

Rhode Island College
of Education

CATALOG



1954-1955

Providence, Rhode Island

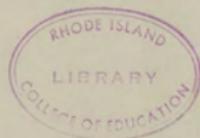
Rhode Island
College of Education

SEPTEMBER, 1954

PROVIDENCE, RHODE ISLAND

CATALOG

1954-1955



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and

New England Teacher Preparation Association, Eastern States
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Paul E. Bedard

ASSISTANT PROFESSOR OF MATHEMATICS (for year 1954-55)
Fordham University, B.S.; St. John's University, Brooklyn, M.S.

Rita Veronica Bieho

PIANIST AND INSTRUCTOR IN MUSIC
Graduate of two-year course at Providence College of Music; Graduate of American Institute of Normal Methods.

Grace Eleeta Bird

PROFESSOR OF EDUCATIONAL PSYCHOLOGY, EMERITUS
University of Chicago, Ph.B.; Columbia University, M.A.; Brown University, Ph.D.

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Springfield College, B.P.E., Ed.M.; Rhode Island College of Education; Providence College; Boston University, School of Education.

Robert Marshall Brown

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Acting President, July to December, 1939.
Brown University, A.B.; Harvard University, A.M.; Rhode Island College of Education, Ed.D.(H).

John Burgess

PART-TIME INSTRUCTOR IN MUSIC
Peabody Conservatory of Music; currently flutist with
Rhode Island Philharmonic orchestra; formerly with Bal-
timore Symphony orchestra.

Billie Ann Burrill

INSTRUCTOR IN PHYSICAL EDUCATION
Sargent College, B.S.; Smith College, M.S. in P.E.

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versity, M.A.; Harvard University; Brown University;
Boston University; Cambridge University, England;
Graduate Professional Diploma, Columbia University.

Frank Edward Greene

ASSOCIATE PROFESSOR OF ENGLISH
Providence College, Ph.B.; Boston University, A.M.;
Rhode Island College of Education; Brown University.

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ASSISTANT PROFESSOR OF PSYCHOLOGY
Ohio State University, B.S. in Ed., M.A.; Harvard Uni-
versity, Ed.D.

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Fordham University, Ph.D.

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Ed.M., Ed.D.

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Boston University Summer School; Brown University
Graduate School.

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Mary Cobb Nelson

ASSISTANT PROFESSOR OF HISTORY
University of Vermont, A.B.; Mills College, A.M.; Rad-
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Adelaide Patterson

PROFESSOR OF PUBLIC SPEAKING, EMERITUS
Emerson College, B.L.I.; Boston University, Ed.M.

Grace Dauer Preisler

ASSISTANT PROFESSOR OF ENGLISH
Pembroke College, A.B.; Brown University, M.A.; Colum-
bia University.

Helen Elizabeth Scott

PROFESSOR OF EDUCATION
University of Southern California, A.B., A.M.; Boston University, Ed.D.

Rose Snell

ASSISTANT LIBRARIAN
Rhode Island College of Education, Ed.B., Ed.M.; Columbia University Summer Schools.

Frances Hoag Steere

ASSISTANT LIBRARIAN
Rhode Island College of Education, Ed.B., Ed.M.

Amy Adwyna Thompson

PROFESSOR OF ENGLISH
Bates College, A.B.; Brown University, A.M.; University of Minnesota.

Charles Warren Underhill

PROFESSOR OF MATHEMATICS
Yale University, Ph.B.; Columbia University, M.A.

Frank Earle Waite

PROFESSOR OF EDUCATION
Michigan State Normal College; University of Michigan, A.B.; Teachers College, Columbia University, A.M.

Ruth E. Weidenheimer

INSTRUCTOR IN ART (for year 1954-55)
State Teachers College, Kutztown, Pennsylvania, B.S.; Columbia University.

Marion Irene Wright

ASSISTANT PROFESSOR OF GEOGRAPHY, CHAIRMAN
OF SOCIAL STUDIES DIVISION
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BURSAR
Vassar College, A.B.

* * *

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Rhode Island Hospital Training School

Henry Barnard School

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Rhode Island College of Education, Ed.B.; Boston
University, Ed.M., Ed.D.

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Rhode Island College of Education, Ed.B., Ed.M.

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Pennsylvania State College, B.S.

