely equipped studio with facilities for closed-circuit television broadcasting is an integral part of the ground floor of this building. On the second

floor are located Graduate Division Offices, the Curriculum Center, and an art exhibition area.

Dr. James Adams in whose honor the Library has been named, served Rhode Island College with distinction and devotion as Chairman of the Board of Trustees of State Colleges from 1955 to 1960, following a distinguished academic career at Brown University and the University of Michigan.

The Katherine L. Czuzner Reference Room is named in honor of Miss Czuzner who served as College Librarian from 1942 to 1962. The Amy A. Thompson Children's Literature Collection has been so designated in recognition of the meritorious service of Professor Thompson as a member of the English Department, especially in the field of Children's Literature. Miss Thompson retired from teaching in July, 1962, but continues her association with the College as a special adviser for this Collection.

**The John Clarke Science Building**, named for a pioneer Rhode Island physician and statesman, serves a variety of functions related to instruction in the sciences and industrial arts. The first floor of this building has been designed primarily for biology laboratories, a psychology laboratory, two special biological research laboratories, and two auditoriums for general use. The larger of these auditoriums, the Robert T. Amos Lecture Hall, was named for a former Professor of Psychology at Rhode Island College. One wing of the building is devoted entirely to well-equipped shops and offices for Industrial Arts Education.

The physical science laboratories are on the second floor, with one designed specifically for advanced physics courses, one for chemistry, and two for research in these fields.

This building also contains classrooms, faculty offices, and an animal room.

**The Fred J. Donovan Dining Center**, honoring Dr. Donovan, the Vice President of Rhode Island College from 1944 to 1966, and now Vice President Emeritus, a member of the College Faculty since 1938, and Acting President in 1952, is now the main dining facility on campus, serving all students and staff personnel. It will eventually care for over two thousand patrons. The building is of striking modern design with a large main floor and an extensive mezzanine. Folding partitions make it possible to create as many as six smaller dining rooms for group dinner meetings.

## **Michael F. Walsh Health And Physical Education Center**

was named to honor the Commissioner of Education for the State of Rhode Island from 1947 to 1963. During that time Dr. Walsh was ex-officio member of the Board of Trustees of State Colleges. A principal feature of the Walsh Center is its main gymnasium area which provides a basketball court with an audience seating capacity of nearly 2600 and which is convertible into four separate areas, each large enough to accommodate a large basketball court. Additional facilities include accommodations for visiting teams, special areas for wrestling rooms, dance studios, therapy rooms, as well as regulation classrooms and faculty offices.

**Weber Hall**, opened in September, 1965, is similar in design to Thorp Hall, but larger, accommodating 180 students in private rooms. A unique arrangement provides for men and women to be housed in this single building in separate and independent areas. Located next to Thorp Hall, it is the second dormitory on the Rhode Island College campus, and like its neighbor it was constructed around an open courtyard, with three stories of private rooms on three sides and a one-story dormitory lounge on the fourth. Weber's eighteen suites—several of them reserved for men—consist of ten private rooms each, a suite lounge and bath facilities. The dormitory is named in honor of the late Mary A. Weber, long a professor of mathematics at the College.

**Horace Mann Hall**, the first portion of which was dedicated in May, 1966, will include two wings of classrooms and offices and a 500-seat auditorium on its expected completion in 1966. Named in honor of the pioneering 19th-century educator from Massachusetts, Horace Mann Hall is the fourth classroom building constructed on campus. Folding walls permit its auditorium to be used as a small theatre or as three individual lecture halls. Mann's east wing houses classrooms, industrial arts workshops, and faculty offices on three floors; the west wing, on completion, will include four stories of classrooms and offices. The college computer center will also be housed in the west wing.

## **ENTRANCE REQUIREMENTS AND ADMISSION PROCEDURE**

### **Admission Factors**

The Admissions Committee seeks to choose from among the total applicant group those candidates who appear best qualified and most adequately prepared to meet the caliber of study demanded at Rhode Island College.

Admissions policy is formulated by an Admissions Committee composed of administrative personnel and teaching faculty. Admissions decisions are based upon a composite of the candidate's over-all record rather than upon any single factor. The Admissions Committee attaches greatest weight, however, to the secondary school academic record, including rank in class. Other important factors are: high school recommendations, suitable personality and character traits, academic potential, significant school and community activities, evidence of good health, and satisfactory scores on the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board which provide a comparison of candidates on a standardized national measuring scale.

### **Application Forms**

Application forms should be obtained from high school principals or guidance officers, or from the Office of Admissions at the College. They should be completed and filed, together with a \$10 non-refundable application fee, by April 1 of the year in which the candidate seeks enrollment. Applicants for admission to the freshman class may enter *only* in September. Other new students are generally admitted only in September each year although a few transfer students may be considered for admission at mid-year if circumstances warrant.

### **Early Admissions**

Applicants for admission under the early acceptance policy of the College should file application forms during the summer following the high school junior year or in the early fall of the senior year. To qualify for early admission the candidate must:

1. Rank in the upper third of his class at the end of his junior year.

2. Present junior year Scholastic Aptitude Test scores of 500 or above in each test.
3. Be strongly recommended for acceptance by his high school officials.

Applications for early acceptance will be processed in the fall or early winter of the senior year. Applications from other candidates should be submitted after completion of the seventh semester of high school work. Such applications will be processed during the February-June period.

#### Accelerated Program

In the summer of 1965 Rhode Island College inaugurated its Accelerated Program in Elementary Education in a twofold attempt to fulfill an increasing demand for teachers in the elementary grades and to meet the growing trend among college students to accelerate their undergraduate studies in order to proceed to graduate study as early as possible.

A special group of superior students who indicate on their *regular applications* that they are interested in participating in this program are invited to be considered upon evaluation by a special committee. The following criteria are considered in determining admission:

1. Potential for the development of poise, maturity, and appropriate personality and character traits.
2. Recommendation from high school officials.
3. Superior high school academic record.
4. Scores on admissions tests of the College Entrance Examination Board which exceed the national average.
5. Interview with a member of the Elementary Education Department.

Students who are accepted into the program may then complete all requirements for the degree of Bachelor of Science in Education in six regular academic semesters and four eight-week summer sessions, or in three years and two months from the date of admission in the summer session of the first year.

#### Secondary School Requirements

Graduation from an accredited secondary school with evidence of satisfactory standing.

Completion of at least fifteen college preparatory units including the following minimum requirements:

- 4 units of English
- 2 units of a modern foreign language  
(Industrial Arts Education candidates may substitute 2 units of approved industrial arts subjects for a modern foreign language)
- 1 unit of algebra
- 1 unit of plane geometry
- 1 unit of American history
- 1 unit of a laboratory science
- 5 units of additional college-preparatory subjects

Any request for exceptions should be made in writing to the Chairman of the Committee on Admissions. The Committee recognizes the possibility of exceptions and will welcome the opportunity to consider each case on its own merit.

#### Examinations

Each candidate for admission must present satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board and on Achievement Tests in English composition and a modern foreign language (third test optional.) These tests may be taken in December, January, or March preceding the anticipated date of entrance. Candidates for admission to the Industrial Arts program must take an achievement test in a subject of their own choice in place of the achievement test in a foreign language. Achievement tests in French, German, and Spanish are given on all the testing dates. The achievement test in Russian is offered only once each year at a time to be announced. The examination in Italian is given at the individual high schools. Candidates who wish to take this examination must arrange to do so through their own schools.

Proficiency in other modern foreign languages not listed above may be accepted in fulfillment of the language requirement if it is possible for the College to arrange for special examinations. Requests for this consideration should be submitted to the Chairman of the Committee on Admissions.

Full responsibility for arranging to take these tests must be assumed by each student. Unless otherwise specified, arrangements are made directly with the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey. A Bulletin of Information and the appropriate forms will be sent by that organization to every candidate who applies for the examinations. The Bulletin gives full information about the tests, including sample questions, and lists the locations where the tests are given.

Test results will remain valid for a three-year period prior to date of prospective enrollment.

Students who register for the CEEB tests will pay the fee regularly charged by the Board for the Scholastic Aptitude Test and the Achievement Tests. **REGISTRATION FOR THE TESTS SHOULD BE COMPLETED AT LEAST FOUR WEEKS BEFORE THE DATE OF THE DESIRED EXAMINATION.**

The Board will report the results of the tests to the institutions specified by the candidates.

#### Interviews

Interviews are arranged for applicants who desire them but are usually not required of most applicants.

#### Modern Language Requirements

The College requires that all students except those in the *Industrial Arts program* present two units of a foreign language for admission and that they obtain a proficient reading knowledge of the language before they may be graduated. This proficiency may be demonstrated through the CEEB Achievement Test taken before admission, or may be attained during the college year. However, students whose preparations indicate probable difficulty in the required intermediate level course at the College will be expected to complete satisfactorily an accredited college-level elementary course in the summer prior to enrollment as a condition of acceptance.

#### Admission from Other Colleges

Rhode Island College admits to upper classes a limited number of students transferring from other colleges.

Transfer students will be considered for admission upon presentation of the following information:

1. Application on the forms provided for that purpose (#100 and #105).
2. Non-refundable ten-dollar application fee.
3. Official transcript from previous college attended. **FINAL COPY OF SPRING SEMESTER TRANSCRIPT MUST REACH OFFICE OF ADMISSIONS BY JULY 1.**
4. Copy of catalog from previous college (if out-of-state) appropriately marked to indicate courses completed and courses in progress.

5. Scores on College Entrance Examination Board Tests required of freshman candidates (may be waived by Admissions Committee in cases of students with more than two years' prior college experience or of students with outstanding college records.)
6. High school transcript.
7. Indication of major and minor fields of study desired at Rhode Island College.

Transfer students will be assigned to a class and given a semester designation on the basis of the number of hours of transferable credit in accordance with the requirements for originally enrolled Rhode Island College students.

Transfer credit for admissions purposes will usually be granted for courses in which the grade earned is at least one grade above minimum passing standards at a regionally accredited four-year college and in which content is comparable to that of courses required at Rhode Island College. Rhode Island College reserves the right to set special standards regarding transfer credit from both special institutions and junior colleges. In such cases work completed must be certified to be on a college level.

Records of students seeking to transfer will be evaluated after presentation of all information. The following factors will enter into admissions discussions:

1. Such standards as are required of freshman candidates will be required of applicants with less than two years of college experience unless ability to handle college work has been clearly demonstrated.
2. Applicants with two or more years of full-time college experience will be evaluated, primarily, on the basis of the college record.

One year of full-time study must be spent at Rhode Island College; a minimum of thirty-two credits must be earned in residence to fulfill degree requirements at Rhode Island College.

Transfer applications at Rhode Island College are welcome at any time, but more students can be accommodated for the fall semester than for the spring semester. Students who have the greatest opportunity for favorable second semester consideration are those who have completed considerable study including a number of liberal arts courses at a previous college. Students should file *prior to December 1* for mid-year enrollment and *prior to June 1* for fall enrollment. Shortly before classes are to resume students accepted as transfers above freshman level will receive registration instructions from the Office of the Dean of Students.



### Admission of Non-Matriculating Students

A limited number of qualified persons who have the requisite background may be admitted as non-matriculating students into one, two, or three courses a semester. These students are not candidates for a degree at Rhode Island College and will be admitted to courses when the size of the class permits after registration of matriculated students is complete. Such special students are subject to the same regulations regarding attendance, examinations, and academic standards, as are candidates for degrees. Special application forms should be obtained from the Admissions Office, completed with appropriate data indicating qualifications, and submitted prior to August 1 and January 1.

### Physical and Emotional Health

Admittance to the College is conditional until the student has presented evidence of sound physical and emotional health. The College reserves the right to deny admission to or to dismiss a student who is unable to participate in the required physical education program. The student must submit evidence on the College health record card that his own physician has examined him and found him to be in sound health. He must also submit evidence of a chest X-ray taken after January 1 in the year of anticipated admission and a certificate of vaccination, dated within three years of the date of entrance. All three statements should be signed by the student's own physician and should be received by the College Health Department by the date specified in the enrollment data packet which accompanies the letter of acceptance.

### High School General Development Tests

If evidence of superior percentile ratings is presented, Rhode Island College will accept High School General Educational Development Tests (High School Equivalency Tests) in lieu of a high school diploma. Applicants presenting such General Educational Development Tests must fulfill all other admissions requirements.

The college level General Educational Development Tests which are tests in academic areas, will be considered for advanced baccalaureate credit. The credits may be applied as electives in General Education provided the scores are acceptable. Transfer credits from colleges and universities recommended by the United States Armed Forces Institute will also be accepted if they fit the program of the candidate.

### Candidates in Military Service

Candidates who are serving with the Armed Forces must complete all requirements. The applicant must accept the dual responsibility of

completing arrangements with the College Board and of arranging for a release from military duty to permit attendance at the test center. Special centers will be arranged for servicemen at or near their duty stations if request is filed several weeks in advance of the scheduled test dates.

### Proficiency and Advanced Placement

There are continually expanding opportunities for students at Rhode Island College to take advanced work by earning proficiency and Advanced Placement credit for required courses. Superior students who are exempted from required courses by either Advanced Placement or proficiency will receive credit towards graduation. They will be urged, but not required, to substitute a course or courses in their major or minor field for the course in which proficiency is established.

*Proficiency* is determined by the appropriate academic departments and is based upon one or more of the following factors: superior overall academic preparation, satisfactory achievement in accelerated or enriched high school courses, scores on College Entrance Examination Board tests, and departmental tests.

*Advanced Placement* is determined by a score of 3 or better on the CEEB Advanced Placement Test. This test is usually administered to students enrolled in secondary school Advanced Placement Programs.

Students declared proficient may, together with their advisers, plan a program which provides opportunities: to begin advanced courses in the freshman year, to permit an enriched academic program, to permit a lighter freshman schedule, or (with approved summer school study) to accelerate the fulfillment of degree requirements.

## Student Expenses

**Schedule of Fees.** Since Rhode Island College is a state-supported college, the schedule of fees does not include charges for tuition for full-time students who are residents of the State. Three assessments, the General Fee, the Student Activity Fee, and the Dining Center Fee, are due and payable on or before September 1 of each year. Registration is complete only upon payment of these fees.

#### ALL STUDENTS PAY PER YEAR:

General Fee .....	\$200.00
Student Activity Fee .....	30.00
Dining Center Fee .....	15.00
	<hr/>
	\$245.00

<b>DORMITORY STUDENTS ADD:</b>	
Room Rent (all private rooms) .....	\$375.00
Board (19 meals per week, including week-ends) .....	\$500.00
<b>OUT-OF-STATE STUDENTS ADD:</b>	
Tuition .....	\$450.00

## Explanation of Fees

**Application Fee.** All candidates must submit a \$10 non-refundable application fee when filing the application form.

**Student Activity Fee.** Each full-time student is assessed \$30.00 annually to support the various student organizations and athletic events, to meet class dues, to pay for the student newspaper and College year-book, and to defray expenses of campus cultural enrichment activities.

**Dining Center Fee.** All full-time students pay a \$15.00 Dining Center Fee. Funds collected from this fee are used to amortize the Federal Government loan which made possible the construction of the Dining Center. Payment of this fee is comparable to the payment for rooms in the dormitories.

Graduate students and other special students registering for three or fewer courses a semester pay a \$1.00 Dining Center Fee for each semester and for the summer school.

**Textbooks and Supplies.** Students purchase their own textbooks and general supplies. The cost of these materials approximates \$125 annually.

The College furnishes a stated maximum of special materials for certain industrial arts and fine arts courses. Students who use materials in excess of this amount must themselves meet the additional cost. All women students are expected to purchase the regulation physical education outfit at the time of entering the College. The current cost of this outfit is \$21.00, subject to change.

**Housing Contract.** Resident housing is contracted for by the year or semester. A non-refundable room deposit of \$25.00 is required at the time of filing application for a room in either Thorp or Weber Residence Hall.

A housing contract will be mailed after the non-refundable deposit has been received. Men and women students will be accommodated in

the order in which reservation deposits and contracts have been received. In the event of limited facilities, students who live more than fifteen miles from campus will be given preference.

Residence hall rates are quoted for the period specified in the contract. Payment may be made in full or, by arrangement with the College Bursar, in two installments per semester. Upon payment of fees students will be issued a meal ticket which must be presented for all meals. All resident students are required to have a meal ticket. A student who vacates assigned quarters before the end of the period under contract will be held responsible for the total room charges for the entire period. The unused portion of meal tickets, after withdrawal, will be refunded, less a \$10.00 forfeiture charge.

Upon voluntary termination of the housing contract or dismissal for disciplinary reasons before the expiration date, the student assigned to a residence hall will forfeit the room payment for the remainder of the semester but will be reimbursed for 50% of the unexpired portion of the board payment less a service charge of \$10.00. If the contract is terminated by College action before the expiration date, the unexpired portion of the room fee will also be refunded.

The residence period begins one day prior to the beginning of the semester. All rooms must be vacated within 24 hours after the close of the contract period. Residence Halls are closed during Christmas and Easter vacations. No meals will be served during periods when classes are not in session unless otherwise announced.

**Tuition for Non-Residents.** For non-residents of the State, the tuition charge is \$450.00 annually. In the event that there is any doubt of residency status, and in order to receive tuition exemption, the student must present a certified statement from the clerk of the city or town in Rhode Island in which he claims residence, certifying that the parent or legal guardian (or husband) has resided in the State for a period of at least twelve months. Students who have already attained their majority may present these credentials in their own behalf. Time spent living with relatives or in residence at the College cannot be used to establish exemptions from tuition.

**Enrollment Fee Deposit.** All incoming freshmen and transfer students are required to pay an enrollment fee deposit of \$25.00 at the time of their acceptance. This is applied to the General Fee and deducted from the total amount to be paid at the time of registration. Should the applicant withdraw his name before enrollment, he forfeits the admission fee deposit.

**Special Fees.** There are two special assessments. Students who fail to appear for registration at the appointed time must pay a late registration fee of \$5.00.

Students are expected to meet all financial assessments before they are duly registered, unless special arrangements have been made with the Bursar. A fee of \$5.00 is charged for the services involved in deferred payment.

**Refunds.** A student withdrawing from College before the first day of the second semester may receive a refund not exceeding fifty per cent of the *General Fee* only. To be eligible for such refund, written notice must be given to the Bursar before withdrawal and no later than April 1 of the academic year in which the student has withdrawn.

**Transcripts.** A student is allowed three transcripts free of charge. Subsequent transcripts are issued at the rate of \$1 for the first copy and 25c for each additional copy *ordered at the same time*. Single copies cost \$1.00 each. Payment should be made in cash or by Postal Money Order. Personal checks are not acceptable.



## STUDENT LIFE AND STUDENT SERVICES

Student life is governed by the Student Senate, which seeks to foster a harmonious and cooperative spirit with the faculty and administration. The Senate has the freedom to participate in the management of student affairs and recommends to the administration policies which affect the welfare of the entire student body.

The Senate publishes the Student Handbook annually, which contains regulations pertinent to student life at Rhode Island College. It also assumes responsibility for determining the allocations annually for support of the student organizations, secured from the Student Activity Fee.

The Senate through its appropriate committees seeks to develop new clubs, new activities and to advise existing organizations. A wide variety of student interests is served through organizations, ranging from athletics, publications, performing arts, religion, social-service Greek letter groups, residence hall government and academic areas.

### *Student Personnel Services*

**Counseling.** The College provides a variety of counseling and guidance services to assist the student in achieving a maximum of success during his college years. The Dean of Students coordinates these services. The Dean of Students assists the faculty in their advisory duties; consults with students referred to her or who come to her; coordinates the work of the College Counselors; makes referrals to the Educational Services Center; and is responsible for the student activities through the Assistant Dean of Students.

**Student Counselors.** Carefully selected upper class students work closely with freshman students and faculty advisers to facilitate the adjustment to college. They assist the freshmen with questions about courses, activities, and student problems.

**College Counselors.** The College Counselors' office was established within the Student Personnel Services in 1963. The College Counselors work with and counsel individual students and groups to assist them in their pursuit of educational goals. The services offered by the Office of the College Counselors include referral: to reading and learning skills



classes; for medical assistance; for vocational and employment guidance; for group or individual counseling. There is close affiliation with the Educational Services Center in the use of tests and other services available through that office. The College Counselors coordinate the Student Counselor Program and work with the Resident Assistants in the Residence Hall.

**Housing.** All students must register their housing with the Office of the Dean of Students. Students from Rhode Island under twenty-one years of age and living beyond a 15 mile radius of the campus and out-of-state students will be assisted in securing adequate housing.

Parents are responsible for the housing of students under twenty-one years of age, who are not residing at home but live within the 15 mile radius.

Students accommodated in one of the residence halls on campus are under a one-year contract. Should the requests for housing exceed available facilities, preference will be given to those students living beyond a 15 mile radius from the College and to the restricted number of out-of-state students, excepting the Seekonk, Swansea, Fall River, Rehoboth and Attleboros areas. Priority in assignment to available facilities will be according to date of receipt of dormitory deposit and return of contracts.

**Financial Aid.** A limited amount of scholarship aid is awarded to deserving students with excellent academic records. Ten scholarships are given to incoming freshmen by the Associated Alumni Association. Rhode Island College scholarships, equal to ten per cent of the income from student fees, are granted annually, primarily to upperclass students. A restricted number is reserved, however, for deserving and outstanding high school seniors. Applications may be secured from the Financial Aid Officer.

All students applying for financial aid—scholarships, grants, National Defense Student Loans, Work-study jobs—must submit a *Parents' Confidential Statement* to the Financial Aid Office before action can be taken. The forms, available also at all high schools, are to be filled out, signed by the parent or guardian, and mailed to College Scholarship Service, Box 176, Princeton, New Jersey, 08540. Students should request that the Need Analysis Report be sent to Rhode Island College by March 8.

At no time should it be expected that loans and grants will cover the entire college expense. The family contribution and student earnings should account for a share proportionate to family income and assets. The school related expenses are \$1215 for resident students and

\$740 for commuters. Out-of-state students add \$450 for tuition.

Where Federal funds are contributed in NDS Loans and the Work-study Program, definite low-income guidelines must be observed.

**Loans** are available from the Student Loan Fund and the Margaret Hill Irons Fund. These loans carry no interest while the student is enrolled in the College. After he leaves the College, the student pays a low rate of interest until the loan is repaid.

**National Defense Student Loan Program.** Students may apply for loans which will be granted depending on college-related expenses, proved need, and academic standing. Up to fifty per cent of a National Defense Loan may be cancelled if the borrower becomes a full-time teacher and teaches for five years in a public elementary or secondary school. Applications are available in the office of the Financial Officer.

The College does not generally approve of these loans for freshmen until the completion of the first semester in satisfactory academic standing. If funds are available, worthy incoming freshmen will be considered for loans.

For further information concerning the above loans, and other monies that may be available for deserving students, write to the Financial Aid Officer, requesting the brochure on Loans and Scholarships.

**Student Employment.** A limited number of opportunities exist for student employment on campus. Upper class students generally have preference in assignments. Students are assigned to work in the library, dining services, science laboratories, or faculty and staff offices.

Freshman students are urged to have sufficient funds to cover their first-year expenses. Employment opportunities are limited. The College schedule of classes extends to 6 P.M., and therefore students should not make commitments to off-campus employment until their schedules for the semester are known.

Students are advised to consult with the Financial Aid Officer and the Dean of Students on financial problems.

**College Health Services.** The College Health Service has the responsibility of maintaining health records for all students, evaluating entrance physical examination reports, advising the Division of Laboratory Experiences on the health of candidates for student teaching, and providing for immediate health needs of students on campus. Under the direction of the College Physician, two registered nurses are



on full-time duty each day the College is in session. A health office where students may receive the attention of a nurse is located on the first floor of Alger Hall.

### *Reserve Officer Training Corps*

Through arrangements with Brown University and Providence College, Rhode Island College students who qualify now have the opportunity to earn a commission in the AFROTC or NROTC at Brown or the ROTC at Providence College.

Physical and aptitude tests should be completed during the final semester of the sophomore year. Juniors and seniors who are accepted in the Program receive a monthly retainer of \$40. This, plus pay in allowance for summer training, amounts to approximately \$1100 for the junior and senior years. Elective academic credits, to a total of 12 semester hours, are granted for the course work involved. The commission is awarded at graduation.

For information concerning procedure communicate with the Dean of Administration or the Assistant Dean of Men.



## SPECIAL FACILITIES AND SERVICES

**Bookstore.** The College Bookstore is one of the College's most valuable educational and cultural instruments. Located in the Student Center, it offers students a large variety of paperbound and hard-covered books to supplement the textbooks which may be purchased there. Also available at the Bookstore are art prints and student supplies and equipment, as well as many commemorative items bearing the College insignia.

**Placement.** The Placement Office, conducted by the Public Relations and Alumni Office, assists students in placement in positions after graduation. It arranges interviews between students and prospective employers and maintains a student file for reference for employers.

**The College Library.** The James P. Adams Library, commanding a prominent position on the College campus, is a beautiful building which achieves architectural distinction through the use of glass and blue stone in a clear and simple design.

The Library has a rapidly expanding collection of over 80,000 volumes, plus periodicals, microfilms, and microcards to supplement the work of the instructional program and to provide resources for a broad cultural background. An estimated 10,000 volumes are added each year. Adams Library has particular strength in educational materials contained in the main collection and the Curriculum Center, a separate department in the Library. It has extensive holdings in art, special education, and the recently developed African collection. The Library is a depository for selected United States Government Documents, and serves the State of Rhode Island as a research center for materials in the field of education.

Reader appeal is suggested throughout the building with a wide variety of accommodations: for serious research, for individual study, and for recreational browsing.

During the academic year, when classes are in session, the Library is open from 8:00 A.M. to 10 P.M., Monday through Friday; from 8 A.M. to 5 P.M. on Saturday; and from 2 P.M. to 10 P.M. on Sunday.

**The Curriculum Resources Center.** The Curriculum Resources Center, housed in the Library, contains approximately 5,000 pieces of material, including curriculum guides in various subjects, from the United States

Office of Education, state and local departments of education, and private institutions. Textbooks from various publishers, covering numerous subject and grade areas, aid educators in their search for new and improved methods of teaching. To enhance the social sciences section, there is a large collection of embassy reports. A collection of standardized tests is on loan to the Center from the Rhode Island State Department of Education. These tests may be examined by any interested qualified person.

The circulation of material follows that of the Library with the exception that the Center is open to any person interested in utilizing the resources. School curriculum evaluation groups and class and individual visitors are welcome in the Center at all times. It is open daily including Sunday, with the exception of holidays. Guides and textbooks may be borrowed at any time.

#### Office of Institutional Research

JASON LEWIS BLANK, A.M., (Boston University), Director

The Office of Institutional Research conducts research and provides comprehensive data on the problems and the issues concerning the general and specific effectiveness of Rhode Island College. The research studies are related to policy formation, long-range planning, administration, evaluation, and prediction.

Some of the areas of institutional research are: faculty characteristics, enrollment predictions, alumni studies, administration analysis, and curriculum evaluation. The greatest emphasis is placed upon the student population. Most important is an understanding of all the conditions which contribute to student success or failure.

The Office of Institutional Research also serves in an advisory capacity to faculty undertaking research, and to all committees or agencies seeking to improve Rhode Island College.

**Athletics.** Rhode Island College is a member of the New England State College Athletic Conference as well as of the National Association of Intercollegiate Athletics. The nineteen New England state colleges which are members of the Conference compete in most of the generally recognized collegiate sports.

The College's intramural sports program fosters competitive athletics as well as an informal sports program for all students.

The objectives of the intercollegiate athletics are:

1. to foster *esprit de corps* among the student body, and to provide constructive recreation for the spectator;

2. to provide self-expression for students of advanced skills in competitive sports;
3. to provide an important phase of professional training for students who expect to go into coaching, teaching, and supervision of recreational programs.

The facilities include six tennis courts, 2 gymnasiums with the latest equipment, and fields for soccer, baseball, and field hockey.

**Associated Alumni.** Graduates of Rhode Island College maintain their contact with the College through the activities of the Alumni Association. The Alumni Association publishes the *Alumni News* four times each year, maintains an Alumni Fund to promote such College projects as lectures and scholarships, and conducts social and cultural activities through which graduates may continue and renew College friendships.

The Association elects one alumnus to membership on the Rhode Island Board of Trustees of State Colleges, to serve for a three-year term. An executive board, elected biennially, conducts the affairs of the Association. The Alumni Office is maintained by the College as a service to the graduates. The Director of Public Relations for the College serves as Alumni Secretary.

**Closed-Circuit Television.** Since the fall semester of 1959, the College has been equipped to offer course work by closed-circuit television. The facility is under the direction of the Audio-Visual Center. Telecasts emanate from studios which are located in the Adams Library.

The Division of Laboratory Experience has made considerable use of closed-circuit television in presenting classes for college student observation in the Professional Orientation course. This Division has also assisted in other uses of the facility for observation of pupil activity. The Mathematics and Biology Departments have made extensive use of closed-circuit television for presentation of freshman courses through this medium. Other departments are similarly utilizing the facility.

**The Language Laboratory.** The Language Laboratory is an important adjunct to the work of the Modern Language Department. It is a complete installation with recording and play-back equipment in thirty-two individual student booths and with facilities for the simultaneous emission of eight programs from the master console. An intercommunication system provides for two-way conversation and for monitoring of student performance. Use of the laboratory is planned to develop skill in oral and aural command of the foreign language; consequently, regular laboratory attendance is a required and essential part of elementary

and intermediate courses and is available to students in all courses. The laboratory is in charge of a faculty supervisor with trained student assistants, and is open daily from 8 A.M. to 6 P.M.

**The Speech Laboratory.** The Speech Laboratory is located in the Horace Mann Building. Facilities include a therapy room, an observation room, and sound treated listening booths.

The purpose of the clinic is to provide therapy for students with speech or voice problems, and supervised practice for students in speech and theatre arts programs.

#### **Educational Services Center**

JOHN A. FINGER, JR., Ed.D., (Harvard), Director

ROBERT D. CLOWARD, Ed.D., (Teachers College, Columbia),  
Assistant Director

The Educational Services Center directs and supervises various testing, counseling, and referral services, with appropriate follow-up and interpretation of findings. The Center, using College and State resources and personnel, offers the following services:

1. Provides College testing services for both undergraduate and graduate students.
2. Provides test scoring services for the College faculty both for course examinations and for research involving psychometric tests.
3. Coordinates the research services of the computer center.
4. Coordinates College services in such areas as reading deficiency, speech handicaps, and associated learning problems both within the College and for cooperating area schools.
5. Conducts the Rhode Island State Testing Program for the State Education Department. Provides test interpretation services to schools. Provides test scoring services to schools.

#### **Audio-Visual Center**

ROBERT P. DANILOWICZ, Ed.M., (Rhode Island College), Director

ANTHONY P. GIARDINO, M.S., (Syracuse), Assistant Director

The Audio-Visual Center which is equipped and organized primarily for the purpose of serving instructional needs, is available to faculty who teach in the Division of Graduate Studies as well as for the faculty and student body of the undergraduate school. All types of audio-visual equipment are available, including: motion picture (8 mm and 16 mm) sound projectors, slide projectors, overhead and opaque projectors, tape recorder, and record players. The Center has a complete library of film strips, films, slides, recordings, and study prints, which are available for use in College classes.

## **ENRICHMENT ACTIVITIES**

To supplement the intellectual and cultural contributions of the classroom, the College provides each year a number of extra-class enrichment opportunities available to students and to the public.





## *The James P. Adams and The Robert M. Brown Lectures*

The James P. Adams Lectures are a series of thematically oriented evening lectures delivered at the College during the fall semester each year by distinguished visiting scholars. The 1965-1966 series was presented by

Mr. Howard Nemerov, Professor of English, Bennington College  
Reading and Commenting on his Work

Dr. Cyrus H. Gordon, Archeologist, Author, Linguist, Chairman of  
Department of Mediterranean Studies, Brandeis University  
"The Common Background of Greek and Hebrew Civilizations"

Miss Dorothy Day, Social Reformer, Journalist, Founder of the  
Catholic Worker  
"The Dimensions of Poverty"

Dr. Thomas G. Bergin, Poet, Scholar, Translator, Professor of  
Languages, Yale University  
"Dante: Citizen and Teacher"

The Robert M. Brown Lectures are a similar series presented during  
the spring semester each year. The 1966 series was presented by

Dr. J. H. Hexter, Historian and Scholar, Professor of History, Yale  
University  
"Publish and/or Perish"

Dr. Robert W. Morse, Assistant Secretary of the Navy for Re-  
search and Development  
"Technology: Master or Servant"

Dr. Robert Fitzgerald, Poet and Translator, Professor of English,  
Harvard University  
"The Poet as Translator"

Dr. Irving Howe, Critic and Social Commentator, Professor of  
English, Hunter College  
"The Idea of Modern"

## *The Alumni Lecture*

The Associated Alumni of Rhode Island College in 1960 originated  
the annual Alumni Lecture to bring to the campus each year a distin-  
guished figure from the world of arts, letters, and the sciences. The  
1965 lecture was presented by Mr. Louis Fischer, lecturer and writer  
on world affairs and an acknowledged authority on the Soviet Union.

## *The College Lectures*

Under the auspices of the College Lecture Program, scholars and  
artists are brought to the campus to work with and lecture to student  
groups during the regular College day. Although open to the public,  
these lectures have an immediate appeal to students and teachers in-  
terested in particular subject matter, artistic, or professional areas.  
The offerings include recitals and exhibits as well as lectures.

The 1965-66 College Lecture and Enrichment Activities presenta-  
tions included

Mr. John W. Lincoln, Chairman of Design Division, R.I. School of  
Design  
"Scandinavian and English Design and Craftsmanship"

M. and Mme. Jean-Bard  
Readings in French

Ron Smith, Lillian Ruggieri, Andrea Malone, Rhode Island College  
students  
Folk Singers

Dr. Sol Lebovitz, Bryant College  
Two Lectures to Comparative Government Classes

Mr. George Roeper, City and Country School, Bloomfield Hills,  
Michigan  
"Gifted Children"

Dr. Ernst Bulova, Physical Education  
"Educational Aims in Camping"

Dr. Lawrence Locke, Teachers College, Columbia University  
"Physical Education"

Films:  
Alexander Nevsky  
Birth of a Nation  
Dead Birds



Panel Discussion:

"The Abolitionists Reconsidered"

Dr. John Thomas, Brown University History Department

Mr. Howard Temperley, Manchester University, England

Dr. Staughton Lynd, Yale University

Albert Cullum

Film, Discussion, Children Playing Shakespeare

Dr. Catherine Allen, Chairman, Department of Recreation, Boston-

Bouvé College

"General Values of Physical Education in Education"

Mr. Robert Sward, New England Poetry Circuit

Reading from his own work

Dr. Raymond E. Gibson, Minister of Central Congregational Church,

Providence, Chairman for the U.S. Commission on Civil Rights

"Modern Man in a Technological Age"

Dr. George Anderson, Director of Research, Lying-In Hospital,

Providence

Address to students in class in Psychological Foundations of

Education

Dr. Lewis Alexander, Chairman of Geography Department, Uni-

versity of Rhode Island

"The Law and The Use of the Sea"

Dr. Charles G. Wilber, Director of Marine Laboratories of the Uni-

versity of Delaware, American Institute of Biology Sciences

lecturer

"The Use of Exotic Animals in Research"

"The Ocean, Storehouse of the Future"

Dr. Hilda Hume, English Department, University of London

"Problems in Shakespeare's Language"

Professor E. J. Knapton, History Department, Wheaton College

"The Meaning of Brumaire"

Dr. Lawrence Judd, Research Fellow at Yale University

"Rural Sociology in Thailand"

Mr. Nicholas Long, Children's Bureau, Washington, D.C.

"Mental Health in the Classroom"

Professor Saul Cohen, Director of the Graduate School of Geog-

raphy, Clark University

"Law and the Landscape"

James Brown, Providence Journal Editorial Writer, formerly U.S.

Information Officer in Calcutta, India

"Modern Man in Self Government"

Dr. Robert Spencer, Chairman of Political Science Department,

University of Rhode Island

"A Study of Defeated Candidates for Congress"

Miss Lucy Venable, Dance Notation Bureau, New York City

Lectures and Choreography for the Dance Program

Captain Walter McQueeney, Providence Police Department

"Law Enforcement and Crime"

Dennis J. Roberts, Former Governor of Rhode Island and Chair-

man of Rhode Island Constitutional Convention

"Modern Man and Self Government"

Dr. Vera Zorn, Professor of Education, New York University

"Freeing Children for Self-Learning"

Mr. Irving Feldman, English Department, University of Buffalo

Reading from his own poetry

Mr. James Dickey, 1965 National Book Award Winner

Reading from his own work

Professor Terrence Burke, Department of Geography, University  
of Massachusetts

"The Other Trouble with the Irish, the Political Geography of a  
Minority Group"

Mr. Fernando Soria, Economics Department, Providence College

"Recent Developments in Cuba"

Dr. C. Peter Magrath, Political Science Department, Brown Uni-

versity and Associate Dean of the Graduate School

"Modern Man and Big Government"

Professor Clarence Willey, Norwich University, Vermont, Demon-

stration and Lecture

"Reinforcement in Classroom Teaching"

Luis Lage, M.D.

"Argentina: Present Perspective"

Reverend Bernard Hearing, C.S.S.R., Religious Studies Depart-

ment, Brown University

"Conscience and Freedom"

Professor Samuel Van Valkenburg, Geography Department, George

Washington University

"The Historical Basis for European Unity"

Mr. Bayard Ewing, Lawyer and Political Candidate  
"Modern Man and Big Government"

Dr. Dwight Heath, Political Science Department, Brown University  
"Stability in Bolivia"

Dr. Leallyn B. Clapp, Professor of Chemistry, Brown University  
"The Chemistry of the OH Group"

## *The Rhode Island College Fine Arts Series*

The Rhode Island College Fine Arts Series was inaugurated in September, 1962. The aim of the Fine Arts Committee is to bring to the campus the finest programs in the performing arts in the areas of music, dance, and theatre. These programs, financed from the student activity fee, are free to students. They are also open to faculty and the public for a nominal charge.

This series of cultural and entertaining programs is selected and produced by a committee of five appointed student managers, one faculty adviser, and the Assistant Dean of Students. Twenty other students, representing all of the classes, work in the areas of box office, house committee, stage crew, publicity committee, and reception committee.

The following programs have been presented in this series:

### 1965-66

"The Little Angels," a Korean Folk Dance Group  
The National Ballet, under the direction of Frederic Franklin  
Pete Seeger, American Folk Artist  
The Monte Carlo National Orchestra, Paul Paray, conductor,  
Michel Block, piano soloist  
Sean O'Casey's "Pictures in the Hallway," directed by Paul Shyre

## *Art Exhibitions*

The Art Department displays the work of students enrolled in art classes weekly throughout the academic year. From time to time, original art works and craft objects are obtained on loan from faculty members, the Rhode Island School of Design Museum, or the Roger Williams Park Museum. The Art Department uses the Art Gallery in the James P. Adams Library for special displays.

The exhibitions on view in 1965-66 consisted of:

The New England Emerging Craftsmen Exhibit

Exhibit by Professor Angelo Rosati of his work

Robert Lamb exhibit of Sculpture

Pen and Ink sketches by William Fallon

Sculpture exhibit by students of Angelo Rosati

Ceramics exhibit by students

Sculpture and paintings by William J. Finn and

Roland Belhumeur

Ceramics and Oils by Mount Pleasant High School art students

Industrial Arts exhibit by Rhode Island College students

Polish posters collected by Professor Peter Koenig

Exhibit by Professor Koenig of his work

Faculty group show

Student art exhibit

## *College Concerts*

The Music Department presents concerts during the academic year which feature the various College musical organizations. In 1965-66 the Music Department presented twenty-five Chamber Music Recitals by faculty, guest artists and students. These performances offered an unusual opportunity for all on campus to hear outstanding examples of chamber music in a rich variety of literature and musical format.

## *Rhode Island College Theatre*

This extracurricular organization open to all students presents each year three major productions and various one-act plays, some of them originals. The program includes contemporary plays, serious, comedy, avant garde and musical productions as well as classical dramas.

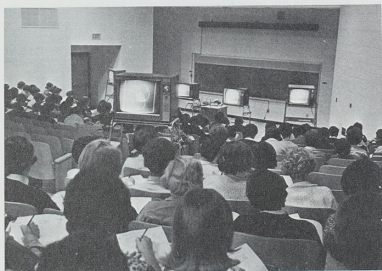
## *Rhode Island College Dance Company*

The Rhode Island College Dance Company offers men and women the opportunity to perform and choreograph. Like the intramural and varsity sports, this is an extension of required and elective courses in

Health and Physical Education. In addition to an annual spring concert, the Rhode Island College Dance Company makes appearances on television and in high schools in the State and in nearby out-of-state communities.

## Distinguished Film Series

Each year a faculty-student committee selects a list of distinguished motion pictures which are presented bi-weekly throughout the College year. The 1965-66 series included *Summer to Remember*; *Carry on Sergeant*; *Viridiana*; *400 Blows*; *The Red Balloon*; *Lust for Life*; *I'm All Right, Jack*; *La Dolce Vita*; *Carmen Jones*; *The Living Desert*; *Rififi*; *Breaking the Sound Barrier*.



Closed-circuit Television Class

## REGISTRATION

**Fall Opening.** Registration for the fall semester usually occurs during the second week of September. The exact dates for the registration of both freshmen and upperclassmen appear in the academic calendars which may be found on pages 7-9 of this catalog.

Freshman Orientation, an important part of Registration Week and an activity in which all freshmen and some transfer students are expected to participate, is a carefully planned program under the general direction of the Dean of Students. Members of the College faculty serve as advisers to these first-year students as well as to all other students in the College.

**Program Revision.** Sometimes changes in program may be desirable and necessary. Any revision should be discussed with the adviser, and, if acceptable in view of the student's total needs, should be made within the first two weeks of the semester. No student may drop a course without permission in writing from the Dean of Students, nor may he receive course credit unless he has been duly registered in the Registrar's office.

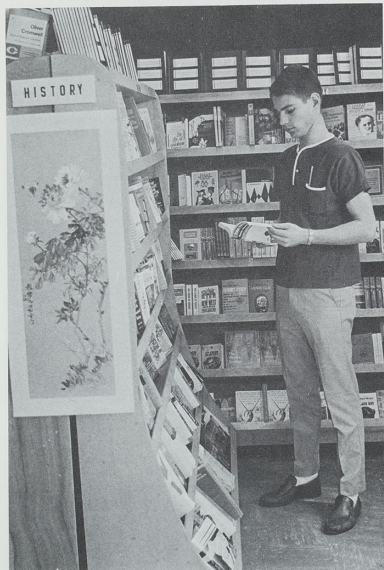
**Summer School Credit.** An undergraduate who wishes to take summer school work must obtain *in advance* the approval of the Dean of Students, the Registrar, and the Chairmen of the departments concerned. The latter will approve the courses as to their content which should be equivalent to that of courses already in the Rhode Island College undergraduate curriculum or of courses acceptable for inclusion in it.

**Late Registration.** A five-dollar fee is charged for late registration. A student who does not register on the date designated for his class is considered a late registrant. All tardiness must be explained; however, no student is permitted to register if he is more than seven days late, except under extraordinary circumstances.

**Veterans.** Information concerning allowances for veterans is available at the Veterans Administration Office, Federal Building (old Post Office Building), Exchange Place, Providence, Rhode Island. Eligibility forms and enrollment certificates should be cleared through the office of the Dean of Administration and the Registrar.

Public Law 550 is based on fourteen hours as a full load. Korean Veterans to whom this Law applies must sign the appropriate forms about the 18th of each month. These forms are processed and sent to the Veterans Administration Office, Boston, Massachusetts, before the fourth day of the following month. Checks are paid on the 20th of the month.

Veterans who enroll in graduate courses should supply the following information prior to the opening class: name, address, title of courses. Form 1996a will be mailed to these students on the 18th of each month. This must be signed and returned immediately. Failure to do so will delay payment until the following month.



## DEGREE OFFERINGS AND REQUIREMENTS

Rhode Island College offers programs leading to the degrees of:

- Bachelor of Arts
- Bachelor of Science in Education
- Bachelor of Science in Industrial Arts Education
- Bachelor of Science in Vocational-Industrial Education\*
- Bachelor of Science in School Nurse-Teacher Education\*
- Master of Education\*
- Master of Arts in Teaching\*

Requirements for degrees offered through the Graduate Division are outlined in the section on the Graduate Division. The Bachelor's degrees offered in this Division are limited to teachers in service.

Recipients of degrees usually receive their diplomas at the Annual Commencement Exercises which are held on the first Saturday following the first Monday in June. *Undergraduate* students who fail to qualify for their degrees at the regular commencement exercises are sometimes permitted to complete their necessary courses during the summer and may receive their diplomas at the close of the summer session instead of waiting for the following commencement.

### *Professional Certification*

The State Board of Education has approved all curriculums of the College, and graduates of the various professional curriculums meet requirements of the State Department of Education for initial certification to teach.

### *General Education*

Candidates for the Bachelor of Arts and the Bachelor of Science in Education degrees must complete a program of 48 semester hours in General Education as follows:

English	4 semester hours
Mathematics	6 semester hours

\*Offered through the Graduate Division.



Western Culture	12 semester hours
Science	6 semester hours
Social Science	3 semester hours
Speech	2 semester hours
Psychology or Philosophy	3 semester hours
Art or Music	3 semester hours
Foreign Language	6 semester hours
Physical Education and Health	3 semester hours

The requirement in Social Science is fulfilled by either an introductory course in a social science (other than history) or the course in Contemporary Civilization. Variations in the courses that fulfill the Science requirement are given in the program requirements for the various curriculums. Candidates for the Bachelor of Science in Industrial Arts Education degree are not required to take the foreign language phase of General Education. The requirement in Western Culture is listed as Humanities 103, 104, 105, 106.

## Major

Candidates for the Bachelor of Arts degree, including students preparing in Secondary Education, must complete an academic major of at least 30 semester hours. All students who achieve an academic major, in addition to other degree requirements, including students preparing in Elementary Education, are awarded the Bachelor of Arts degree. Content of the major is determined by individual departments of instruction.

Academic majors are available in biology, English, French, history, mathematics, general science, physical science, and social science.

## Minor and Cognates

Candidates for the Bachelor of Science in Education degree preparing in Elementary Education must complete a minor of at least 18 semester hours. In some major programs, cognate course work in fields other than the major is required up to a maximum of 12 semester hours except for majors in biology which requires 14 hours of cognates. Course requirements in minors and cognates are determined by individual departments.

Minors are available in anthropology, art, biology, chemistry, economics, English, French, geography, history, mathematics, music, political science, physics, psychology, social sciences, sociology, Spanish, special education, and speech-theatre.

## Honors

Rhode Island College recognizes intellectual and creative excellence in three ways: through the publication each semester of the Dean's List; through the Departmental Honors program; and through the granting of graduation honors.

**Dean's List.** Students who attain an index of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement for that semester. During the student-teaching semester, students to be placed on the Dean's List must achieve a cumulative index of 3.00 as well as a semester index of 3.25.

**Departmental Honors.** Departmental Honors Programs have been designed to challenge the intellectual curiosity of the scholarly student. Toward this end, requirements have been established to encourage proficiency and to introduce a greater independence in intellectual pursuits. Honors study provides opportunity for the student to exercise greater self-reliance, creativity, and responsibility through independent study, research, and special course work. Recognition of successful completion of an Honors Program appears on the student's diploma.

The Honors Committee has established the following regulations for admission to and retention in the Departmental Honors Program:

1. Admission of a student to an honors program depends upon a favorable action by a departmental committee to which a student must make formal application.
2. A student may enroll in an honors program only in that department in which he intends to major.
3. At the time of application to an honors program, a student must have a 3.00 index for all courses taken in the subject area of his major field.
4. At the time of application to an honors program, a student should have a cumulative grade index of 2.50.
5. The retention of a student in an honors program is dependent upon the decision of the department in which the student is enrolled.
6. The Honors Committee has the responsibility for maintaining acceptable standards in the total program.

### Graduation Honors

Graduating seniors are cited for Graduation Honors at the annual commencement exercises. Student who have achieved a cumulative index of 3.85 or higher graduate *summa cum laude*; those with a cumulative index of 3.60 to 3.84 inclusive graduate *magna cum laude*; and those with a cumulative index of 3.25 to 3.59 inclusive graduate *cum laude*. The cumulative index is based on the student's total college record.

## EVALUATION OF SCHOLASTIC ACHIEVEMENT

**Semester Hours.** The college year consists of approximately thirty-six weeks, divided into two semesters. The degrees of Bachelor of Arts and Bachelor of Science in Industrial Arts Education require 126 semester hours each. The latter as well as the program leading to the degree of Bachelor of Science in Education, granted upon the completion of 126-128 semester hours, includes 9 semester hours of credit for off-campus student teaching.

**Quality Points.** Determination of academic standing is based on quality points. A quality-point index is computed by dividing the total quality points achieved by the total number of credit hours attempted. A cumulative grade point average of 2.00 is required for graduation. Students who fail to achieve this index at the end of eight semesters may be permitted to remain in College for no more than one additional semester in order to meet this minimum requirement. A student does not qualify for student teaching unless he has attained a cumulative index of 2.00 by the mid-semester preceding student teaching.\*

A student's scholastic rating is based upon cumulative indices forming a sliding scale. Failure to attain the minimum cumulative index required for any single semester results in the student's dismissal from College. Failure to attain the following semester's minimum required cumulative index automatically places the student on academic probation.

A student who is placed on academic probation is notified in writing by the Registrar immediately following the marking period when such action becomes necessary. If the student is under twenty-one years of age, his parent or guardian is also notified.

A student who receives a grade F in a required course must make up the course within three semesters (summer session counts the same as a semester) following the semester in which the failing grade was received.

A student who fails the same course twice is requested to withdraw from the College, and may be readmitted only upon special review by the Committee on Academic Standing.

\*As of January, 1967, the cumulative index of 2.00 must be attained a full semester prior to the commencement of student teaching.

A student who has withdrawn from College voluntarily and wishes to seek readmission, must make application in writing not later than one month before the opening of the semester in which he hopes to be readmitted.

A student who has been dropped for academic reasons may not apply for reinstatement until at least one semester has elapsed.

Academic averages are based on the following values, per semester hour's credit: A, excellent, 90 or above, 4; B, good, 80-89, 3; C, fair, 70-79, 2; D, poor but passing, 60-69, 1; E, conditional failing, 0; F, failing, below 60, 0; I, work, otherwise satisfactory, incomplete at time of reporting; W, withdrawn from course with permission; W/F, withdrawn from course without permission, failing, 0.

**Withdrawal from Course.** Courses dropped after the first two weeks of the semester are graded either W or WF. The Dean of Students, after consultation with the student's adviser and instructor, may grant a student permission to withdraw at any time with the grades W or W/F. Students withdrawing from a course, *with permission* of the Dean of Students or adviser, not later than the 10th week of a semester (4th week of a six-week summer course; 5th week of an eight-week summer course) receive a grade of W. This grade does not appear on the permanent record and does not affect the cumulative index.

Under extenuating circumstances a student, with the permission of the Dean of Students and either the instructor or adviser, may be permitted to drop a course after the 10th week of a semester (4th week of a six-week summer course; 5th week of an eight-week summer course). In such cases a grade of W is given the student. This grade does appear on the permanent record but does not affect the cumulative index.

Students who withdraw from a course *without permission* at any time after the Add/Drop period receive a grade of W/F. This grade is treated as an F and is used in computing the cumulative index.

**Audio-Visual Proficiency.** Every student enrolled in a teacher-training curriculum must demonstrate his ability to operate audio-visual equipment with proficiency before taking student teaching.

**Kappa Delta Pi.** Epsilon Rho Chapter of Kappa Delta Pi, national honor society in education, was organized at the College in 1944. Founded at the University of Illinois in 1911, the society was organized to encourage high personal, professional, and intellectual standards, and to recognize outstanding contributions to education. More than 170 colleges in the United States have chapters of this society.

### Selection and Retention for Professional Education Program

Students applying for professional curriculums are evaluated as potential teachers by their major department, the Department of Elementary or Secondary Education, the Speech Department, the Health Department and the personnel office. Information from these various sources is pooled and evaluated by the Professional Admissions Committee. The evaluation process takes place continuously with two major levels of screening as follows:

1. Students normally apply for admission to a specific professional program during the second semester of their freshman year. These applications together with the recommendations of the proposed major department, the Speech and Health Departments, and the personnel office are reviewed by the Professional Admissions Committee and are approved, approved with contingencies, or disapproved.
2. Students formally apply for student teaching through Practicum by March 15 (Section B) or October 15 (Section A) of the semester preceding student teaching. During Practicum, students are observed and evaluated in actual teaching situations. Recommendations of the Practicum professors as well as those of the major department and the Department of Elementary or Secondary Education are reviewed by the Professional Admissions Committee. Files of students whose applications at Level 2 were approved with contingencies are re-examined and either approved or disapproved.

The major prerequisites for student teaching established by the Committee are as follows:

- a. adequate health;
- b. the attainment of a cumulative index of 2.00 by the mid-semester preceding student teaching;\*
- c. the passing of all required courses in the major teaching field and professional sequence;
- d. adequate performance in Practicum;
- e. proficiency in the operation of audio-visual equipment.

\*As of January 1967, the cumulative index of 2.00 must be attained a full semester prior to the commencement of student teaching, i.e., by the end of the fourth semester for students in Section A or by the end of the fifth semester for students in Section B (see page 98). This change will first affect students in Section B of the Class of 1968 who must attain a 2.00 index by the end of their fifth semester (January 1967) in order to be assigned to student teaching in September 1967.

Note: A request for an appeal of an adverse decision by the Professional Admissions Committee may be filed by the student concerned in the Office of Student Teaching (Clarke-Science 101-2) immediately after receipt of notice of that decision.

The committee automatically reviews all files of students who fail to meet the index requirement.



## STATEMENT ON ACADEMIC HONESTY

An academic community cannot achieve its aims unless its members subscribe to a basic principle of intellectual honesty. The search for truth and the communication of truth demand that the participants have a deep-seated mutual confidence in the integrity of those with whom they work. All members of the Rhode Island College community ought to be sensitive to the need for intellectual honesty, even as a member of the larger community ought to be sensitive to the need for honesty. As the larger community expects its citizens to refrain from breaching its rules of personal property and rights, so also the academic community expects its members to refrain from breaching its rules. A student who searches sincerely and honestly for knowledge and truth achieves a meaningful education. A student who wilfully violates the principles of academic honesty (e.g., through cheating on examinations and assignments, plagiarism, altering or changing records, etc.) is cheating himself, destroying his integrity, and debasing the meaning of education.

Therefore, students, the faculty and the administration, are expected to strive for academic excellence: the faculty through constant appraisal of their teaching and examining methods and through intellectual challenge to their students; students through constant appraisal of their own needs and desires in the educational process and through honest achievement of their goals; and the administration through support of the ethical and academic goals of both students and faculty.

When willful violation of intellectual honesty does occur, the effect will be felt throughout the entire academic community, for students, faculty and administration will be involved. As community violations of law and ethics are dealt with as societal infringements, so also are intellectual violations. A student who is wilfully dishonest academically is subject to consequences, ranging from an effect on his grade, either on an assignment, or on the course or examination grade, to academic probation or expulsion depending on the seriousness of the act. Any student accused of academic dishonesty may appeal action taken, either by a teacher or by the Committee on Academic Honesty, to the Committee on Academic Standing.

## RHODE ISLAND COLLEGE CURRICULUMS



## Curriculum in Elementary Education

	Credit Hours	Total Credit Hours
General Education		
Art or Music	3	
English	4	
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
Professional Education		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 305 or 306: Practicum in Early Childhood Education or Elementary Education	5	
*Education 320: Student Teaching	9	
Education 340: Methods and Materials of Art Education	2	
Education 341: Methods and Materials of Music Education	2	
Education 342: Methods and Materials of Physical Education	2	30
Specialization for Elementary Education		
Survey of Music or Visual Arts in Society	3	
Physical Science or Biology	3	
Introduction to Geography	3	
Children's Literature	2	
United States History	3	14
Major (B.A.) or Minor (B.S.)		30—18
Electives		6—18
	Total	128

\*Students who are taking the minor in Special Education should refer to curriculum requirements on page 198.

## Curriculum in Secondary Education Junior High School Social Science-English

	Credit Hours	Total Credit Hours
General Education		
Art or Music	3	
English	4	
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
Professional Education		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
Major (Social Science)		
Social Science: One course in each of three fields in Social Sciences. (200-level courses in Anthropology, Economics, Political Science or Sociology, or a 300-level course where the prerequisite is met.)	9	
History (any two 300-level courses in History)	6	
United States History	6	
Introduction to Geography	3	
Geography 202 or any 300-level course in Geography	3	
History 361 or 362	3	30
Minor (English)		
Advanced Composition or Language Study	3	

American Literature elective	3	
English Literature elective	3	
American or English Literature elective	3	
Shakespeare	3	
Modern Literature elective	3	18
	—	
Electives		9
		—
Total	128	

## Curriculum in Secondary Education Junior High School English-Social Science

	Credit	Total Credit
	Hours	Hours
General Education		
Art or Music	3	
English	4	
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
Professional Education		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 201, 300, 302: Foundations of Education I (psychological) ; II (social) ; III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	
Major (English)		
American Literature (3-9 hours)	}	18
English Literature (9-15 hours)		

Advanced Composition	3	
Modern English Grammar	3	
Modern Literature elective	3	27
	—	
Minor (Social Science)		
Electives in Anthropology, Economics, Geography, Political Science or Sociology	6	
United States History	6	
Introduction to Geography	3	
History electives	6	21
	—	
Electives		9
		—
Total	128	

## Curriculum in Secondary Education Junior High School Science-Mathematics

	Credit	Total Credit
	Hours	Hours
General Education		
Art or Music	3	
English	4	
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3	
Mathematics 101-102 or 103-104 or 107	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
Professional Education		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 201, 300, 302: Foundations of Education I (psychological) ; II (social) ; III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	

<b>Major (General Science)</b>			
Biology 105-106	8		
General Physics	8		
Two science electives to be chosen from Ecology, Astronomy, or Geology; or courses individually approved by the appropriate department	7		
Chemistry 103-104 shall be elected as the Freshman science course; six of the eight credits are chargeable to General Education.	2	25	
<hr/>			
Mathematics 211 (if student has completed Mathematics 103-104, 211 is omitted and replaced by an elective)	3		
Mathematics 212, 313	8		
Mathematics 324. May substitute Mathematics 326 if qualified.	3		
Mathematics 333	3		
Mathematics 358 or 341	3		
Mathematics elective from courses counting toward mathematics major	3	23	
<hr/>			
Electives		9	
<hr/>			
Total		128	

## Curriculum in Secondary Education Senior High School

	Credit	Total Credit Hours	Hours
<b>General Education</b>			
Art or Music	3		
English	4		
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3		
Mathematics	6		
Modern Foreign Language	6		
Physical Education and Health	3		
Psychology	3		
Science (Biology, Chemistry, Physics or Physical Science)	6		
Speech	2		
Western Culture	12	48	
<hr/>			

<b>Professional Education</b>			
Education 101a, 101b, 101c: Professional Orientation	1		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9		
Education 310: Practicum in Secondary Education	3		
Education 321: Student Teaching, including Seminar	9		
Education 360: Senior Seminar in Secondary Education	1	23	
<hr/>			
<b>Major</b>			30
<hr/>			
<b>Minor</b>			
(not to exceed 21 credit hours) or Cognates (not to exceed 12 credit hours) or electives			21
<hr/>			
<b>Electives</b>	at least	6	
<hr/>			
Total			128

## Curriculum in Industrial Arts Education

	Credit	Total Credit Hours	Hours
<b>General Education</b>			
Art or Music	3		
English	4		
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3		
Mathematics	6		
Physical Education and Health	3		
Psychology	3		
Science (Biology, Chemistry, Physics or Physical Science)	6		
Speech	2		
Western Culture	12	42	
<hr/>			
<b>Professional Education</b>			
Education 101a, 101b, 101c: Professional Orientation	1		
Education 201, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9		
Education 308: Practicum in Industrial Arts	3		
Education 321: Student Teaching, including Seminar	9		
Education 360: Senior Seminar in Secondary Education	1	23	
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<b>Industrial Arts</b>			
Ind. Arts 100: Theory and Organization of Industrial Arts	3		
Ind. Arts 110: Technical Drawing I	2		
Ind. Arts 116: Architectural Drawing I	2		
Ind. Arts 120: Graphic Arts I	3		
Ind. Arts 130: Basic Design	2		
Ind. Arts 140: Woodworking I	3		
Ind. Arts 170: Electricity I	3		
Ind. Arts 180: Metalworking I	3		
Ind. Arts 190: Power Mechanics I	3		
Ind. Arts 211: Technical Drawing II	2		
Ind. Arts 217: Architectural Drawing II, or Ind. Arts 321: Technical Drawing III	2		
Ind. Arts 231: Crafts I	3		
Ind. Arts 241: Woodworking II	3		
Ind. Arts 281: Metalworking II	3		
Ind. Arts 342: Woodworking III, or Ind. Arts 382: Metalworking III	3	40	
	—		21
<b>Academic Electives</b>			
		<b>Total</b>	<b>126</b>

Elective courses other than the two contained within the 40-credit Industrial Arts sequence are not permitted in the areas of Professional Education or Industrial Arts.

## Curriculum in Liberal Arts

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science course (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology or Philosophy	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
		30
<b>Major</b>		
<b>Minor</b>		
(Not to exceed 21 credit hours) or Cognates (not to exceed 12 credit hours)		21
<b>Electives</b>		27
		—
	<b>Total</b>	<b>126</b>

## COURSES OF INSTRUCTION

Courses numbered 100-199 are primarily freshman and beginning courses. Those numbered 200-299 are lower-division courses, courses in General Education normally taken in the sophomore year, and certain basic courses in majors, minors, and Education. Courses numbered 300-399 are upper-division courses. These include General Education courses limited to the third and fourth year, more advanced courses in majors and minors, certain Education courses (including methods and materials in special areas), and some courses which may have prerequisites. Graduate students may be admitted to 300-399 courses subject to program requirements and with the advice of advisers and the consent of instructors. Courses in the 400-499 category are graduate courses to which undergraduates may be admitted by permission. Courses on the 500-599 level are graduate courses to which undergraduates are normally not admitted.



## Administration

Please refer to the Bulletin of the Division of Graduate Studies, Rhode Island College for information concerning degree offerings and requirements in this area.

### COURSE DESCRIPTIONS

#### ADMINISTRATION 500: THE ELEMENTARY SCHOOL PRINCIPALSHIP

3 semester hours

This course examines the role of the principal as a leader in the administration of the elementary school. It includes school organization, personnel practices and policies, the legal rights and responsibilities of the principal, the evaluation of pupil progress, and the building of good school-community relationships. The human relations aspect of the principalship is stressed.

Prerequisite: At least 9 hours of approved administration courses.

#### ADMINISTRATION 502: SCHOOL SUPERVISION

3 semester hours

This course involves a study of concepts, techniques, problems, and trends in supervision, and the role of the teacher and the administrator in supervision.

#### ADMINISTRATION 503: THE SECONDARY SCHOOL PRINCIPALSHIP

3 semester hours

This course considers the basic principles of educational administration, with their application to the internal organization of secondary schools, administering the program of studies, direction of extracurricular activities, organization and direction of guidance, making the school schedule, selection of the staff, discipline and control, finance, records and reports, public relations and publicity. The course is organized to permit students to work on individual projects.

Prerequisite: At least 9 hours of approved administration courses.

#### ADMINISTRATION 504: SCHOOL FINANCE

3 semester hours

This course provides an overview of the basic problems, issues, and influences of financing schools in America. Emphasis is placed upon sources of income and the budgeting process. A short overview of the mechanics of financing and accounting in Rhode Island schools is included.

#### ADMINISTRATION 506: SCHOOL PLANT PLANNING

3 semester hours

This course is concerned with the problems of planning and constructing the school plant. Special emphasis is placed upon the following aspects: the school building survey, citizenship participation, the appraising of present school buildings, educational planning and specifications, the selection of the architect, site selection, and financing the school building program. Field trips are included.

#### ADMINISTRATION 507: ORGANIZATION AND ADMINISTRATION OF SECONDARY EDUCATION

3 semester hours

The major areas considered are the relation of school to society; the general aims of secondary schools and how they may be derived; the development of the total school program; the administration of the school program; and procedures for evaluating the program of the secondary school.

#### ADMINISTRATION 508: SCHOOL LAW PROBLEMS

3 semester hours

This course is concerned with the powers and duties of school committees, school administrators and teachers in relation to city or town council, the town meeting, and the State Department of Education; and also with legal problems involving contracts, salaries, tenure, dismissal, and pensions.

#### ADMINISTRATION 509: PERSONNEL PROBLEMS IN EDUCATION

3 semester hours

This course covers techniques for improving working relationships with the professional staff, the non-professional staff, and pupil personnel. Staff selection, orientation, and evaluation are stressed.

#### ADMINISTRATION 510: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY EDUCATION

3 semester hours

This course considers the objectives, relationships to society, and organizational patterns of elementary schools. Organization for instruction, administration of pupil personnel, staff relations, school and community relations, and other aspects of elementary school are discussed.

#### ADMINISTRATION 560: SEMINAR IN EDUCATIONAL ADMINISTRATION

3 semester hours

Topics vary. Consent of instructor required.

## Anthropology

LAWRENCE W. LINDQUIST, D.Phil., (Oxon.), Professor  
OLIVER B. LERCH, JR., A.M., (Pennsylvania State), Assistant Professor  
WILLIAM R. HAGEDORN, A.B., (Illinois), Instructor  
DAVID A. RABOY, A.M., (Clark), Instructor

A regular rotation of courses is given in Anthropology. Anthropology 201 or 202 meets the requirement for Social Science in General Education, and either of them serves as a prerequisite for advanced courses in Anthropology.

### Minor in Anthropology

The minor in Anthropology consists of eighteen hours of course work in Anthropology at two levels. One or two courses may be taken at the 200 level, while the balance of hours are to be taken at the 300 level. One interdisciplinary Social Science course is also acceptable for the minor.

For further information please refer to Department of Social Sciences, page 189.

### COURSE DESCRIPTIONS

#### ANTHROPOLOGY 201: INTRODUCTION TO SOCIAL ANTHROPOLOGY

3 semester hours

The course presents the aims, theories, and problems of social anthropology, dealing specifically with the institutions of family and kinship; magic, religion, and symbolism; political institutions; and economics. This study of cultural variations emphasizes the advantages of interdisciplinary interests essential to a fuller understanding of modern life.

#### ANTHROPOLOGY 202: PRIMITIVE SOCIETIES

3 semester hours

This basic survey in anthropology emphasizes the comprehensive approach. The various institutions of human groups are considered, and the universals of culture are noted, together with the phenomena of local uniqueness as they apply to primitive societies.

#### ANTHROPOLOGY 301: CULTURE CONTACTS

3 semester hours

This is a study of societal changes, conflicts, and accommodations caused by the contact of differing cultures, with particular emphasis upon those non-Western or primitive societies affected by modern Western innovations. On this basis, the problems of pluralism, integration, and assimilation are considered, as they affect our contemporary American society.

Prerequisite: Anthropology 201 or 202.

#### ANTHROPOLOGY 302: HINDU, BUDDHIST, AND ISLAMIC CULTURES

3 semester hours

This course is concerned with the development of these cultures and the resultant effect on the basic social structure (family, kinship, marriage, government, economics, etc.).

Prerequisite: Anthropology 201 or 202.

#### ANTHROPOLOGY 303: PROBLEMS IN CULTURAL ANTHROPOLOGY

3 semester hours

Lectures, discussions, and readings focus on anthropological theory and research. Consideration is given to problems of primitive and peasant cultures (e.g., political, economic, and educational problems). An evaluation of the advantages of interdisciplinary interests to the understanding of modern life is developed.

Prerequisite: Anthropology 201 or 202.

#### ANTHROPOLOGY 304: EARLY MAN

3 semester hours

An archeological survey is made of technological and institutional development from the earliest evidence of tool using to the rise of the early civilizations. Fossil man and the later phases of human evolution are considered in conjunction with cultural data.

Prerequisite: Anthropology 201 or 202.

#### ANTHROPOLOGY 305: COMPARATIVE CULTURE

3 semester hours

A practical inquiry is made into the basic patterns of culture. Lectures deal with the methods of comparative cultural analysis, and individual projects focus on a number of primitive and folk societies. Class discussions center around the general patterns and local uniqueness of culture.

Prerequisite: Anthropology 201 or 202.

## Department of Art

ANGELO V. ROSATI, A.M., (Teachers College, Columbia), Associate Professor, Chairman

EDITH C. BECKER, Ed.D., (New York University), Professor

DOROTHY CROMPTON, A.M., (Teachers College, Columbia), Associate Professor

JOHN E. DeMELIM, JR., M.F.A., (Instituto Allende, Mexico), Assistant Professor

PETER L. KOENIG, M.F.A., (Cranbrook), Assistant Professor

PAULINE LADD, M.A.T. (Brown), Assistant Professor  
 CAROL M. RAVENAL, Ph.D., (Harvard), Assistant Professor  
 MARGARET D. SCOFIELD, M.S., (Bridgeport), Assistant Professor  
 DON C. SMITH, A.M., (Missouri), Assistant Professor  
 RICHARD A. KENYON, M.S., (Rhode Island School of Design), Instructor

The Art Department offers a minor of 18 hours. Required courses include Art 202, 203, and 306 or 307; the other 9 hours may be elected from Art 301, 302, 303, 304, 305, 308, and 309. Art minors should take Art 201 in the first semester of the sophomore year.

All Art courses, with the exception of History of Art and Survey of Modern Painting, meet for 4 hours per week with 3 hours of credit. Students, other than Art minors, electing Art 301, 303, or 305, should have had art experiences. If they lack such experience, they may be admitted to the course only by permission of the instructor.

Art 201 fulfills the General Education requirement in Art.

Art 201 is a prerequisite for Education 340.

The Art and Music Departments recommend that students minor-ing in Art or Music take the General Education course in the other discipline i.e., Art minor and General Education Music, Music minor and General Education Art.

The Department of Art offers the following courses in Education which will be found in course listings, page 95.

Education 340: Methods and Materials in Art  
 Education (3) 2 semester hours  
 Education 421: Art in the Elementary School  
 3 semester hours

From time to time the following courses are offered by the Art Department:

Education 460: Seminar—Research in Art Education  
 3 semester hours  
 Education 480: Art Education Workshop  
 3 semester hours

### COURSE DESCRIPTIONS

#### ART 201: VISUAL ARTS IN SOCIETY (4) 3 semester hours

The course gives an introduction to the fine and industrial arts through a sampling of the arts through history. Function and inter-relationship among the art forms are studied within the context of society. A limited amount of studio work is included as an aid to visual understanding. This course meets the General Education requirement in Art, and is a prerequisite for Education 340.

#### ART 202: DESIGN WORKSHOP

(4) 3 semester hours

Opportunity is given to use two-dimensional creative expression in a wide variety of media. Experimentation with different combinations of materials and techniques is encouraged. Understanding of the creative process is fostered through the use of research materials, observation, and discussion. The work includes representational and abstract approaches in the basic art media: crayon, chalk, tempera, colored paper, ink, and numerous scrap materials. Whenever possible, reference is made to the style, technique, or contributions of well-known artists or designers.

#### ART 203: GENERAL DRAWING

(4) 3 semester hours

This basic drawing course acquaints the student with the various drawing media of pencil, charcoal, wash, ink, and colored chalk. Drawing is explored in the areas of the figure, portrait, still life, landscape, and special form study.

#### ART 301: PAINTING

(4) 3 semester hours

The student is encouraged to explore a number of approaches to painting and thereby to find a style suitable for self-expression. Work includes a variety of subject matter to be interpreted in both representational and abstract manner, and an introduction to technical materials and methods.

Prerequisite: Art 203.

#### ART 302: ADVANCED PAINTING

(4) 3 semester hours

This approach to oil painting and encaustic painting is designed to further an understanding of form and color by emphasizing simplicity, directness, clarity, and solidity with various types of subject matter. Personal differences are encouraged.

Prerequisite: Art 301.

#### ART 303: INTRODUCTION TO CERAMICS

(4) 3 semester hours

This studio course provides experiences with freehand forming processes in clay. Emphasis is placed on the rightness of design as it is related to the plastic clay medium. Activities include modeling, freehand pottery construction, decorative techniques, and glazing and handling techniques essential to finishing ceramic pieces.

Prerequisite: Art 202.

#### ART 304: ADVANCED CERAMICS

(4) 3 semester hours

This advanced course offers an opportunity for the student to develop a sense of sculptural form. Emphasis is placed on creative visualization and composition.

Prerequisite: Art 303.

## ART 305: SCULPTURE

[4] 3 semester hours

This studio course makes use of a wide variety of media. Creative experimentation with different materials and processes is encouraged. Critical examination of natural form, and significant examination of three-dimensional art both of the past and the present are made. Activities include carving, construction, and modeling.

Prerequisite: Art 203.

## ART 306: HISTORY OF ART

3 semester hours

An historical survey is made with emphasis on the understanding and appreciation of architecture, painting, sculpture, and the minor arts within the context of the cultural period in which they were produced. The course covers the period from prehistoric times through the Baroque.

## ART 307: SURVEY OF MODERN PAINTING

3 semester hours

This survey is designed as an analytical and interpretative discussion of the outstanding artists and movements from 1874 to the present. Parallel developments in the culture are emphasized, and the significance of contemporary art as a product of contemporary civilization is considered.

## ART 308: PRINTMAKING

[4] 3 semester hours

This course is designed to introduce the student to the two major printmaking processes: intaglio and relief printing. The techniques covered begin with simple cardboard cut-outs and move on to block prints, etching, and lithography. An attempt is made to introduce the numerous variations with each medium.

Prerequisites: Art 201, Art 203.

## ART 309: ADVANCED DRAWING

[4] 3 semester hours

This course is designed as an extension of General Drawing which is built upon the concept that drawing is basic in all areas of visual design. Subject matter includes landscape, still life and the human figure with emphasis upon the latter. Attention is directed to drawing as a creative process with importance placed on individual exploration and expression. Media used are charcoal, pencil, ink, conte crayon, water color and pastel. Each is considered for its appropriateness to searching for solutions to assigned problems and visual communication.

Prerequisite: Art 203.

## ART 310: A SURVEY OF FAR EASTERN ART

3 semester hours

This course is designed to acquaint the student with the art of India, China, Japan and Korea from neolithic times to the nineteenth century. Greatest emphasis is placed on painting and sculpture, but architecture and ceramics are covered adequately. Stress is placed on the understanding of the influence of Buddhism, in its various forms, to each culture's accomplishment. Lectures are illustrated. Courses taken in the history or the literature of the East are highly desirable as adjuncts to this course.

Free elective; cannot be applied to art minor.

## ART 311: AMERICAN ART AND ARCHITECTURE

3 semester hours

A survey of American art and architecture from the seventeenth century through the twentieth century with attention to the rich architectural heritage of early Rhode Island and emphasis on American art of the late nineteenth and twentieth centuries.

Free elective; cannot be applied to art minor.

## Department of Biology

MARY M. KEEFFE, Ph.D., (Fordham), Professor, Chairman

FRANK DOLYAK, Ph.D., (Kansas), Professor

GEORGE HARTMANN, Ph.D., (University of Rhode Island),  
Associate Professor

THEODORE LEMESHKA, A.M., (Brown), Associate Professor

IRA LOUGH, M.A.T., (Brown), Assistant Professor

HENRY McCUTCHEON, A.M., (William and Mary), Assistant Professor

TAMAH SADICK, A.M., (Smith), Assistant Professor

ELIZABETH CORRIGAN, A.M., (Boston College), Instructor

ADRIENNE DOWLING, A.M., (Connecticut), Instructor

JOHN MESSENGER, A.M., (Yale), Instructor

JUDITH OLIVER, A.M., (Texas), Instructor

PAUL B. WEISZ, Ph.D., (McGill), Visiting Lecturer

### Proficiency

The Biology Department offers a general course, Biology 101-102, to students who select the field of biology to fulfill the science requirement as part of the General Education program. It is possible to fulfill this requirement by means of a proficiency test. For those students who prefer Biology 105-106 or who wish to major or minor in biology, the Biology Department administers a program for evaluating proficiency in the material covered by Biology 101-102 and/or Biology 105-106 and other courses if necessary. Evaluation of proficiency is based on special examination or an entrance records at the discretion of the Biology Department. Application for such evaluation should be made to the Chairman of the Biology Department directly or through the Admis-



sions Officer. Students whose proficiency is approved in writing by the Chairman of the Biology Department are exempted from the required courses with a maximum of six credits for the General Education requirement in science.

#### General Education

Three alternate courses in biology are open to Freshmen: Biology 101-102, Biology 105-106, and Biology 103. Biology 103 is restricted to those students in the Elementary Education programs who have chosen six credits in Physical Science to satisfy the General Education requirement in science. Biology 103 is offered every semester.

Students who wish to major in biology must satisfy the six credits' requirement in the General Education requirement for science by selecting Chemistry 101-102 or Chemistry 103-104. The choice rests on the decision of the Biology and Chemistry Departments.

#### BIOLOGY MAJOR

##### LIBERAL ARTS

###### First Year

Chemistry 101-102 or 103-104

###### Third Year

Biology 201 or 202

Biology 301 or 302

Biology 317 or 410

Biology 340

Biology 401 or 402

Physics 101-102 or 103-104

###### Second Year

Biology 105-106

Biology 201 or 202 (with proficiency)

Biology 301 or 302

Chemistry 201 or

Chemistry 205-206

###### Fourth Year

Biology 428 or 425

Biology 330

Biology 360

##### SECONDARY EDUCATION

###### First Year

Chemistry 101-102 or 103-104

###### Second Year

Biology 105-106

Biology 201 or 202 (with proficiency)

Biology 301 or 302

Chemistry 201 or

Chemistry 205-206

#### Third Year

##### Division A

Biology 340 or 410

Biology 318 or 485

Biology 330

##### Division B

Biology 340 or 410

Biology 318 or 485

Physics 101-102 or 103-104

#### Fourth Year

##### Division A

Biology 402 or 425 or 428

Biology 360

Physics 101-102 or 103-104

##### Division B

Biology 330

Biology 402 or 425 or 428

Biology 360

#### ELEMENTARY EDUCATION

##### First Year

Biology 101-102 or 105-106

or

Physical Science 101-102

##### Second Year

Biology 105-106 or 201-202

Physical Science or Biology

101 or Biology 103

##### Third Year

Biology 301 or 302

Biology 410 or 340

Biology 330

##### Fourth Year

Biology 316 or 318

Biology 325 or 340

Biology 304, 312, 350 or 360

#### BIOLOGY MINOR

##### A. LIBERAL ARTS OR SECONDARY EDUCATION CURRICULUM 21 credit hours

###### First Year

General Education Requirement in Science:

Preferred in the following order:

1. Chemistry 2. Physics 3. Biology 4. Physical Science

###### Second Year

Biology 105-106

or

Biology 201-202

###### Third Year

Biology 301 or 302

Biology 316 or 318

###### Fourth Year

Biology 330

Biology 325 or 360

##### B. ELEMENTARY EDUCATION CURRICULUM

18 credit hours

###### First Year:

General Education Requirement:

Preferably Biology or Chemistry

###### Second Year

Biology 105-106

or

Biology 201-202

###### Third Year

Biology 301 or 302

Biology 316 or 318

###### Fourth Year

Biology 325 or 360

### Major and Minor

The Biology Department offers a major of 30 hours and 14 hours of cognate subjects in the fields of chemistry and physics beyond the General Education requirements for students in the Liberal Arts curriculum and the students planning to teach biology in the secondary schools. Students in the Elementary Education program may take the major in biology of thirty hours without the cognates. A minor of 21 hours is offered to those students who are either in the Liberal Arts program or preparing to teach in the secondary school. A minor of eighteen hours is offered to students in the Elementary Education program. An honors program for well qualified students is offered under the jurisdiction of the Honors Committee of the College.

Admission to either a major or a minor in biology requires a grade index of 2.00 (that is, C) or better in freshman biology courses. Irregular cases are evaluated by the Department Chairman. To continue in the major, a student must have, at the end of the sophomore year, a cumulative index in biology courses of at least 1.69. Students meeting these minimum requirements, but having a cumulative index of less than 2.00 in biology at any time, are doubtful prospects for success in this field and should consult their advisers about the wisdom of continuance.

The major in biology includes Biology 105-106 or Biology 201-202, or, with proficiency, Biology 201 or Biology 202, 301 or 302, 317, or 410, 330, 340, 401 or 402, 425 or 428 and Biology 360. This biology major is designed for the Liberal Arts.

Requirements for biology majors in Secondary Education are as follows: Biology 105-106 or Biology 201-202, or, with proficiency, Biology 201 or Biology 202, Biology 301 or 302, 340 or 410, 318 or 485, 330, 402 or 425 or 428 and 360.

For majors in Liberal Arts and Secondary Education, physics and chemistry courses are required as cognate courses. The student may select either eight credits in organic chemistry and six in physics or six credits in organic chemistry and eight in physics. The cognate hours are not required of the Elementary Education students who major in biology.

The minor for Liberal Arts or senior and junior high school education students includes Biology 201 or 202, 216 or 318, 317 or 410, and 330, Biology 270 and 312 are also recommended for Secondary Education students. There are no related courses required, but it is recommended that such courses be taken.

The minor for students in other curriculums includes Biology 201-202 and at least two courses in the Biology 300 or 400 group.

### Honors Program

The Biology Department, through its honors program, intends to recognize the scholarly student and to encourage an intensive study and research program in biology. Through the department's personnel and facilities the honors student is given an opportunity to develop a greater knowledge of research methods. Upon successful completion of the program, a student is awarded the degree of Bachelor of Arts with "Honors in Biology."

General requirements for departmental honors are stated on page 51. Any student who is interested in enrolling in this program should consult with the Chairman of the Biology Department before registering for Biology 301, 302 or 410.

The Department of Biology offers the following courses in Education which are found in the course listings on page 95.

Education 310: Practicum in Secondary Education (Biology Section) (5)	3 semester hours
Education 444: Biology in the Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), Biology	3 semester hours

### COURSE DESCRIPTIONS

#### BIOLOGY 101: INTRODUCTORY BIOLOGY 3 semester hours

The course presents the basic principles of biology and a general survey of the plant and animal kingdoms. Laboratory work, demonstrations, and short field trips are included.

Two lecture periods and one two-hour laboratory period.

#### BIOLOGY 102: INTRODUCTORY BIOLOGY 3 semester hours

This course is a continuation of Biology 101. The consideration of basic principles is continued. Particular attention is focused on human anatomy and physiology, genetics, and evolution.

Two lecture periods and one two-hour laboratory period.

#### BIOLOGY 103: INTRODUCTION TO BIOLOGY 3 semester hours

The objective of this course is to acquaint the student with the major concepts of the biological sciences and their importance to human society.

Designed for Elementary Education students who select Physical Science, 6 credits, and Biology, 3 credits. Biology 103 cannot be substituted for Biology 101 or 102. Admission of other students is subject to the approval of the department chairman.

Two lecture periods and one two-hour laboratory period.