Regina Bergin Gill
(Reading)
Junior Course, Rhode Island College of Education.

Caroline D. Magnatta
Rhode Island College of Education, Ed.B.

Elementary School

Theresa Barone
GRADE III
Rhode Island College of Education, Ed.B., Ed.M.; Rhode
Island School of Design; Brown University; Teachers
College, Columbia University; Providence College; Boston
University; Yale University.

Marjorie Lincoln Bean
GRADE VI
Rhode Island College of Education, Ed.B.; Boston Teach-
ers College; Teachers College, Columbia University;
Brown University; Boston University Graduate School,
M.A.

Mary Green Colton
GRADE V
Rhode Island College of Education, Ed.B., Ed.M.

*Dorothy Mae Crompton
ART
Rhode Island School of Design, B.A.E.; Teachers College,
Columbia University, M.A. in Fine Arts.

Mary Davenport
GRADE V
Rhode Island College of Education, Ed.B.; Cornell Univer-
sity, M.S.

Eileen Barry Duffy

MUSIC
Rhode Island College of Education, Ed.B., Ed.M.

Madeline Frances Ellsworth

GRADE IV
Rhode Island College of Education, Ed.B.

Prudence Dean Fish

GRADE II
Rhode Island College of Education, Ed.B., Ed.M.

Edna S. Gryzowska

GRADES III AND IV
Rhode Island College of Education, Ed.B.; Boston Univer-
sity, Ed.M. (to be awarded August, 1954).

Ann Hajian

GRADE I
Rhode Island College of Education, Ed.B.; Boston Univer-
sity, Ed.M. (to be awarded August, 1954).

Kathleen Frances Kelley

GRADE IV
Rhode Island College of Education, Ed.B., Ed.M.; Brown
University.

Agatha Barbara Lavalée

GRADE II
Rhode Island College of Education, Ed.B., Ed.M.; Univer-
sity of Wisconsin, Graduate Study.

Maybelle W. Magee

GRADE I
Rhode Island College of Education, Ed.B.; Boston Univer-
sity, Ed.M. (to be awarded August, 1954).

Isabel M. McGuiness

GRADE III
Rhode Island College of Education, Ed.B., Ed.M.; Teachers
College, Columbia University; Brown University; Har-
vard University.

Helen Margaret Murphy

PHYSICAL EDUCATION
Rhode Island College of Education, Ed.B.; Boston Univer-
sity, Ed.M.

Helen Marie Triggs

GRADE VI
Rhode Island College of Education, Ed.B., Ed. M.; Provi-
dence College.

Junior High School

****Rose A. Corp**

ENGLISH, SOCIAL STUDIES
Rhode Island College of Education, Ed.B.

Jennie Barbara Deebo

ENGLISH, SOCIAL STUDIES
Rhode Island College of Education, Ed.B.; Teachers College, Columbia University, M.A.

Mary Rita Doherty

ENGLISH
Rhode Island College of Education, Ed.B.; Boston University, Ed.M.

James Francis Duffy, Jr.

LATIN, ALGEBRA
Brown University, A.B.; Rhode Island College of Education; Brown Graduate School.

George W. Gallipeau, Jr.

SCIENCE
Rhode Island College of Education, Ed.B.

***Nelson Aurel Guertin**

FRENCH
Assumption College, A.B.; Teachers College, Columbia University, A.M.; University of Paris, Diploma; Rhode Island College of Education, Ed.B.; Brown University Graduate School; Princeton University; Boston University.

***Lucy Frances Hanley**

HOME ECONOMICS (Teaches also in Elementary School)
University of Rhode Island, B.S.; Rhode Island College of Education, Ed.M.

Inez Estelle Jordan

MATHEMATICS
Rhode Island College of Education, Ed.B., Ed.M.; Brown University Graduate School; University of New Hampshire.

***Avis Gladding Marden**

SOCIAL STUDIES, GUIDANCE
Rhode Island College of Education, Ed.B.; Boston University, Ed.M.; Brown University.

*Also offers college courses.

**Permanent substitute for 1954-1955.

***William E. Sloane**

INDUSTRIAL ARTS, PHYSICAL EDUCATION FOR BOYS
(Teaches also in Elementary School)
Rhode Island College of Education, Ed.B.