**BIOLOGY 105: BIOLOGY**

4 semester hours

This course introduces the fundamental principles of plant and animal biology including structure, food and energy transformations, and coordination.

Three lecture periods and one three-hour laboratory period.

**BIOLOGY 106: BIOLOGY**

4 semester hours

This course is a continuation of Biology 105 and includes development, heredity, and evolution. The classification of plants and animals is one area of study.

Three lecture periods and one three-hour laboratory period.

**BIOLOGY 201: ZOOLOGY**

4 semester hours

This course consists of a detailed survey of the animal kingdom, with consideration of the histology, physiology, embryology, genetics, and evolution of the animals.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, Biology 105-106, or proficiency examination.

**BIOLOGY 202: BOTANY**

4 semester hours

This course, based on a morphological and physiological approach, is designed to familiarize the student with the plant kingdom. Taxonomic and evolutionary principles are emphasized in relation to the subject matter.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, Biology 105-106, or proficiency examination.

**BIOLOGY 210: INTRODUCTORY MICROBIOLOGY**

3 semester hours

The course will emphasize the practical aspects of microbiology such as sanitation, public health, and food processing. It is designed primarily for those who wish a survey course with possible practical applications, and would be especially useful to those in pharmacy, dental hygiene, nursing, home economics, and education. It requires minimal training in chemistry.

**BIOLOGY 216: FIELD BIOLOGY**

3 semester hours

This course emphasizes the study of the environmental relationships, the collection, preservation and identification of the local flora and fauna.

One lecture and two laboratory periods to include required field trips.

Prerequisites: Biology 101-102 or their equivalent. Open to all elementary education students who have completed Biology 103.

**BIOLOGY 270: BIOLOGICAL INVESTIGATION**

4 semester hours

This course introduces students to an understanding of the theory and practical application of investigative procedures in modern biology.

Four lecture hours or the equivalent.

Prerequisite: 12 hours of credit in biology beyond Biology 101-102.

**BIOLOGY 301: COMPARATIVE VERTEBRATE ANATOMY**

4 semester hours

Comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view are presented in this course. Detailed dissection of selected representatives from five classes of vertebrates are included in the laboratory.

Two lectures and two three-hour laboratory periods.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**BIOLOGY 302: PLANT PHYSIOLOGY**

4 semester hours

This course includes a study of environmental factors upon the plant and a consideration of such fundamental plant processes as translocation, absorption, photosynthesis, respiration, and reproduction.

Three hours of lecture and one three-hour laboratory period.

Prerequisites: Biology 202 or Biology 106, and preferably Organic Chemistry and Physics.

**BIOLOGY 312: BIOLOGICAL MICROTÉCHNIQUES**

4 semester hours

This course is designed to present essential microtechniques in biology. Emphasis is placed on preparation of microscope slides of plants and animals.

Two lecture periods and two three-hour laboratory periods.

Prerequisites: Biology 101-102 or 105-106 and one 200 or 300 biology course.

**BIOLOGY 317: ANIMAL PHYSIOLOGY**

4 semester hours

The functions of the animal body are studied with emphasis on fundamental physiological processes, such as protoplasmic organisms, permeability, metabolism, movement, and reproduction. Laboratory work includes experimentation on selected animals.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 106 or 201.

**BIOLOGY 318: ECOLOGY**

4 semester hours

This course is concerned with the adaptations of plants and animals, both in structures and functions, in response to environmental changes and their interrelationships with other living organisms. Special reference is made to the general principles of succession and ecological plant geography. Field trips are included.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**BIOLOGY 322: PLANT ANATOMY**

3 semester hours

The objective of this course is to provide the student with a detailed knowledge of the structure of vascular plants. The ontogeny of plant organs and the microscopic characteristics of wood are considered.

Three lecture periods.

Prerequisite: Biology 202 or the equivalent.

**BIOLOGY 325: HISTORY OF BIOLOGY**

2 semester hours

This course includes a survey of the discovery and subsequent development of the basic themes and principles of biology. Emphasis is placed on a detailed study of selected classic experiments and the subsequent scientific investigations leading to the concept of modern biology.

Two lecture periods.

Prerequisites: Biology 101-102, 103, 105-106, or 201-202.

**BIOLOGY 330: GENETICS**

4 semester hours

Topics to be discussed in this course include the historical development of genetics, fundamental principles, experimental methods, application of statistics to genetic problems, and the familiarity with current literature.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, 103, 105-106, or 201-202.

**BIOLOGY 332: INTRODUCTORY PLANT MORPHOLOGY**

3 semester hours

This course provides a detailed examination of the morphology of representative plants. A comparative study of life cycles and structure and various aspects of plant evolution are essential features of the course.

Three lecture periods.

Prerequisite: Biology 202 or equivalent.

**BIOLOGY 340: ANIMAL DEVELOPMENTAL BIOLOGY**

4 semester hours

The course presents an integration of comparative anatomy, descriptive embryology, and histogenesis. Included as major areas are the growth, differentiation, and metabolism of developing organisms from the levels of the cells, tissues, organs, and living systems.

Two lecture periods and two three-hour laboratory periods.

Prerequisites: Biology 101-102, or 105-106, or 201-202, and preferably Organic Chemistry.

**BIOLOGY 350: EVOLUTION AND DEVELOPMENT**

3 semester hours

An intensive study of evolution is made, emphasizing the evolutionary mechanisms and the developmental aspects of animal and plant life. Among the pertinent topics considered are: the evolution of the sexual processes and nuclear phenomena, the significance of the larva, and the origin of vertebrates.

Three lecture periods.

Prerequisites: Biology 101-102, or 201-202; also Animal Developmental Biology and Genetics preferred.

**BIOLOGY 360: SENIOR SEMINAR**

2 semester hours

Reports and discussions on current biological problems and related research techniques with special emphasis on reviews of current journals are presented by the students and members of the biology staff. Subject matter covered is pertinent to the various areas of the biological sciences.

Two lecture periods per week.

Prerequisite: 12 credit hours in Biology.

**BIOLOGY 380: TRENDS IN CELL BIOLOGY**

3 semester hours

This course is primarily for in-service teachers who wish to update their knowledge of trends in cell biology, but whose background is deficient in physical science. Although not a substitute for college chemistry and physics, the course attempts to provide background material sufficient for understanding the main aspects of cells at the molecular level. This course is not open to undergraduate majors in biology and may be taken by Master of Arts in Teaching candidates only with permission of the department chairman. Biology 380 may not be taken for credit in addition to Biology 428 and Biology 385 (Biochemistry).

Prerequisite: The equivalent of 12 semester hours' credit in undergraduate biology courses.



**BIOLOGY 401: INVERTEBRATE ZOOLOGY**

4 semester hours

The study of common invertebrate types, their life histories, adaptive morphology, and physiology with respect to their environment as well as to their phylo-genetic position are considered. The laboratory consists of dissections and experiments on selected invertebrate types.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 201.

**BIOLOGY 402: MYCOLOGY**

4 semester hours

This course introduces the student to the morphology, taxonomy, and economic importance of the fungi. Laboratory periods generally consist of a detailed study of representative organisms, but techniques of isolation, pure culture, and maintenance of pure culture are described.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 202.

**BIOLOGY 410: MICROBIOLOGY**

4 semester hours

The course deals with microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics and virology. It is designed primarily for biology majors and minors or for those who wish a thorough insight into the life processes of microorganisms.

Three hours of lecture and one three-hour laboratory period.

Prerequisites: Biology 105-106 or Biology 201-202.

A knowledge of organic chemistry is preferred.

**BIOLOGY 425: CYTOLOGY**

4 semester hours

The cell as the structural unit of living organisms is discussed. In considering the close relationship of cellular structure and functions, developmental, cytogenetic, and biochemical aspects are emphasized.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, 105-106, or 201-202, and preferably Organic Chemistry.

**BIOLOGY 428: CELLULAR PHYSIOLOGY**

4 semester hours

The course emphasizes the functions of the various components of the cells with the inclusion of energy transformations and characteristic activities of specialized cells such as muscle contraction, nerve conduction, and secretion.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 106 or 201-202, and Biology 302 or 317; Organic Chemistry or Physics preferred.

**BIOLOGY 431: HUMAN ANATOMY**

4 semester hours

The study of the human organism with respect to the gross anatomy of the organ systems is undertaken with special emphasis on osteology, myology, angiology, and neuroanatomy. Laboratory work includes detailed dissection of the cat.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102 or 105-106; Biology 301 desirable but not essential.

**BIOLOGY 435: HUMAN PHYSIOLOGY**

4 semester hours

The course stresses the functions of the body processes and the interrelationship of the physiology of the organ systems. Laboratory includes experiments involving manometric measurements and kymograph work, as well as basic physiological experiments utilizing suitable laboratory animals and human subjects.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 431. Open to others by permission only.

**BIOLOGY 485: BIOCHEMISTRY**

4 semester hours

This course includes detailed study of proteins, carbohydrates, lipids, and nucleic acids. The principles and problems of biochemistry are emphasized through consideration of enzymes and their kinetics, oxidative-reduction phenomena, normal metabolism, and body fluid functions.

Laboratory work includes a study of selected biologically important substances with an analysis of milk, blood and urine by means of modern techniques.

Two lectures and two three-hour laboratory periods.

Prerequisites: Chemistry 201, Chemistry 205-206 or the equivalent.

**BIOLOGY 491-494: PROBLEMS IN BIOLOGY**

1-4 semester hours

Students examine the experimental aspects and recent advances in different fields of biology and are required to initiate research projects and to submit papers on the work accomplished. A maximum of 4 credits may be earned in the sequence of Biology 491-494.

Prerequisites: Two 300 biology courses or approval by the department chairman.

## Chemistry

The Physical Sciences Department offers an 18-hour minor in Chemistry.

For complete information concerning requirements in the Chemistry minor please see page 175, Department of Physical Sciences.

### COURSE DESCRIPTIONS

#### CHEMISTRY 101-102: GENERAL CHEMISTRY 6 semester hours

Topics include structure of atoms and molecules, chemical change, chemical reactivity and energy, bonding, the periodic table, chemical geometry, equilibria and acid-base systems. Throughout the course considerable emphasis is placed upon the relationship between mental models and empirical observations.

Two semesters. Two lecture periods and one two-hour laboratory period.

#### CHEMISTRY 103-104: GENERAL CHEMISTRY 8 semester hours

Topics include structure and geometry, chemical reactivity, energy, bonding, periodicity, equilibria, acid-base systems, and thermodynamics. As in Chemistry 101-102, emphasis is placed upon mental models and the corresponding empirical observations. Problem solving based on the mole concept is also stressed. This course cannot be taken for credit if Chemistry 101-102 has previously been taken.

Two semesters. Three lecture periods and three hours of laboratory.

#### CHEMISTRY 201: ORGANIC CHEMISTRY 6 semester hours

This course presents the general principles of the chemistry of carbon compounds, including classes and nomenclature, principal methods of synthesis, type reactions, and important mechanisms. The laboratory experiences are closely correlated with the topical presentation.

One semester. Four lecture periods and four hours of laboratory.

Prerequisite: Chemistry 103-104, or 101-102 with permission from the department chairman.

#### CHEMISTRY 205-206: ORGANIC CHEMISTRY 8 semester hours

This is a two-semester course on the structure and reactions of compounds ranging from the simple methane series to complex heterocyclic compounds. Emphasis is placed upon important functional groups and upon general types of organic reactions. Mechanisms are treated as an integral part of the development. The laboratory is planned to

correlate closely with the theoretical treatment.

Two semesters. Three lecture periods and three hours of laboratory.

Prerequisite: Chemistry 101-102.

#### CHEMISTRY 302: PHYSICAL CHEMISTRY 4 semester hours

This course presents, through rigorous quantitative approaches, topics in thermochemistry, free energy and chemical equilibria, molecular structure, phase equilibria, and rates and mechanisms of chemical reactions.

Three lecture periods and three hours of laboratory.

Prerequisites: Chemistry 103-104; Mathematics 316; Physics 103-104.

#### CHEMISTRY 303: INORGANIC CHEMISTRY 3 semester hours

This course presents the philosophy of quantum mechanics, including a discussion of spherical coordinates, orbital angular momenta, and addition of spin vectors. A study of Crystal Field Theory constitutes a major portion of the course.

Prerequisites: Chemistry 103-104; Mathematics 212 and 313.

## Economics

KENNETH V. LUNDBERG, Ph.D., (Wisconsin), Professor

STANISLAUS J. MARKIEWICZ, A.M., (Fordham), Assistant Professor

A regular rotation of courses is given in Economics. Economics 201 or 202 meets the requirement for Social Science in General Education and serves as the prerequisite for advanced courses in Economics.

### Minor in Economics

The Department of Social Sciences offers an eighteen-hour minor in Economics. Economics 201 and 202 are required. Next in sequence, a student selects two interdisciplinary courses, while at the third level a choice is made of six hours of the 300 or 400 level Economics courses, other than Economics 302.

Introduction—Level One: Economics 201 and 202

Interdisciplinary—Level Two: Six hours to be selected from the following: Geography 311, History 348, Social Science 310, Social Science 311, Economics 302

Economic Policy—Level Three: Select six hours from Economics 301, 303, 321, or 322.

For further information concerning the Economics minor please refer to Department of Social Sciences page 192.

### COURSE DESCRIPTIONS

**ECONOMICS 201: PRINCIPLES OF ECONOMICS: MACRO-ECONOMICS** 3 semester hours

In this course the student is introduced to national income analysis as an analytical tool designed to provide understandings of a modern economy—its nature and its problems.

**ECONOMICS 202: PRINCIPLES OF ECONOMICS: MICRO-ECONOMICS** 3 semester hours

This course is an introduction to price and distribution theory emphasizing the behavior of the customer and the firm in the American economic system.

**ECONOMICS 301: LABOR ECONOMICS** 3 semester hours

This is a study of the labor movement background; policies and administrative structure of the labor unions; collective bargaining and its economic impact on management-labor relations; the role of the government in industrial relations.

Prerequisite: Economics 201 or 202.

**ECONOMICS 302: COMPARATIVE ECONOMIC SYSTEMS** 3 semester hours

The fundamental economic philosophies, principles, institutions, and issues involved in capitalism, socialism, fascism, with particular reference to the U.S., U.S.S.R., and Great Britain, are considered.

Prerequisite: Economics 201 or 202.

**ECONOMICS 303: ECONOMICS OF GOVERNMENT** 3 semester hours

An analysis is made of the role of government in a dynamic economy, including the methods and problems of financing the public sector and its impact on resource allocation, investment, production, and consumption. Attention is especially given to fiscal policy, government regulation, and the social problems of big government.

Prerequisite: Economics 201 or 202.

**ECONOMICS 321: INTERNATIONAL ECONOMICS** 3 semester hours

This course is a study of international economic theory and relations, with attention to problems of adjustment between national economies and the role of international agencies in building a world economy.

Prerequisite: Economics 201 or 202.

**ECONOMICS 322: THEORY OF ECONOMIC DEVELOPMENT** 3 semester hours

This course concentrates on an examination of the theories of economic growth, an analysis of the conditions of economic development, and a study of the process of economic growth in developed and underdeveloped countries.

Prerequisite: Economics 201 or 202.

**ECONOMICS 323: SURVEY OF MODERN ECONOMIC THOUGHT** 3 semester hours

An introduction to current economic thought with an emphasis on national income analysis, the course aims to provide the background for an understanding of economic institutions and problems of the world's nations in the middle of the twentieth century.

**ECONOMICS 410: CONCEPTS IN ECONOMIC EDUCATION** 3 semester hours

A study is made of selected economic concepts and such economic institutions as markets, business, banking, labor and government, with emphasis on their significance in the public school curriculum.

Prerequisites: Introductory economics and a year of teaching experience or permission of instructor.

**ECONOMICS 480: WORKSHOP IN ECONOMICS**

Selected problems are investigated in various formats. Credits and prerequisites may vary.

**HISTORY 348: ECONOMIC HISTORY OF THE UNITED STATES** 3 semester hours

This is a study of the development of the American economy with special emphasis on the 19th and 20th centuries. Both historical and economic insights will be applied to the experience of the United States in an analysis of those forces which have shaped and are shaping the American economic system. (Accepted for credits in Economics.)

Prerequisites: History 201-202 or 203 and Economics 201 or 202, or by permission of the instructor.

## Education

MARY TUCKER THORP, Ed.D., (Boston University), Distinguished Professor

## Department of Elementary Education

J. HOWARD MUNZER, Ph.D., (Michigan), Associate Professor, Chairman

S. ELIZABETH CAMPBELL, Ed.D., (Harvard), Professor

ELIZABETH COOLING, Ed.D., (Kansas), Professor

MYRL BHERMAN, A.M., (Washington), Professor, Director of Laboratory Experiences



HELEN F. KYLE, Ed.D., (Boston University), Professor  
GERTRUDE T. HANLEY, Ed.M., (Boston University), Associate Professor  
ELEANOR McMAHON, A.M., (Brown), Associate Professor, Coordinator of  
Student Teaching

COLEMAN MORRISON, Ed.D., (Harvard), Associate Professor  
RAYMOND PICOZZI, Ed.D., (Boston University), Associate Professor  
GERALDINE CARLEY, Ed.M., (Rhode Island College), Assistant Professor  
BARBARA A. CHAIKA, A.M., (Teachers College, Columbia), Assistant Pro-  
fessor

ANN S. WEAVER, M.S., (University of Rhode Island), Assistant Professor

The Department of Elementary Education prepares students to teach in the elementary grades. Upon graduation, students who take the Elementary Education Program are eligible for the Rhode Island Provisional Elementary Certificate, which is valid for six years and authorizes the holder to teach in grades kindergarten through eight, except where grades seven and eight are part of a junior or senior high school. Students who wish to teach kindergarten through grade two should take the Early Childhood Education Program. Elementary majors who minor in Special Education are eligible to teach elementary classes and either the mentally retarded, the emotionally disturbed, or the orthopedically handicapped.

The curriculum in Elementary Education includes 62 semester hours of required general and liberal education (the 48 hours required of all Rhode Island College students and 14 more which are particularly important for elementary teachers), 30 hours in a professional sequence, a 30-hour major or an 18-hour minor, and electives to make a total of 126-128 hours for graduation. For the Bachelor of Arts degree, a student takes 30 hours in an academic major and 6 hours of electives. For the Bachelor of Science degree, a student takes 18 hours in a minor and 18 hours of electives. Because most elementary teachers teach several subjects, the B.S. in Ed. degree program is usually more appropriate, but elementary majors who wish to pursue a particular subject in depth should take the program leading to the B.A. degree.

Academic majors for A.B. degree candidates are available in biology, English, French, history, mathematics, general science, physical science, and social science. Minors for B.S. in Ed. degree candidates are available in anthropology, art, biology, chemistry, economics, English, French, geography, history, mathematics, music, political science, physics, psychology, social sciences, sociology, Spanish, special education, and speech-theatre. Specific requirements for majors or minors are determined by the departments which offer them.

The Master of Education degree in Elementary Education and the Master of Arts in Teaching-Elementary are also offered. The Master of Education in Elementary Education is open only to teachers who hold at least a Rhode Island Elementary Teacher's Provisional Certificate. There are two Master of Arts in Teaching programs at Rhode Island College. One is for certificated teachers and the other is for students who would like to earn an elementary teaching certificate and a master's degree. The emphasis in the Master of Education degree and the Master of Arts in Teaching degree for non-certificated students is upon professional studies. The emphasis in the Master of Arts in Teaching program for certificated teachers is on academic studies.

There is also an Intensive Teacher Education program designed to prepare college graduates for teacher certification. Holders of bachelor degrees who are suited by character, ability and personality for teaching are encouraged to apply. In brief, this program consists of eighteen hours of appropriate professional courses plus student teaching.

Further information concerning the advanced degree programs and the Intensive Teacher Education program may be found under Division of Graduate Studies.

The Department of Elementary Education also sponsors an accelerated program for selected students which leads to a bachelor's degree and elementary teacher certification after four summers and three academic years of work. In effect, it enables some students to start teaching one year sooner than is normally possible.

The following courses in Administration are also offered by the Department of Elementary Education. Course descriptions will be found on page 66.

Administration 500: The Elementary School Principalship	3 semester hours
Administration 510: Organization and Administration of Elementary Education	3 semester hours
Administration 560: Seminar in Educational Administration	3 semester hours

The following patterns indicate the normal sequence of courses for students enrolled in an undergraduate elementary education program. Slight variations are necessary for students taking certain majors or minors. These variations are indicated in the departmental descriptions concerned. At the end of the freshman year, students are assigned to A or B sections to facilitate subsequent placement and supervision of student teachers in public schools.



# CURRICULUM IN ELEMENTARY EDUCATION, DIVISION A

First Year			
Course	Cr. Hours	Course	Cr. Hours
English 101:		English 102:	
Freshman English	2	Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3
Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education		Physical Education	
101M, 101W, or 103	1	102M, 102W, or 104	1
†Education 101a, b:		†Education 101a, b:	
Professional Orientation	—	Professional Orientation	—
	16		16

Second Year			
Psychology 200: General Psychology	3	Education 201: Foundations of Education I	3
Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
English 210: Children's Literature	2	Science*	3
Physical Education		Physical Education	
201M, 201W, or 203	½	202M, 202W, or 204	½
Education 101c: Prof. Orientation	1	Education 342: Methods and Materials in Physical Education	2
Art 201: Visual Arts in Society	3	Geography 201: Intro. to Geography	3
Major, Minor, or Elective	6	Major, Minor, or Elective	3
Piano Ia or IIa	—	Piano Ib or IIb	—
(Early Child. majors only)	—	(Early Child. majors only)	—
	18½		17½

\*Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.

†Will be assigned either fall or spring semester.

Third Year			
Education 305 or 306:		Education 320: Student Teaching	9
Practicum	5	Education 300: Foundations of Education II	3
Education 340: Methods and Materials in Art Ed.	2	Major, Minor, or Elective	3
Education 341: Methods and Materials in Music Ed.	2		
Major, Minor, or Elective	6		
	15		15
Fourth Year			
Education 302: Foundations of Education III	3	History 203: U.S. History	3
Social Science**	3	Music 201: Survey of Music	3
Major, Minor, or Elective	9	Major, Minor, or Elective	9
	15		15

# CURRICULUM IN ELEMENTARY EDUCATION, DIVISION B

First Year			
Course	Cr. Hours	Course	Cr. Hours
English 101:		English 102:	
Freshman English	2	Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3
Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education		Physical Education	
101M, 101W, or 103	1	102M, 102W, or 104	1
	—	Education 101a, b:	—
	16	Professional Orientation	—
			16
Second Year			
Psychology 200: General Psychology	3	Education 201: Foundations of Education I	3

\*Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.

\*\*Social Science 301, or any 200 course in Anthropology, Economics, Political Science, or Sociology.

Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
Physical Education 201M, 201W, or 203	½	Science*	3
Education 101c: Prof. Orientation	1	Physical Education 202M, 202W, or 204	½
Geography 201: Intro. to Geography	3	English 210: Children's Literature	2
Major, Minor, or Elective	6	Art 201: Visual Arts in Society	3
Piano Ia or IIa	---	Major, Minor, or Elective	3
(Early Child. majors only)	---	Piano Ib or IIb	---
		(Early Child. majors only)	---
	16½		17½

#### Third Year

Education 342: Methods and Materials in Physical Education	2	Education 305 or 306: Practicum	5
History 203: U.S. History	3	Education 340: Methods and Materials in Art Education	2
Music 201: Survey of Music	3	Education 341: Methods and Materials in Music Education	2
Major, Minor, or Elective	9	Major, Minor, or Elective	6
	17		15

#### Fourth Year

Education 320: Student Teaching	9	Education 302: Foundations of Education III	3
Education 300: Foundations of Education II	3	Social Science**	3
Major, Minor, or Elective	3	Major, Minor, or Elective	9
	15		15

\*Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.

\*\*Social Science 301, or any 200 course in Anthropology, Economics, Political Science, or Sociology.

## Department of Secondary Education

RUSSELL MEINHOLD, Ph.D., (Connecticut), Professor, Chairman  
 RAYMOND W. HOUGHTON, Ph.D., (Connecticut), Professor  
 MARY M. KEEFFE, Ph.D., (Fordham), Professor

THOMAS G. KING, Ed.D., (Wayne State), Professor  
 LAWRENCE M. STRATTON, Ed.D., (Rutgers), Professor  
 RITA L. COUTURE, A.M., (Middlebury), Associate Professor  
 JACK L. LARSEN, Ph.D., (University of Michigan), Associate Professor  
 PATRICK J. O'REGAN, Ph.D., (New York University), Associate Professor  
 CARMELA E. SANTORO, A.M., (Brown), Associate Professor  
 RONALD F. ELKIND, Ed.M., (Worcester State), Assistant Professor  
 NANCY M. GULL, M.S., (Albany State), Assistant Professor  
 MAUREEN T. IAPAN, Ph.D., (Connecticut), Assistant Professor  
 JOSEPH P. MCSWEENEY, M.A.T., (Rhode Island College), Assistant Professor  
 DONALD W. OMMEN, A.M., (Illinois), Assistant Professor  
 ADRIENNE DOWLING, A.M., (Connecticut), Instructor  
 HENRY GUILLOTTE, A.M., (Illinois), Instructor

Students interested in teaching at the secondary level can specialize in biology, English, French, history, mathematics, social science, physical science, or industrial arts. The major in physical science prepares the student to teach both physics and chemistry. Completion of the General Education requirement, the required academic sequence in any major field, and the professional sequence qualifies graduates of Rhode Island College to teach in grades seven through twelve in the State of Rhode Island.

Because of the way many junior high schools are organized and the greater vocational opportunities at this level, three special programs are available for students interested in teaching in junior high school. These programs are: English-Social Science, Social Science-English, and General Science. The General Science program prepares students to teach both science and mathematics in the junior high school.

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major. These requirements are usually included with the information about each department. Students should discuss their plans with the Chairman of the Secondary Education Department and the department chairman of their major field of study.

## SECONDARY EDUCATION PROFESSIONAL SEQUENCE

The following patterns indicate the normal sequence of professional courses for students following the secondary education curriculums. Students should study the material pertaining to the department offering their teaching major to ascertain whether any variations are necessary in their programs.

Division A			
First Semester		Second Semester	
First Year			
Course	Cr. Hours	Course	Cr. Hours
Education 101a, b: Professional Orientation ....			
Second Year			
Education 101c: Professional Orientation	1	Education 201: Founda- tions of Education I	3
Third Year			
Education 310: Practicum in Secondary Education or Education 308: Practicum in Ind. Arts Education	3	Education 321: Student Teaching in Secondary Schools	9
Education 300: Founda- tions of Education II	3		
Fourth Year			
Education 302: Founda- tions of Education III	3		
Education 360: Senior Seminar in Secondary Education	1		

Division B			
First Semester		Second Semester	
First Year			
Course	Cr. Hours	Course	Cr. Hours
Education 101a, b: Professional Orientation			
Second Year			
Education 101c: Professional Orientation	1	Education 201: Founda- tions of Education I	3
Third Year			
		Education 310: Practicum in Secondary Education or Education 308: Practicum in Ind. Arts Education	3
		Education 300: Founda- tions of Education II	3

Fourth Year			
Education 321: Student Teaching in Secondary Schools	9	Education 302: Foundations of Education III	3
		Education 360: Senior Seminar in Secondary Education	1

The following courses in Administration are also offered by the Department of Secondary Education:

Administration 502: School Supervision	3 semester hours
Administration 503: The Secondary School Principalship	3 semester hours
Administration 504: School Finance	3 semester hours
Administration 506: School Plant Planning	3 semester hours
Administration 507: Organization and Administration of Secondary Education	3 semester hours
Administration 508: School Law Problems	3 semester hours
Administration 509: Personnel Problems in Education	3 semester hours
Administration 510: Organization and Administration of Elementary Education	3 semester hours
Administration 560: Seminar in Educational Administration	

Course descriptions for the above courses in Administration will be found on page 66.

### COURSE DESCRIPTIONS

EDUCATION 101a, 101b, 101c: PROFESSIONAL ORIENTATION  
1 semester hour

Phase 101a deals with modern school organization and equipment; 101b, with the American public school system; and 101c, with lesson planning.

EDUCATION 201: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION  
3 semester hours

This course introduces the basic psychological concepts such as "growth" and "learning" of particular importance to education. General principles of human development are emphasized, including the bio-

logical bases of behavior; cognitive, social, and personality development; and the measurement of psychological growth. This course may be counted in the professional education sequence or in the psychology minor, but not in both.

Prerequisite: Psychology 200.

**EDUCATION 300: SOCIAL FOUNDATIONS OF EDUCATION** 3 semester hours

This course is devoted to Rhode Island education in the context of the interrelationships between American education and key social forces, organizations, and movements. It covers the basic constitutional and legal aspects of education, the political dynamics of education, the educational impact of race relations, the influence of religious organizations and schools, the dynamics of school finance and educational investment, and the role of business, labor, and other groups.

**EDUCATION 301: HISTORY OF EDUCATION** 3 semester hours

This course is devoted to the historical development of selected educational theories, practices, institutions, and policies.

**EDUCATION 302: PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

3 semester hours

This course includes a philosophical analysis of key educational concepts such as the purposes of education, academic freedom, authority, indoctrination, equality of educational opportunity, and professional autonomy. Individual and institutional approaches to selected educational concepts, issues, and theories are included.

**EDUCATION 304: AUDIO-VISUAL INSTRUCTIONAL MATERIALS**

(4) 3 semester hours

This course is designed to give the student an understanding of audio-visual materials as classroom teaching tools and includes the evaluation of materials and techniques of utilization. In addition to non-projected materials of all types, projected materials, instructional television, multiple listening recording devices and other audio aids are covered. Selected experiences in the preparation of teaching materials are included.

Two-hour lecture, two-hour laboratory per week.

**EDUCATION 305: PRACTICUM IN EARLY CHILDHOOD EDUCATION**

(7) 5 semester hours

This course includes a study of educational programs for pre-school and primary pupils and an analysis of curriculum materials and classroom procedures used to orient young children to school activities and to introduce them to reading, other language arts, social studies, and arithmetic. There are five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard

School. Group and individual conferences are required.

Prerequisites: Education 201; Piano I or II, or proficiency in piano; and English 210.

**EDUCATION 306: PRACTICUM IN ELEMENTARY EDUCATION**

(7) 5 semester hours

This course is an overview of elementary school instruction, including systematic examination of methods, materials, and subject matter in reading, other language arts, social studies, and arithmetic. There are five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard School. Group and individual conferences are required.

Prerequisites: Education 201, English 210.

**EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION**

(4) 3 semester hours

This course comprises three major instructional units involving observation of accepted practices in industrial arts education, principles and practices of teaching industrial arts, and initial participation in the teaching of industrial arts.

**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION**

(5) 3 semester hours

The Secondary Practicum is devoted to a study of the principles, curriculum, materials, and methods of secondary education. Under the guidance of college and laboratory school instructors, students prepare lessons and work with individual pupils, small groups, and classes of secondary school pupils. Each student takes this course under the direction of his major department.

**EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS**

3 semester hours

This course deals with individualized reading programs in secondary schools. Topics include the higher reading skills; physical and mental factors involved in reading, students' interests and needs; appraising reading ability; providing suitable reading materials; and the contribution of the principal, teacher, librarian, and guidance workers to the improvement of reading.

**EDUCATION 312: METHODS AND MATERIALS IN TEACHING FRENCH**

(Elementary School)

3 semester hours

This course covers the aims, principles, methods, and problems of teaching a second language. It includes observation and participation in



the Henry Barnard School. Discussions are led by language specialists in the Henry Barnard School and College instructors.

EDUCATION 319: DRIVER EDUCATION

3 semester hours

This course is a two phase program consisting of classroom activities and on-the-road training. The successful completion of this course certifies the students for the teaching of Driver Education. This course does not count as credit towards a degree.

EDUCATION 320: STUDENT TEACHING IN ELEMENTARY SCHOOL

6, 9, or 12 semester hours

This course involves teaching in a public school classroom under the joint supervision of a certified cooperating teacher and a College supervisor. Students observe the calendar of the school to which they are assigned and gradually assume responsibility for a class or a set of classes. Students qualified to teach French in elementary school are assigned whenever possible to classrooms where French is being offered.

Undergraduates in the regular elementary and early childhood education programs earn 9 semester hours in student teaching. Students with a minor in special education earn 6 hours in a regular classroom and 6 hours in a special education classroom.\*\*

Prerequisites: Adequate health; a cumulative index of 2.00 by mid-semester prior to student teaching;\* passing grades in professional sequence and special field, if any (special education or French); adequate performance in a practicum; proficiency in operation of audio-visual equipment.

Students in the Intensive Teacher Education program spend full time in student teaching and earn 12 hours of undergraduate credit. They return bi-weekly to campus, in late afternoon, for a seminar.

Prerequisites: Completion of 18 hours of approved professional courses; approval by ITE adviser.

Master of Arts in Teaching candidates in Plan IV (see Graduate Bulletin) spend full time in student teaching and earn 12 hours of undergraduate credit.

Prerequisites: Completion of 18 hours of approved professional courses; approval by the professional adviser.

\*As of January, 1967, the cumulative index of 2.00 must be attained by the *beginning* of the semester prior to student teaching.

\*\*See Special Education 303.

EDUCATION 321: STUDENT TEACHING IN SECONDARY SCHOOLS

9 or 12 semester hours

This course involves a semester of teaching in one of the public junior or senior high schools of the State under the joint supervision of an experienced teacher and a college supervisor. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher in his subject field. The student also participates in a weekly seminar concerned with his teaching experiences.

Prerequisites: Adequate health; a cumulative index of 2.00 by the end of the first quarter of the semester prior to student teaching;\* passing grade in required courses; adequate performance in a practicum. Also, every student enrolled in a teacher-education curriculum must demonstrate his ability to operate audio-visual equipment with proficiency before the end of the semester in which he applies for student teaching.

For information concerning Intensive Teacher Education and Master of Arts in Teaching programs on the secondary level, consult Chairman of Department of Secondary Education.

EDUCATION 322: METHODS AND MATERIALS IN TEACHING READING

3 semester hours

This course considers all phases of the elementary school reading program and presents new and current techniques for the successful implementation of such a program and for attacking the problems which the teacher encounters in the classroom. There are discussions of the latest research in this area.

EDUCATION 332: EARLY CHILDHOOD EDUCATION PART I

3 semester hours

This course considers the historical development of the kindergarten movement, the relationship between pre-school and primary school programs, and the need for a sequential curriculum. Application of research is made to children's literature, story telling, social studies, science, mathematics, music (including rhythm and dramatic play), and art. Emphasis is upon guidance, creative expression, and readiness for all of the experiences of the primary school.

Students may not receive credit for both Education 332 and Education 305.

\*As of January, 1967, the cumulative index of 2.00 must be attained by the *beginning* of the semester prior to student teaching.

EDUCATION 340: METHODS AND MATERIALS IN ART EDUCATION

(3) 2 semester hours

This course includes children's art expression, methods and materials used in guiding creative expression, and opportunities to experiment with a variety of art media suitable for the elementary school. Experience with crayon, paint, chalk, plasticine, paper construction, and scrap materials is included.

Prerequisite: Art 201.

EDUCATION 341: METHODS AND MATERIALS IN MUSIC

(3) 2 semester hours

This course covers basic elementary music theory and methods and materials suitable for music classes in the elementary grades. It includes teacher and student demonstrations based on the five-fold program of singing, playing, listening, rhythmic, and creating.

EDUCATION 342: METHODS AND MATERIALS IN PHYSICAL EDUCATION

(3) 2 semester hours

This course covers basic principles of physical education programs for elementary schools. It includes experience in teaching movement through games, rhythms, and self-testing activities suitable for various age levels.

EDUCATION 343: METHODS AND MATERIALS IN SCIENCE EDUCATION

(3) 2 semester hours

This course is devoted to research and trends related to physical science in the elementary grades. It includes an analysis of science series, supplementary texts, and visual aids. Key science demonstrations are individually undertaken. The course is recommended for students in Elementary and Early Childhood Education.

EDUCATION 344: METHODS AND MATERIALS IN SPEECH EDUCATION

(3) 2 semester hours

This course covers fundamental principles and techniques for improving basic voice and articulation skills and applying them in talks, discussions, choral speaking, and creative and formal dramatics. The integration of speech with class and extra-class activities is emphasized. Types of speech problems and techniques for correction of simple articulatory defects are included.

EDUCATION 356: MODERN ALGEBRA IN THE SCHOOLS

3 semester hours

This course studies the teaching of elementary algebra in a framework of the theory of sets and with emphasis on the understanding

of fundamental principles. It is designed for teachers of grades 6 through 9.

Prerequisite: At least one year of college mathematics or consent of the instructor. This course may not be counted for credit in addition to either Education 310 (Practicum, Mathematics section) or Education 429 except by explicit special consent of the department in writing.

EDUCATION 360: SENIOR SEMINAR IN SECONDARY EDUCATION

(2) 1 semester hour

This course is designed to be the capstone to the sequence of professional courses and is to bridge the gap between student teaching and full-time teaching. Students investigate topics or problems of general concern to educators and present and defend their findings in the seminar. The student takes the course in the semester following his student teaching; exceptions must be approved by the Chairman of the Department of Secondary Education.

EDUCATION 375: TESTS AND MEASUREMENTS

3 semester hours

This course, designed primarily for teachers, presents an introduction to testing techniques in the areas of achievement, capacity, and to some extent personality. Practice in interpreting test data, profiles and case studies is included. Also included is some attention to constructing tests and to using appropriate statistical procedures.

Prerequisites: Psychology 200 and Education 201 or equivalents.

EDUCATION 402: CURRENT PROBLEMS IN EDUCATION

3 semester hours

This course provides intensive treatment of selected educational problems or problem areas such as collective negotiations in education, race relations in education, separation of church and state as it affects educational policy and practice, and the education of the culturally deprived.

EDUCATION 404: MATHEMATICS IN THE ELEMENTARY SCHOOL

3 semester hours

This course discusses the teaching of arithmetic, emphasizing suggestions affecting methodology and the teacher's fundamental approach to elementary mathematics. Special attention is given to the teaching of topics now appearing in special modern elementary materials, such as numeration systems, modular arithmetic, elementary geometry, and the gradual development of our real number system. This course does not require any specific background in college mathematics.

Prerequisite: Introduction to methods of teaching mathematics (such as in Education 306), and either elementary school teaching experience or consent of the instructor.

EDUCATION 406: EARLY CHILDHOOD EDUCATION PART II 3 semester hours

This course, a continuation of Education 332, includes a study of criteria for the approval of pre-school programs. Attention is given to their organization, equipment and administration. Major topics discussed are: planning the school day; provision for health and safety; instruments for evaluating, recording and reporting pupil progress; parent education and establishment of adult-child and peer group relationships; and working with community agencies.

Prerequisite: Education 305 or Education 332.

EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 semester hours

This course provides a comparison of current methods in oral and written communication, handwriting, spelling, and listening. There is attention to analysis and correction of basic difficulties, means for increasing opportunities for creative expression in writing and drama, and correlation of language arts with other activities and school subjects.

Prerequisite: Education 306 or elementary experience and consent of instructor.

EDUCATION 412: PRINCIPLES AND TECHNIQUES OF TEACHING  
IN THE SECONDARY SCHOOL

3 semester hours

This experience is designed to give the student a knowledge of the ways and means of teaching his major subject effectively, and to provide him with laboratory experience in classroom management.

(Required of all ITE Secondary School candidates.)

(Graduate credit for MAT program only.)

EDUCATION 413: COMPARATIVE EDUCATION

3 semester hours

This course concerns the study of selected systems of foreign education involving the relationship of instructional practices to the culture of the country that is being studied. The comparison of economic, ideological, and social determinants affecting instructional practices in foreign countries is made. Special consideration is given to educational problems in underdeveloped countries.

Prerequisite: Education 300 or equivalent.

EDUCATION 415: LITERATURE IN THE ELEMENTARY SCHOOL

3 semester hours

This course is primarily concerned with the development of various patterns of literature instruction in the elementary school. The develop-

ment and enrichment of children's literary taste and appreciation are stressed.

Prerequisite: Education 306 or elementary experience and consent of instructor.

EDUCATION 418: SCIENCE IN THE ELEMENTARY SCHOOL 3 semester hours

This course emphasizes recent research and curriculum trends in science education. Laboratory experiences, demonstrations, and use of visual aids are also included.

Prerequisite: Education 343 or permission of instructor.

EDUCATION 421: ART IN THE ELEMENTARY SCHOOL 3 semester hours

This course considers the objectives of an art program in the elementary grades and also the means of presenting, motivating, encouraging and evaluating such a program. Current research and activities in the field are discussed and the class participates in relevant studio activities.

Prerequisite: Education 340, or permission of instructor.

EDUCATION 422: COMPARATIVE PHILOSOPHIES OF EDUCATION

3 semester hours

This course provides an analysis of major educational philosophies and theories.

Prerequisite: Education 302 or equivalent.

EDUCATION 424: MUSIC IN THE ELEMENTARY SCHOOL 3 semester hours

This course is conducted as a workshop and deals with advanced topics of concern to both the classroom and music teacher. Areas covered include philosophy, contemporary methodology, research and special problems.

Prerequisite: Education 341 or permission of instructor.

EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

3 semester hours

This course deals with objectives, content, and organization of social studies, analysis and evaluation of textbooks and other materials, the unit method and its alternatives, and the development of permanent interest in social issues.

Prerequisite: Education 306 or elementary experience and consent of instructor.

EDUCATION 429: MATHEMATICS IN THE SECONDARY SCHOOLS

3 semester hours

This course studies the modern secondary curriculum in mathematics, emphasizing those aspects which are directly concerned with the actual teaching of mathematics. Particular attention is paid to recent curriculum recommendations which affect methodology and the teacher's fundamental approach to mathematics or which propose specific new topics. The course is designed for secondary school teachers of mathematics, in particular for those in M.Ed. or M.A.T. programs.

Prerequisites: At least two years of college mathematics and an introduction to methods of teaching mathematics (such as Education 310), or consent of the instructor.

EDUCATION 434: READING IN THE ELEMENTARY SCHOOL

3 semester hours

This course covers materials and methods for various phases of reading programs: readiness, vocabulary development, word attack, comprehension, study skills, visual and auditory practice, interpretation of reading content, construction of study aids, testing, and organization of leisure reading programs.

Prerequisite: Education 306 or elementary experience and consent of instructor.

EDUCATION 437: THE ROLE OF TELEVISION IN EDUCATION

3 semester hours

This course is devoted in part to an exploration of the impact of television on the curriculum and on the instructional environment. Television as an aid in the classroom is discussed at length with reference to closed-circuit type operations, as well as open-circuit. Opportunity is given for actual experience in preparing and presenting a TV lesson, as well as experience in operating television cameras and allied equipment.

EDUCATION 438: DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES

3 semester hours

This course is concerned with the diagnosis and treatment of reading difficulties. Emphasis is placed upon the utilization of diagnostic instruments and instructional materials.

Prerequisites: Education 434 and Psychology 302, or consent of adviser.

EDUCATION 440: PREPARATION OF AUDIO-VISUAL MATERIALS

3 semester hours

This course is devoted to the techniques of making audio-visual

materials for classroom use. The laboratory technique is used almost entirely throughout the course. Emphasis is given to the preparation of various types of slides, transparencies for the overhead projector, and 8mm sound motion picture production. No technical background is required.

EDUCATION 441: SCIENCE IN SECONDARY SCHOOLS

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of science teaching, and current research in science education.

Prerequisite: Education 310 or equivalent, three years' teaching experience in science, or consent of instructor.

EDUCATION 442: ENGLISH IN SECONDARY SCHOOLS

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in secondary English instruction.

Prerequisite: Education 310 or equivalent, three years' teaching experience in English, or consent of instructor.

EDUCATION 443: SOCIAL STUDIES IN SECONDARY SCHOOLS

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

Prerequisite: Education 310 or equivalent, three years' teaching experience in social studies, or consent of instructor.

EDUCATION 444: BIOLOGY IN SECONDARY SCHOOLS

3 semester hours

Areas to be examined include evaluation of aims and objectives, selection and organization of content, principles and methods of biology teaching, and current research in biological education.

Prerequisite: Education 310 or equivalent, three years' teaching experience in biology, or consent of instructor.

EDUCATION 460: SEMINAR IN EDUCATION

3 semester hours

The topics vary.

EDUCATION 501: EDUCATION AND SOCIAL INSTITUTIONS

3 semester hours

This course includes a study of historical and sociological principles and information necessary to understand the cultural forces affecting education. It considers the influences of social institutions



and social agencies upon the social structure of the schools.

Prerequisite: Education 300 or equivalent.

**EDUCATION 502: FUNDAMENTALS OF RESEARCH** 3 semester hours

Research concepts, design and methodology are presented in terms of their specific relationships to educational problems. Critical analysis of educational material is included.

**EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM** 3 semester hours

This course deals with theories of elementary curriculum development. Methods, techniques, group work, and content fields as aspects of curriculum are also included.

**EDUCATION 507: FUNCTIONS OF THE COOPERATING TEACHER** 3 semester hours

This course prepares experienced teachers to work with student teachers in Rhode Island public schools. Topics studied include orientation, supervision, and evaluation of student teachers, and a review of methods and materials. Sections for secondary cooperating teachers also include an analysis of recent developments in their subject matter field.

Candidates for a cooperating teacher's certificate should enroll in the appropriate section below.

Prerequisites for all sections: Appropriate certification to teach in the area of assignment, three years of teaching experience and recommendation from superintendent of schools.

**507: E. Elementary**

**507: S. Secondary**

- |                           |                      |
|---------------------------|----------------------|
| 1. English                | 5. Physics—Chemistry |
| 2. Social Studies—History | 6. General Science   |
| 3. Biology                | 7. Industrial Arts   |
| 4. Mathematics            | 8. Foreign Languages |

**EDUCATION 514: SECONDARY SCHOOL CURRICULUM** 3 semester hours

The development of a curriculum and the forces which modify it are examined in terms of the problems, needs, and trends involved. Recent curricular developments are considered.

**EDUCATION 515: THE MODERN JUNIOR HIGH SCHOOL** 3 semester hours

This course provides direct help to teachers and principals in fulfilling the functions and purposes of the junior high school. Consideration is given to the organizational, curriculum, teaching, and evaluation

practices that exist in junior high schools throughout the country.

**EDUCATION 529: REMEDIAL READING CLINIC** 6 semester hours

The clinical approach is stressed in this workshop. There are lectures, demonstrations, and clinical periods to provide both theory and practice in diagnosing reading difficulties of children in the elementary school and also to provide the needed treatment for these children through small group techniques and individual tutoring.

**EDUCATION X80: WORKSHOP IN EDUCATION—by arrangement**

Students are given the opportunity in this course to study selected problems under the direction of specialists, consultants and group leaders. The number of credit hours is determined by the length of the particular workshop.

## Department of English

JAMES E. WHITE, Ph.D., (Boston University), Associate Professor, Chairman

AMY A. THOMPSON, A.M., (Brown), Professor Emerita

LILLIAN D. BLOOM, Ph.D., (Yale), Professor

ROBERT W. COMERY, Ph.D., (Brown), Professor

GRACE D. PREISSER, A.M., (Brown), Professor

ERNEST C. ALLISON, A.M., (Boston University), Associate Professor

NANCY SULLIVAN, Ph.D., (Connecticut), Associate Professor

PAUL W. ANGINETTI, A.M., (Boston University), Assistant Professor

JAMES R. COLEMAN, A.M., (University of Iowa), Assistant Professor

RONALD ELKIND, A.M., (University of Rhode Island), Assistant Professor

MARK W. ESTRIN, A.M., (Columbia), Assistant Professor

NANCY M. GULI, M.S., (Albany State), Assistant Professor

ELIZABETH GUNNING, A.M., (Brown), Assistant Professor

JOSEPH P. McSWEENEY, M.A.T., (Rhode Island College), Assistant Professor

JOHN J. SALETTES, A.M., (University of Rhode Island), Assistant Professor

ALBERT C. SALZBERG, Ph.D., (New York University), Assistant Professor

WINFIELD P. SCOTT, A.M., (Southern Illinois), Assistant Professor

CARL E. STENBERG, A.M., (Brown, Queen's University), Assistant Professor

SARAH C. FRERICH, A.M., (Brown), Instructor

KENNETH W. GEIERSBACH, M.A.L.S., (University of Rhode Island), Instructor

ANASTASIA HOFFMANN, A.M., (Agnes Scott), M.A.L.S., (Wisconsin),

Instructor

MURIEL LASH, A.M., (University of Rhode Island), Instructor

CAROLYN R. LENZ, A.M., (Columbia), Instructor

SHIRLEY S. MULLIGAN, A.M., (Brown), Instructor

MARIE PATRUCCO, A.B., (Queens), Instructor

PANAJOTIS VOTORAS, A.M., (Wayne State University), Instructor

MARTHA BACON BALLINGER, Lecturer

English 101-102 and Humanities 103-104-105-106 fulfill the General Education requirement in English.

The Department of English offers a major of 30 hours for liberal arts students, secondary education students preparing to teach in senior high school, and elementary education students; a major of 27 hours for secondary education students preparing to teach in junior high school; and a minor of 18 hours for students in all curriculums.

The major for liberal arts and elementary education students includes English 231, 331, 342, and 361; at least two courses from those numbered 306-310; one course from those numbered 301-303; one course from those numbered 321-323; and two further courses numbered in the 300's.

The major for secondary education students preparing to teach in senior high school is the same as the above with the following exception: it must include English 332 or 333 in place of 361 or one of the elective 300 courses.

The major for secondary education students preparing to teach in junior high school is the same as the above but does not include English 361 and requires English 332 or 333 in place of one of the elective 300 courses.

The minor includes English 231 and 342; one course from those numbered 306-310; one from those numbered 321-323; one from those numbered 331-333; and one further course from those numbered in the 300's.

English 231 should be taken in the sophomore year, English 342 in the junior or senior year, and English 361 (where it is required) in the senior year.

#### Honors Program

The Department of English offers an honors program to provide English majors of demonstrated superiority with the opportunity for work of greater depth and scope than that found in the regular major. The program requires thirty hours of work in English beyond General Education, of which six are devoted to two seminars in the junior year, and six to a tutorial and a writing project in the senior year. Details are worked out in consultation with the Chairman of the English Honors Committee.

#### The Master of Arts in Teaching Program

The Department of English offers Master of Arts in Teaching programs to provide elementary and secondary school teachers with greater depth in subject matter. These programs are arranged in various ways

to suit the needs of individual candidates. Details are worked out in consultation with advisers from the Graduate Division and the Department of English.

The following courses, listed under Education, are also offered by the English Department:

- Education 310: Practicum in Secondary Education  
(English Section) (5) 3 semester hours  
Education 442: English in Secondary Schools 3 semester hours  
Education 507S: Functions of the Cooperating  
Teacher (Secondary), English 3 semester hours

#### COURSE DESCRIPTIONS

##### ENGLISH 101-102: FRESHMAN ENGLISH 4 semester hours

This course is designed to develop competence in written expression. It is devoted chiefly to the writing and revision of themes designed to give the student experience with various problems in expository, critical, and argumentative writing, including the research paper. Offered annually. Two semesters.

##### ENGLISH 201-202: WESTERN LITERATURE 6 semester hours

This is an historical and critical study of major authors and works from Homer and the Old Testament to the twentieth century. Emphasis is given to the Greek dramatists, Virgil, St. Augustine, Dante, Chaucer, Shakespeare, Cervantes, Milton, Voltaire, and Goethe. Offered annually. Two semesters.

##### ENGLISH 210: CHILDREN'S LITERATURE (3) 2 semester hours

In this course, students read widely in material from early folklore to current literature in order to develop discrimination in the selection of books for children of the elementary school level. The course provides methods of interpreting and criteria for evaluating the different types of literature suitable for children. Required of Early Childhood and Elementary Education students prior to taking Practicum. Offered every semester.

##### ENGLISH 215: INTRODUCTION TO POETIC ANALYSIS 3 semester hours

This course is designed to improve the student's perceptiveness in the reading of poetry through a study of poetic forms, versification, imagery, diction, theme, mood, and tone and through the close reading of poems selected from various periods of English and American literature. Offered from time to time as an elective.

ENGLISH 231: INTRODUCTION TO AMERICAN LITERATURE 3 semester hours

This course examines the significant literary forms developed in America from Colonial times to the end of the nineteenth century. Offered every semester.

ENGLISH 301: AMERICAN POETRY TO 1900 3 semester hours

Study is made of the American poetic imagination at work in the themes and styles of major poets from Edward Taylor through Whitman and Emily Dickinson. Offered annually in the spring semester.

ENGLISH 302: AMERICAN NON-FICTIONAL PROSE 3 semester hours

This course provides an insight into the thought and moods of the American people through the study of prose works by such representative authors as William Bradford, Thoreau, Emerson, Mark Twain, Henry Adams, and H. L. Mencken. Offered annually in the spring semester.

ENGLISH 303: THE NINETEENTH CENTURY AMERICAN NOVEL 3 semester hours

This course is concerned with a critical study of the major nineteenth century novelists from Cooper and Hawthorne to James and Crane. Biographical and historical materials serve as tools of critical analysis. Offered annually in the spring semester.

ENGLISH 306: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500 3 semester hours

This general survey of English literature of the Middle Ages includes detailed study of such writings as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman*, and Malory's *Morte D'Arthur*. Attention is also given to Bede's Ecclesiastical History, the Anglo-Saxon Chronicle, and selected works of Chaucer. Offered annually in the fall semester.

ENGLISH 307: ENGLISH LITERATURE FROM 1500 TO 1660 3 semester hours

This detailed study is devoted to works of the chief figures of the English Renaissance, and to the Metaphysical and Cavalier poets. Special attention is given to the sonneteers, Edmund Spenser, Francis Bacon, Ben Jonson, and John Donne, and somewhat less attention to Shakespeare, Marlowe, and Dekker. Offered annually in the fall semester.

ENGLISH 308: ENGLISH LITERATURE FROM 1660 TO 1784

This course considers the historical background and cultural stan-

dards of the neo-classical period through a study of such writers as Pepys, Dryden, Addison, Steele, and Gay. The major emphasis of the course is placed upon the great literary figures of the period: Milton, Pope, Swift, and Johnson. Offered annually in the spring semester.

ENGLISH 309: ENGLISH LITERATURE FROM 1784 TO 1832 3 semester hours

This is a study of the major tendencies of thought and sensibility of the English Romantic movement, chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Some attention is also given to certain minor poets of the period and to such prose writers as Lamb, Hazlitt, and DeQuincey. Offered annually in the fall semester.

ENGLISH 310: ENGLISH LITERATURE FROM 1832 TO 1900 3 semester hours

This course gives some attention to a variety of representative Victorians such as Newman, Swinburne, the Rossetis, Fitzgerald, and Morris but is chiefly devoted to a close study of the major figures: Carlyle, Ruskin, Tennyson, Browning, and Arnold. Offered annually in the spring semester.

ENGLISH 311: ENGLISH DRAMA TO 1642, EXCLUDING SHAKESPEARE 3 semester hours

The development of the English drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. The course emphasizes major Elizabethan and Jacobean dramatists other than Shakespeare. Offered every other year in the fall semester.

ENGLISH 312: RESTORATION AND EIGHTEENTH CENTURY DRAMA 3 semester hours

This course is concerned with the historical and critical analysis of the major dramatists in England from 1660 to 1784, including Congreve, Wycherly, Dryden, Addison, Gay, Goldsmith, and Sheridan. Offered every other year in the spring semester.

ENGLISH 313: THE ENGLISH NOVEL FROM 1700 TO 1832 3 semester hours

This course considers the beginnings of the English novel and those novelists who most influenced its development in the eighteenth century. Among the works discussed in depth are those of Defoe, Richardson, Fielding, Smollett, Sterne, Scott, and Jane Austen. Some attention is also given to the "Gothic" novel. Offered every other year in the fall semester.



ENGLISH 314: THE ENGLISH NOVEL FROM 1837 TO 1914

3 semester hours

A critical study, both historical and literary, is made of the Victorian and Edwardian novelists: Dickens, Thackeray, the Brontës, Eliot, Hardy, Butler, Galsworthy, and Bennett. Offered every other year in the spring semester.

ENGLISH 321: MODERN POETRY

3 semester hours

The dominant trends that constitute the modern idiom are examined as they appear in the work of several of the more significant modern British and American poets, such as T. S. Eliot and W. B. Yeats. Attention is also given to very recent developments and poets to demonstrate the continuity of an ever-evolving art form. Offered annually in the fall semester.

ENGLISH 322: MODERN DRAMA

3 semester hours

This is a study of the theory, types, and themes of representative British, American, and European plays. Offered annually in the fall semester.

ENGLISH 323: MODERN FICTION

3 semester hours

Important trends and developments in the modern British and American novel are examined through an analysis of the works of such significant novelists as Joseph Conrad, James Joyce, D. H. Lawrence, Ernest Hemingway, and William Faulkner. Offered annually in the fall semester.

ENGLISH 331: ADVANCED COMPOSITION

3 semester hours

This is a study of the principles of rhetoric and style on a more mature level than that of English 101-102 and an application of those principles in the writing and revision of themes. It is designed to develop the virtues of clarity, force, and fluency, especially in the writing of expository, critical, and argumentative prose. Offered every semester.

ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE

3 semester hours

This is an historical survey of developments in vocabulary, grammar, and phonology from Old English to Modern English. Offered annually in the fall semester.

ENGLISH 333: MODERN ENGLISH GRAMMAR

3 semester hours

This course examines the grammar and syntax of present-day American English and includes pertinent readings in linguistic studies. Offered annually in the spring semester.

ENGLISH 334: INTRODUCTION TO LITERARY CRITICISM 3 semester hours

This course is concerned with the aesthetic theories of the major critics of the western world: Aristotle, Longinus, Dante, Sidney, Johnson, Coleridge, Arnold, and Eliot. Offered from time to time.

ENGLISH 341: CHAUCER

3 semester hours

This is a study of *The Canterbury Tales*, *Troilus and Criseyde*, and a number of Chaucer's short poems, all to be read in the late Middle English of the originals. Historical, linguistic, and critical material is introduced to illuminate the meaning of the poems. Offered annually in the fall semester.

ENGLISH 342: SHAKESPEARE

3 semester hours

With appropriate attention to biographical, literary, and theatrical background material, this course is chiefly devoted to a critical analysis of twelve of the major plays. The plays studied, with a few changes of particular titles from year to year, will include representative histories, comedies, and tragedies, with greatest emphasis on the tragedies. Offered every semester.

ENGLISH 343: MILTON

3 semester hours

Seeking to place Milton against the historical background of the Puritan Revolution, this course analyzes the writer's significant philosophical and political prose works. The major concern of the course is with a critical evaluation of Milton's lyric poetry; his epics, *Paradise Lost* and *Paradise Regained*; and his drama, *Samson Agonistes*. Offered every other year in the spring semester.

ENGLISH 361: SEMINAR IN AMERICAN LITERATURE

3 semester hours

To satisfy two aims, depth study and development of research techniques, the seminar focuses on a limited topic changing from year to year. The class is limited to 15 students. Offered annually in the fall semester.

Prerequisites: English 231 and one of the courses numbered 301-303.

ENGLISH 362: SEMINAR IN ENGLISH LITERATURE

3 semester hours

Like English 361, this course focuses on a limited topic changing from year to year. The class is limited to 15 students.

Prerequisites: At least two of the courses numbered English 306-310.



**ENGLISH 560: SEMINAR IN LITERARY SCHOLARSHIP**

3 semester hours

Through individual assignments in research, the student is required to find, evaluate, and use research materials on a level of sophistication expected of graduate students. This course is required of all Program I candidates for the Master of Arts in Teaching degree in English and is to be elected in the first or second semester of the program.

**ENGLISH 561: SEMINAR IN AMERICAN LITERATURE**

3 semester hours

This seminar examines in depth a topic which changes from year to year. The student, using the methods of sound literary scholarship and criticism, explores independently a subject related to the seminar topic and delivers one or more papers on that topic. Either 561 or 562 is required of all Program I candidates for the Master of Arts in Teaching degree in English.

Prerequisites: English 560 and at least three other graduate courses.

**ENGLISH 562: SEMINAR IN ENGLISH LITERATURE**

3 semester hours

Deriving its topics from English literature, this is the same sort of course as English 561, described above, has the same prerequisites, and fulfills the seminar requirement for Program I candidates for the Master of Arts in Teaching degree in English.

## *Department of Foundations of Education and Philosophy*

THOMAS J. HOWELL, Ph.D., (Brown), Associate Professor, Chairman

MYRON LIEBERMAN, Ph.D., (Illinois), Professor

HAROLD H. BENJAMIN, Ph.D., (University of Michigan), Associate Professor

SADEK H. SAMAAAN, Ph.D., (Columbia), Associate Professor

DONALD C. AVERILL, Ph.D., (Connecticut), Assistant Professor

FRANK S. WILLISTON, A.M., (Syracuse), Assistant Professor

The College offers a three-course sequence in the foundations of education: social, philosophical and psychological.

Social and philosophical foundations of education are taught by members of the Foundations Department. Psychological foundations of education is taught by members of the Psychology Department.

Each student in a professional curriculum normally takes psychological foundations (Education 201) in the second semester of the sophomore year, social foundations (Education 300) in his junior year, and philosophical foundations (Education 302), in his senior year. Permission of the department chairman is required in case the sequence needs to be altered in the best interests of the individual student.

In addition to faculty assignments to teach the philosophical foundations of education course, philosophy department members teach the Problems of Philosophy, Ethics, Logic, American Philosophy and Epistemology courses. It is recommended that students start with Philosophy 200, Problems of Philosophy, but this is not a requirement.

The Department of Foundations of Education and Philosophy offers the following courses listed under Education (see page 95):

Education 201: Psychological Foundations of  
Education 3 semester hours

Education 300: Social Foundations of  
Education 3 semester hours

Education 302: Philosophical Foundations of  
Education 3 semester hours

Education 413: Comparative Education  
3 semester hours

Education 422: Comparative Philosophies of  
Education 3 semester hours

Education 501: Education and Social  
Institutions 3 semester hours

### **COURSE DESCRIPTIONS**

**PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY** 3 semester hours

This course involves an examination and evaluation of beliefs about our knowledge of the world, moral judgments, political ideals, the interpretation of history, the methods and nature of science, the existence of God, man's freedom, and the problems of meaning and verification. Emphasis is placed on ways of reasoning appropriate to the justification of these beliefs.

**PHILOSOPHY 205: INTRODUCTION TO LOGIC** 3 semester hours

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and to practical use in critical thinking.

PHILOSOPHY 206: ETHICS

3 semester hours

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered.

PHILOSOPHY 300: HISTORY OF PHILOSOPHY IN AMERICA 3 semester hours

This is a survey of philosophy in America from the colonial period to 1960. The classical American philosophers are the crux of the course, and some of their major works are read. The philosophers are Charles S. Peirce, William James, Josiah Royce, George Santayana, John Dewey, and Alfred N. Whitehead.

PHILOSOPHY 320: PHILOSOPHICAL ANALYSIS OF KNOWLEDGE

3 semester hours

The course deals with an integrated group of questions about the nature of knowledge. The intellectual products of the natural sciences, the social sciences, the formal sciences, and the arts and moral or value activities are subject to analysis and synthesis.

Prerequisite: Any one semester course in philosophy.

## French

Please refer to Department of Modern Languages. Courses are listed on page 164.

## Geography

MARION I. WRIGHT, A.M., (Clark), Professor

CHESTER E. SMOLSKI, A.M., (Clark), Assistant Professor

ROBERT J. SULLIVAN, A.M., (Clark), Assistant Professor

The minor includes Geography 201 (Introduction to Geography) as a prerequisite and Geography 205 (Physical Geography). In addition, five courses are chosen, three from one group and two from the other, as listed below.

Group I

Geography 301  
Geography 302  
Geography 303  
Geography 304  
Geography 305

Group II

Geography 310  
Geography 311  
Geography 312  
Geography 313  
Geography 314

Regional interdisciplinary courses

Africa, etc.

Minors normally take Geography 201 in the fall and Geography 205 in the spring of their sophomore year. The five other courses from Group I and Group II may be selected by choice and as the sequence of presentations permits. (Note that Geography 201 is the prerequisite of all other courses in Geography.)

For complete information concerning offerings in the Social Sciences, please refer to page 189.

## COURSE DESCRIPTIONS

GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY 3 semester hours

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations. The use and interpretation of maps are a major emphasis. This course serves as a prerequisite of all other courses in Geography.

Offered every semester. Three lecture periods and 1 laboratory period.

GEOGRAPHY 205: PHYSICAL GEOGRAPHY 3 semester hours

The concern of the course is the physical earth. Study of the land treats of rocks, minerals, and landforms while study of the atmosphere treats of weather and climate. Some attention is also given to oceans, soils, and vegetation. Field work is an integral part of the course.

Offered every spring. Two lecture periods and 2 laboratory periods.

Prerequisite: Geography 201.

GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGLO-AMERICA

3 semester hours

The fundamental geographic attributes of the United States and Canada are developed. This is followed by a systematic study of the regions of this area.

Prerequisite: Geography 201.

GEOGRAPHY 302: GEOGRAPHY OF ASIA

3 semester hours

An assessment of the potential of the major nations of this continent is made on the basis of physical and human resources. Emphasis of the course is on the four countries of China, India, Japan, and the Soviet Union. Selected countries of Southeast and Southwest Asia are also discussed.

Prerequisite: Geography 201.

**GEOGRAPHY 303: GEOGRAPHY OF EUROPE**

3 semester hours

This study of the main cultural and physical features of Europe as a whole serves as an introduction to a discussion of these factors in the life of each individual country. Nations of Scandinavia, the British Isles, the Low Countries, Central Europe, and the Mediterranean are treated.

Prerequisite: Geography 201.

**GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA**

3 semester hours

The lands south of the United States are evaluated from the view of the physical and cultural setting; climates, landforms, resources, economies, and population patterns are emphasized. The areas of South America, Middle America, and Caribbean America are discussed each in turn.

Prerequisite: Geography 201.

**GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND**

3 semester hours

Discussion centers on the geographic elements in the history and development of Rhode Island as well as their influence on the present and future patterns of growth in the State. The analysis attempts to assess Rhode Island's place and problems as they exist in the New England, national, and world scenes.

Prerequisite: Geography 201.

**GEOGRAPHY 310: CARTOGRAPHY**

3 semester hours

Through the application and/or examination of the four stages of map production, or the art of cartography, namely—projection, compilation, execution, and reproduction, the course provides an opportunity to any student interested in the analysis and interpretation of data as presented on maps.

Prerequisite: Geography 201.

**GEOGRAPHY 311: ECONOMIC GEOGRAPHY**

3 semester hours

An analysis of man's economic activities and their variation over the earth's surface makes up the content of this course. Emphasis is placed on the production, exchange, and consumption of agricultural, mineral, and industrial resources, as related to economic growth and resource development. (Acceptable for credit in Economics Minor.)

Prerequisite: Geography 201.

**GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE UNITED STATES**

3 semester hours

The changing geography of the United States is discussed through five major themes: the early economic dominance of New England; the general westward movement of settlement; the rapid change-over from subsistence to commercial agriculture; the development of rapid transportation; and the growth of urbanism. The time period emphasized is from 1790 to 1900.

Prerequisite: Geography 201.

**GEOGRAPHY 313: POLITICAL GEOGRAPHY**

3 semester hours

Political geography approaches the similarities and differences of the world's political units from the standpoint of their spatial relationships. The elements of size, shape, population, resources, and political organization, as well as the social and economic factors which differentiate political units, are analyzed.

Prerequisite: Geography 201.

**GEOGRAPHY 314: POPULATION AND SETTLEMENT**

3 semester hours

An analysis is made of population in the areal distribution of numbers, density, and cultural characteristics. The categories and interrelationships of settlement in nucleated and scattered patterns are examined in rural and urban settings. Although the scope is worldwide, there is detailed analysis of local areas.

Prerequisite: Geography 201.

## *German*

Please refer to Department of Modern Languages. Courses are listed on page 168.

## *Department of Guidance and Counseling*

VINCENT F. CALIA, Ed.D., (Boston University), Professor, Chairman

WILLIAM D. DENTON, JR., Ed.D., (Pennsylvania State), Associate Professor

JOHN A. PERKINS, Ed.M., (Maine), C.A.G.S., (Boston University), Assistant Professor

NEWTON A. K. von SANDER, Ed.M., (Boston University), Assistant Professor

For detailed information concerning degree offerings and requirements in this area please refer to the Bulletin of the Division of Graduate Studies, Rhode Island College.

## COURSE DESCRIPTIONS

### GUIDANCE 401: PRINCIPLES OF GUIDANCE 3 semester hours

Consideration is given to the nature and need of school guidance, evaluation and operation of the major services, understanding of the individual, imparting of guidance information, counseling the individual, and placement and follow-up. This is a basic course for prospective teachers, administrators, and guidance counselors.

### GUIDANCE 500: TECHNIQUES OF COUNSELING 3 semester hours

This course considers the nature of the counseling process and theories of counseling. Techniques of interviewing, and common and special counseling problems at various school levels are studied.

Prerequisite: Guidance 401 or its equivalent.

### GUIDANCE 503: PUPIL BEHAVIOR AND ADJUSTMENT PROBLEMS 3 semester hours

This course describes symptoms, causes, and treatment of emotional problems of the child from the elementary school through the secondary school. Problems peculiar to the school setting, deviant achievement, reading disability, the slow learner, the gifted child, the drop-out, delinquency and cultural deprivation are considered and discussed within the context of personality theory.

### GUIDANCE 504: VOCATIONAL INFORMATION AND PLACEMENT 3 semester hours

This course considers problems of occupational orientation; knowledge of occupational opportunities, aptitudes, and interests; and theories of vocational choice and "status." Techniques of placement and student personnel work are considered in terms of the role of the school.

Prerequisite: Guidance 401.

### GUIDANCE 505: ORGANIZATION OF GUIDANCE SERVICES 3 semester hours

This course covers patterns of guidance services rendered by schools. It includes discussions of individual guidance counseling, group guidance, test interpretation, anecdotal records, scholastic records, etc.

Prerequisite: Guidance 500.

### GUIDANCE 506: MEASUREMENT AND TEST INTERPRETATION IN GUIDANCE 3 semester hours

Techniques for the effective use of test results in guidance are developed. Concepts such as ability, growth, aptitude, and capacity are examined with references to these developments. Statistical techniques appropriate for several types of evaluation problems are studied. Analysis of data presented is an essential part of the work.

Prerequisite: Statistics and/or Tests and Measurements.

### GUIDANCE 507: CASE PROBLEMS IN GUIDANCE 3 semester hours

This course deals with case methods in guidance and the development of records for an adequate case history. Each student presents a complete case history of a child having learning problems in the classroom. Evaluation of the case and plans for helping the child are developed as a part of course requirements.

Prerequisites: Guidance 401 and a course in child growth and development.

### GUIDANCE 508: REHABILITATION COUNSELING 3 semester hours

This presentation of skills and knowledges necessary to vocational rehabilitation counseling feature the correlation of background, abilities, disability and interests of clients to the world of work. The physical and mental-emotional demands of occupations are covered. A format for recording the rehabilitation counseling process are included. The use of consultant help and community resources are explored. A case history approach is utilized.

Prerequisites: Techniques of Counseling, Tests and Measurements, Vocational Information and Placement and at least one course in Personality Theory.

### GUIDANCE 509: PRACTICES AND PROCEDURES IN GROUP GUIDANCE 3 semester hours

This course covers the principles and techniques of group guidance; an analysis of current concepts and procedures of multiple counseling; and the dynamics of the group process.

Prerequisite: Guidance 500.

### GUIDANCE 510: INTERNSHIP IN GUIDANCE 3 semester hours

This course involves a gradual introduction to the work of the counselor on the job, under the direction of a fully prepared supervisor of guidance and counseling. Students must usually secure a training facility in their own school system since the preparation involves released time from classroom activities for the purpose of training (one to two afternoons or mornings per week). Local supervisors of guidance services collaborate with college advisors in evaluating student progress.

Prerequisites: Guidance 505 and consent of instructor.

### GUIDANCE 580: PRACTICUM IN COUNSELING 3 semester hours

This practicum offers advanced counseling experience under supervised laboratory conditions emphasizing observation and evaluation by students and instructors in laboratory-seminar sequence. Closed circuit TV, tape recordings, and process recordings are used.

Prerequisite: Guidance 500.



## Department of Health and Physical Education

- FANNIE H. MELCER, Ed.D., (New York University), Professor, Chairman  
 ROBERT L. BROWN, Ed.M., (Springfield), Professor  
 BILLIE ANN BURRILL, M.S., (Smith), Associate Professor  
 WILLIAM M. BAIRD, M.S., (University of Rhode Island), (Southern Connecticut),  
 Assistant Professor  
 EDWARD S. BOGDA, Ed.M., (Rutgers), Assistant Professor  
 GLADYS BRIGHTMAN, A.M., (Boston University), Assistant Professor  
 DORIS J. HLAUSA, M.S., (Hofstra), Assistant Professor  
 MARY E. MINES, Ed.M., (Rhode Island College), M.S., (Connecticut), Assistant  
 Professor  
 PATRICIA MOORE, A.M., (New Mexico Highlands), Assistant Professor  
 DONALD PURETZ, A.M., (New York University), Assistant Professor  
 ELIZABETH H. GINSBURG, B.S., (Missouri), Instructor  
 WILDA L. LOWNEY, A.M., (Mills-California), Instructor  
 ALTA POLONSKY, Ed.B., (University of Miami), Instructor (part-time)  
 MARJORIE A. SMITH, A.M., (Stanford), Instructor  
 JOHN S. TAYLOR, A.M., (Bridgeport), Instructor

Physical Education courses numbered 301 or higher are electives designed primarily to strengthen the program in elementary education. However, eighteen hours of such electives are available to all students, whether or not they are enrolled in elementary programs.

The following course, listed under Education, is also offered by the Department of Health and Physical Education:

Education 342: Methods and Materials in Physical Education  
 (3) 2 semester hours

The following courses in Health, listed under School-Nurse Teacher Education are offered by the Graduate Division:

Health 320: Public Health Nursing	3 semester hours
Health 321: Nutrition	3 semester hours
Health 322: School Nursing	3 semester hours
Health 323: Practicum in School Nursing	3 semester hours

Course descriptions may be found on page 188 of this Catalog.

### COURSE DESCRIPTIONS

PHYSICAL EDUCATION 101W: BASIC CONCEPTS IN MOVEMENT  
 EDUCATION (women) (3) 1 semester hour

This course is an introduction to the development of perceptual motor learning. Consideration is given to the perceptual basis of motor learning and its role in effective movement. Application of these

concepts is made to diversified motor patterns through the media of rhythms and a team sport. Related health concepts include (1) physical fitness, (2) exercise, rest and fatigue, (3) posture, and (4) nutrition.

PHYSICAL EDUCATION 102W: CONCEPTS IN MOVEMENT  
 EDUCATION (women) (3) 1 semester hour

This course covers the scientific principles and concepts underlying effective movement. Application of these concepts and the perceptual basis of motor learning are made to patterns involving external objects and complex spatial awareness (a team sport and gymnastics). Concepts related to community health are included.

PHYSICAL EDUCATION 103W-104W (3):  
 PHYSICAL EDUCATION 203W-204W (2): ADAPTED PHYSICAL  
 EDUCATION (women) 3 semester hours

These courses are for medically restricted students who cannot take the regular physical education classes. The courses include a diversified program of developmental activities, games, dance, and sports suited to the capabilities and limitations of these students. Concepts of personal and community health are included. The courses are taken in place of Physical Education 101W-102W, 201W-202W. Eligibility is determined by the Chairman of the Physical Education Department after consultation with the College Physician. Four semesters.

PHYSICAL EDUCATION 101M-102M: FUNDAMENTALS OF PHYSICAL  
 EDUCATION AND HEALTH (men) (3) 2 semester hours

This course covers basic fundamentals of movement and their application to everyday activities and sports. Related health concepts such as total fitness, exercise, fatigue, and rest are presented. Selected areas of community health are also covered. Two semesters.

PHYSICAL EDUCATION 103M-104M (3):  
 PHYSICAL EDUCATION 203M-204M (2): ADAPTED PHYSICAL  
 EDUCATION (men) 3 semester hours

These courses are for medically restricted students who cannot take the regular physical education classes. The courses include a diversified program of developmental activities, games, dance, and sports suited to the capabilities and limitations of these students. Concepts of perceptual motor learning and health are the same as those in the standard course. Students are selected on the basis of their scores in the Placement tests and on the recommendation of either the College Physician or the Chairman of the Physical Education Department. Four semesters.

PHYSICAL EDUCATION 201M-202M: INDIVIDUAL SPORT ACTIVITIES

(2) 1 semester hour

This course is a continuation of the freshman program with emphasis on the practical application of movement fundamentals in individual sports. It is designed to equip students with skills in activities that can be used for leisure-time pursuits. Two semesters.

Prerequisites: Physical Education 101M-102M.

PHYSICAL EDUCATION 201 M & W:

PHYSICAL EDUCATION 202 M & W: MOVEMENT EDUCATION—

APPLICATION OF CONCEPTS

(2) 1 semester hour

Students select one or two activities in sports and/or dance. Concepts of perceptual motor learning are broadened in conjunction with the development of greater proficiency in selected activities. Related social and fine arts concepts are stressed. Most activities are co-educational. Two semesters.

Prerequisites: Appropriate 100 level Physical Education courses.

PHYSICAL EDUCATION 301: HISTORY OF PHYSICAL EDUCATION

3 semester hours

This course is an historical analysis of physical education with emphasis on the significant contributions that have affected current elementary school physical education programs. This analysis provides the context for the study of current physical education principles and practices in the elementary school.

Prerequisite: Physical Education 202.

PHYSICAL EDUCATION 302: CAMPING AND RECREATIONAL LEADERSHIP

3 semester hours

This course is devoted to the history and philosophy of recreation. The course includes theory and laboratory experience related to camping and recreation for children, and a survey of camping and recreational activities in Rhode Island. Students select one area for study in depth.

Prerequisite: Physical Education 202.

PHYSICAL EDUCATION 303: HEALTH AND SAFETY PRACTICES

3 semester hours

This is a study of personal and community health. Recent related research is briefly reviewed. Safety responsibilities, hazards, and care of injuries are covered, as well as application of professional resources from federal, state, and community sources.

Prerequisites: Physical Education 101-102.

PHYSICAL EDUCATION 304: CHOREOGRAPHY

3 semester hours

This course provides experience in group choreography on two levels: (1) dance appropriate to performance by children and (2) dance appropriate to performance by adults for children. It includes advanced theory and methods of teaching rhythms, creative and folk dance for children, skill in rhythmic dictation, use of poetry, prose, and music for accompaniment. One lecture and four laboratory hours each week.

Prerequisite: One year of modern dance or equivalent.

PHYSICAL EDUCATION 306: FOUNDATIONS OF MOVEMENT

3 semester hours

This course is based on a Gestalt concept of movement. The component factors of anatomy, mechanics, and physiology are interrelated as they affect the dynamics of human motion.

Prerequisite: Physical Education 202 or permission of instructor.

PHYSICAL EDUCATION 307 M & W: INDIVIDUAL AND DUAL SPORTS

3 semester hours

Basic skills in all individual and dual sports such as badminton, golf, stunts and tumbling, and trampoline are reviewed in a laboratory situation. Techniques of teaching and testing intermediate and advanced skills are covered.

Prerequisite: Physical Education 201-202, or permission of instructor.

PHYSICAL EDUCATION 308 M & W: TEAM SPORTS

3 semester hours

Techniques of teaching intermediate and advanced skills and strategy as well as officiating each team sport studied are included in this course. The organization and administration of each sport is covered with reference to varsity, intramural or recreational situations.

Prerequisite: Physical Education 201-202.

PHYSICAL EDUCATION 400: SCHOOL ATHLETIC PROGRAMS

3 semester hours

This course covers athletic programs within the framework of physical education in public education. Programs and trends are studied from the viewpoint of both principles and administration. Techniques of coaching in selected major sports and current research pertaining to athletic training and the treatment of sports injuries are included.

Prerequisite: Physical Education 202.

## Henry Barnard School

- CLEMENT J. HASENFUS, Ed.M., C.A.G.S., (Boston University), Associate Professor, Principal  
WILLIAM H. LAWTON, A.M., (Teachers College, Columbia), Assistant Professor, Assistant Principal

The Henry Barnard School is the campus laboratory school for Rhode Island College. As such, its chief function is to serve teacher-education programs of the College. In addition, it offers the College faculty facilities for educational research and experimentation. These functions require a sound educational program for pupils in adequate numbers at various stages of growth and development. The school enrolled approximately 700 pupils in grades from the Children's School through the Junior High School during the 1965-66 school year.