Chester E. Smolski

SOCIAL STUDIES
Bridgewater Teachers College, E.B.; Clark University, M.A.

***Harriet Vose Zur Linden**

SCIENCE
Wellesley College, A.B.; Columbia University, M.A.;
Rhode Island College of Education.

* * * * *

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SECRETARY

Catherine A. McGuinness
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*Also offers college courses.

State Training Schools

Burrillville

Harrisville School.....Iris C. Lataille, Critic

Central Falls

West Side School.....Mrs. Anna A. Garland, Critic

Cranston

Eden Park School.....Charlotte A. Salisbury, Critic

Stadium School.....Mrs. Irene B. Grady, Critic

East Providence

Central Junior High.....Benjamin A. Peterson, Critic

Carl C. Thompson School.....Mary V. McCoart, Critic

Tristram Burges School.....M. Hazel Sullivan, Critic

Johnston

Manton School.....Mrs. Mary J. Culp, Critic

Newport

Carey School.....Margaret E. Buckley, Critic

Pawtucket

West High School.....Frederick J. Gregory, Critic

High Street School.....Brenda E. Mulligan, Critic

Fairlawn School.....Beatrice B. Donovan, Critic

Providence

George J. West Junior High School

Rosanna C. Flanagan, Critic

George J. West Junior High School...Anne E. Sullivan, Critic

Gilbert Stuart Junior High School

Catherine M. Casserly, Critic

Nathan Bishop Junior High School

Mary A. McCusker, Critic

Nathanael Greene Junior High School

Mary A. Lynch, Critic

Oliver H. Perry Junior High School

Kathleen A. Fitz-Gerald, Critic

Oliver H. Perry Junior High School...Addie M. Gage, Critic

Roger Williams Junior High School

Eleanor C. McPhillips, Critic

Samuel W. Bridgman Junior High School

Catherine M. Gibbons, Critic

Althea Street School.....Isabel L. Gormley, Critic

Broad Street School.....Mildred C. Alger, Critic

Nelson Street School.....Annie E. Stevens, Critic

Regent Avenue School.....Marie L. Petronella, Critic

Sackett Street School.....Edna J. McLaughlin, Critic

Summit Avenue School.....Margaret G. McKenna, Critic

Webster Avenue School.....Mildred C. McDermott, Critic

West Warwick

Coweset Avenue School.....Mary A. Canavan, Critic

Historical Development

Henry Barnard, first State Agent for Education in Rhode Island, sowed the seed which led to the passage in 1845 of a bill establishing a school for the professional preparation of teachers. For nearly a decade Mr. Barnard and his successor, the Honorable Elisha R. Potter, worked to bring to fulfillment the authorization of the Act "to establish one thoroughly organized normal school in the state, where teachers and such as propose to teach may become acquainted with the most approved and successful methods of arranging the studies and conducting the discipline and instruction of the public schools.

About 1850 a normal department was established at Brown University. In 1852 this undertaking became a private Normal School. Soon, however, the state legislature voted to provide free education for young men and women who wished to become teachers, and on May 29, 1854, with fitting ceremony, Rhode Island Normal School was opened. The school enjoyed encouraging success until 1857 when funds were withdrawn because some influential persons objected to the continuation of the work of teacher education at public expense.

The town of Bristol offered to provide school accommodations without cost to the state and in 1858 the Normal School moved to that town where it occupied rooms on the second floor of the reconstructed Congregational Meeting House. This arrangement reduced the cost of maintenance but also reduced the enrollment. Commuting was impossible in those Civil War days. The school finally closed its doors in July 1865.

During the next six years a small spark of interest in teacher education was kept alive by the Commissioners, the Rhode Island Institute of Instruction, and some forward looking school officers. When Thomas W. Bicknell, a staunch friend of Normal Instruction, was named Commissioner of Public Schools in 1869, there began a vigorous campaign for the re-establishment of Rhode Island Normal School. Largely through Mr. Bicknell's personal efforts, public sentiment in favor of the enterprise reached a high point in 1871 and that year the General Assembly unanimously voted passage of the Normal School Bill. Since September 6, 1871, when the re-established school opened its doors in Providence, Rhode Island has continuously provided professional preparation for teachers.