### CHILDREN'S SCHOOL

- AGATHA B. LAVALLEE, Ed.M., (Rhode Island College), Associate Professor  
PRUDENCE D. FISH, Ed.M., (Rhode Island College), Assistant Professor  
RUTH B. WHIPPLE, A.M., (Tufts), Assistant Professor  
ESTHER B. FELDMAN, Ed.B., (Rhode Island College), Instructor  
MARGARET I. LAUCK, A.B., (Fontbonne), Instructor  
ROSE C. MERENDA, A.B., (Emmanuel), Instructor  
JANE E. MOSER, Ed.M., (Rochester), Instructor  
MILDRED B. NUGENT, Ed.M., (Rhode Island College), Instructor

### ELEMENTARY SCHOOL

- MARY G. COLTON, Ed.M., (Rhode Island College), Associate Professor  
KATHLEEN F. KELLEY, Ed.M., (Rhode Island College), Associate Professor  
HELEN M. TRIGGS, Ed.M., (Rhode Island College), Associate Professor  
MARY DAVENPORT, M.S., (Cornell), Assistant Professor  
ELIZABETH B. CAREY, Ed.M., (Rhode Island College), Instructor  
GRACE ERVANI, B.S. in Education, (State University of New York College at New Paltz), Instructor  
JANET NELSON, A.M., (Pius XII Institute), Instructor, Art  
JULIET ROMANO, Ed.B., (Rhode Island College), Instructor

### JUNIOR HIGH SCHOOL

- WALTER J. BLANCHARD, Ed.M., (Rhode Island College), Assistant Professor, Social Studies  
LOUIS W. BOISVERT, A.B., (Providence), Instructor, English  
SIGRID CHRISTENSEN, B.F.A., (Rhode Island School of Design), Art  
DORIS W. EDDINS, A.B., (Wilson), Instructor, Social Studies  
JOHN E. KELLEY, A.B., (Tufts), Instructor, Mathematics  
CLAIRE POIRIER, Ed.B., (Rhode Island College), Instructor, French  
ROSEMARY SUCH, Ed.M., (Boston University), Instructor, Science-Mathematics

- LEO C. SULLIVAN, M.S., (Long Island), Assistant Professor, Mathematics  
HELEN W. WILLIAMS, A.M., (Michigan), Assistant Professor, English

### SPECIAL SUBJECTS

- ANNA R. MULLANEY, Ed.M., (Rhode Island College), Associate Professor, Special Education  
FLORA C. ARNOLD, Ed.M., (Rhode Island College), Assistant Professor, Director of Guidance and Testing  
ROBERT N. CURRIER, A.M., (Boston University), Assistant Professor, Music  
ELSIE S. HABERCOM, Ed.M., (Boston University), Assistant Professor (Library)  
HOPE L. MACANDREW, B.S. in Art Ed., (Rhode Island School of Design), Assistant Professor, Art  
EDMUND MEDEIROS, Ed.M., (Fitchburg State College), Assistant Professor, Industrial Arts  
HELEN M. MURPHY, Ed.M., (Boston University), Assistant Professor, Physical Education  
VIOLA A. PETERSON, Ph.D., (Rochester), Assistant Professor, Music  
FRANCES L. WALSH, R.N., A.M., (Teacher College, Columbia), Assistant Professor (Nurse-Teacher)  
NORMA J. FRAME, A.B., (Wheaton), Instructor, French  
RUTH A. KULICK, B.S., (University of Rhode Island), Instructor, Home Economics  
PAULETTE L. LETENDRE, A.M., (Middlebury), Instructor, Modern Languages  
ELAINE F. LIEBERMAN, Ed.M., (Boston University), Instructor, Speech  
FLORENCE E. ROBERTS, A.B., (Trinity), Instructor, Special Education  
THEODORE R. ROSE, B.S., (Maine), Instructor, Physical Education

## Department of History

- KENNETH F. LEWALSKI, Ph.D., (Chicago), Associate Professor, Chairman  
CATHERINE M. CONNOR, A.M., (Columbia), Professor Emerita  
MARTIN B. HORAN, A.M., (Columbia), Professor  
RIDGWAY F. SHINN, JR., Ph.D., (Columbia), Professor  
EVELYN M. WALSH, Ph.D., (Brown), Professor  
RONALD B. BALLINGER, M.Litt., (Cambridge), Associate Professor  
CARMELA E. SANTORO, A.M., (Brown), Associate Professor  
JOHN E. BROWNING, A.M., (Michigan), Assistant Professor  
NORMAN H. COOKE, A.M., (Minnesota), Assistant Professor  
ARA E. DOSTOURIAN, A.M., (Fordham), Assistant Professor  
AILEEN S. KRADITOR, Ph.D., (Columbia), Assistant Professor  
SALLY JEAN MARKS, A.M., (North Carolina), Assistant Professor  
DONALD OMMEN, A.M., (Illinois), Assistant Professor  
ARMAND J. PATRUCCO, A.M., (Columbia), Assistant Professor  
NORMAN R. PYLE, A.M., (Georgetown), Assistant Professor  
SYDNEY H. ROSEN, A.M., (Chicago), Assistant Professor  
NORMAN W. SMITH, A.M., (Connecticut), Assistant Professor  
DESPINA O. DANOS, A.M., (Wisconsin), Instructor  
DORIS W. DASHEW, A.M., (Radcliffe), Instructor



JACK MARSHALL, A.M., (Brandeis), Instructor  
 FRED MASON, A.M., (Chicago), Instructor  
 DONALD SIPPEL, Ph.D., (Cincinnati), Instructor

The Department of History offers a major of 30 hours. For liberal arts and secondary education students, 12 hours of cognate work are required; for elementary education students, 12 hours of cognate work are recommended. A minor of 18 hours is available. Courses offered by the Department of History are an integral part of the junior high school program in Social Science and English which is described under offerings in the Social Sciences. An Honors program is offered for superior students who are majors in History. The Department of History offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in full in the Graduate Catalog and in brief below.

The major includes History 201-202; 6 hours in the History of the Non-Western World selected from History 207, 307, 308, 211, 311, 312; 15 hours selected from history courses at the 300 level including 6 hours from History courses numbered 301-303, 305, 315-321, 325, 331-333; and 3 hours of seminar, either History 361 or 362. The cognate requirement or recommendation may be met in either of the following ways: (1) 6 hours in each of two fields selected from Anthropology, Economics, Geography, Philosophy, Political Science, or Sociology; or (2) a minor in Social Sciences or in any single social science discipline.

The minor includes History 201-202; 6 hours of work selected from History courses numbered 301-303, 305, 315-321, 325, 331-333; and 6 hours selected from courses at the 300 level. The 200-level Non-Western History courses may be counted toward the minor requirement.

A recommended sequence for the History major:

First Semester	Second Year	Second Semester
History 201	History 202	
Non-Western History (choice)	Non-Western History (choice)	
	Third Year	
History (choice)	History (choice)	
History (choice)	History (choice)	
Cognate	Cognate	
	Fourth Year	
*History (choice)	*History (choice)	
Cognate	Cognate	

\*The Seminar, History 361 or 362, should normally be taken here.

The Department of History offers work each semester in each group of courses: Ancient and European History, History of the Non-Western World, United States History, and Seminars.

Introductory or prerequisite courses are offered every semester. Sophomore standing or consent of the Department Chairman is prerequisite for 300 level courses in Ancient and European History. All 300 level courses in United States History and Non-Western History require the appropriate 200 level courses as prerequisite. Note that the two courses which comprise the Non-Western History requirement for majors should normally be taken in the same cultural area.

### Honors Program

The Department of History offers an Honors program for History majors who have demonstrated superior scholastic ability by the end of their sophomore year. This program provides the student with an opportunity during his junior and senior years for independent study and a chance to work in greater depth than is customarily possible in the regular course offerings. History majors who successfully complete a minimum of nine hours of honors course work are graduated with "Honors in History." Students interested in applying for admission in the Honors program should consult with the Department Chairman for specific details.

### Master of Arts in Teaching Program

The program in history for the Master of Arts in Teaching degree is available to candidates who are presently certified to teach and also to candidates who are seeking certification. For those candidates who are presently certified, the credit-hour requirement in history may range from 12 to 21 hours of course work; the professional requirement entails 9 credit hours. For those candidates seeking certification, only 12 hours of course work are available in history while 18 hours are required in the professional area, with 3 hours for elective. For all candidates, History 501, either History 561 or History 562, and a master's essay (without credit) are required.

The following courses, listed under Education, are also offered by the History Department:

Education 310: Practicum in Secondary Education	
(History section)	(5) 3 semester hours
Education 443: Social Studies in Secondary Schools	3 semester hours
Education 507S: Functions of the Cooperating Teacher (Secondary), History	3 semester hours



## COURSE DESCRIPTIONS

### HISTORY 101-102: FOUNDATIONS OF WESTERN CIVILIZATION

6 semester hours

This survey treats the main themes in the development of Europe from the Roman Empire to the present, with the first semester's study reaching the middle of the seventeenth century. Materials used include both primary historical sources and secondary historical literature. Two semesters.

### HISTORY 201-202: UNITED STATES HISTORY

6 semester hours

The first semester deals with the development of the United States from its colonial origins through the Civil War and Reconstruction. The area of study in the second semester is the emergence of modern America from the rise of industrialization to the present. Students majoring in history take both semesters; other students may elect either semester.

The two courses in this sequence fulfill the requirement in United States History for majors in Secondary Education.

### HISTORY 203: UNITED STATES HISTORY FROM THE REVOLUTION TO THE PRESENT

3 semester hours

Through selected topics an attempt is made in this one-semester course to arrive at an understanding of the development of the United States as a democracy and a world power. This course is designed for all Elementary Education students but may be selected by other students.

### HISTORY 207: INTRODUCTION TO MOSLEM CIVILIZATION

3 semester hours

An examination is made of the background and development of Moslem Civilization from the seventh to the sixteenth century. Emphasis is given to the religious, intellectual, and cultural characteristics of that civilization as they are elaborated and become institutionalized.

### HISTORY 211: AN INTRODUCTION TO THE EAST ASIAN TRADITION

3 semester hours

An emphasis is placed on traditional Chinese culture and the major variations of this basic civilization as found in Korea and Japan and some parts of Southeast Asia. Fundamental social, economic, political, literary, and artistic themes are dealt with, especially in light of their influences on modern Asia.

### HISTORY 301: HISTORY OF GREECE

3 semester hours

Political and social history form the background for a study of artistic, literary, scientific, and philosophic achievements of the Greeks.

From the pre-Hellenic Aegean cultures to the Hellenistic era, the course emphasizes the influence of ancient institutions and ideas upon the development of Europe and America.

### HISTORY 302: HISTORY OF ROME

3 semester hours

An examination is made of the political history of Rome from its beginnings through the Empire. Special attention is devoted to Rome's cultural achievements in the fields of government and law, literature and art, and religion and philosophy.

### HISTORY 303: MEDIEVAL HISTORY

3 semester hours

This survey of Europe from the breakup of the Roman Empire to the fourteenth century examines the political, economic, and intellectual forces which shaped medieval civilization. Through a study of such institutions as the Church and feudalism, an attempt is made to give the student a fuller appreciation of the character and contributions of this period.

### HISTORY 307: HISTORY OF THE NEAR EAST FROM THE SIXTEENTH CENTURY

3 semester hours

An examination is made of the Near East under the increasingly powerful impact of the West, as the resurgence of Moslem strength under the Ottoman Turks and their contemporaries gives way to weakness and decline. Main emphasis is given to political and military as well as institutional and cultural developments since the beginning of the nineteenth century.

Prerequisite: History 207.

### HISTORY 308: HISTORY OF THE NEAR EAST IN THE TWENTIETH CENTURY

3 semester hours

A detailed examination of the Near East in the past half century is made with emphasis on the internal development of the contemporary nations of the Arab world, Turkey, and Iran.

Prerequisite: History 207.

### HISTORY 311: HISTORY OF EAST ASIA IN MODERN TIMES

3 semester hours

The focus of this course is on the revolutionary changes which have occurred in Asia from 1600 to the present, particularly the social and political changes. Emphasis is placed on a survey of the major events which have altered the traditional course of Asian development.

Prerequisite: History 211.

### HISTORY 312: CONTEMPORARY INSTITUTIONS IN EAST ASIA

3 semester hours

An examination is made in this course of the new political, social, and economic institutions which have come into being in the twentieth

century in Asia. Particular attention is given to such movements as Asian nationalism, Asian communism, the economic and social attitudes following the end of war in 1945, and the dynamic effects these have had on the traditional society of Asia.

Prerequisite: History 211.

**HISTORY 315: THE AGE OF THE RENAISSANCE** 3 semester hours

This is a study of Europe's transition from the Middle Ages to the early modern period. The primary focus centers on changing patterns of thought and new art forms that appear in the culture of the Italian city-state of the fourteenth and fifteenth centuries. Attention is also given to the spread of these trends and the emergence of a new social and political order.

**HISTORY 316: THE AGE OF THE REFORMATION** 3 semester hours

The religious crisis of the sixteenth century forms the central theme of this course. Special effort is made to set forth the political, economic, and intellectual context within which the Reformation occurred, and to assess the importance of these factors on religious developments.

**HISTORY 317: EUROPE IN THE SEVENTEENTH CENTURY** 3 semester hours

An examination is made of the main aspects of European history from the close of the Reformation to the beginning of the Age of Reason. The purpose of this study is to place the political-military developments of the period in their proper perspective, and to provide an understanding of the causes and consequences of the great scientific and intellectual changes that make this century important.

**HISTORY 318: EUROPE IN THE EIGHTEENTH CENTURY** 3 semester hours

An analysis is made of the intellectual, social, and political developments in Europe from 1715 to 1789 which caused serious discontent and created demands for reform that led to revolution.

**HISTORY 319: EUROPEAN HISTORY, 1789-1870** 3 semester hours

An intensive study of the French Revolution and the Napoleonic era is followed by a consideration of the importance for Europe and European society of the rise of nationalism, liberalism, and dynamic industrialism.

**HISTORY 320: EUROPEAN HISTORY, 1870-1918** 3 semester hours

This course considers such topics as the decline of classical liberalism, the increasing impact of democracy on social and political institutions, and the international tensions which preceded the outbreak of war in 1914.

**HISTORY 321: TWENTIETH CENTURY EUROPE** 3 semester hours

This is a study of developments in Europe since the Versailles Treaty. The course seeks to give the student a deeper understanding of his own century by analyzing the effects of total war upon Europe and its place in the world order. Special attention may be given to such topics as fascism, communism, the economic crisis of the 1930's, and the events that lead to war in 1939.

**HISTORY 325: HISTORY OF RUSSIA SINCE 1801** 3 semester hours

An examination of the political, economic, social, and intellectual developments of Imperial Russia since the French Revolution emphasizes the ways in which these developments led to the Bolshevik Revolution of 1917. An examination of the ideological, administrative, economic, and imperial development of Soviet Russia emphasizes its distinctive conditioning by Russia's antecedent historical experience.

**HISTORY 331: TUDOR AND STUART ENGLAND** 3 semester hours

The main themes of English history between 1485 and 1714 are analyzed: the anarchic setting of the 15th century, administrative problems, religious conflicts, overseas expansion, the Elizabethan Age, the Civil War, and the development of political institutions and traditions.

**HISTORY 332: MODERN BRITAIN FROM 1714** 3 semester hours

Issues in British development from 1714 receive attention: the emergence of the first industrial society, imperial ideas and policies, the development of democratic institutions, the role of Britain in world affairs, and British decline in the twentieth century.

**HISTORY 333: HISTORY OF THE BRITISH EMPIRE-COMMONWEALTH FROM 1815** 3 semester hours

Following the Napoleonic Wars, Britain confronted the task of coping with a far-flung empire. As policy was created in response to varying needs, the process of evolution eventually led to the present Commonwealth of Nations. Attention is given to domestic developments in the major parts of the developing Empire-Commonwealth: Canada, Ireland, South Africa, Australasia, India, and the newer dominions.

**HISTORY 341: AMERICAN COLONIAL HISTORY TO 1750** 3 semester hours

This course studies the colonization of North America from its beginnings with emphasis upon the political, economic, social, and religious development of the English colonies.

**HISTORY 342: THE AMERICAN REVOLUTION, 1750-1788** 3 semester hours

This study examines the origins, course, and aftermath of the American Revolution and the problems of forming the federal union.

**HISTORY 343: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865**

3 semester hours

The purpose of this course is to lead the student toward an understanding of the influence of important intellectual currents upon American development and to study the interaction of social and economic change with American culture. The first semester covers the period from our colonial beginnings to 1865.

**HISTORY 344: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, FROM 1865 TO THE PRESENT**

3 semester hours

A continuation of History 343, the second semester continues an analysis of the influence of important intellectual currents upon American development after 1865.

**HISTORY 345: HISTORY OF THE AMERICAN WEST**

3 semester hours

This course deals with the expansion of the American frontier and the influence of this expansion on the social, economic, and political history of our country. The period from 1763 to 1896 is examined.

**HISTORY 346: HISTORY OF AMERICAN FOREIGN POLICY**

3 semester hours

Beginning with a survey and analysis of the historic bases of our foreign policy, this course emphasizes the emergence of the United States as a world power and the factors shaping our foreign policy in the twentieth century.

**HISTORY 347: UNITED STATES IN THE TWENTIETH CENTURY**

3 semester hours

Significant developments in the United States since 1900 in all fields, social, economic, intellectual, political, and diplomatic, are examined against the background of world developments and with special reference to their influence upon contemporary problems.

**HISTORY 348: ECONOMIC HISTORY OF THE UNITED STATES**

3 semester hours

This is a study of the development of the American economy with special emphasis on the 19th and 20th centuries. Both historical and economic insights are applied to the experience of the United States in an analysis of those forces which have shaped and are shaping the American economic system. (Accepted for credits in Economics.)

Prerequisites: History 201-202 or 203 and Economics 201 or 202, or by permission of the instructor.

**HISTORY 351: THE CIVIL WAR AND RECONSTRUCTION**

3 semester hours

This course includes an analysis of the developments leading to the Civil War, a study of the efforts of the Union and the Confederacy on the military and home fronts, and an examination of the effects of the war on North and South, including special consideration of the continuing problems of racial adjustments.

**HISTORY 355: RHODE ISLAND HISTORY**

3 semester hours

This survey stresses colonial origins and distinctive characteristics, the part played in the Revolutionary period, and the problems of industrial growth and social change during the national period.

**HISTORY 357: PROBLEMS IN INTERNATIONAL RELATIONS**

3 semester hours

Some of the more important changes in the twentieth century are introduced and appraised in the light of such topics as historical backgrounds, instruments and concepts of power, national aspirations, ideological conflicts, economic problems, and means for achieving world understanding. Illustrations may be drawn mainly from the Middle East, East Asia, or the North Atlantic Community. (Acceptable for credit in Political Science.)

**HISTORY 358: COLONIAL LATIN AMERICA**

3 semester hours

In the period from 1492 to the eve of Independence, special stress is given to Spanish colonization and institutions, to colonial rivalry with France and England, and to inner conflicts within the settled areas. Attention is paid to the Indian heritage and to the work of the Portuguese in Brazil.

**HISTORY 359: MODERN LATIN AMERICA**

3 semester hours

This course underscores the process of achieving independence together with the political, economic, and social evolution of the Spanish-speaking republics, Brazil, and the Caribbean area in the light of emerging contemporary needs for collective security in the Western hemisphere.

**HISTORY 361: SEMINAR IN EUROPEAN HISTORY**

3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from European history are selected for analysis each semester, such as "Studies in Nineteenth Century Biography."

**HISTORY 362: SEMINAR IN UNITED STATES HISTORY**

3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from American history are selected for analysis each semester, such as "The Progressive Era" or "The Civil War."



HISTORY 371: READING COURSE IN EUROPEAN OR IN  
UNITED STATES HISTORY

3 semester hours

Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests.

Prerequisite: Restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor. Request to participate in a reading course should be made in writing to an instructor by the end of the quarter of the semester preceding the one in which the student expects to take the reading course.

HISTORY 390: DIRECTED STUDY

3 semester hours

The student selects a topic and undertakes concentrated research under the supervision of a faculty adviser.

Prerequisite: Approval of the department chairman.

HISTORY 391: DIRECTED STUDY

3 semester hours

The student extends research undertaken in History 390. He then writes and submits a paper on the basis of this research.

Prerequisite: Approval of the department chairman.

HISTORY 501: HISTORIOGRAPHY

3 semester hours

Main emphasis is placed upon an introduction to the theories and types of history and the various schools of historical thought. Offered each fall and spring semester.

HISTORY 561: GRADUATE SEMINAR IN EUROPEAN HISTORY

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of method of research, and of skill in solving problems of analysis and exposition. Offered each spring semester.

Prerequisites: History 501 and consent of department chairman.

HISTORY 562: GRADUATE SEMINAR IN UNITED STATES HISTORY

3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research, and of skill in solving problems of analysis and exposition.

Prerequisites: History 501 and consent of department chairman.

HISTORY 571: READING COURSE IN HISTORY

3 semester hours

A reading course is available upon the completion of suitable arrangements between candidate, adviser, and instructor. Independent study under the careful guidance of an historian is the goal of a reading course.

## Humanities

ARMAND J. PATRUCCO, A.M., (Columbia), Assistant Professor, Chairman

Staff is drawn primarily from the English and History Departments.

The program in Humanities offers four consecutive General Education courses required of all students. These are interdepartmental courses specially designed to integrate main historical developments and cultural themes in Western civilization and to provide students with a common base of experience through their reading and discussion of masterpieces of Western culture.

The selection of works, movements and institutions considered is not intended to survey or introduce traditional bodies of knowledge, but to provide experience with how Western man has met his responsibility to choose and create and to provide a basis for discussion of man's continuing quest for the good society and the good life.

### COURSE DESCRIPTIONS

HUMANITIES 103: THE CLASSICAL WORLD

3 semester hours

Concentrating on the Greek cultural tradition from Homer to the fall of Athens, this course initiates discussion of selected themes through examination of the works of Homer, the Greek dramatists, Plato and Thucydides.

HUMANITIES 104: THE MIDDLE AGES

3 semester hours

The themes of social and political order, human identity and man's relation to authority are discussed through an examination of work and institutions in the Judeo-Christian tradition from the first through the sixteenth century.

HUMANITIES 105: THE RISE OF THE MODERN WORLD

3 semester hours

This course is a selective and thematic examination of the modern political, philosophic and artistic traditions through reading and discussion of works from the seventeenth through the nineteenth century.

HUMANITIES 106: THE TWENTIETH CENTURY

3 semester hours

This section of the Humanities series consists of an integrated and thematic examination of the history, thought and art of the century by placing students in contact with important personal responses to the century.

## Department of Industrial Arts Education

THOMAS G. KING, Ed.D., (Wayne State University), Professor, Chairman

DOUGLAS T. E. FOSTER, Ed.B., in Voc.-Ind. Ed., (Rhode Island College),  
Assistant Professor



JAMES P. O'SHEA, A.M., (Montclair State), Assistant Professor  
 WILLIAM F. KAISER, B.S., (Bemidji State), Instructor (Part-time)  
 RALPH E. MILLER, Ed.B. in Voc.-Ind., Ed., (Rhode Island College), Instructor  
 (Part-time)  
 GEORGE WILSON, Ed.M., (Rhode Island College), Instructor (Part-time)

In September 1959, Rhode Island College instituted a program to prepare teachers in junior and senior high school industrial arts. The program recognized that teachers of industrial arts, like all other teachers, must have a strong general education as well as technical knowledge and skill. The Rhode Island College program emphasizes the acquisition of the needed technical skill and knowledge through laboratory experiences. Since drafting, basic design, and the graphic arts are the media of communication in industrial arts, extensive work is offered in these areas.

The student preparing for a B.S. in Industrial Arts Education must fulfill all the General Education requirements except the one in foreign languages. In addition, he must complete the 23-hour sequence in Professional Education for secondary school teachers and 21 hours of academic electives. The recommended sequence in Industrial Arts is as follows:

First Semester		Second Semester	
First Year		Second Year	
Course	Cr. Hours	Course	Cr. Hours
Ind. Arts 170: Electricity I	3	Ind. Arts 231: Crafts I	3
Ind. Arts 130: Basic Design 2		Ind. Arts 190: Power Mechanics I	3
Ind. Arts 110: Technical Drawing I	2		
Second Year		Third Year	
Ind. Arts 140: Woodworking I	3	Ind. Arts 241: Woodworking II	3
Ind. Arts 211: Technical Drawing II	2	Ind. Arts 100: Theory and Organization of Industrial Arts	3
Ind. Arts 120: Graphic Arts I	3		
Ind. Arts 180: Metalworking I	3	Ind. Arts 281: Metalworking II	3
Ind. Arts 116: Architectural Drawing I	2	Ind. Arts 312: Technical Drawing III or Ind. Arts 217: Architectural Drawing II	2

#### Fourth Year

Ind. Arts 342: Woodworking III or Ind. Arts 382: Metalworking III	3
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The following course, listed under Education, is also offered by the Department of Industrial Arts:

Education 308: Practicum in Industrial Arts Education  
 (4) 3 semester hours

### COURSE DESCRIPTIONS

#### INDUSTRIAL ARTS 100: THEORY AND ORGANIZATION OF INDUSTRIAL ARTS (3) 3 semester hours

This course studies the function of industrial arts in the school program, the organization and development of instructional materials, and principles and practices of shop planning and management. The unit and general shop patterns of organization and operation are studied.

#### INDUSTRIAL ARTS 110: TECHNICAL DRAWING, I (6) 2 semester hours

Basic skills of drafting, chalkboard illustrating for classroom use, and lettering are presented. Graphic representation of ideas and fabricated objects are studied by means of orthographic projections, developments, and production illustrations.

#### INDUSTRIAL ARTS 116: ARCHITECTURAL DRAWING, I (6) 2 semester hours

This course considers elements of planning and construction for frame and masonry houses embodying lettering, symbols and conventions, footings, foundations, sills, windows, cornices, fireplaces, and stairs. Students plan and draw floor plans, elevations, and sections.

#### INDUSTRIAL ARTS 120: GRAPHIC ARTS, I (6) 3 semester hours

This course presents reproductive processes in graphic arts. Students gain experience in wood and resilient block cutting, etching, lithography, silk screen, stencil ditto, engraving, and bookbinding.

#### INDUSTRIAL ARTS 130: BASIC DESIGN (6) 2 semester hours

This is an application of good design to the activities of the industrial arts program. Students consider beauty and function, durability, economy of materials, material selection, construction, color, and texture.

INDUSTRIAL ARTS 140: WOODWORKING, I (6) 3 semester hours

Practice is provided in the fundamental operations and processes in hand woodworking allied to the creation of projects.

INDUSTRIAL ARTS 170: ELECTRICITY, I (6) 3 semester hours

Topics include essentials of electricity, static and current electricity, cells and batteries, series and parallel circuits, electric power, and magnetism. Fundamental principles are applied to residential wiring.

INDUSTRIAL ARTS 180: METALWORKING, I (6) 3 semester hours

Machine shop instruction is provided covering units on the lathe, milling machine, drilling machine, shaper, and grinding machine. Shapes of cutting tools, grinding, setting, operating feeds and speeds for cutting various metals are studied.

INDUSTRIAL ARTS 190: POWER MECHANICS, I (6) 3 semester hours

Theory and operation of combustion engines, suspensions, steering, fuel systems, carburation, ignition systems, and power trains are some of the areas studied. Students are also instructed in the maintenance, assembly, and repair of small gas combustion engines.

INDUSTRIAL ARTS 208: FIRST AID AND SHOP SAFETY 3 semester hours

Instruction is given in first aid which is consonant with current practices in industries as approved by medical societies and insurance companies. Special attention is focused on prevention of shop accidents through offering a sound program of safety education and by observing safe practices in equipment placement and operation.

This course is restricted to students in the Vocational-Industrial Arts Education Program.

INDUSTRIAL ARTS 211: TECHNICAL DRAWING, II (6) 2 semester hours

Experience is provided with advanced problems in projections, auxiliary views, intersections, revolutions, developments, detailing, and tracing.

INDUSTRIAL ARTS 217: ARCHITECTURAL DRAWING, II (6) 2 semester hours

Topics include optional layout of rooms, floor plans, elevations, details and specifications for frame or masonry houses, working plans and rendered perspective, scale model and landscaping from student's plans.

INDUSTRIAL ARTS 231: CRAFTS, I (6) 3 semester hours

This course provides experience in project design and creation of work suitable for the junior high school level. Students develop skill in working with leather, art metals, plastics, Fiberglass cloth, enamel, and tile.

INDUSTRIAL ARTS 241: WOODWORKING, II (6) 3 semester hours

This is a course in basic nomenclature, setup, and operation of power equipment for the woodworking shop, working drawings, bills of material, routing procedures, and use of patterns, jigs, and templates.

INDUSTRIAL ARTS 281: METALWORKING, II (6) 3 semester hours

In this general shop course of the trade-group type, students take up organization, layout, equipment, management, uses of instructional materials, and selected projects in bench metal, forging, heat treating, machine shop, oxyacetylene welding, and cutting.

INDUSTRIAL ARTS 312: TECHNICAL DRAWING, III (6) 2 semester hours

Topics include analysis of motion, motion diagrams, design of various types of cams, spur and bevel gears, worm and worm wheel.

INDUSTRIAL ARTS 342: WOODWORKING, III (6) 3 semester hours

Three units of related woodworking experiences are provided, typical of those carried on in general woodworking classes: simple upholstery, light house-framing construction (scale construction), and turning.

INDUSTRIAL ARTS 382: METALWORKING, III (6) 3 semester hours

This is a course in art metal design and fabrication: raising, forming, stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching, and coloring. There are projects in the working of copper, brass, aluminum, Monel, steel, and nickel silver.

## Italian

Please refer to Department of Modern Languages. Courses are listed on page 168.

## Laboratory Experiences

MYRL G. HERMAN, A.M., (Washington University), Professor of Education and Director of Laboratory Experiences

ELEANOR M. McMAHON, A.M., (Brown), Associate Professor of Education and Coordinator of Student Teaching

The Division of Laboratory Experiences offers every student preparing to teach, a variety of opportunities to observe, analyse, and participate in teaching and related aspects of the work of teachers. Laboratory experiences for most students preparing to teach include Professional Orientation, a practicum in the instructional theory of the specialization, and 9 semester hours of student teaching. Different requirements apply to students enrolled in special programs or who minor in special education.

Faculty in all divisions of the College participate in the supervision of the laboratory experiences of students, both on and off campus. Teaching in the campus laboratory school is under the immediate supervision of the Henry Barnard School Faculty. For student teaching, students are assigned to selected Co-operating Schools throughout the State. In these schools, students are supervised jointly by Rhode Island College Faculty, Co-operating Instructors and Co-operating Teachers.

In 1961, the College instituted a program to prepare Co-operating Instructors. Co-operating Instructors are certified Co-operating Teachers who have received the Master's degree and subsequently completed an 18-hour program of advanced studies at Rhode Island College. Whenever possible, two student teachers are assigned to each classroom supervised by a Co-operating Instructor.

The College also maintains a co-operative program with public schools in operation of its practicum programs. Teachers who co-operate in this program are designated as Practicum Instructors.

#### PRACTICUM INSTRUCTORS

##### MOUNT PLEASANT HIGH SCHOOL, PROVIDENCE

Ralph Campagnone, A.B., Providence College  
Amedeo DeRobio, A.M., Brown University  
James Giroux, A.B., LaMennis College  
Florence Hoard, A.B., Pembroke College  
Albert Iannuccilli, A.B., Providence College  
Palma Jaroma (Mrs. John), Ed.B., Rhode Island College  
Alfred Lisi, A.B., Brown University  
Louis Marciano, Ed.M., Rhode Island College

#### COOPERATING INSTRUCTORS AND TEACHERS 1965-1966

##### BARRINGTON

Eloise Dunbar (Mrs. Andrew), Cooperating Instructor, Ed.M.,  
Rhode Island College

Robert V. Hassan, Cooperating Instructor, Ed.M., Rhode Island College

Charles F. Baker, A.B., Providence College  
Judith S. Bromage (Mrs.), A.B., Pembroke College  
Joseph F. Crowell, B.S., University of Rhode Island  
Anthony J. DeMeo, M.Ed., Boston College  
Velma L. Fleury (Mrs. Paul), Ed.M., Harvard University  
Frank B. Giglio, Jr., M.Ed., Bridgewater State College  
John K. Kean, Ed.M., Rhode Island College  
Jean Leary (Mrs. Raymond M., Jr.), Ed.B., Rhode Island College  
Armand J. Lussier, Ed.B., Rhode Island College  
Phyllis McCaughey, A.B., Salve Regina College  
William H. O'Brien, Jr., Ed.M., Rhode Island College  
Claire Y. Poirier, Ed.B., Rhode Island College  
James E. Raponi, Ed.M., Rhode Island College  
Harriet E. Rosser, A.B., Chatham College  
Albert Sunderland, A.B., Hobart College  
James W. Urquhart, Ed.M., Rhode Island College

##### BRISTOL

Eileen Borges, Ed.B., Rhode Island College  
Emily Camara (Mrs. Fred), Ed.B., Rhode Island College  
Herman Grabert, Jr., A.B., Providence College  
Martha Hancock (Mrs. Edward H.), B.S., Lesley College  
Louise Hunter (Mrs. George), Ed.B., Rhode Island College  
Dorothy King (Mrs. Joseph), Ed.B., Rhode Island College  
Mary G. Larice, Ed.B., Rhode Island College  
Patricia A. Malafronte, Ed.B., Rhode Island College  
Santa W. Matrone, A.B., Providence College  
Celine Niewiera (Mrs. Steve), Ed.B., Rhode Island College  
Jean M. Vermette, Ed.B., Rhode Island College  
Mary E. Vermette, A.B., University of Rhode Island

##### BURRILLVILLE

Freida Collins (Mrs. Daniel), Cooperating Instructor, Ed.M., Boston University  
Marion E. Boylan (Mrs. Patrick), Ed.B., Rhode Island College

##### CENTRAL FALLS

Gertrude T. Rivard, Cooperating Instructor, A.M., Boston College  
Mary McGarry (Mrs. Joseph), Ed.B., Rhode Island College

##### COVENTRY

Robert J. Beck, A.B., Providence College  
Claire Clary (Mrs. Truman), Ed.B., Rhode Island College

Donald J. Closterman, Ed.B., Rhode Island College  
 Nancy Cyr (Mrs. Francis), A.M., University of Connecticut  
 Ethel M. Eastman, B.Ed., Teachers College, Plymouth, N.H.  
 Sue Fisher (Mrs. John), A.B., University of North Carolina  
 Leonora A. Gilson, A.B., Manhattanville College  
 Paul W. Laferriere, A.B., Providence College  
 Irene M. Lannon, Ed.B., Rhode Island College  
 Mary Murphy (Mrs. Walter), A.B., Pembroke College  
 Beryl-Jane Nye (Mrs. Norman), A.M., Boston University  
 Gloria S. Phillips (Mrs. William V.), A.M., Hunter College  
 Joan Robertson (Mrs. Robert), A.B., Pembroke College

#### CRANSTON

Joseph L. Alfanno, Ed.M., Rhode Island College  
 Barbara A. Baldoni, Ed.B., Rhode Island College  
 Howard E. Barasch, A.B., Providence College  
 Norman R. Bergeron, A.B., Providence College  
 Raoul F. Bernier, Ed.B., Rhode Island College  
 Mary Bogart (Mrs. Bryan W.), Ed.M., Rhode Island College  
 Merle Brennan (Mrs. John R.), B.S., Northern Teachers' College  
 M. Frances Campbell (Mrs. A. L.), Ed.B., Rhode Island College  
 Donald P. Chamberlin, B.S., Boston University  
 Dorene Coelho (Mrs. Thome J. P.), Ed.B., Rhode Island College  
 Avis Cormier (Mrs. Emory), Ed.B., Rhode Island College  
 H. Patricia Darcy (Mrs. William T.), Ed.B., Rhode Island College  
 Ann Dickson (Mrs. Andrew), M.S., University of Connecticut  
 Elena DiCola (Mrs. Anthony S.), Ed.B., Rhode Island College  
 Thomas J. Donnelly, M.S., Columbia University  
 Frances Donovan (Mrs. Thomas M.), Ed.B., Rhode Island College  
 Elaine Drake (Mrs. Robert H.), Ed.B., Rhode Island College  
 Gertrude Ekberg (Mrs. Roy E.), B.S., University of Minnesota  
 Robert W. Ellingwood, Ed.B., Rhode Island College  
 Joseph E. Evans, A.B., Providence College  
 Edward L. Fink, A.B., Brown University  
 Frank Fiorito, A.B., Providence College  
 Douglas T. E. Foster, Ed.B., Rhode Island College  
 Emma J. Gilmartin, Ed.B., Rhode Island College  
 Irene B. Grady (Mrs. John J.), Ed.B., Rhode Island College  
 Mary Greene (Mrs.), Ed.B., Rhode Island College  
 Harry J. Hatch, A.B., American International College  
 Katherine M. Hazard, A.B., Brown University  
 Bertha F. Hill (Mrs. Vernon A.), A.M., Brown University  
 Mary L. Howe, Ed.B., Rhode Island College  
 Charles F. Johnson, Ed.M., Rhode Island College  
 Helen Jones, A.M., Columbia University

Joseph A. Kennedy, A.B., Providence College  
 Ruth LaFauci (Mrs. Bernard J.), A.M., Boston University  
 Holger I. Lawson, Diploma, Providence Trade School  
 Carol A. Loughery, Ed.B., Rhode Island College  
 Dorothea Lussier (Mrs. Frank E.), Ed.B., Rhode Island College  
 Henry M. McClean, B.S., Rhode Island School of Design  
 James P. McEneaney, Ed.M., Rhode Island College  
 George T. O'Neil, A.B., University of Rhode Island  
 John F. O'Rourke, Jr., Ed.B., Rhode Island College  
 Angela H. Pettey, A.M., Brown University  
 Daniel Pires, Ed.B., Rhode Island College  
 Mildred Postar (Mrs. Joseph), M.A.T., Rhode Island College  
 Alice W. Roe (Mrs. I. Percy), Ed.M., Rhode Island College  
 Charlotte Salsbury (Mrs. Charles L.), Ed.B., Rhode Island College  
 Lillian Sandford (Mrs. William A.), B.S., University of Rhode Island  
 Judith E. Sanzen, Ed.M., Rhode Island College  
 Charles M. Sears, Ed.B., Rhode Island College  
 Barbara J. Simone (Mrs. Roger L.), Ed.B., Rhode Island College  
 Ernest Slocum, A.B., University of Rhode Island  
 Emilda L. Sullivan (Mrs. Andrew A.), Rhode Island College  
 Charlene Underhill (Mrs. Dwight), A.B., Pembroke College  
 Alma Walsh (Mrs. Stanley H.), A.B., College of Mt. St. Vincent  
 George N. Wilson, Ed.M., Rhode Island College  
 Virginia Wright (Mrs. Louis F.), Ed.B., Rhode Island College  
 F. John Zarlengo, A.M., Brown University  
 Shirley A. Zier (Mrs. Stanley G.), A.B., Pembroke College

#### CUMBERLAND

Joseph J. Audet, B.S., University of Rhode Island  
 John F. Brown, Jr., A.B., Maryknoll Seminary  
 Aileen T. Burke, A.B., University of Rhode Island  
 William J. Connor, Ed.B., Rhode Island College  
 Joseph W. Dragon, A.B., Providence College  
 Robert Jacobs, Assoc. in Sci. in Mgt., Roger Williams Jr. College  
 Adrienne Lavallee (Mrs. Wilfred), A.B., Providence College  
 James F. Luiz, A.B., Providence College  
 David Lynch, A.B., Providence College  
 Frederick D. Lynch, A.B., Providence College  
 Mary McKenna (Mrs. Joseph), Ed.B., Rhode Island College  
 Loretta A. McVey (Mrs. Joseph), Ed.B., Rhode Island College  
 Traian S. Nacu, B.S., University of Rhode Island  
 Margaret Powers, Ed.M., Rhode Island College  
 Barbara Tattersall (Mrs. Arthur), M.A.T., Brown University



## EAST PROVIDENCE

Ethel Johnson, Cooperating Instructor, Ed.M., Rhode Island College  
 Victor N. Allienello, A.B., University of Rhode Island  
 Arthur O. Aloisio, Ed.M., Rhode Island College  
 Ellen Baker (Mrs. Addison), M.Ed., Boston University  
 Anne E. Barry, Ed.B., Rhode Island College  
 John R. Crawley, Ed.M., Rhode Island College  
 John J. Doonan, Ed.M., Rhode Island College  
 James E. Driscoll, Diploma, U.S. Apprentice School  
 Warren A. Geraghty, B.S., University of Rhode Island  
 John F. Grimes, Ed.M., Rhode Island College  
 Raymond Keough, A.B., Providence College  
 Henri LeBlond, Ed.M., Rhode Island College  
 Hazel MacDonald (Mrs.), A.M., Brown University  
 Carroll C. McCleary, B.S., Colby College  
 Herbert L. McClellie, Ed.M., Bridgewater State College  
 Ralph E. Miller, Jr., Ed.B., Rhode Island College  
 Helene Murray (Mrs. John), Ed.M., Rhode Island College  
 Ruth A. Murray, Ed.M., Rhode Island College  
 Sheila O'Donnell, Ed.M., Rhode Island College  
 M. Jean Pacheco, Ed.B., Rhode Island College  
 Benjamin Peterson, M.Ed., Harvard University  
 Adrian B. Plante, A.B., Brown University  
 Doris Potter (Mrs. Harold E.), B.S., University of Rhode Island  
 Ruth Reitman (Mrs. Charles), M.A.T., Brown University  
 Evelyn L. Santos, Ed.B., Rhode Island College  
 Frank R. Saraceno, Ed.M., Rhode Island College  
 Richard J. Sheridan, Jr., A.B., Providence College  
 Ellin K. Smith, Ed.B., Rhode Island College  
 George Thompson, A.M., Brown University

## JAMESTOWN

Ida Richard (Mrs. Philip), Ed.B., Rhode Island College

## JOHNSTON

Ellen Goodman (Mrs. Jay), A.B., Mount Holyoke College  
 Thomas J. Eastham, Ed.B., Rhode Island College  
 James S. Kinder, Ed.B., Rhode Island College  
 Edward W. McCaffrey, A.B., Boston University  
 Steve Menatian, A.M., University of Rhode Island  
 Barbara J. O'Hearn, Ed.M., Rhode Island College  
 Patricia Paolantonio (Mrs. Pasquale), Ed.B., Rhode Island College  
 Richard Picano, M.A.T., Rhode Island College  
 Robert Smith, Ed.M., Rhode Island College  
 Joseph Watmough, A.B., Brown University

## LINCOLN

Florence Neild (Mrs. A. St. Clair), Ed.M., Rhode Island College

## LITTLE COMPTON

Harriet Sullivan (Mrs. Cornelius), Diploma, Framingham Teachers College

## MIDDLETOWN

Mary E. Daly, Ed.M., Bridgewater State College  
 Arnold Manchester, B.S., Rhode Island College  
 Ina Nussbaum (Mrs. Fred), B.S., City College of New York

## NEWPORT

Marie Piotrowski (Mrs. George), B.S., New Jersey State College  
 James Sullivan, Durfee Textile School

## NORTH KINGSTOWN

Emma Allen (Mrs. LeRoy H.), Ed.B., Rhode Island College  
 John Fratiello, Jr., A.M., University of Connecticut

## NORTH PROVIDENCE

Gladys McCormick (Mrs. George), Cooperating Instructor, Ed.M., Rhode Island College  
 Edna Nevins (Mrs. Vincent), Cooperating Instructor, Ed.M., Boston University  
 Gertrude Baron, A.M., Brown University  
 Petrina Caccia (Mrs. Joseph), Ed.B., Rhode Island College  
 Evelyn Morry (Mrs. Leonard), Ed.B., Rhode Island College  
 Lorena Murphy (Mrs. Walter), Ed.B., Rhode Island College  
 George W. O'Reilly, A.B., Providence College  
 Esther H. Walker, Ed.B., Rhode Island College  
 B. Ruby Wimmerman, Ed.B., Rhode Island College

## NORTH SMITHFIELD

John E. Brann, Fitchburg State College

## PAWTUCKET

Beatrice B. Donovan, Cooperating Instructor, Ed.M., Bridgewater State College  
 Joseph A. Bagaglia, Ed.M., Rhode Island College  
 Gerard M. Baribault, Ed.M., Rhode Island College  
 John V. Brady, Ph.B., Providence College  
 Francis B. Conley, Ed.M., Rhode Island College

Joseph R. Durocher, Ed.M., Bridgewater State College  
 Phyllis M. Flanagan, Ed.B., Rhode Island College  
 Patricia Jarbeau (Mrs. Lawrence), Ed.B., Rhode Island College  
 Walter C. Littlefield, Ed.M., Rhode Island College  
 Edward D. Molloy, Jr., Ed.B., Rhode Island College  
 Edward L. Monaghan, Ed.M., Rhode Island College  
 Lois Shumaker (Mrs. William), A.B., Michigan State University  
 Frederick J. Warburton, Diploma, Potter & Johnston Apprentice School

#### PORTSMOUTH

Edith K. Helgesen, Ed.B., Rhode Island College

#### PROVIDENCE

Lucy J. DiSarro, Cooperating Instructor, Ed.M., Rhode Island College  
 A. Madeline Garvey, Cooperating Instructor, Ed.M., Rhode Island College  
 Helen R. Ashworth, Ed.B., Rhode Island College  
 Lola A. Asti, Ed.B., Rhode Island College  
 Margaret Bresnahan (Mrs. Charles F., Jr.), Ed.B., Rhode Island College  
 Anna T. Carlone, Ed.B., Rhode Island College  
 Barbara Chaika, Ed.B., Rhode Island College  
 Carolyn G. Coutanche, Ed.M., Rhode Island College  
 Angela DePalma, Ed.B., Rhode Island College  
 Ruby M. DiMase (Mrs. Vincent), Ed.B., Rhode Island College  
 Mary E. Donnelly, Ed.B., Rhode Island College  
 Eileen M. Farrelly, A.B., Salve Regina College  
 Josephine A. Fidrych, Ed.B., Rhode Island College  
 Rose M. Fogarty, A.M., Brown University  
 Helen Forman (Mrs. Sylvan R.), Ed.M., University of London, England  
 Mary Gizzarelli (Mrs. Nicola), M.A.T., Brown University  
 Gertrude Goodman (Mrs. Max), B.S., State Teachers College, Boston  
 Palma Jaroma (Mrs. John H.), Ed.B., Rhode Island College  
 William Kaiser, B.S., Bemidji College  
 Sara Keefe (Mrs. John G.), Ed.B., Rhode Island College  
 Frances T. Kelley, A.B., Emmanuel College  
 Anne Kiberd (Mrs. James), A.B., Wellesley College  
 Iris D. Kinoian, M.A.T., Brown University  
 Nicholas Lambros, M.Ed., Boston University  
 Carl G. Lauro, M.A.T., Brown University

Elsie L. Leeman (Mrs. Saul), Ph.D., Columbia University  
 Frances MacKenzie, B.S., University of Rhode Island  
 Louis A. Marciano, Ed.M., Rhode Island College  
 Donald E. McKiernan, Ed.B., Rhode Island College  
 Eileen McMahon (Mrs. Joseph), Ed.B., Rhode Island College  
 Rose McNamee (Mrs. James C.), Ed.B., Rhode Island College  
 Eleanor McPhillips, Ed.B., Rhode Island College  
 Claire A. Murphy, Ed.B., Rhode Island College  
 Katherine E. Nolan, A.M., Brown University  
 Wilhelmina A. Null, Ed.B., Rhode Island College  
 Mary C. O'Brien, Ed.M., Rhode Island College  
 James E. O'Connor, A.B., Providence College  
 Lillian Pari (Mrs. Joseph T.), A.B., Salve Regina College  
 Earl C. Perrin, Wentworth Institute  
 Harlon R. Phillips, M.S., University of Rhode Island  
 Helen M. Pitassi, A.B., Trinity College  
 Frances Plourde (Mrs. James), B.S., University of Rhode Island  
 Margaret M. Raftery, Ed.B., Rhode Island College  
 Sharon Redinger, B.S., University of Rhode Island  
 Teresa Renola, A.M., University of Rhode Island  
 Sadie M. Seaton (Mrs. Everett H.), Ed.M., Rhode Island College  
 Eleanor Skenyon (Mrs. John T.), Ed.B., Rhode Island College

#### SCITUATE

Norman E. Curtis, Ed.M., Rhode Island College  
 Arietta Tapner (Mrs. Burton), Ed.M., Rhode Island College

#### SMITHFIELD

Elsie Bennett, A.M., University of Connecticut  
 John W. Custer, Ed.M., Bridgewater State College  
 Blanche D'Angelo (Mrs. James), Ed.B., Rhode Island College  
 Mary M. Sullivan, Ed.M., Rhode Island College

#### WARREN

Wilfred R. Marchand, B.S., University of Rhode Island

#### WARWICK

Dorothy Amend (Mrs. Raymond), Ed.B., Rhode Island College  
 Georgianna Armitage (Mrs. William), Ed.B., Rhode Island College  
 Agnes Barry (Mrs. Cornelius), Ed.B., Rhode Island College  
 Helen Bennett (Mrs. John), A.B., Smith College  
 Pauline Bettez, A.M., University of Connecticut  
 Pearl Caffer (Mrs. Edward), Ed.M., Rhode Island College  
 Catherine Calvo, A.B., Pembroke College

Theodore A. Curtis, Ed.M., Rhode Island College  
 Barbara DelVecchio (Mrs. Joseph), Ed.B., Rhode Island College  
 Elizabeth Duffy, Ed.M., Rhode Island College  
 M. Louise Grant (Mrs.), Ed.B., Rhode Island College  
 Robert E. Hargraves, Ed.M., Rhode Island College  
 Thomas J. Harwood, Ed.M., Rhode Island College  
 Raymond W. Hodges, A.B., St. Bernard's College  
 Antha J. Kettelle, A.B., University of Rhode Island  
 Olive Kimball (Mrs. Albert), Ed.B., Rhode Island College  
 Roger Mailhot, M.Ed., Bridgewater State College  
 Irene McCaskill (Mrs. Frank), Ed.M., Rhode Island College  
 Gilbert J. Mongeau, A.B., Providence College  
 Vincent F. Monti, A.B., Providence College  
 George D. Nolan, Ed.B., Rhode Island College  
 Stephen J. O'Neil, Jr., M.A.T., Brown University  
 Hilda Padula (Mrs. Amedeo), A.M., University of Rhode Island  
 Antoinette Rosati (Mrs. Angelo V.), A.M., New York State University  
 Dolores A. Rossi, Ed.B., Rhode Island College  
 John R. Saleses, A.B., Providence College  
 Irene C. Scorpio, A.B., Salve Regina College  
 Carol P. Scott, A.M., University of Rhode Island  
 Eleanor Scott (Mrs. Harold F.), A.B., Wheaton College  
 Robert J. Shapiro, M.A.T., Brown University  
 Harriett Stone (Mrs. Raymond), A.B., Pembroke College  
 Ruth Thayer (Mrs. William H.), A.B., Pembroke College  
 Russell F. Thomas, Ed.B., Rhode Island College  
 John E. Wilson, Ed.B., Rhode Island College

#### WESTERLY

Mary C. Collins, A.B., Arizona University  
 Anthony Esposito, Ed.B., Rhode Island College

#### WEST WARWICK

Viola Campbell (Mrs. H. Munroe), A.B., Barrington College  
 Mildred I. Davis, A.M., Bates College  
 Gustav A. Olson, Ph.B., Brown University  
 Joseph V. Zurro, Ed.M., Rhode Island College

#### WOONSOCKET

R. Marcienne Berard, B.S., Catholic Teachers College  
 Jules R. C. Gadoury, M.A.T., Brown University  
 Katherine F. Higgins, Ed.B., Rhode Island College  
 Pauline Lantner (Mrs. Herman), Ed.B., Rhode Island College  
 Esther F. Tisdell (Mrs. Thomas), B.S., University of Rhode Island

## Department of Mathematics

PHILIP M. WHITMAN, Ph.D., (Harvard), Professor, Chairman  
 ROBERT F. STEWARD, Ph.D., (Auburn), Professor  
 FRANK B. CORREIA, Ph.D., (Colorado), Associate Professor  
 PATRICK J. O'REGAN, Ph.D., (New York University), Associate Professor  
 MALCOLM D. CHAMPLIN, M.S., (University of Rhode Island), Assistant Professor  
 EDMUND B. GAMES, M.S., (Purdue), Assistant Professor  
 MARCELINE C. GRATIA, M.S., (St. Louis), Assistant Professor  
 HENRY P. GUILLLOTTE, A.M., (Illinois), Assistant Professor  
 HOWARD SAMUEL HALL, Ed.M., (Pennsylvania State), Assistant Professor  
 JOHN NAZARIAN, A.M., (Brown, Illinois), Assistant Professor  
 MANUEL RENASCO, JR., M.S., (University of Rhode Island, Eidgenössische Technische Hochschule), Assistant Professor  
 ROBERT J. SALHANY, M.S., (New York, University of Rhode Island), Assistant Professor  
 ANN D. O'CONNELL, M.S., (Boston College), Instructor  
 MARIANO RODRIGUES, JR., A.M., (Boston College), Instructor  
 BARRY SCHILLER, A.M., (California at Davis), Instructor  
 ARTHUR F. SMITH, A.M., (Bowdoin), Instructor  
 HONOR ULVELING, A.M., (Detroit), Instructor

### Proficiency

One year of mathematics is required of all undergraduates as part of General Education. In accordance with the College's general program of crediting proficiency achieved by advanced work in high school or elsewhere, the Mathematics Department administers a program for evaluating proficiency in the material covered by any or all of the following courses: Math. 101, Math. 102, and Math. 211, and other courses if necessary. At the discretion of the department, this evaluation may be based on special examinations or on entrance records. Students who believe their knowledge of mathematics justifies recognition of proficiency should apply as early as possible to the Chairman of the Mathematics Department, either directly or through the Admissions Officer.

Students whose proficiency is approved in writing by the Chairman of the Mathematics Department are allowed to omit the corresponding College course or courses. They are deemed to have satisfied that much of the General Education requirement in mathematics, to a maximum of six semester hours.

Students granted, in writing by the Chairman of the Mathematics Department, proficiency in any other courses countable toward the mathematics major shall receive credit toward graduation for such

Math. 331                      Third Year  
    Math. elective (usually  
    Math. 324)

Math. elective                      Fourth Year  
    Math. elective

In the mathematics minor for *Liberal Arts* or for *Junior High School* teaching, the recommended sequence of courses is:

First Semester	Second Semester
Math. 103	Math. 104
Math. 212	Math. 313
	Third Year
Math. 341 Math. 333 (B divisions of Education curriculums)	Math. 324 or 326 (Liberal Arts and B divisions of Education curriculums)
	Fourth Year
Math. 333 (Liberal Arts and A divisions of Education curriculums)	Math. 324 (A divisions of Education curriculums) Math. elective

#### Master of Arts in Teaching

The Department of Mathematics offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in detail in the Graduate Bulletin.

#### Honors Program

An honors program in mathematics has been designated to offer challenges, beyond those found in the usual course offerings, to superior undergraduate students who are majoring in mathematics. Upon successful completion of the program, a student will be awarded the degree of Bachelor of Arts with "Honors in Mathematics."

General requirements for departmental honors programs are stated on page 51. Any student who is interested in enrolling in this program should consult with the Chairman of the Mathematics Department before registering for Mathematics 314.

The following courses, listed under Education, are also offered in cooperation with the Department of Mathematics.

Education 310: Practicum in Secondary Education  
    (Mathematics section)                      (5) 3 semester hours  
 Education 356: Modern Algebra in the Schools  
       3 semester hours  
 Education 404: Mathematics in the Elementary  
    School    3 semester hours  
 Education 429: Mathematics in the Secondary  
    Schools    3 semester hours  
 Education 507S: Functions of the Cooperating  
    Teacher (Secondary), Mathematics  
       3 semester hours

#### COURSE DESCRIPTIONS

A student is allowed credit for only one of the following three sequences: (1) Math. 101/102/211, (2) Math. 103/104, or (3) Math. 107.

Courses marked \*\* do not carry credit toward the major or minor in mathematics.

Courses marked \* do not carry credit toward the major or minor in mathematics except the minor with the Elementary Education curriculum.

\*\*MATHEMATICS 101: FUNDAMENTALS OF MATHEMATICS, I  
    3 semester hours

This course is designed to make meaningful the fundamental concepts and principles of mathematics. Aspects of mathematics treated include the history and nature of numbers and number systems, the logical structure of arithmetic, and algebra.

\*\*MATHEMATICS 102: FUNDAMENTALS OF MATHEMATICS, II  
    3 semester hours

A survey is made of the basic subjects in college mathematics. The course includes a discussion of functions and functional relationships, linear and quadratic equations, as well as a sampling of fundamental topics such as the theory of sets and probability and statistics.

Prerequisite: Mathematics 101, or consent of department chairman.



**\*\*MATHEMATICS 103: INTRODUCTORY COLLEGE MATHEMATICS, I**

3 semester hours

This course introduces some fundamental concepts in sets, number systems, the logic of algebra, and basic analytic geometry. High mathematical aptitude and strong interest are necessary for success in this course.

Prerequisites: Three units of college preparatory mathematics and approval by the Mathematics Department.

**\*\*MATHEMATICS 104: INTRODUCTORY COLLEGE MATHEMATICS, II**

3 semester hours

This course is a continuation of Mathematics 103 and covers topics in algebra, including elementary theory of equations, probability and statistics, and trigonometry.

Prerequisite: Mathematics 103.

**\*\*MATHEMATICS 107: PRINCIPLES OF MATHEMATICS**

3 semester hours

A study is made of the fundamental concepts in sets, number systems, algebra (including elementary theory of equations), probability, statistics, and plane trigonometry. An accelerated course, covering the topics of Mathematics 103 and Mathematics 104 in one semester, this course is intended primarily for prospective mathematics majors.

Prerequisites: Three units of college preparatory mathematics and approval by the Mathematics Department.

**\*\*MATHEMATICS 109: TOPICS IN MODERN MATHEMATICS**

3 semester hours

This is a study of the foundations of modern mathematics: logic, proofs and the nature of proof, mathematical induction, permutations and combinations, probability, and topics from elementary algebra. Similar to Math. 107 in topics covered but less demanding of up-to-date preparation, this course is designed to precede the M.A.T.-Elementary program. Not countable in any program except by special consent.

Prerequisites: High school algebra and geometry, and consent of instructor.

**\*\*MATHEMATICS 203: INTRODUCTION TO PROBLEM SOLVING**

3 semester hours

This is a one-semester elective designed for persons interested in elementary school teaching; it discusses the analysis of problems, involving mathematics, which are dealt with in the elementary school. Problems studied include ones whose solutions provide motivation for the extension of the number system from the natural numbers

through the complex numbers. The emphasis is placed on the development and the use of elementary methods of representing and solving problems. This course may not be taken as part of a major or a minor in mathematics, and a student may not receive credit for both it and Mathematics 309.

Prerequisite: Mathematics 101-102.

**\*\*MATHEMATICS 207: ELEMENTS OF GEOMETRY**

3 semester hours

Selected topics from Euclidean, non-Euclidean, projective, and analytical geometry are studied. Emphasis is on the role of axioms, accuracy of definitions, constructions, graphing. Some development of the concepts of vectors. Many of the topics will be approached intuitively. Designed for the M.A.T.-Elementary program, this course is not countable in other programs except by special consent.

Prerequisite: Mathematics 101-102, 104, 107, or 109.

**\*\*MATHEMATICS 208: ELEMENTS OF ALGEBRA**

3 semester hours

This course considers fundamental concepts of simple algebraic systems such as groups; algebra of sets. Concepts of elementary algebra, functions, relations, graphs, and the development of the real number system are treated in the context of the theory of sets. Designed for the M.A.T.-Elementary program, this course is not countable in other programs except by special consent.

Prerequisite: Mathematics 101-102, 104, 107, or 109.

**\*MATHEMATICS 211: COLLEGE ALGEBRA AND TRIGONOMETRY**

3 semester hours

This course covers systems of equations, determinants, exponents, logarithms, progressions, inequalities, trigonometric functions and identities, triangles, sine and cosine laws, complex numbers, and elements of the theory of equations. Not open for credit for those who have received credit for Mathematics 103-104, or 107.

Prerequisite: Mathematics 101-102, or 109.

**MATHEMATICS 212: CALCULUS AND ANALYTIC GEOMETRY, I**

4 semester hours

Study is made of the analytical geometry of the straight line and the circle, and the fundamental concepts and applications of the differential and integral calculus. Derivatives of algebraic and trigonometric functions are treated.

Prerequisite: Mathematics 104, 107, or 211.

**\*MATHEMATICS 216: PROGRAMMING FOR DIGITAL COMPUTERS**

3 semester hours

A study is made of principles and methods of programming for digital computers and relevant characteristics of the machines, with applications in education and other areas. Writing and testing actual programs is an integral part of the course.

Prerequisite: Mathematics 104, 107, 211, or (with the consent of the instructor) 102.

**\*\*MATHEMATICS 221: INDUSTRIAL MATHEMATICAL TOPICS** 3 semester hours

Selected topics from algebra, trigonometry, analytic geometry, and possibly calculus and mathematical parts of physics are discussed. Designed as an elective terminal course for Industrial Arts students, illustrations and applications are chosen accordingly. Not open for credit to students receiving credit for Mathematics 211 or 212.

Prerequisite: Mathematics 101-102, 103-104, or 107.

**\*\*MATHEMATICS 301: CALCULUS A** 3 semester hours

This course develops the fundamental concepts, techniques and applications of the differential and integral calculus. Differentiation of algebraic and transcendental functions is treated.

Prerequisites: Analytic Geometry and consent of the department.

*Note:* Analytic Geometry is no longer offered as a separate course at this College. Mathematics 301-302 are intended primarily for special programs such as institutes for teachers-in-service. Undergraduates, with rare exceptions, should instead take the sequence Mathematics 212-313-314, which includes the same material differently organized. Mathematics 301-302 may not be taken for credit in addition to Mathematics 212-313-314.

**\*\*MATHEMATICS 302: CALCULUS B** 3 semester hours

A continuation of Mathematics 301, this course considers more advanced methods of integration, and includes partial differentiation, multiple integration, vectors, infinite series and sequences.

Prerequisite: Mathematics 301. See note following the prerequisites for Mathematics 301.

**\*\*MATHEMATICS 309: MATHEMATICAL PROBLEM ANALYSIS** 3 semester hours

Designed for teachers of mathematics, this course emphasizes the concepts involved in choosing a mathematical model in which to set up the problem, and on the actual setting up of the problem. Problems analyzed are chosen from algebra, geometry, trigonometry,

probability, logic, number theory, and applications. The level of difficulty of the problems and their analysis reach well beyond that of secondary mathematics, to provide a broad base for the teaching of problem analysis as well as giving the student confidence in his own ability to handle problems. Designed for the M.A.T.-Junior High and M.A.T.-Elementary programs, the course is not countable in other programs except by special consent.

Prerequisites: Mathematics 109 and trigonometry, or Mathematics 104, 107, or 211.

**\*\*MATHEMATICS 310: TOPICS FOR MODERN SECONDARY MATHEMATICS** 3 semester hours

This course deals with selected topics from the foundations of mathematics. Topics studied in suitable depth include logic, development of the real number system, functions and relations, and the quadratic, absolute value, logarithmic, exponential and trigonometric functions. The course is designed for secondary school teachers and in special cases may be taken as part of a Master of Education or Master of Arts in Teaching program with permission. *It is not ordinarily open to undergraduate students* because it overlaps their freshman course.

Prerequisites: At least two years of college mathematics and consent of the instructor.

**MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY, II** 4 semester hours

A continuation of Mathematics 212, this course treats the analytic geometry of the conic sections, differentiation of transcendental functions, and more advanced methods of integration.

Prerequisite: Mathematics 212.

**MATHEMATICS 314: CALCULUS AND ANALYTIC GEOMETRY, III** 4 semester hours

This continuation of Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration, series, and elementary vector analysis.

Prerequisite: Mathematics 313.

**MATHEMATICS 316: ORDINARY DIFFERENTIAL EQUATIONS** 3 semester hours

A study is made of the theory and methods of solving differential equations of the first and second orders, with particular emphasis on the linear constant-coefficient type. Applications to geometry, physics, and chemistry are included.

Prerequisite: Mathematics 314, preceding or concurrent.

**MATHEMATICS 317: COMPUTER MATHEMATICS**

3 semester hours

A study of numerical methods, the course includes an introduction to digital computers and their programming. Numerical methods include interpolation and numerical differentiation and integration. Uses of computers in business and education are considered.

Prerequisite: Mathematics 212, preceding or concurrent.

**MATHEMATICS 324: FOUNDATIONS OF GEOMETRY**

3 semester hours

This course includes a careful study of axiomatics including consistency, independence, and completeness of axiom systems. On this basis, finite geometries and presentations of Euclidean geometries are examined. The course also includes a synthetic development of elliptic and hyperbolic geometries.

Prerequisite: Mathematics 101-102 or 103-104 or 107.

**MATHEMATICS 326: PROJECTIVE GEOMETRY**

3 semester hours

This course includes a parallel development of topics in both synthetic and analytic projective geometry, covering such topics as the theorems of Desargues, Pappus, Pascal, and Brianchon, and the theory of conics. A study of the invariant properties of the homographic transformation leads to affine, Euclidean, and non-Euclidean geometries.

Prerequisite: Mathematics 314, preceding or concurrent.

**MATHEMATICS 331: NUMBER THEORY**

3 semester hours

A study is made of number systems; divisibility; primes and factorization; Diophantine problems; congruences; and Wilson's, Euler's, and Fermat's theorems.

Prerequisite: Mathematics 104, 107, or 211.

**MATHEMATICS 333: ABSTRACT ALGEBRA, I**

3 semester hours

A study is made of the theoretical properties of groups, rings, fields, polynomials, and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

Prerequisite: Mathematics 313, or consent of the instructor.

**MATHEMATICS 334: ABSTRACT ALGEBRA, II**

3 semester hours

This course, a continuation of Abstract Algebra, I, includes topics selected from matrices, linear systems, vector spaces, vector geometry, linear transformations, linear programming, and game theory.

Prerequisite: Mathematics 333, or consent of the instructor.

**\*MATHEMATICS 340: STATISTICAL METHODS**

3 semester hours

An introduction to basic statistics, this course includes measures of central tendency and variability, theory of inference, tests of significance, and correlation and regression with applications. The course is intended for non-majors; students may not receive credit in both this course and Mathematical Statistics (Mathematics 341 or 342).

Prerequisite: Mathematics 102, 104, or 107.

**MATHEMATICS 341: MATHEMATICAL STATISTICS, I**

3 semester hours

The development of formulas and interpretation of concepts of elementary statistical methods are included in this course. Also considered are topics such as probability, mathematical models, testing hypotheses, univariate frequency distributions, and correlation and regression.

Prerequisite: Mathematics 313, preceding or concurrent.

**MATHEMATICS 342: MATHEMATICAL STATISTICS, II**

3 semester hours

A continuation of Mathematical Statistics, I, this course treats principles of sampling, hypotheses testing, estimation, experimental designs, and distribution-free methods.

Prerequisite: Mathematics 341.

**MATHEMATICS 358: HISTORY OF MATHEMATICS**

3 semester hours

This course is a history of mathematical thought and a study of the development of mathematics through the present. Taught as a seminar at the discretion of the instructor, this course is intended for seniors.

Prerequisite: Mathematics 314 or 333, or consent of the instructor.

**MATHEMATICS 366H: SEMINAR IN MATHEMATICS**

3 semester hours

This course consists of selected topics in advanced mathematics, which are determined in part by the needs and interests of the students. It is required of all honors students in mathematics. Open to other students only by consent of the instructor.

**MATHEMATICS 411: ADVANCED CALCULUS**

3 semester hours

This course is a continuation of the calculus sequence and includes a further discussion of improper integrals, evaluation of special functions defined by integrals, and multiple integration applied to line and surface integrals. Also included is an introduction to other advanced topics such as Fourier series and the Jacobian. Balance is maintained between theory and practice.

Prerequisite: Mathematics 314.



**MATHEMATICS 412: FOUNDATIONS OF HIGHER ANALYSIS** 3 semester hours

This course presents a rigorous development of fundamental concepts in analysis, especially limits and continuity. It includes the definition of real numbers by Dedekind cuts; complex numbers; set theory emphasizing countable, uncountable, compact, perfect, and connected sets; numerical sequences and series, and convergence criteria; continuity and monotonicity; differentiation; the Riemann-Stieltjes integral; sequences and series of functions; and functions of several variables. Definition and theory are stressed.

Prerequisite: Mathematics 314.

**MATHEMATICS 415: INTRODUCTION TO COMPLEX VARIABLES** 3 semester hours

This course starts with the basic concept of a complex variable and the corresponding laws of algebra which apply. Functions of a complex variable such as the trigonometric, the exponential, and the logarithmic function are investigated. Differentiation and integration of complex functions, conformal mapping, and other related topics are discussed together with the underlying theory.

Prerequisite: Mathematics 314, preceding or concurrent.

**MATHEMATICS 428: TOPOLOGY** 3 semester hours

A study is made of sets and sequences, various topological spaces including metric, compactness, connectedness, curves, and mappings.

Prerequisite: Mathematics 314.

**MATHEMATICS 490: INDIVIDUAL STUDY IN MATHEMATICS** 3 semester hours

This course consists of independent study under the guidance of a member of the Mathematics faculty. The area of study is selected on the basis of the interests of the student and instructor. This is open only to students who have demonstrated superior ability and initiative in previous mathematics courses. It may be repeated once, with change of content, for credit.

Open only with consent of the department chairman.

## *Department of Modern Languages*

JAY W. GOSSNER, Ph.D., (Syracuse), Professor, Chairman

MARY E. LOUGHREY, Ph.D., (Columbia), Professor Emerita

LILIAN E. AVILA, A.M., (Middlebury), Associate Professor

RITA L. COUTURE, A.M., (Middlebury College in Paris), Associate Professor

DZINTARS FREIMANIS, Ph.D., (Columbia), Associate Professor

NELSON A. GUERTIN, A.M., (Columbia), Associate Professor

BYRON C. TILLOTSON, A.M., (Middlebury), Associate Professor

J. RICHARD CASTELLUCCI, A.M., (Middlebury College in Paris), Assistant Professor

NOEL CHADWICK, A.M., (Middlebury), Assistant Professor

PAUL P. CHASSE, A.M., (Université de Laval), Assistant Professor

DIX COONS, Ph.D., (Texas), Assistant Professor

T. STEVEN TEGU, A.M., (Middlebury College in Madrid), Assistant Professor

CLARENCE O. THOMAS, JR., A.B., (Providence), Instructor

The undergraduate program in General Education includes one year of a modern foreign language on the intermediate level. This requirement may be met through course work or through demonstration of proficiency in the CEEB examination. Students who give evidence of proficiency in the entrance examination may substitute for the General Education courses in modern language either advanced language courses or electives in other academic areas. Students whose high school preparation is insufficient, or whose CEEB scores are low, are advised to take a summer session course in an elementary modern foreign language before entering Rhode Island College.

The Department of Modern Languages offers a major in French; a minor in French; and a minor in Spanish, according to the following programs:

## *French*

A major of 30 hours is offered for students in the Liberal Arts curriculum. Requirements for this major include French 201, French 202, French 360, and 21 hours selected from the courses numbered French 300 to 310.

A major of 30 hours is offered for students in the Secondary School preparation curriculum, including those preparing to teach in the junior high school. Requirements for this major are French 201, French 202, French 300, French 360, and 18 hours selected from courses numbered French 301 to 310. Education 310 (Practicum required of all students in the Secondary Education curriculum) is taught by a member of the French department for students majoring in French.

A minor of 18 hours is offered for students in the Liberal Arts and the Secondary preparation curriculums. Requirements are French 201, French 202, and 12 hours selected from courses numbered 300 to 310.

A minor of 18 hours is offered for students in the Elementary School preparation curriculum. Requirements for this minor are French 201, French 202, and 12 hours selected from the courses num-



bered 300 to 310. Students in this curriculum may achieve a major in French by adding to the above minor the following courses: French 360 and 9 hours of literature or linguistics selected from the 300 courses. Students preparing to teach French in the elementary school should substitute Education 312 for one of the literature courses in the junior year.

Prerequisite for all 200 or 300 courses in French is proficiency in Intermediate French, demonstrated through examination or through successful completion of French 103-104.

All 101-102 language courses are acceptable as a second language elective. They do not fulfill the General Education language requirement.

The following courses, listed under Education, are offered by the Department of Modern Languages:

- Education 310: Practicum in Secondary Education  
(French section) (5) 3 semester hours
- Education 312: Methods and Materials in  
Teaching French 3 semester hours
- Education 507S: Function of Cooperating  
Teacher (Secondary), French 3 semester hours

#### The Honors Program

The Department of Modern Languages offers an honors program in French in order to provide for superior students an opportunity to pursue studies in greater depth than is possible through the regular course offerings. During the junior and senior years, seminars reserved for honors candidates are offered; such honors sections are distinguished by the notation H following the course number on the student's record. Detailed information is available in the office of the Chairman of the Department.

#### Master of Arts in Teaching

The Department of Modern Languages offers an opportunity to properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in French. A detailed listing of requirements may be found in the Graduate Bulletin.

#### COURSE DESCRIPTIONS

##### FRENCH 101-102: ELEMENTARY FRENCH 6 semester hours

In this course, emphasis is placed on the development of the four basic skills: listening comprehension, speaking, reading, and writing. Use is made of the language laboratory. (No credit is given for this course unless it is a second language taken by a student who has

already fulfilled the language requirement of an intermediate course in a modern foreign language.) Two semesters. Offered as a double course in summer session.

##### FRENCH 103-104: INTERMEDIATE FRENCH 6 semester hours

This course includes a review of French grammar, practice in the basic oral and written skills, and the reading of representative texts selected from the major periods of French literature. The language laboratory is utilized as an aid in promoting oral proficiency. Two semesters.

##### FRENCH 201: ADVANCED ORAL FRENCH 3 semester hours

This course, designed to develop oral proficiency on an advanced level, emphasizes the use of accurate, idiomatic French. It also includes an introduction to phonetics, with extensive use of the language laboratory. Literary texts which stress aspects of French culture and civilization are bases for oral work.

##### FRENCH 202: ADVANCED FRENCH SYNTAX AND STYLISTICS 3 semester hours

This course provides a study of the finer shades of expression in the French language and an analysis of French style through the reading of selected modern texts and the re-writing of English passages in comparable literary French. This is an advanced course for students who already have a command of French grammar and the ability to write French correctly but who can profit from greater attention to style and composition.

##### FRENCH 300: APPLIED LINGUISTICS 3 semester hours

In this course a study is made of the meaning and nature of language and its application to the teaching of French with special emphasis on planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

##### FRENCH 301: FRENCH LITERATURE OF THE MEDIEVAL AND RENAISSANCE PERIODS 3 semester hours

This course deals with the philosophical, historical, and aesthetic backgrounds of the literature of the French Renaissance, stressing such themes as the rise of Humanism, the concept of courtly love, the development of philosophical thought (Rabelais, Calvin, etc.), and the evolution of poetry as seen in the work of Pleiade.

##### FRENCH 302: FRENCH LITERATURE OF THE SEVENTEENTH CENTURY, PART I 3 semester hours

In this course, a study is made of the social, political, religious, and philosophical climates that contributed to the formation of the

classical discipline and to the establishment of the absolute monarchy. It includes the works of the major writers of the years between 1600 and 1660, such as Malherbe, Corneille, Honoré d'Urfé, Mlle. de Scudéry, and Descartes.

FRENCH 303: FRENCH LITERATURE OF THE SEVENTEENTH  
CENTURY: PART II

3 semester hours

In this course, the role of Louis XIV and his influence on French Literature are discussed. Students read and criticize the works of the chief literary figures and some minor writers at the peak of Classicism (1660-1715). Representative authors included are Retz, La Rochefoucauld, Mme de LaFayette, Mme de Sévigné, Bossuet, La Fontaine, Boileau, Molière, and Racine.

FRENCH 304: FRENCH LITERATURE OF THE EIGHTEENTH  
CENTURY: PART I

3 semester hours

This course includes a study of the main themes of eighteenth-century thought leading to the French Enlightenment, as well as a study of the historical and artistic backgrounds of the century. Among the writers whose major works are discussed are Lesage, Prévost, Marivaux, Montesquieu, and Voltaire in his earlier period. Attention is given to the development of the novel and the drama during the century.

FRENCH 305: FRENCH LITERATURE OF THE EIGHTEENTH  
CENTURY: PART II

3 semester hours

This course continues the study of eighteenth-century thought, with emphasis on the philosophical trends leading to the rise and development of the liberal movement. The major writers studied include Voltaire, Rousseau, Diderot, d'Alembert, and the Encyclopedists.

FRENCH 306: FRENCH LITERATURE OF THE NINETEENTH  
CENTURY: PART I

3 semester hours

This course deals with the emergence and development of French Romanticism in prose and poetry. Among the authors studied are Chateaubriand, Lamartine, Hugo, Musset, Vigny, Stendhal, and Balzac.

FRENCH 307: FRENCH LITERATURE OF THE NINETEENTH  
CENTURY: PART II

3 semester hours

The development of new interpretations of reality is studied in the fiction and drama of the realists and naturalists, with some attention to the writings of critics and philosophers. Among the authors considered are Flaubert, Zola, Maupassant, Dumas  *fils* , Becque, Sainte-Beuve, Comte, Taine, and Renan.

FRENCH 308: FRENCH LITERATURE OF THE TWENTIETH  
CENTURY: PART I

3 semester hours

This course follows the development of the French novel and drama from 1900 to 1930, from the period of order and tradition to the years of change and new concepts in political, social, and spiritual thought. The works of such authors as A. France, Claudel, Barrès, Proust, Gide, Colette, and Romains are among those covered by readings, lectures, and discussions.

FRENCH 309: FRENCH LITERATURE OF THE TWENTIETH  
CENTURY: PART II

3 semester hours

This course pursues the evolution of the French novel and drama after 1930. Readings, lectures, and discussions emphasize the neo-humanistic progression in man's experience and thought from the years prior to the Second World War to the subsequent period of existentialism and "anti-literature." Authors whose works are studied include Giraudoux, Duhamel, Mauriac, Bernanos, Montherlant, Saint-Exupéry, Sartre, Anouilh, and Camus.

FRENCH 310: FRENCH POETRY SINCE 1850

3 semester hours

From nineteenth-century Parnassianism and Symbolism, this course proceeds to Surrealism and other philosophical, imaginative, or spiritual reactions to man's condition in the twentieth century. Lectures, readings, and discussions cover the work of such poets as Baudelaire, Verlaine, Rimbaud, Claudel, Valéry, Eluard, Prévert, Marie Noël, and Saint-John Perse.

FRENCH 360: SEMINAR IN FRENCH

3 semester hours

The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work. Topic or period for each semester are announced in advance. Course may be taken for credit more than once if content is not duplicated.

FRENCH 560: GRADUATE SEMINAR IN FRENCH

3 semester hours

This course is open only to students in the graduate program. The work includes intensive individual and group study of one major author or of an important period in the development of French literature. It is directed toward the writing of a major paper in thesis form.

## German

GERMAN 101-102: ELEMENTARY GERMAN 6 semester hours

This course emphasizes the development of the four basic skills: listening comprehension, speaking, reading, and writing German. Use is made of the language laboratory. Two semesters. Offered as a double course in the summer session.

GERMAN 103-104: INTERMEDIATE GERMAN 6 semester hours

This course includes a review of German grammar, the reading of German texts of average difficulty, and simple conversation. The aim of the course is to achieve a good reading knowledge, as well as a familiarity with the spoken language. The language laboratory is used as an aid for promoting oral proficiency. Two semesters.

## Italian

ITALIAN 101-102: ELEMENTARY ITALIAN 6 semester hours

This course offers a thorough study of pronunciation and grammar. It includes conversation, dictation, and reading of Italian texts, plus the acquisition of some knowledge of Italian culture. Two semester course. Offered as a double course in the summer session.

ITALIAN 103-104: INTERMEDIATE ITALIAN 6 semester hours

This course involves a thorough review of the essentials of Italian grammar as well as the reading and analysis of texts of average difficulty. The use of the spoken language is strongly encouraged. Two semesters.

## Portuguese

PORTUGUESE 103-104: INTERMEDIATE PORTUGUESE 6 semester hours

This is a course in Portuguese as a spoken and written language. Classroom and laboratory work provide practice in pronunciation and understanding of the language as spoken in Portugal and in Brazil. The use of English is gradually eliminated from the classroom, until the course is conducted largely in Portuguese. Texts of average difficulty are read. Offered when justified by student enrollment. Two semesters.

## Russian

RUSSIAN 101-102: ELEMENTARY RUSSIAN 6 semester hours

This course is an introduction to the Russian language through a modified and audio-lingual approach with a view to practical application. The objective of the course is two-fold: to enable the student to handle any situation requiring the understanding and speaking of simple Russian; and to enable him to use effectively any printed material in the language. Two semesters.

## Spanish

A minor of 18 hours is offered for students in all curriculums. Requirements are Spanish 201, Spanish 202, and 12 hours selected from the Spanish courses numbered 301 to 306.

Prerequisite for all 200 and 300 courses in Spanish is proficiency in Spanish, demonstrated through examination or through successful completion of Spanish 103-104.

### COURSE DESCRIPTIONS

SPANISH 101-102: ELEMENTARY SPANISH 6 semester hours

This course offers a thorough study of Spanish pronunciation and grammar. It includes conversation, dictation, and reading of Spanish texts, plus the acquisition of some knowledge of Spanish culture. Two semester course. Offered as a double course in the summer session.

SPANISH 103-104: INTERMEDIATE SPANISH 6 semester hours

The emphasis in this course is on the spoken language. The work includes a thorough review of the fundamentals of Spanish grammar and the reading of texts of average difficulty, among them an abridged version of Cervantes' *Don Quixote*. The use of English is gradually eliminated from the classroom until the course is largely in Spanish. Two semesters.

SPANISH 201: ADVANCED ORAL SPANISH 3 semester hours

This course is designed to develop oral proficiency on an advanced level, emphasizing the use of accurate idiomatic Spanish. Literary texts stressing aspects of Spanish culture and civilization are used as bases for the oral work.

SPANISH 202: ADVANCED SPANISH SYNTAX AND STYLISTICS 3 semester hours

This is an advanced course designed for students who already have a command of Spanish grammar and some ability to write correct Spanish, but who can profit from greater attention to style and composition. A study of the finer shades of expression is made through the reading of selected modern texts, the writing of original themes and letters, and the rewriting of English literary selections in comparable Spanish.

SPANISH 301: SPANISH MEDIEVAL AND RENAISSANCE LITERATURE 3 semester hours

The material of this course extends from the epic, satiric, and courtly poetry, plus the exemplary tales of the Middle Ages, to the novelistic drama, the ballads, and the idealistic and picaresque novels of the Renaissance period.



SPANISH 302: THE GOLDEN AGE OF SPANISH LITERATURE

3 semester hours

This course stresses representative masterpieces of the seventeenth century of Spanish literature. Emphasis is placed on the poetry of the mystics, the ballads, the drama of Lope de Vega, Tirso de Molina, Ruiz de Alarcón and Calderón, and on Cervantes' *Don Quijote*.

SPANISH 303: SPANISH LITERATURE OF THE NINETEENTH CENTURY: Part I

3 semester hours

This course treats of the emergence and development of the major phases of Romanticism in Spain. Areas studied include: The Costumbrista movement; Romanticism in poetry; the novel and the theatre; and regionalism as seen in the works of such authors as Juan Valera, Pedro de Alarcón and Pereda.

SPANISH 304: SPANISH LITERATURE OF THE NINETEENTH CENTURY: Part II

3 semester hours

This course continues the work of Spanish 303 through the study of the major literary movements of the second half of the nineteenth century: Realism, Post-Romantic poetry, Post-Romantic drama (Lope de Ayala, Galdós), and the modernist movement.

SPANISH 305: CONTEMPORARY SPANISH LITERATURE: Part I

3 semester hours

This course follows the development of the major branches of Spanish literature from the Generation of 1898 to about 1940. The works of representative philosophers, poets, dramatists, and novelists are covered by readings, lectures and discussions. Among authors included are: Gánivet, Unamuno, Valle-Inclán, Baroja, Jiménez, and García-Lorca.

SPANISH 306: CONTEMPORARY SPANISH LITERATURE: Part II

3 semester hours

This course continues the study of the evolution of Spanish literature from 1940 to the present, with emphasis on the drama and the novel as exemplified by representative authors such as Sender, Delibes, Casona, Duarte, and Azaña.

## Department of Music

ABRAHAM A. SCHWADRON, Mus.A.D., (Boston University), Associate Professor, Chairman

RITA V. BICHO, Ed.M., C.A.G.S., (Boston University), Assistant Professor

ROBERT M. BOBERG, Mus.M., (University of Michigan), Assistant Professor

ROBERT CURRIER, A.M., (Boston University), Assistant Professor

GEORGE E. KENT, Mus.M., (New England Conservatory), Assistant Professor

JOHN PELLEGRINO, Mus.M., (University of Miami), Assistant Professor

WILLIAM A. MYERS, Mus.M., (Yale), Instructor

The Department of Music offers a minor of 18 hours that is open to students in all curriculums. Of these 18 hours, 6 are required and should be taken in the following sequence:

Music 203: Elementary Music Theory 3 semester hours  
Music 204: Harmony 3 semester hours

The remaining 12 hours may be elected from the courses numbered in the 300's. Students are advised to consult with the Department Chairman in planning these 12 hours.

Students minoring in Music are required to hold membership in one of the musical organizations of the College—choir, orchestra, instrumental and vocal ensembles. Individual arrangements for applied musical study should be made with the Department Chairman.

All Music courses and musical activities are open as electives to students in all programs.

The following courses, listed under Education, are offered by the Music Department:

Education 341: Methods and Materials in Music  
(8) 2 semester hours  
Education 424: Music in the Elementary School  
3 semester hours

## COURSE DESCRIPTIONS

MUSIC 201: SURVEY OF MUSIC 3 semester hours

This course presents the basic elements of melody, rhythm, harmony, and form, as well as a survey of music history and music literature, emphasizing vocal and instrumental forms. Music 201 is a General Education requirement for all Elementary majors. Students in other programs may select either Music 201 or Art 201 to fulfill the General Education requirement.

MUSIC 203: ELEMENTARY MUSIC THEORY 3 semester hours

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and form are studied with stress placed on musical acuteness through ear-training, sight-singing, and dictation.

MUSIC 204: HARMONY 3 semester hours

A detailed study of the principles of harmony is made with emphasis on chordal structure, inversions, progressions, non-harmonic tones, and chromaticism of the common-practice period. Experiences in writing and playing original harmonic accompaniments, in creative melodies to given texts, and in hearing and analyzing representative musical compositions are also provided.

Prerequisite: Music 203, open to others by permission only.



**MUSIC 301: CHORAL CONDUCTING**

3 semester hours

This course is designed to analyze the techniques of the art of conducting and the study of voices, voice testing, rehearsal techniques, choral interpretation, score reading, and concepts of program building.

**MUSIC 302: TWENTIETH CENTURY MUSIC**

3 semester hours

An intensive study is made of the literature of music from Debussy and Ravel through contemporary composers. New techniques of composition in both vocal and instrumental forms are discussed and analyzed. Scores and recordings are utilized.

**MUSIC 304: OPERA**

3 semester hours

This is a study of the history of opera from the 17th century to the present, encompassing factors contributing to the changing styles in opera, the particular contributions of composers, the libretti, and the music of the most significant operas of the past and present.

**MUSIC 305: FORM AND ANALYSIS**

3 semester hours

This course is designed to study in detail the design and style of musical structure. Small and large forms covered include binary, ternary design, song-form, variations, rondo, sonata-allegro, as well as various hybrid forms.

Prerequisites: Music 203 and Music 204 or consent of the instructor.

**MUSIC 306: COUNTERPOINT**

3 semester hours

A detailed study is made of 16th century strict-species counterpoint in two or three parts, including the techniques of double counterpoint, canon, crab canon, and invention. Extensive writing and special projects are included.

Prerequisites: Music 203 and 204; open to others by permission only.

**MUSIC 307: BASIC COMPOSITION**

3 semester hours

Primarily for the advanced music minor, this course consists of a study of creative musical techniques of composition in the smaller forms. Extensive experience in form and analysis, and a culminating composition are also included.

Prerequisites: Music 204 and either Music 305 or Music 306; open to others by permission only.

**MUSIC 308: THE SYMPHONY**

3 semester hours

This course is an analytical study of symphonic music with emphasis on the Classical and Romantic periods. Treatment of style, form, instrumentation, social forces are considered. This course is designed for the general enrichment of the layman, not for the music teacher. No prerequisite necessary.

**MUSIC 309: MUSIC OF THE BAROQUE**

3 semester hours

This course is a survey of the development of music literature—vocal and instrumental—from Monteverdi up to and including J. S. Bach. Scores, lectures and recordings are utilized. Open to all students.

**MUSIC 311: LITERATURE OF MUSIC PRIOR TO BACH**

3 semester hours

This is an historical and critical study of the development of the musical arts from ancient beginnings through the Middle Ages and the Renaissance. Plainchant, polyphony, sacred and secular music, and problems in early notation are examined within the changing socio-aesthetic patterns.

**MUSIC 312: LITERATURE OF MUSIC FROM MONTEVERDI TO WAGNER**

3 semester hours

This course includes a study of vocal and instrumental literature from the High Renaissance to the Post Romantic period. Lectures, readings, recordings, and scores are utilized to illustrate the dynamics of musical change and development.

**MUSIC 360: SEMINAR IN MUSIC LITERATURE**

3 semester hours

The Seminar focuses on a selected topic announced in advance, offering intensive study of a major composer or study of a major historical development such as Soviet Socialist Realism, Experimental Music, Venetian Polychoral Style, or Medieval Notation.

Prerequisites: Music 201 and permission of the instructor.

**MUSIC 460: MUSIC THEORY SEMINAR**

3 semester hours

This course is limited to music educators and to others with sufficient background in music theory. Course work includes secondary sevenths, augmented and neopolitan sixths, and more advanced chromatic harmony through writing, analysis, ear training, and individual projects.

**PIANO I a, b, (Elementary)**

No credit

**PIANO II a, b, (Intermediate)**

Basic experience is offered in playing melodies and rhythms with correct chordal accompaniment. *Either Piano I or Piano II* is required in the Early Childhood Curriculum unless, through audition, the student can prove adequacy in performance. Each course meets twice weekly for two consecutive semesters.

## Philosophy

Please refer to Department of Foundations and Philosophy, page 114.

## Physical Education

Please refer to Department of Health and Physical Education, page 122.

## Department of Physical Sciences

- RUSSELL MEINHOLD, Ph.D., (Connecticut), Professor, Chairman  
RENATO E. LEONELLI, Ed.D., (Boston University), Professor  
KENNETH E. BORST, A.M., (Wisconsin), Associate Professor  
ARTHUR L. LAFERRIERE, Ph.D., (University of Rhode Island), Associate Professor  
J. GEORGE O'KEEFE, Ph.D., (Brown), Associate Professor  
ANTHONY CARCIERI, M.A.T., (Stanford), Assistant Professor  
GEORGE DECKEY, B.S., (Brown), Assistant Professor  
JOHN E. PETERSON, M.N.S., (Worcester Polytechnic Institute), Assistant Professor  
MARYANNE M. GARDINER, Ed.B., (Rhode Island College), Instructor (part-time)  
ROBERT VIENS, Ed.B., (Rhode Island College), Instructor

The Physical Science Department offers first-year courses in chemistry, physics, and physical science that fulfill the science requirement in General Education. As indicated below, students planning to enroll in certain of the major curriculums are required to take specific science and mathematics courses in meeting General Education requirements.

The Department offers four programs: majors in Physical Science and General Science, and minors in Physics and Chemistry.

### Physical Science Major

The Physical Science major is designed to prepare teachers of chemistry and/or physics for the senior high school. Graduates of Rhode Island College who successfully complete this curriculum meet Rhode Island State Department of Education certification requirements for both sciences.

### General Science Major

The General Science major is designed to prepare the student to teach general science and mathematics in the junior high school. Students completing this curriculum meet Rhode Island State Department of Education requirements for teaching general science and mathematics.

Students planning to major in Physical Science must elect Mathematics 103-104 and Chemistry 103-104 as freshman General Education courses. Those students not qualified to take Mathematics 103-104 should plan to take summer course work in mathematics. The extra course required is Mathematics 211.

Only those students achieving an average of C or better in the General Education courses in mathematics are permitted to take programs in this Department. To continue in these curriculums beyond the second year, the student must achieve a cumulative index of not less than 1.69 in all mathematics courses that he has taken.

The required course work for the Physical Science major includes: Chemistry 103-104, 201, and 302; Physics 103-104, 301, 303, and 304; and Mathematics 103-104, 212, 313, 314, and 316.

The General Science major consists of Chemistry 103-104, Biology 105-106, Physics 103-104, and two science electives. The science electives should be chosen from science courses individually and specifically approved by the department head. The General Science major also includes the following Mathematics courses: 101-102 or 103-104, 211, 212, 313, 324, 333, 358 or 341, and a mathematics elective which counts towards a mathematics major. If the student takes Mathematics 103-104 as his General Education course, Mathematics 211 is omitted and he may use these three hours for an elective of his choice. Also, if the student is qualified, he may take Mathematics 326 instead of Mathematics 324.

### Physics Minor

The requirements for the Physics minor are Chemistry 103-104, and Physics 103-104, 301, 303, and 304.

### Chemistry Minor

The requirements for the Chemistry minor are Chemistry 103-104, 201 and 302, and Physics 103-104.

In either of these minors, the student should plan to meet his General Education science requirements with six hours from either Chemistry 103-104 or Physics 103-104. Also, the student should plan to include all necessary prerequisites for the various courses in his program of studies. It is strongly recommended that all students planning to take either of these minors confer with the Chairman of the Physical Science Department.

Students enrolled in either the General Science or Physical Science curriculum should note carefully the required education sequence shown on pages 176-178.

Education 310 which immediately precedes Student Teaching (Ed. 321) is the Practicum course. That portion of the Practicum dealing with the methods and materials of instruction in General Science and Physics is taught by a faculty member of the Physical Science Department.

The following courses under Education are offered by the Department of Physical Sciences:

Education 310: Practicum in Secondary Education (General Science section)	(5) 3 semester hours
Education 343: Methods and Materials in Science Education	(3) 2 semester hours
Education 441: Science in Secondary Schools	3 semester hours

Education 507S: Function of Cooperating Teacher (Secondary), Physical Science	3 semester hours
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#### SEQUENCE FOR GENERAL SCIENCE

Subject	Cr. Hrs.	Subject	Cr. Hrs.
First Semester		Second Semester	
Math. 101 or 103	3	Math. 102 or 104	3
Chem. 103	4	Chem. 104	4
English 101	2	English 102	2
Humanities 103	3	Humanities 104	3
Modern Language 103	3	Modern Language 104	3
Phy. Ed. 101	1	Phy. Ed. 102	1
Speech 101	1	Speech 102	1
*Ed. 101a, b.	....	*Ed. 101a, b.	....
—	17	—	17
Third Semester		Fourth Semester	
Math. 211	3	Math. 212	4
Biology 105	4	Biology 106	4
Humanities 105	3	Humanities 106	3
Psych. 200	3	Soc. Sci.	3
Music or Art	3	Ed. 201	3
Phys. Ed. 201	½	Phys. Ed. 202	½
Ed. 101c	1	—	—
—	17½	—	17½

#### A Division

Subject	Cr. Hrs.	Subject	Cr. Hrs.
First Semester		Sixth Semester	
Math. 313	4	Math. 324	3
Ed. 310	3	Ed. 321	9
Ed. 300	3	—	—
Electives (2)	6	—	—
—	16	—	12

\*Will be assigned either fall or spring semester.

#### Seventh Semester

Physics 103	4
Sci. Elective	3 or 4
Math. 333	3
Ed. 302	3
Ed. 360	1
—	14 or 15

#### Eighth Semester

Physics 104	4
Math. 358 or 341	3
Sci. Elective	3 or 4
Math. Elective	3
Elective	3
—	16 or 17

#### B Division

Subject	Cr. Hrs.	Subject	Cr. Hrs.
Fifth Semester		Sixth Semester	
Math. 313	4	Math. 324	3
Physics 103	4	Physics 104	4
Sci. Elective	3 or 4	Ed. 300	3
Elective	3	Ed. 310	3
—	14 or 15	Elective	3
—	—	—	16

#### Seventh Semester

Math. 333	3
Ed. 321	9
—	12

#### Eighth Semester

Math 358 or 341	3
Math. Elective	3
Ed. 302	3
Ed. 360	1
Sci. Elective	3 or 4
Elective	3
—	16 or 17

#### SEQUENCE FOR PHYSICAL SCIENCE

Subject	Cr. Hrs.	Subject	Cr. Hrs.
First Semester		Second Semester	
Math. 103	3	Math. 104	3
English 101	2	English 102	2
Humanities 103	3	Humanities 104	3
Mod. Lang. 103	3	Mod. Lang. 104	3
Chem. 103	4	Chem. 104	4
Phys. Ed. 101	1	Phys. Ed. 102	1
Speech 101	1	*Education 101a, b.	....
*Education 101a, b.	....	Speech 102	1
—	17	—	17

\*Will be assigned either fall or spring semester.

Third Semester		Fourth Semester	
Math. 212	4	Math. 313	4
Physics 103	4	Physics 104	4
Humanities 105	3	Humanities 106	3
Psych. 200	3	Soc. Sci.	3
Music or Art	3	Ed. 201	3
Phys. Ed. 201	$\frac{1}{2}$	Phys. Ed. 202	$\frac{1}{2}$
Ed. 101c	1		
	<hr/> 18 $\frac{1}{2}$		<hr/> 17 $\frac{1}{2}$

#### A Division

Fifth Semester		Sixth Semester	
Math. 314	4	Math. 316	3
Chem. 201	6	Ed. 321	9
Ed. 310	3		
Ed. 300	3		
	<hr/> 16		<hr/> 12
Seventh Semester		Eighth Semester	
Physics 301	3	Chem. 302	4
Physics 303	3	Physics 304	4
Ed. 302	3	Electives (2)	6
Ed. 360	1		
Electives (2)	6		
	<hr/> 16		<hr/> 14

#### B Division

Fifth Semester		Sixth Semester	
Math. 314	4	Math. 316	3
Chem. 201	6	Physics 303	3
Physics 301	3	Ed. 300	3
Elective	3	Ed. 310	3
	<hr/> 16	Elective	3
			<hr/> 15
Seventh Semester		Eighth Semester	
Ed. 321	9	Chem. 302	4
Elective	3	Physics 304	4
		Ed. 302	3
		Ed. 360	1
		Elective	3
	<hr/> 12		<hr/> 15

## COURSE DESCRIPTIONS

### PHYSICAL SCIENCE 101-102; PHYSICAL SCIENCE 6 semester hours

The basic objective of this course is to present to the student a systematic approach to the nature and relationships of matter and energy. The topics are so selected as to progress from the simple to the more complex and subtle concepts of modern physical science. It should be noted that the Elementary Major cannot substitute the first semester of this course for Physical Science 105. This course is specifically organized to meet General Education objectives.

Two semesters. Two lecture periods and one two-hour laboratory period.

### PHYSICAL SCIENCE 105; PHYSICAL SCIENCE 3 semester hours

This course examines fundamental concepts in physics and chemistry. Specific topics covered are mechanics, heat, light, magnetism, electricity and the atom. The laboratory work departs from the traditional laboratory procedure and consists of a series of selected problems. The course is restricted to those students majoring in Elementary Education who have not taken Physics 102 or Physical Science 101-102.

Two lecture periods and one two-hour laboratory period.

### PHYSICAL SCIENCE 391-393; PROBLEMS IN PHYSICAL SCIENCE 1 to 3 semester hours

The student does research in a topic selected after consultation with the instructor, and prepares a report of the work. A maximum of 6 credits may be earned in these courses.

Admission and credit are to be determined in consultation with the instructor and the department chairman.

## Physics

The Department of Physical Sciences offers a minor in Physics, consisting of eighteen semester hours of courses in sequence. Complete information concerning the Physics minor will be found on page 175 of this catalog.

## COURSE DESCRIPTIONS

### PHYSICS 101-102; GENERAL PHYSICS 6 semester hours

In this non-calculus treatment of selected topics, specific areas included are mechanics, heat, light, electricity, magnetism, and modern physics. Laboratory work is based upon selected problem-solving experiments rather than duplication of traditional experiments.

Two semesters. Two lecture periods and one two-hour laboratory period.



**PHYSICS 103-104: GENERAL PHYSICS**

8 semester hours

The first semester places special emphasis upon mechanics, heat, thermo-dynamics, light, and geometric optics. The second semester treats rotational motion, wave motion, electricity, magnetism, and modern physics. Elementary concepts of calculus are used. The laboratory offers selected problems designed to emphasize the lecture material.

Two semesters. Three lecture periods and one three-hour laboratory period.

Prerequisite: Mathematics 212 completed or taken concurrently.

**PHYSICS 203: OPTICS**

3 semester hours

This practical study of geometric optics includes applications to optical instruments. Some attention is also given to physical optics and optical phenomena generally.

Two lecture periods and one two-hour laboratory period.

Prerequisite: Physics 104.

**PHYSICS 301: ELECTRICITY AND MAGNETICISM**

3 semester hours

This is an advanced treatment of the fundamental aspects of electrostatics, magnetism, electromagnetic phenomena, and direct and alternating currents.

Two lecture periods and one two-hour laboratory period.

Prerequisites: Physics 104 and Mathematics 313.

**PHYSICS 303: MECHANICS**

3 semester hours

Newton's laws of motion, integrals of the second law, linear and plane motion of a mass point, dynamics of a system of particles, statics and dynamics of a rigid body, elastic bodies, and fluids are studied.

Three lecture periods.

Prerequisites: Physics 104 and Mathematics 316 (or concurrently).

**PHYSICS 304: MODERN PHYSICS**

4 semester hours

The major developments in physics of the last sixty years are studied; included are the experimental evidences and theories concerning the atomic nature of matter and electricity, dual nature of matter and radiation, atomic structure and atomic spectra, an introduction to relativity and quantum mechanics, and the Heisenberg Uncertainty Principle. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies, and cosmic rays.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Physics 104, 301, 303; and Mathematics 316.

**PHYSICS 306: ELECTRONICS**

3 semester hours

This course studies the practical electron tube and transistor circuits used in physical research. The introduction to physical electronics includes thermionic emission, field emission, crystal rectification, and transistor action.

Two lecture periods and one two-hour laboratory period.

Prerequisites: Physics 302 and Mathematics 314.

**PHYSICS 308: METEOROLOGY**

3 semester hours

An introduction to the science of meteorology is given, dealing with the composition and vertical structure of the earth's atmosphere; the basic pressure patterns and general circulation; frontal structure and air mass analysis; adiabatic processes and stability of the atmosphere; instruments and procedures used in weather observing and forecasting; severe local storms, tornadoes, and hurricanes; weather services and climatology.

Prerequisites: Physics 103-104 and Mathematics 212, 313.

## *Political Science*

EUGENE H. PERRY, A.M., (Columbia), Assistant Professor of Social Science

VICTOR L. PROFUGHI, A.M., (Pittsburgh), Assistant Professor

HERBERT R. WINTER, Ph.D., (Iowa), Assistant Professor

A regular rotation of courses is given in Political Science. Political Science 201 or 202 meets the Social Science requirement in General Education and either of them serves as a prerequisite for the advanced courses in Political Science.

### *Minor in Political Science*

The minor in Political Science is 18 semester hours at two levels. Political Science 201 and 202 are required for level one. Four selected Political Science courses complete the second level. Three of these credits are acceptable in the interdisciplinary format.

For further information concerning the Political Science minor, please refer to the Department of Social Sciences on page 189 of this catalog.

For additional credit in Political Science please see

History 357: Problems in International Relations

3 semester hours

under the listing of the Department of History. Political Science minors are expected to complete Political Science 201 or 202 as prerequisite to this course.

## COURSE DESCRIPTIONS

### POLITICAL SCIENCE 201: INTRODUCTION TO POLITICAL SCIENCE 3 semester hours

This basic course introduces the student to the nature and functions of government and politics in modern society.

### POLITICAL SCIENCE 202: AMERICAN GOVERNMENT 3 semester hours

The objective of this course is to examine in broad outline the institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, Presidency, Supreme Court, and civil rights.

### POLITICAL SCIENCE 302: COMPARATIVE GOVERNMENT 3 semester hours

The operation and structure of selected foreign governments are examined in terms of comparative analysis. Emphasis is placed on the more important types of government in contemporary society.

Prerequisite: Political Science 201 or 202.

### POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION 3 semester hours

This course is designed to acquaint the student with international and regional institutions. Consideration is given to the structure, process, and activity of these organizations with respect to the maintenance of peace, settlement of disputes, and promotion of welfare. Major emphasis is placed on the United Nations.

Prerequisite: Political Science 201 or 202.

### POLITICAL SCIENCE 304: PRINCIPLES OF INTERNATIONAL POLITICS 3 semester hours

The fundamental forces of world politics are examined. Emphasis is placed on the motivating and conditioning factors which shape interaction among the states. Attention is given to the means and ends in the relation of states; the impact of nationalism and imperialism; the causes of war; and an analysis of the possible methods for the resolution of international conflict.

Prerequisite: Political Science 201 or 202.

### POLITICAL SCIENCE 313: HISTORY OF POLITICAL THOUGHT 3 semester hours

An examination is made of the political ideas advanced by leading writers from ancient times to the eighteenth century. Special attention is focused on Plato, Aristotle, Cicero, St. Augustine, St. Thomas, Machiavelli, Bodin, and Hobbes.

Prerequisite: Political Science 201 or 202.

### POLITICAL SCIENCE 314: MODERN POLITICAL THOUGHT 3 semester hours

A study of political theory from the eighteenth century to the present is presented. Special attention is given to Locke, Montesquieu, Rousseau, Burke, De Tocqueville, Mill, Marx, and Lenin.

Prerequisite: Political Science 201 or 202.

### POLITICAL SCIENCE 321: STATE AND LOCAL GOVERNMENT IN THE UNITED STATES 3 semester hours

This course focuses on the characteristics and problems of modern state and local governments. Among the topics to be considered are the functions, organizations, and politics of these governments, metropolitan developments and problems, and the conflict of rural versus urban political forces.

Prerequisite: Political Science 202. Political Science 201 acceptable by permission of the instructor.

### POLITICAL SCIENCE 351: AMERICAN POLITICS 3 semester hours

This course deals with the nature and functions of political parties and interest groups in the United States. Consideration is given to party history, minority parties, organization, nominations, campaign techniques, elections, voting behavior, and party finance.

Prerequisite: Political Science 201 or 202.

## Portuguese

Please refer to Department of Modern Languages. Courses are listed on page 168.

## Department of Psychology

- EUGENE DUTTON, Ph.D., (Chicago), Professor, Chairman  
 ALLAN B. SMITH, Ph.D., (Connecticut), Professor  
 FRANK J. DEIGMAN, Ed.D., (Boston University), Associate Professor  
 LENORE A. DELUCIA, Ph.D., (Brown), Associate Professor  
 RAYMOND H. HOLDEN, Ed.D., (Boston University), Associate Professor  
 GABRIELLE L. JEAN, S.G.C., Ph.D., (Boston College), Associate Professor  
 M. SHELAGH GILMORE, Ed.M., C.A.E.S., (Boston College), Assistant Professor  
 CYNTHIA N. MAKOKIAN, A.M., (Brooklyn), Assistant Professor  
 ANNE J. SAMAAAN, A.M., (New York University), Assistant Professor  
 (part-time)  
 JOAN H. ROLLINS, A.M., (Fordham), Instructor

The Department of Psychology offers a minor of 18 hours for students in all curriculums. The minor includes Mathematics 340. It is strongly recommended that students who anticipate a minor in psychology take Biology 101 and 102 in their freshman year. Each student who expects to minor in psychology must plan a coherent sequence of courses in consultation with the Chairman of the Department by the end of his sophomore year.

The General Education requirement in psychology is fulfilled by Psychology 200. Minimum requirements for a minor in psychology are listed below:

Semester I	Second Year	Semester II
Psychology 200	Education 201*	
	Psychology 206	
	Mathematics 340	
	Third Year	
	Psychology 300 or 302	
	Psychology 304 or 305	
	One elective in Psychology	
	(if in Education Division B)	
	Fourth Year	
	Psychology 301	
	One elective in Psychology	
	(if in Education Division A)	
	Psychology 366 (if eligible)	

The following courses, listed under Education, are offered by the Department of Psychology:

Education 201: Psychological Foundations of Education	3 semester hours
Education 375: Tests and Measurements	3 semester hours

(Note: Prerequisites listed for Psychology courses may be waived upon sufficient evidence of competence approved by written consent of the Instructor with endorsement by the department chairman, except for Psychology 502 which must be preceded by Psychology 501.)

\*Education 201 may be counted in the professional education sequence or in the psychology minor sequence (for Liberal Arts students) but not in both.

## COURSE DESCRIPTIONS

### PSYCHOLOGY 200: GENERAL PSYCHOLOGY 3 semester hours

This course introduces the student to the methods, principles, and concepts of psychology as a science. Basic facts and theories are presented as an overview of human and animal behavior with emphasis on experimental methods.

Prerequisite to all other courses in psychology.

### PSYCHOLOGY 206: SOCIAL PSYCHOLOGY 3 semester hours

This course is an introduction to the study of social interactions and the learning of role behavior, with emphasis on the socialization process, personality and culture, and on attitudes and motives.

Prerequisite: Psychology 200.

### PSYCHOLOGY 300: PSYCHOLOGY OF LEARNING 3 semester hours

This course is designed to analyze principles and theories of learning, with special emphasis on experimental findings and on the place of learning in general theories of behavior.

Prerequisite: Psychology 200.

### PSYCHOLOGY 301: HISTORY AND SYSTEMS OF PSYCHOLOGY 3 semester hours

This course is a survey of modern psychology from the viewpoint of its antecedents. Emphasis is on the great historical questions and controversies, the biographies of outstanding psychologists, and on psychological "schools" and systematic theories.

Prerequisite: Psychology 300, or Psychology 304, or Psychology 312.

### PSYCHOLOGY 302: PSYCHOLOGICAL TESTING 3 semester hours

Topics include the principles of psychological measurement; the construction, reliability, and validity of standardized tests; the interpretation and application of test data; the utilization of test information as experimental variables; and the construction of teacher-made tests.

Prerequisites: Psychology 200 and Mathematics 340, or equivalent.

### PSYCHOLOGY 304: EXPERIMENTAL PSYCHOLOGY I 3 semester hours

This course is concerned with the methods of the experimental psychologist and the drawing of inferences from experimental data. Laboratory sessions include both classical experiments and an original

research project. Concentration is on research related to learning. With Laboratory.

Prerequisites: Psychology 200 and Mathematics 340.

**PSYCHOLOGY 305: EXPERIMENTAL PSYCHOLOGY II** 3 semester hours

This course is also aimed at the exploration of experimental designs for testing hypotheses and drawing inferences from experimental data. Emphasis is on research related to sensory and perceptual processes. Each student plans and carries out an independent research project. With Laboratory.

Prerequisites: Psychology 200 and Mathematics 340.

**PSYCHOLOGY 308: PERSONALITY** 3 semester hours

This course emphasizes the determinants of personality, various theoretical approaches to individual differences, and the methods for appraising personality. Special consideration is given to the social and biological factors related to normal behavior.

Prerequisites: Education 201 and Psychology 206.

**PSYCHOLOGY 310: ABNORMAL PSYCHOLOGY** 3 semester hours

This course is a study and analysis of abnormal behavior and its relationship to normal personality dynamics. Emphasis is on contemporary approaches as well as traditional categories of psychopathology.

Prerequisite: Psychology 308.

**PSYCHOLOGY 312: PSYCHOLOGY OF PERCEPTION** 3 semester hours

Perceptual processes are studied from the viewpoint of their historical development. The major theories of perception are analyzed in the light of contemporary research.

Prerequisites: Psychology 200 and Mathematics 340, or equivalent.

**PSYCHOLOGY 369: SENIOR SEMINAR IN GENERAL PSYCHOLOGY** 3 semester hours

This course is a concentrated review and generalization of undergraduate learning experiences in psychology. Discussion sessions, position papers, and individual research projects are included.

Prerequisites: Senior standing, prior and concurrent registration in a total of at least six other courses in psychology, and a minimum quality-point index of 2.25 in previously completed psychology courses.

**PSYCHOLOGY 401: CHILD PSYCHOLOGY** 3 semester hours

This course concentrates attention on the mental, emotional, social, and physical development of children from conception to early adoles-

cence with stress on developmental research related to the process of teaching and learning.

Prerequisite: Education 201 or equivalent.

**PSYCHOLOGY 404: ADOLESCENT PSYCHOLOGY** 3 semester hours

This course concentrates attention on the mental, emotional, social, and physical changes characteristic of the adolescent period, with special emphasis on peer-group and school influences on development.

Prerequisite: Education 201 or equivalent.

**PSYCHOLOGY 405: EDUCATIONAL PSYCHOLOGY** 3 semester hours

This course is concerned with the application of empirical psychological research to classroom situations.

Prerequisites: Education 201 or equivalent, and student teaching or teaching experience. Student teaching may be taken concurrently.

**PSYCHOLOGY 501: INDIVIDUAL TESTING PRACTICUM I** 3 semester hours

This course surveys the historical background of current intelligence tests and evaluates various theories of intelligence. It requires administration, scoring, and interpretation of the Revised Stanford-Binet, Form L-M (1960). Test report writing and review of current literature are stressed.

Prerequisites: Psychology 302 and consent of instructor.

**PSYCHOLOGY 502: INDIVIDUAL TESTING PRACTICUM II** 3 semester hours

A continuation course which emphasizes advanced theory and practice of individual testing, with administration, scoring, and interpretation of the WISC and WAIS. Other individual tests are discussed and demonstrated. Certificate of proficiency is granted for satisfactory completion of the sequence Psychology 501 and 502.

Prerequisites: Psychology 501, and consent of instructor.

## *Russian*

Please refer to Department of Modern Languages. Courses are listed on page 168.

## *School Nurse-Teacher Education*

For detailed information concerning degree offerings and requirements in this area please refer to the Bulletin of the Division of Graduate Studies, Rhode Island College.



## COURSE DESCRIPTIONS

### HEALTH 320: PUBLIC HEALTH NURSING

3 semester hours

This course is an introduction to public health nursing. Consideration is given to the development and trends in the public health movement on the local, state and national bases, as well as the functions of the public health nurse in official and voluntary agencies. The fundamental principles of public health nursing are discussed in the light of recommended current practices in public health.

Open only to students in the School Nurse-Teacher Program.

### HEALTH 321: NUTRITION

3 semester hours

This course presents the fundamental principles of human nutrition, with application in planning of dietaries to individual situations as they relate to the food needs of different ages, racial preferences, and budgeting.

Open only to students in the School Nurse-Teacher Program.

### HEALTH 322: SCHOOL NURSING

3 semester hours

This course considers the present day philosophy of school nursing. It includes the nurse's role as a member of the school health team, her functions and priorities of service. Discussion encompasses the three areas of the school health program—education, environment, and services.

Prerequisite: Health 320.

### HEALTH 323: PRACTICUM IN SCHOOL NURSING

3 semester hours

A special program of laboratory experiences for school nurses is available at the Henry Barnard School. This program is under the joint sponsorship of the State Department of Health and Rhode Island College and fulfills the field experience requirement for candidates seeking State certification. School nurses interested in this course should apply through their superintendents of schools to the Director of Laboratory Experiences, Rhode Island College. The course includes fifteen three-hour morning sessions of observation and participation which are oriented around procedures and practices of school health. The program consists of home visits and evaluation of health records and community resources.

Prerequisite: Health 322 or consent of instructor.

## Secondary Education

Please see entry under Education, page 92.

## Department of Social Sciences

MARION I. WRIGHT, A.M., (Clark), Professor of Geography, Chairman

LAWRENCE W. LINDQUIST, D.Phil., (Oxon), Professor of Anthropology

KENNETH V. LUNDBERG, Ph.D., (Wisconsin), Professor of Economics

SARAH CURWOOD, Ph.D., (Radcliffe), Associate Professor of Sociology

MARY A. QUARLES, Ph.D., (Boston University), Associate Professor of Sociology

JASON I. BLANK, A.M., (Boston University), Assistant Professor of Sociology

OLIVER B. LERCH, Jr., A.M., (Pennsylvania State), Assistant Professor of Anthropology

STANISLAUS J. MARKIEWICZ, A.M., (Fordham), Assistant Professor of Economics

WALTER A. NEBIKER, Jr., M.Sc., (McGill), Assistant Professor of Social Science

EUGENE H. PERRY, A.M., (Columbia), Assistant Professor of Political Science and Social Sciences

VICTOR L. PROFUGHI, A.M., (Pittsburgh), Assistant Professor of Political Science

CHESTER E. SMOLSKI, A.M., (Clark), Assistant Professor of Geography

ROBERT I. SULLIVAN, A.M., (Clark), Assistant Professor of Geography

HERBERT R. WINTER, Ph.D., (Iowa), Assistant Professor of Political Science

WILLIAM R. HAGEDORN, A.B., (Illinois), Instructor of Anthropology

ALICE JACOBS, A.M., (Boston University) Instructor of Sociology

DAVID A. RABOY, A.M., (Clark), Instructor of Anthropology and Sociology

The Department of Social Sciences presents course work in Anthropology, Economics, Geography, Political Science, Sociology and the Social Sciences. The Department offers a major in Social Science and minors in Anthropology (page 68), Economics (page 85), Geography (page 116), Political Science (page 181), and Sociology (page 194), as well as a combined minor in Social Science. In cooperation with the Department of English the Department of Social Sciences offers a dual Social Science-English program for the preparation of junior high school teachers. Courses in the single areas noted are given, as well as interdisciplinary offerings.

### Social Science Requirement in General Education

Each student must complete a three-hour requirement in Social Science. There is a choice between an introductory course in one of the Social Sciences (other than History or Geography for Elementary Education students) or an interdisciplinary course, Aspects of Contemporary Civilization. Under normal circumstances the introductory choice comes in the junior year and the Contemporary Civilization choice in the senior year.

# Course choices:

## FALL

Anthropology 201: Introduction to Social Anthropology  
 Economics 201: Principles of Economics: Macro-Economics  
 Geography 201: Introduction to Geography  
 Political Science 201: Introduction to Political Science  
 Sociology 201: Introduction to Sociology

## SPRING

Anthropology 202: Primitive Societies  
 Economics 202: Principles of Economics: Micro-Economics  
 Geography 201: Introduction to Geography  
 Political Science 202: American Government  
 Sociology 201: Introduction to Sociology

## Major in Social Science

A major in Social Science involves 30 semester hours of work, or ten courses in the Social Sciences. For students in Liberal Arts and Secondary Education, twelve hours of cognate work in History are required. For students in Elementary Education, twelve hours of cognate work are recommended. Students who major in Social Science need to relate their plan to fulfilling the Social Science requirement in General Education (see preceding material) to their plans for the major.

Thus, with ten courses (30 hours) in the Social Science major plus one Social Science course to fulfill General Education requirements, the student needs to plan the following distribution of course work through the five disciplines or fields: Anthropology, Economics, Geography, Political Science, and Sociology.

- 3 hours One course at a 200 level in one discipline or field, to fulfill the General Education requirement.
- 18 hours Two courses each in a second, third, and fourth discipline or field.
- 12 hours Four courses in a fifth discipline or field, including one course in a seminar format (Social Science 361).

*N.B.:* The Social Science Seminar (Social Science 361) is to be taken in the senior year, preferably the second semester.

For example, a student who identifies Sociology as the discipline or field in which he is most interested plans a sequence of four courses in Sociology. If he identifies Political Science as the discipline or field of least interest, he takes one course in that field to fulfill his requirement in General Education. Then he takes two courses each in Anthropology, Economics, and Geography.

The cognate requirement or recommendation may be met by taking 12 hours of course work in History, including History 201-202, United States History. *Elementary Education students who are candidates for the degree of Bachelor of Arts and who are majoring in Social Science will not take History 203 but will, instead, take History 201-202 and may use one course out of the ten courses of the Social Science major to do this.*

## A recommended sequence for the Social Science Major:

First Semester	Second Year	Second Semester
History 201 (Cognate)	History 202 (Cognate)	Social Science Field 2
	Third Year	
Social Science Field 1 or 2	Social Science Field 1 or 2	
Social Science Field 3 or 4	Social Science Field 3 or 4	
General Education Requirement in Social Science		
	Fourth Year	
Social Science Field 3 or 4	Social Science Seminar	
Social Science Field 4	Social Science Field 3 or 4	
Cognate	Social Science Field 4	
	Cognate	

Alternate choices allow freedom in selecting desired courses from the sequence listed a year or more in advance by the Division.

A semester of student teaching necessitates one semester's requirements to be added elsewhere.

## Minors in the Social Sciences

Minors in the Social Sciences include both a combination minor made up of three fields selected from the five disciplines included in the department and a minor available in any one of the Social Science fields.

Each one of the minors is 18 hours. Prerequisites must be met in 200 level courses before the choices in advanced courses may be taken. In each minor a course in an interdisciplinary format is acceptable. Students are advised to consult staff members in the various disciplines concerning course selection.

Introductory or prerequisite courses (in the Social Sciences) are offered every semester. Completion of such courses early in an undergraduate program will allow students to take their choices in advanced courses.

### Combined Social Science Minor

A Social Science minor is eighteen hours. Two courses in each of three Social Science fields other than History and beyond General Education are required. The fields available are Anthropology, Economics, Geography, Political Science, and Sociology. The full year in United States History is recommended when possible.

### *Social Science-English Program for Preparation of Junior High School Teachers*

Students preparing to teach English and Social Studies in the junior high school have the opportunity to pursue a combined program with emphasis in either field. The graduate with this background is especially well prepared for the numerous teaching situations in the junior high schools of the State requiring one teacher to instruct in both fields.

The requirements of the program are as follows:

#### I. Social Sciences (30 hours) and English (18 hours) 48 semester hours

##### A. Social Sciences

###### 1. History

- a. History 201 and 202 6 semester hours
- b. History 361 or 362 3 semester hours
- c. Choice (Any two 300 courses in History) 6 semester hours

###### 2. Geography

- a. Geography 201 3 semester hours
- b. Choice: Geography 205 or any 300 course in Geography 3 semester hours

###### 3. Other Social Sciences

9 semester hours

One course from each of three other fields in the Social Sciences. These would be 200 courses in Anthropology, Economics, Political Science, or Sociology or a 300 course where the prerequisite is met.

##### B. English (18 hours)

(See English Department description for specific courses required.)

#### II. English (27 hours) and Social Science (21 hours)

48 semester hours

##### A. English (27 hours)

(See English Department description for specific courses required.)

##### B. Social Sciences

- 1. History 201-202 6 semester hours
- 2. Choice of advanced History courses 6 semester hours
- 3. Geography 201 3 semester hours
- 4. Social Science choices 6 semester hours

Two courses from the fields of Anthropology, Economics, Geography, Political Science, or Sociology. These would be 200 courses, or 300 courses where the prerequisite is met.

Several courses offered by the Department of Social Sciences, and listed below, will be found under Education listings, beginning on page 95 of this catalog:

- Education 310: Practicum in Secondary Education  
(Social Studies section) (5) 3 semester hours
- Education 443: Social Studies in Secondary Schools  
3 semester hours
- Education 507S: Function of Cooperating Teacher  
(Secondary), Social Science 3 semester hours

## *Social Science*

### COURSE DESCRIPTIONS

#### SOCIAL SCIENCE 301: ASPECTS OF CONTEMPORARY CIVILIZATION

3 semester hours

This course presents an interdisciplinary view of the problems in contemporary society, with a critical evaluation of primary and secondary source materials.

This course is designed to meet the Social Science requirement in General Education. It may be taken as an elective, but does not fulfill curricular requirements for a course in any of the minors of the Social Sciences.

**SOCIAL SCIENCE 310: AFRICA**

3 semester hours

To focus systematic attention on changing Africa, this course considers the changing face of Africa; the changing social structure of Africa; the changing political structure of Africa; and the changing problems of Africa.

Social Science faculty members lecture in the fields of specialization. Visiting specialists may also lecture.

Prerequisite: Any 200-course in the Social Sciences.

**SOCIAL SCIENCE 311: LATIN AMERICA**

3 semester hours

The many changes in Latin America during the 20th century are examined in terms of their geographic and historical origins and of their political, social, and economic implications. Social Science faculty members lecture in their fields of specialization. Visiting specialists may also lecture.

Prerequisite: Any 200-course in the Social Sciences.

**SOCIAL SCIENCE 361: SOCIAL SCIENCE SEMINAR**

3 semester hours

This seminar is designed to integrate the experiences of social science majors in the various social science disciplines. Objectives are (1) to examine the roles of the various disciplines in the social sciences and (2) to acquaint the students with research methods and techniques used in these fields. Students have the opportunity to develop a research project.

**SOCIAL SCIENCE 480: WORKSHOP IN SOCIAL SCIENCE**

3 semester hours

Selected problems are investigated in various formats. Credits and pre-requisites may vary.

## *Sociology*

SARAH CURWOOD, Ph.D., (Radcliffe), Associate Professor

MARY A. QUARLES, Ph.D., (Boston University), Associate Professor

JASON L. BLANK, A.M., (Boston University), Assistant Professor

ALICE JACOBS, A.M., (Boston University), Instructor

DAVID A. RABOY, A.M., (Clark), Instructor

A regular rotation of courses is given in Sociology. Sociology 201 meets the Social Science requirement in General Education.

### *Minor in Sociology*

The minor in Sociology is 18 hours at two levels. Sociology 201 is required at the 200 level and meets the prerequisite for all other courses in Sociology. Fifteen additional hours in Sociology are required on the

300 level. Mathematics 340: Statistical Methods, or Mathematics 341: Mathematical Statistics I, is recommended for students expecting to do graduate study in Sociology and is acceptable for credit at the second level.

Students planning to take Sociology 302: Theory and Method in Sociology, should take Sociology 201 and one other 300 level course as prerequisites.

For further information concerning Sociology and the Social Sciences please see Department of Social Sciences, page 189 of this catalog.

## **COURSE DESCRIPTIONS**

### **SOCIOLOGY 201: INTRODUCTION TO SOCIOLOGY**

This course serves as an introduction to the study of primary and secondary social relations in society. Basic concepts are discussed and applied to the sociological analysis of social groups and their associated patterns of behavior. Attention is directed toward various aspects of American society such as: socialization, deviance, family, and minorities.

### **SOCIOLOGY 301: THE FAMILY**

3 semester hours

The family is studied as a primary social institution. A functional analysis is used to explain such areas as recruitment of members, role differentiation, socialization of children. Historical, cross cultural, and subcultural materials are used to provide contrast for the "norm medals class" American family pattern.

Prerequisite: Sociology 201.

### **SOCIOLOGY 302: THEORY AND METHOD IN SOCIOLOGY**

3 semester hours

Although theory and method are included in all courses offered in Sociology, this course for the advanced student gives him more opportunity to deal with primary source material used to explain the nature of sociological phenomena, and the logic of the design of empirical studies and techniques for collecting data. The major theorists and research workers to be covered are Durkheim, Weber, Parsons, and Merton. Particular attention is paid to functional analysis. Pertinent illustrative material is drawn from the various substantive fields of Sociology.

Prerequisite: Sociology 201.

### **SOCIOLOGY 303: SOCIAL STRATIFICATION**

3 semester hours

This course is concerned with the distribution of power and privileges in a society. Various social characteristics such as occupation,



education, ethnic or racial origin, age, and sex are considered as factors important in establishing rank systems and class systems in rural, suburban and urban communities.

Prerequisite: Sociology 201.

#### SOCIOLOGY 304: URBAN SOCIOLOGY

3 semester hours

The major focus is on urban society in the United States. Of particular concern are such topics as the growth of cities and metropolitan areas; population characteristics; ecological organization; dysfunctional aspects of urban social structure; problems of the "city center"; and redevelopment programs.

Prerequisite: Sociology 201.

#### SOCIOLOGY 306: INDUSTRIAL SOCIOLOGY

3 semester hours

Attention is focused on the behavior of human groups in occupational situations; a study of the sociology of work relations. Objectives include an understanding of the structural characteristics of varied types of work groups, their patterns of human relations, their motivations, and the conditions of behavioral changes. Special consideration is given to the functions and dysfunctions of formal and informal organization.

Prerequisite: Sociology 201.

#### SOCIOLOGY 307: DELINQUENCY IN THE UNITED STATES

This course examines the meaning of delinquency and the extent of the problem in the United States. The nature of the predelinquent and the delinquent, the factors usually associated with delinquent and predelinquent behavior, and the prevention and control of delinquent behavior are considered. There are field trips to state institutions.

Prerequisite: Sociology 201.

#### SOCIOLOGY 308: MINORITY GROUP RELATIONS

Broad sociological principles of intergroup relations are considered. The underlying social and individual dynamics of selected minority groups are emphasized. Minority groups of racial, religious, and national origin are viewed from an historical and a contemporary perspective with an analysis of their acculturation.

Prerequisite: Sociology 201.

#### SOCIOLOGY 480: WORKSHOP IN SOCIOLOGY

Selected problems are investigated in various formats. Credits and pre-requisites may vary.

## Spanish

Please refer to Department of Modern Languages. Courses are listed on page 169.

## Department of Special Education

HARDWICK W. HARSHMAN, Ph.D., (University of Michigan), Professor, Chairman

HARRY S. NOVACK, Ph.D., (Syracuse), Professor

ERIC DENHOFF, M.D., (Vermont), Adjunct Professor

MAURICE W. LAUFER, M.D., (Long Island), Adjunct Professor

ISOBEL EDWARDS, Ed.D., (Teachers College, Columbia), Associate Professor

ELISA F. BONAVENTURA, Ed.M., (Rhode Island College), Assistant Professor

JAMES D. NEWMAN, A.M., (Middle Tennessee State), Assistant Professor

PAUL V. SHERLOCK, Ed.M., (Rhode Island College), Assistant Professor

The Department of Special Education offers a minor of 18 hours in special education which can be achieved in one of three areas: (1) the mentally retarded, (2) the emotionally disturbed, or (3) the orthopedically handicapped. The minor in Special Education is available to students taking the Early Childhood Education or the Elementary Education program.

The 18-hour minor in Special Education does not qualify the student for certification in the area of special education. For such certification, students must complete a 24-hour *program* in special education. This *program* includes the 18-hour minor, Education 201, and one additional course taken as a free elective which meets certification requirement in special education.

Students taking a minor in one of the above three areas complete the Elementary Education sequence except that in student teaching, the student has two assignments: (1) one quarter of nine weeks in an elementary school, earning 6 credits and (2) one quarter of nine weeks in a special education classroom including a seminar conducted by a special education College supervisor, earning an additional 6 credits.

Students completing a *program* in special education are eligible for the Rhode Island Provisional Certificate in Special Education. The required courses and recommended sequences in the special education *programs* include the following courses:

Semester		Credit Hours
3	Special Education 300, Introduction to Education of Exceptional Children	3
4	Education 201, Psychological Foundations (Required)	3

Following successful completion of Special Education 300, students will concentrate in one of the following areas:

#### Mentally Retarded

4	Special Education 301, Psychology of Mental Subnormality	3
5	Special Education 302, Education of Mentally Retarded Children	3
6 or 7	*Special Education 303, Mentally Retarded Student Teaching	6
8	Special Education 311, Education of Mentally Retarded Adolescent	3
	**Special Education 305 or 308 or 309	3

#### Emotionally Disturbed

4	Special Education 305, Psychology of Behavior Disorders	3
5	Special Education 307, Education of the Emotionally Disturbed	3
6 or 7	*Special Education 303, Emotionally Disturbed Student Teaching	6
8	Special Education 308, Psychology of the Orthopedically Handicapped	3
	**Special Education 301 or 308 or 409	3

#### Orthopedically Handicapped

4	Special Education 308, Psychology of Orthopedically Handicapped	3
5	Special Education 309, Education of Orthopedically Handicapped	3
6 or 7	*Special Education 303, Orthopedically Handicapped Student Teaching	6
7	Special Education 410, Medical Aspects of Physical Disability	3
	**Special Education 301 or 305 or 409	3

\*Special Education minors are enrolled for 6 semester hours of Special Education 303 and 6 semester hours of Education 320 concurrently.

\*\*Special Education elective required for certification but not for the minor; can be taken any semester during junior or senior year.

## COURSE DESCRIPTIONS

### SPECIAL EDUCATION 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN

3 semester hours

This course considers the educational implications of intellectual, physical, and emotional differences among children. Necessary school and community adjustments for children who are mentally retarded, physically handicapped, brain-damaged, socially inadequate, slow learners, and gifted are considered. This introductory course is required of all students in Special Education.

### SPECIAL EDUCATION 301: PSYCHOLOGY OF MENTAL SUBNORMALITY

3 semester hours

This course includes an intensive study of the growth and development of mentally retarded individuals in our society; the meaning and concepts of retardation, and its causes and preventions. Comprehensive study and analysis will be made of the problems of classification and identification of mental defectives.

Prerequisite: Special Education 300.

### SPECIAL EDUCATION 302: EDUCATION OF MENTALLY RETARDED CHILDREN

3 semester hours

Topics include the methods, procedures and curriculums effective in the education of mentally retarded children from pre-school age to adolescence. The needs of both educable and trainable children are considered in this course.

Prerequisite: Special Education 301.

### SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION

6 semester hours

One quarter is spent teaching special education classes under the joint supervision of an experienced teacher and a College supervisor. The student assumes increasing responsibility for the class to which he is assigned.

Prerequisites: Education 320, Special Education 300, and six hours of appropriate Special Education courses, and consent of instructor.

### SPECIAL EDUCATION 305: PSYCHOLOGY OF BEHAVIOR DISORDERS

3 semester hours

This course focuses on common problems, character patterns, and adjustment processes of maladjusted children. The basic purpose is to understand disordered behavior and to recognize the varied conditions that may produce it.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 307: EDUCATION OF THE EMOTIONALLY DISTURBED  
3 semester hours

This course concentrates on methods and techniques of teaching maladjusted children in residential centers, special schools, and public school classes. Particular attention is given to the role of the teacher as a member of the team working with children.

Prerequisite: Special Education 305.

SPECIAL EDUCATION 308: PSYCHOLOGY OF THE ORTHOPEDICALLY HANDICAPPED  
3 semester hours

This course is devoted to the study of the effect of orthopedic disability on children. It examines the similarities and differences in psychological growth and the implication of these for the restorative and adjustive processes. The role of supporting services is emphasized.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 309: EDUCATION OF THE PHYSICALLY HANDICAPPED  
3 semester hours

The adaptation of educational procedures for children with neurological and physical defects is considered in this course. Current practices and promising innovations are reviewed with emphasis on dealing with the associated learning problems found in children with central nervous system impairments.

Prerequisite: Special Education 308.

SPECIAL EDUCATION 311: EDUCATION OF THE MENTALLY RETARDED ADOLESCENT  
3 semester hours

This course stresses organization of school and community programs for the adolescent educable and trainable retardate; curriculum development; and methods of teaching personal, occupational, and social skills.

Prerequisite: Special Education 302.

SPECIAL EDUCATION 312: EDUCATION OF GIFTED CHILDREN  
3 semester hours

This course is devoted to a study of the identification and education of gifted children. It includes a study of practices in the education of gifted children and of research concerning their growth and development.

SPECIAL EDUCATION 402: EDUCATION OF BRAIN-DAMAGED CHILDREN  
3 semester hours

Methods of recognizing brain-damaged children and adapting teaching methods and curriculums to meet their needs are discussed.

Prerequisite: Special Education 302, 306, or 309.

SPECIAL EDUCATION 406: ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN  
3 semester hours

This is an advanced course designed for persons who are interested in the administration of programs for handicapped children. The needs of children who are designated as being trainable, educable, emotionally disturbed, slow learners, and brain-damaged are emphasized. The problems discussed are those that face administrators in relation to school and community planning for these children. National and local consultants and resource people participate in this course.

Prerequisite: Consent of instructor.

SPECIAL EDUCATION 408: TEACHING EXCEPTIONAL CHILDREN TO READ  
3 semester hours

This course includes evaluation of specific reading disabilities found in exceptional children and the application of appropriate clinical techniques.

Prerequisites: Special Education 300 and consent of the instructor.

SPECIAL EDUCATION 409: SPEECH AND HEARING HANDICAPPED SCHOOL CHILDREN  
3 semester hours

This course considers the speech and hearing problems of school children. The diagnosis and remediation of such problems as voice disorders, stuttering, and hearing loss are studied. Emphasis is placed upon classroom techniques for helping speech handicapped, retarded children.

Prerequisite: Special Education 300.

SPECIAL EDUCATION 410: MEDICAL ASPECTS OF PHYSICAL DISABILITY  
3 semester hours

This course is devoted to the etiology and treatment of neurological and orthopedic difficulties. Medical lectures, visits to clinics, and demonstrations of therapeutic care of crippled children supplement classroom lectures and discussion.

Prerequisite: Special Education 308.

SPECIAL EDUCATION 460: SEMINAR IN THE EDUCATION OF EXCEPTIONAL CHILDREN  
6 semester hours

Students spend the equivalent of two full days a week in facilities for exceptional children. Observation and participation are required in diagnostic clinics and teaching programs for children with various types of exceptionality. Hours to be arranged.

Prerequisite: Consent of instructor.

SPECIAL EDUCATION 461: INTERNSHIP IN THE EDUCATION OF  
EXCEPTIONAL CHILDREN 6 semester hours

The intern is required to teach at several developmental levels and to assume increasing responsibility for educational programming in his area of specialization. A seminar is included.

Prerequisite: Consent of instructor.

SPECIAL EDUCATION 501: PSYCHO-EDUCATIONAL PROBLEMS OF  
EXCEPTIONAL CHILDREN 3 semester hours

This course is devoted to procedures for diagnosing educational problems and learning disabilities stemming from neurophysiological and psychological dysfunction. Techniques for correction or amelioration of these problems and disabilities are developed.

Prerequisite: Special Education 402 or consent of instructor.

SPECIAL EDUCATION 550: PRACTICUM IN ADMINISTRATION OF PROGRAMS  
FOR EXCEPTIONAL CHILDREN 3 semester hours

Students are required to spend two full days a week in assignments. Time is spent in classes for exceptional children in public schools, at state institutions, centers operated by private agencies, and in occupational training centers. Students also participate in program planning with individual teachers and as supervisor-trainees in specific areas of the State. Trainees, under supervision, are responsible for the coordination of activities for exceptional children. Hours to be arranged.

Prerequisite: Consent of instructor.

SPECIAL EDUCATION 561: DIFFERENTIAL DIAGNOSIS OF DEVELOPMENTAL  
PROBLEMS 3 semester hours

These clinical observations and participations are available only to graduate students. Students meet weekly with a full team evaluation group to diagnose and plan programs for children referred to clinics because of physical and educational problems. They are required to submit detailed reports of observations, together with suggestions for educational placement and programming. Hours to be arranged.

Prerequisite: Consent of instructor.

SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION 6 semester hours

Topics vary from year to year. Open only to graduate students.

## Department of Speech

GRACE D. HEALEY, Ed.M., (Boston University), Associate Professor, Chairman  
JOSEPH D. GRAHAM, A.M., (Teachers College, Columbia), Associate Professor

PHILIP C. JOYCE, A.M., (Emerson), Assistant Professor  
ROGER C. KLAIBER, A.M., (Colorado), Assistant Professor  
ANTHONY A. BUGLIO, M.S., (Emerson), Instructor  
ELLA L. SMITH, M.F.A., (Yale), Instructor  
PAUL A. TRENT, M.F.A., (Yale), Instructor  
PAUL W. WIGGIN, M.S., (Emerson), Instructor

The Department of Speech offers Speech 101-102: Fundamentals of Speaking, a General Education requirement for freshmen.

A minor of 18 hours in Speech Arts is available for students in all curriculums. The minor for Liberal Arts students includes Speech 201, 202, and 12 hours of electives which may include Speech 203 and courses at the 300 level. The minor for students in the Elementary and Secondary School preparation curriculums includes Speech 201, 202, 203, and 9 hours of electives in courses at the 300 level. Speech 201 is a prerequisite for admission to Speech 301 and Speech 307 for all students in all curriculums. Speech 203 is a prerequisite for admission to Speech 308. Each student in the minor must complete a non-credit requirement by participating in an approved major production or performance in at least one of the following areas: adult or children's play, choric speech, reading theatre, recital, debate, or discussion.

### Proficiency

Fundamentals of Speaking is a General Education course required of all undergraduates. This requirement may be met through course work or through demonstration of proficiency in an oral examination administered by the Speech Department. Application for such an evaluation should be made to the Chairman of the Speech Department during Freshman Orientation Week, or at such other time as designated by the Chairman of the Speech Department. Students whose proficiency is approved in writing by the Chairman of the Speech Department are allowed to omit Speech 101 and 102. They are deemed to have satisfied the General Education requirement in Speech.

The following course, listed under Education, is offered by the Speech Department:

Education 344: Methods and Materials in Speech  
Education (3) 2 semester hours

### COURSE DESCRIPTIONS

SPEECH 101-102: FUNDAMENTALS OF SPEAKING 2 semester hours  
The purpose of this course is to develop basic speech skills through



directed practice in individual and group experiences. Emphasis is on the selection and organization of material, speech construction, voice, diction, and methods of delivery. Interviews and recordings are used to check improvement. Two semesters.

**SPEECH 201: CONTEMPORARY THEATRE** 3 semester hours

In this introductory course designed to develop the student's appreciation of theatre art, a study is made of the theatre in the twentieth century with an investigation of the way it reflects particular cultural and social movements.

**SPEECH 202: ORAL INTERPRETATION** 3 semester hours

In this study of the oral interpretation of poetry, prose, and dramatic literature, student experiences include the analysis, preparation, and delivery of selections with emphasis on the development of a superior standard of voice quality and diction.

**SPEECH 203: BEGINNING STAGECRAFT** 3 semester hours

This course is a study in the fundamentals of various aspects of technical theatre production. Special attention is given to materials used on stage, construction drawing, basic scene construction and handling of scenery, types of scenery, color and paints used on stage. Also discussed is the historical development of stage scenery and its influence on our present day theatre plant. A minimum of 20 hours of laboratory work is required on an actual production.

**SPEECH 301: STYLES AND TECHNIQUES FOR ACTING** 3 semester hours

Theories and styles for acting are studied through lectures, discussion, and application in scenes chosen from classic and contemporary dramas. Vocal and physical techniques for interpretation are also developed through practice and demonstration.

Prerequisite: Speech 201 or consent of the department chairman.

**SPEECH 302: ARGUMENTATION AND DEBATE** 3 semester hours

A study of analysis, evidence, refutation, and briefing, this course provides practical experiences in delivering debates on contemporary problems. Emphasis is on the development of critical thinking and facility in speech.

**SPEECH 303: PUBLIC SPEAKING** 3 semester hours

In this advanced course to improve the speaking skills of the student, experiences include critical analysis of effective speeches, construction and delivery of a variety of speeches, and practice in discussion and parliamentary law.

**SPEECH 304: HISTORY OF THE THEATRE TO THE RENAISSANCE**

3 semester hours

The course is designed to provide the student with a knowledge of the rise and development of the theatre as an institution. A study is made of the plays, personalities, physical theatre, production conditions, conventions, and general characteristics of the major theatrical periods from the Classical Greek to the Renaissance on the continent and in England. Emphasis is on the relationship of the theatre to the other arts and to the social environment.

**SPEECH 305: HISTORY OF THE THEATRE FROM THE RENAISSANCE THROUGH THE NINETEENTH CENTURY**

3 semester hours

This is a continuation of the Speech 304 course, although Speech 304 is not a prerequisite.

**SPEECH 306: PRINCIPLES OF SPEECH THERAPY** 3 semester hours

This course is an introduction to the causes and treatment of various types of speech problems. Five hours are required in observation and/or practice under the supervision of the speech therapist.

**SPEECH 307: PRODUCTION AND DIRECTION** 3 semester hours

This course combines theory and practice in play selection, script editing, organizing production units, casting, and directing. Students are required to prepare production books and to direct selected scenes for class presentation.

Prerequisite: Speech 201, or consent of the department chairman.

**SPEECH 308: ADVANCED STAGECRAFT** 3 semester hours

Material covered in this course includes styles of scenery, design, rigging, and lighting of scenery. The construction of properties and the use of sound are also discussed. All techniques discussed are applied to actual productions. Required are the design and construction of a scale model set with rear elevations, lighting plot, and property and sound effects listing. A minimum of 20 hours of laboratory work is required on an actual production.

Prerequisite: Speech 203 or the consent of the department chairman.

**SPEECH 309: THEATRE FOR CHILDREN** 3 semester hours

This course involves the selection and preparation of scripts, casting, rehearsing, producing, and the presentation of plays for audiences of children.

## Vocational Education

For detailed information concerning degree offerings and requirements in this area please refer to the Bulletin of the Division of Graduate Studies, Rhode Island College.

### COURSE DESCRIPTIONS

#### VOCATIONAL EDUCATION 300: METHODS OF TEACHING INDUSTRIAL SUBJECTS 3 semester hours

This course presents a discussion of current methods and techniques of teaching industrial shop and class work for effective instruction. It is designed for teachers who are preparing for certification or a Bachelor's degree in Industrial Vocational Education.

#### VOCATIONAL EDUCATION 301: HISTORY, PRINCIPLES AND PRACTICES OF INDUSTRIAL EDUCATION 3 semester hours

This course considers the development and growth of technical, trade and industrial education in America. Attention is given to certain European influences. It acquaints students with the place and practices of trade and industrial education. It familiarizes them with the fundamental principles upon which this work is based.

#### VOCATIONAL EDUCATION 302: OCCUPATIONAL ANALYSIS AND COURSE CONSTRUCTION 3 semester hours

This course considers present methods of analyzing occupations for the purpose of determining teaching content. An analysis is made for all or part of an occupation. The use of frequency charts in determining instructional order are considered. Operational and related information items of the occupation or activity are isolated and broken down for instructional purposes. Methods for developing these items into courses are presented and instruction sheets are written.

#### VOCATIONAL EDUCATION 303: SHOP PLANNING AND MANAGEMENT 3 semester hours

This course is designed to train industrial education teachers in organizing and managing shop instruction, handling supplies, maintaining equipment and tools, purchasing materials, keeping records, making inventories, and meeting the other problems of setting up and operating shop instruction courses. A study is made of shop plans, layouts, and pupil personnel organizations.

## GRADUATE STUDIES

SIDNEY P. ROLLINS, Ph.D., (Washington University), Professor of Education, Dean

JOHN D. LINDIA, Ed.D., (Harvard), Professor of Education, Director of the Summer Session

JOHN A. FINGER, JR., Ed.D., (Harvard), Professor of Education, Director of Educational Services Center

ROBERT D. CLOWARD, Ed.D., (Teachers College, Columbia), Associate Professor of Education, Assistant Director, Educational Services Center

The Graduate Program at Rhode Island College is designed to advance professional scholarship and afford teachers in service an opportunity to improve their knowledge of the profession and allied academic areas.

Included herewith is a resume of the offerings of this Division. Details of Graduate Division offerings, including requirements for admission to courses and requirements for degrees, may be found in the Bulletin of the Graduate Division. The Graduate Division publishes an announcement of courses three times a year—one for each semester and one for the Summer Session. Copies of these bulletins may be obtained by writing to the Graduate Division, Rhode Island College, 600 Mount Pleasant Avenue, Providence, Rhode Island, 02908.

### Nature of Graduate Work

Courses conducted on an advanced level emphasize the broader cultural development of the teacher and administrator, including personal growth and professional improvement. The regular College faculty is supplemented by a carefully selected visiting staff of men and women from various parts of the country who are skilled in both the theory and practice of teaching. The advanced nature of the graduate courses presumes extra assignments and research papers to reflect knowledge not only of theoretical material, but also of classroom experiences and current professional resources.

Courses in the Graduate Division are offered in the late afternoons and evenings as well as on Saturday mornings during both semesters of the College year.

### Summer Session

For many years the College has conducted summer sessions for teachers in service and for those preparing to teach. Of six weeks

duration, they include offerings of graduate and undergraduate courses. In recent years there has been marked increase in attendance and a diversity in the educational backgrounds of the students. An increasing number of undergraduates have been augmenting and enriching, and in some instances accelerating their programs by attending these courses. Distinguished professors from other American and foreign colleges and universities frequently are invited to teach Summer Session courses.

#### Degree Offerings and Programs

The following degrees are offered in the Division of Graduate Studies:

- Master of Education
- Master of Arts in Teaching
- \*Bachelor of Science in Vocational-Industrial Education
- \*Bachelor of Science in School Nurse-Teacher Education

### Requirements for Admission

Master of Education

Master of Arts in Teaching

Candidates for admission to the masters' programs must satisfy the following requirements:

1. They must submit a satisfactory transcript of courses taken in achieving the bachelor's degree at a college or university approved by the Graduate Committee. For candidates who hold a degree other than an Ed.B., a prerequisite in education equal to the requirements for a provisional certificate for teaching in the State of Rhode Island is necessary. The only exception to this is in the case of graduates of liberal arts colleges who wish to enter teaching through a graduate program and who will use this as an opportunity to satisfy professional course requirements for teaching and as an opportunity to complete their student teaching.

2. Candidates must achieve satisfactory grades in the aptitude tests of the Graduate Record Examination or the Miller Analogies Test.

3. Each candidate must complete three courses on the graduate level in an appropriate area of concentration under the counsel of a faculty adviser. At the conclusion of the above requirements, the candidate should prepare an organized program in his chosen area of concentration, have it approved by his adviser, and then formally present it to the Dean of Graduate Studies.

\*Offered for teachers in service only.

#### Bachelor of Science in Vocational-Industrial Education

This degree is offered for teachers already in the field of vocational or industrial arts education. Academic courses are given at Rhode Island College. Evidence of technical skill and knowledge must be presented by the applicant and evaluated by the State Department of Education. Further information regarding this program may be had by writing to the Chairman, Department of Industrial Arts Education.

#### Bachelor of Science in School Nurse-Teacher Education

Candidates for the degree for the school nurse-teacher must first complete the requirements for professional certification as a School Nurse-Teacher. Details regarding the program may be secured from the Assistant Registrar, Graduate Division.

The Master of Education degree is conferred on qualified candidates in the following areas:

1. Secondary School Administration
2. Secondary Education
3. Elementary School Administration
4. Elementary Education
5. Guidance and Counseling
6. Special Education

#### Master of Arts in Teaching

Programs leading to the degree of *Master of Arts in Teaching* differ from the programs leading to the Master of Education degree in elementary and secondary school administration, guidance and counseling, and special education. Except for one program for college graduates who have not prepared for teaching, M.A.T. programs are specifically designed to place their major emphasis upon the enrichment of the academic backgrounds of teachers who will continue to teach. Certified teachers enrolling in these programs must take two-thirds or more of their graduate work in academic areas; they must also complete two or three education courses in areas designed to aid them in gaining additional competence in professional work. Programs are available in English, history, French, social science, mathematics, and biology.

#### Intensive Teacher Education Program

Special programs are available for graduates of liberal arts colleges who desire to prepare for teaching on the secondary or elementary level, exclusive of a degree program.

### Scholarship Standards

All candidates for the masters' degrees are expected to meet high standards of scholarship. Therefore, candidates should have a B average with quality index of 3.00. The marking system includes three levels of work:

- A. 4 quality points, giving evidence of outstanding scholarship and initiative.
- B. 3 quality points, indicating superior work and sustained effort.
- C. 2 quality points. A limited number of credit hours will be accepted at the C level.

### Tuition and Fees

The fee for each three-semester-hour course is \$30.00. This applies to graduate and undergraduate courses. Thesis (6 credit hours), \$60.00. Graduation fee for master's degree candidate, \$15.00.

All graduate students are required to pay a \$1.00 Dining Center fee. For details please see page 28.

### Limitation of Courses

A candidate for the master's degree who is engaged in full-time teaching may take no more than one master's course during each semester of the academic year without written permission from the Dean of Graduate Studies. No more than two master's courses may be taken during the summer session.

### Time Limitation

All work for the master's degree must be completed within ten years from the time of the initial course until the date of graduation. Candidates who are completing their master's degree on a part-time basis are expected to complete all course work by the end of the first semester of the year they expect to receive their degree.

### CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS

The Sixth Year Program in professional education leading to the Certificate of Advanced Graduate Study (C.A.G.S.) provides opportunities for students to continue their study beyond the master's degree. The C.A.G.S. is designed to provide additional professional preparation in the fields of elementary administration, secondary administration, and counselor education.

The Certificate of Advanced Graduate Study is awarded by Rhode Island College through the Division of Graduate Studies. Inquiries and applications for admission should be directed to the Dean of Graduate Studies, Rhode Island College, Providence, Rhode Island.

### ADVANCED COOPERATIVE GRADUATE PROGRAM LEADING TO THE SIXTH YEAR PROFESSIONAL DIPLOMA IN EDUCATION

This program permits a candidate in Educational Administration to complete one-half of his work (approximately fifteen hours) leading to the Sixth Year Professional Diploma at Rhode Island College and the remainder (approximately fifteen hours) at the University of Connecticut, or Boston University, the awarding institutions.

Application for admission to the program is made through Dr. Sidney P. Rollins, Dean, Division of Graduate Studies, Rhode Island College. A master's degree with a satisfactory concentration in education from an approved graduate school is prerequisite to admission.

### Cooperative Programs at Other Institutions

In addition to the cooperative program described above involving the University of Connecticut, Rhode Island College has entered into a similar arrangement leading to the degree of Doctor of Education in School Administration at Boston University.



## FACULTY AND ADMINISTRATIVE PERSONNEL

### HONORARY FACULTY MEMBERS

James P. Adams, A.B., A.M., University of Michigan; LL.D., Brown University, University of Rhode Island; Ed.D., Rhode Island College

Provost, University of Michigan, 1945-1951

Chairman, Board of Trustees of State Colleges, 1955-1960

The Right Reverend Monsignor Thomas V. Cassidy, Pastor, St. Mary's Church, Pawtucket

A.B., Mount Saint Mary's College; A.M., S.T.L., Catholic University of America; Ed.D., Rhode Island College; LL.D., Providence College; Ped.D., Bryant College; L.H.D., University of Rhode Island; LL.D., Mount Saint Mary's College

Superintendent of Diocesan Schools, Providence, 1925-1955

☆ ☆ ☆

Ernest C. Allison, Associate Professor of English

A.B., Bates College; A.M., Boston University

\*Paul W. Anghinetti, Assistant Professor of English

B.S., Ed.M., A.M., Boston University

Flora C. Arnold (Mrs. Walter), Assistant Professor,

Henry Barnard School (Director of Guidance and Testing)

A.B., Brown University; Ed.M., Rhode Island College; N.T.S., Eliot-Pearson School, Tufts University

Donald C. Averill, Assistant Professor of Education

Ed.B., Keene State College; A.M., Ph.D., University of Connecticut

\*\*\*Lilian Avila, Associate Professor of Modern Languages

A.B., Brown University; A.M., Middlebury College; Certificat d'Etudes, Sorbonne, Université de Paris

William M. Baird, Assistant Professor of Physical Education, Basketball Coach

B.S., M.S., University of Rhode Island; M.S., Southern Connecticut State College

Martha Bacon Ballinger (Mrs. R. B.), Lecturer in Children's Literature

\*On leave for study, 1966-67

\*\*\*Sabbatical leave, second semester, 1966-67

Roger B. Ballinger, Associate Professor of History

A.B., (honors) Rhodes University; M.Litt., Cambridge University

Edith C. Becker (Mrs.), Professor of Art

B.F.A., M.F.A., Syracuse University; Ed.D., New York University

\*\*Harold H. Benjamin, Associate Professor of Secondary Education

A.B., University of Maryland; A.M., University of Connecticut; Ph.D., University of Michigan

Rita V. Bicho, Assistant Professor of Music

Ed.B., Rhode Island College; Ed.M., C.A.G.S., Boston University

\*Walter J. Blanchard, Assistant Professor, Henry Barnard School (Social Studies)

A.B., University of Rhode Island; Ed.M., Rhode Island College

Jason L. Blank, Assistant Professor of Sociology, Director of Institutional Research

A.B., Harvard University; A.M., Boston University

Lillian D. Bloom (Mrs. Edward A.), Professor of English

A.B., A.M., New York University; Ph.D., Yale University

Robert M. Boberg, Assistant Professor of Music

A.B., Brooklyn College; Mus.M., University of Michigan

Edward S. Bogda, Assistant Professor of Health and Physical Education

B.S., Arnold College; Ed.M., Rutgers University

Louis W. Boisvert, Instructor, Henry Barnard School (Junior High School English)

A.B., Providence College

Elisa F. Bonaventura, Assistant Professor of Special Education

Ed.B., Ed.M., Rhode Island College

Kenneth E. Borst, Associate Professor of Chemistry

B.S., Bloomsburg (Pa.) State College; M.S., University of Wisconsin

Gladys M. Brightman, Assistant Professor of Physical Education

B.S., Sargent College, Boston University; A.M., Boston University

Robert L. Brown, Professor of Health and Physical Education

B.P.E., Ed.M., Springfield College

\*On leave for study, 1966-67

\*\*On leave, 1966-67

John E. Browning, Assistant Professor of History  
A.B., Ohio State University; A.M., University of Michigan

Anthony A. Buglio, Instructor of Speech  
B.S., M.S., Emerson College

Billie Ann Burrill, Associate Professor of Physical Education  
B.S., Boston University; M.S., Smith College

Vincent F. Calia, Professor of Guidance and Counseling  
A.B., Northwestern University; Ed.M., Ed.D., Boston University

S. Elizabeth Campbell, Professor of Education  
Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University

Anthony Carcieri, Assistant Professor of Physical Science  
Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.A.T., Stanford University

Elizabeth B. Carey (Mrs.), Instructor, Henry Barnard School (Elementary)  
B.S., University of Rhode Island; Ed.M., Rhode Island College

Geraldine A. Carley, Assistant Professor of Early Childhood Education  
Ed.B., Ed.M., Rhode Island College

W. Christina Carlson, Professor, Registrar, Emerita  
Ed.B., Ed.M., Rhode Island College

J. Richard Castellucci, Assistant Professor of Modern Languages  
A.B., Brown University; A.M., Middlebury College in Paris

Noel Chadwick, Assistant Professor of Modern Languages  
B.S., Lycée Pasteur; Diplôme des Sciences Politiques, LL.B., Université de Paris; A.M., Middlebury College

Barbara A. Chaika, Assistant Professor of Elementary Education  
Ed.B., Rhode Island College; A.M., Teachers College, Columbia University

Malcolm D. Champlin, Assistant Professor of Mathematics  
A.B., Princeton University; M.S., University of Rhode Island

Paul P. Chassé, Assistant Professor of French  
A.B., University of New Hampshire; A.M., Université Laval (Québec)

Sigrid Christensen, Instructor, Henry Barnard School (Junior High School Art)  
B.F.A., Rhode Island School of Design

Robert D. Cloward, Associate Professor of Education, Assistant Director of Educational Services Center  
B.S., State University of New York; M.S., Syracuse University; Ed.D., Teachers College, Columbia University

James R. Coleman, Assistant Professor of English  
A.B., A.M., University of Iowa

Mary G. Colton, Associate Professor, Henry Barnard School (Elementary)  
Ed.B., Ed.M., Rhode Island College

Robert W. Comery, Professor of English  
A.B., Yale University; A.M., Ph.D., Brown University

Catherine M. Connor, Professor of History, Emerita  
A.B., Radcliffe College; A.M., Columbia University

\*Norman H. Cooke, Assistant Professor of History  
A.B., University of Delaware; A.M., University of Minnesota

Elizabeth Cooling, Professor of Elementary Education  
B.S., New Jersey State College, Glassboro; A.M., Teachers College, Columbia University; Ed.D., University of Kansas

Dix Coons, Assistant Professor of Spanish  
A.B., A.M., Brigham Young University; Ph.D., University of Texas

Frank B. Correia, Associate Professor of Mathematics  
B.S., United States Naval Academy; M.S., University of New Mexico; Ph.D., University of Colorado

Elizabeth A. Corrigan, Instructor of Biology  
A.B., Manhattanville College; A.M., Boston College

Rita L. Couture, Associate Professor of Modern Languages  
A.B., Brown University; A.M., Middlebury College in France; Certificats d'Etudes, Université de Grenoble, Université de Paris, Ecole Normale Supérieure de Saint-Cloud, Centre International d'Etudes Pédagogiques de Sèvres

Dorothy M. Crompton, Associate Professor of Art Education  
B.A.E., Rhode Island School of Design; A.M., Teachers College, Columbia University

Robert Currier, Assistant Professor of Music  
A.B., New York University; A.M., Boston University

Sarah T. Curwood (Mrs. James L.), Associate Professor of Sociology  
A.B., Cornell University; Ed.M., Boston University; Ph.D., Radcliffe College

Robert P. Danilowicz, Assistant Professor of Audio-Visual Education  
A.B., Providence College; Ed.M., Rhode Island College

Despina O. Danos, Instructor of History  
A.B., Douglass College; A.M., University of Wisconsin

\*On leave for study, first semester, 1966-67

- Doris W. Dashew, Instructor of History  
A.B., Vassar College; A.M., Radcliffe College
- Mary Davenport, Assistant Professor, Henry Barnard School (Elementary)  
Ed.B., M.S., Cornell University
- Mary G. Davey, Associate Professor, Director of Public Relations, Alumni Secretary  
Ed.B., Ed.M., Rhode Island College
- George Deckey, Assistant Professor of Physical Science  
B.S., Brown University
- Frank J. Deignan, Associate Professor of Psychology  
A.B., A.M., Clark University; Ed.D., Boston University
- Lenore A. DeLucia (Mrs. Clement A.), Associate Professor of Psychology  
A.B., A.M., Ph.D., Brown University
- †John E. DeMelim, Assistant Professor of Art  
B.S., Tufts University; M.F.A., Instituto Allende
- Eric Denhoff, Adjunct Professor of Health  
B.S., M.D., University of Vermont
- William D. Denton, Jr., Associate Professor of Guidance and Counseling  
B.S., East Stroudsburg State Teachers College; M.S., Bucknell University; Ed.D., Pennsylvania State University
- Frank Dolyak, Professor of Biology  
A.B., University of Connecticut; Ph.D., University of Kansas (Lawrence)
- Fred J. Donovan, Vice President Emeritus  
A.B., Manhattan College; A.M., University of Detroit; Ed.D., Catholic Teachers College
- Ara E. Dostourian, Assistant Professor of History  
A.B., College of the City of New York; A.M., Fordham University; B.D., Episcopal Theological School
- Adrienne R. Dowling (Mrs. Richard J.), Instructor of Biology  
A.B., Emmanuel College; A.M., University of Connecticut
- C. Annette Ducey, Assistant Professor of English  
A.B., Goucher College; A.M., Yale University
- Eugene Dutton, Professor of Psychology  
A.M., Ph.D., University of Chicago

†Sabbatical leave, 1966-67

- Doris W. Eddins (Mrs.), Instructor, Henry Barnard School (Junior High School Social Studies)  
A.B., Wilson College
- \*\*Isobel Edwards, Associate Professor of Special Education  
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- John Fletcher, Instructor, Henry Barnard School (Junior High School Social Studies)  
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- Douglas T. E. Foster, Assistant Professor of Industrial Arts Education  
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A.B., Phillips University; A.M., Middlebury College; Ph.D., Columbia University
- Sarah C. Frerichs (Mrs. Ernest S.), Instructor of English  
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\*\*On leave, 1966-67

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†Sabbatical leave, 1966-67



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- Philip C. Joyce, Assistant Professor of Speech  
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- William E. Kaiser, Instructor of Industrial Arts Education (part-time)  
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- George E. Kent, Assistant Professor of Music  
B.S., University of Rhode Island; M.M., New England Conservatory of Music
- Richard A. Kenyon, Instructor of Art  
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- Thomas G. King, Professor of Industrial Arts Education  
B.S., M.S., Stout State University; Ed.D., Wayne State University
- Roger C. Klaiber, Assistant Professor of Speech  
B.M.E., Nebraska State College; A.M., University of Colorado
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- Pauline Ladd (Mrs. Milton), Assistant Professor of Art  
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††Sabbatical leave, first semester, 1966-67

- Arthur L. Laferriere, Associate Professor of Chemistry  
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- Jack L. Larsen, Associate Professor of Secondary Education  
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- Muriel Lash (Mrs. Donald), Instructor of English  
A.B., New York University; A.M., University of Rhode Island
- Margaret S. Lauck (Mrs.), Instructor, Henry Barnard School (Children's School)  
A.B., Fontbonne College
- Maurice W. Laufer, Adjunct Professor of Mental Health  
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- Lawrence W. Lindquist, Professor of Anthropology  
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- Ira J. Lough, Assistant Professor of Biology  
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- Mary E. Loughrey, Professor of Modern Languages, Emerita  
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- †Hope L. MacAndrew (Mrs. Joseph F.), Assistant Professor, Henry Barnard School (Art)  
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- Fred Mason, Instructor of History  
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- Dixon McCool, Assistant Professor, College Counselor  
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- Eleanor M. McMahon (Mrs. Richard P.), Associate Professor of Elementary Education, Coordinator of Student Teaching  
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- Edmund Medeiros, Assistant Professor, Henry Barnard School (Industrial Arts)  
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### ACADEMIC SCHEDULING OFFICER

Frieda B. Hohenemser (Mrs. Jacob)  
B.C.S., Bryant College

### ADMISSIONS OFFICE

Frank A. Bucci, Director of Admissions  
Ed.M., Rhode Island College  
Janice T. Drew, Admissions Officer  
M.B.A., University of Rhode Island

### OFFICE OF ATHLETICS

Joseph P. McGinn, Director  
B.S., Brigham Young University

### BOOKSTORE

Norma G. Weeks, Manager  
A.B., Vassar College

### BUILDING AND GROUNDS

Raymond Carey, Director of Physical Plant

### BUSINESS OFFICE

Ernest L. Overbey, Vice President for Business Affairs, Treasurer  
B.S., Bowling Green College of Commerce  
R. Eugene Nacci, Assistant Business Manager  
M.B.A., University of Rhode Island  
Thomas J. Geddes, Bursar  
B.S. in Accounting, Bryant College

### OFFICE OF COLLEGE CHAPLAINS

Reverend Vincent C. Maynard  
A.B., Our Lady of Providence Seminary  
Reverend J. Richard Peck  
A.B., University of Colorado; B.D., Iliff School of Theology  
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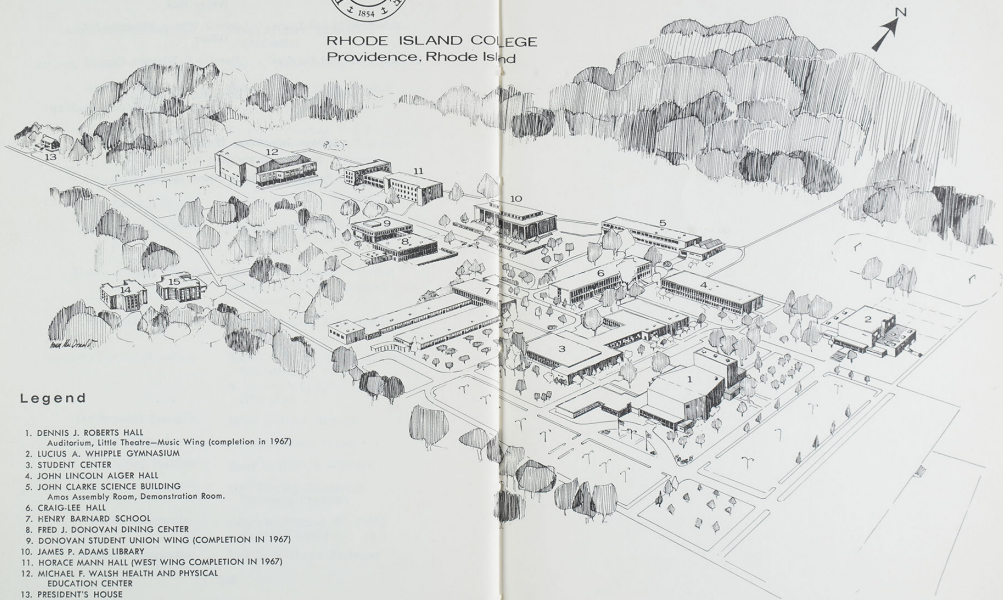
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