Within a decade it was necessary to secure larger and more adequate quarters. Accordingly, the Providence High

School estate on Benefit Street was purchased and equipped at a total cost of \$40,000. When the keys to this new building were delivered to Principal Greenough in January 1870, the Normal School was no longer an experiment.

During the years on Benefit Street, the administration came to feel more and more in accord with the growing belief that teachers were best prepared when their education included the opportunity to "observe children at work and to practice the art of teaching." In 1893 observation and practice rooms were made available through an arrangement with the Providence School Department. Eight rooms in the elementary school at the corner of Benefit and Halsey Streets were opened to the students for demonstration and practice teaching. Later this plan was extended by establishing training rooms in Central Falls, Cranston and Pawtucket.

In its report of 1892, the Board of Trustees urged the construction of a modern building to meet the ever growing needs of the Normal School itself and to include, as well, a completely equipped children's school. The general progress of educational outlook in Rhode Island was demonstrated by the creation of a commission in 1893 which was authorized by the Assembly to select a site and to build upon it a suitable structure to house the Normal School. Five years later on September 7, 1898, the new building, over-looking the city of Providence from Capitol Hill, was dedicated at a ceremony during which the United States Commissioner of Education, addressing the group, made the following statement: "If the nation could speak through my voice today, I am sure it would utter its congratulations to the people of Rhode Island on the completion of this most finished piece of Normal School architecture in the land."

The extensive educational facilities provided in its new home greatly expanded the work of the school. The observation and practice classes, located in rooms on the first floor, placed a new emphasis on the practical application of principles and theories. The training system, which made use of classrooms in cities and towns of the state for student teaching, was extended, and the assignments were lengthened from one half term to a full semester. During this period the preparatory course was discontinued which up to now had admitted students without high school education and prepared them for the regular Normal training. Saturday classes for teachers in service were introduced.

At a grand reunion and celebration of the 40th anniversary of the reestablishment of the school held in 1911, Mr. Bicknell, always a friend, made a plea for broadening the curriculum to give it college status. It was not until 1920,

however, that Rhode Island College of Education was established by an Act of the General Assembly. A four-year course was organized leading to the degree of Bachelor of Education, and the original Normal course which had grown in 1909 from two to 2½ years was continued as optional. In 1926 the optional course was extended through three years and after 1932, all students were required to have four years preparation for the profession of teaching.

September 1928 saw the opening of the much needed Henry Barnard School building on the college campus. College classes overflowed into rooms previously occupied by the children thus permitting the inclusion of activities heretofore curtailed for want of space.

Rhode Island College of Education is now looking forward to still further expansion on a new site to provide much needed space for the children in the laboratory school as well as for the college students.

In recent years a revision of the curriculum provided for differentiated courses in preparation for teaching on elementary or secondary school level. Curriculum study and revision has again been resumed and some changes will go into effect in September 1954.

History and Function of Henry Barnard School

In its earliest beginnings, like many teacher-preparation institutions, Rhode Island College of Education could offer students no opportunity either to observe or to teach children. However, in 1893 by contract with the Providence School Department the use of eight public school classrooms was secured. Of these, three rooms were set aside for the demonstration of accepted methods and five were used for practice in teaching under the direction of the best critics to be found. The plan so quickly proved its value that similar arrangements were made with three other cities of the state. In 1898 the opening of the present college building greatly extended the work of students with children, for ten classrooms on the first floor were designated as the Normal Observation School. Thus pupils from kindergarten through grade nine were made readily available for observation and demonstration purposes.

The succeeding years witnessed a rapid development. When in 1920 the state's program for teacher-education attained collegiate status, the school was re-named Henry Barnard School. It was in 1928 that the present building

opened to serve as the campus laboratory for Rhode Island College of Education.

In normal years the enrollment approximates 740, twenty-five per cent of whom live in the district assigned to Henry Barnard School. For this service to these Providence pupils, the city School Committee reimburses the state. The remaining seventy-five per cent of the student body comes from other parts of the city and state; parents pay tuition for the privilege of sending these children to the laboratory school. It is therefore immediately apparent that Henry Barnard School is truly heterogeneous, with children from practically every social and economic group contributing to its membership.

The basic curriculum is that designed for the Providence city schools with inclusion of all those special activities and extensions which are possible due to the facilities of the college, the aid of the college faculty, and the cooperation of student teachers. The instruction in reading has attracted attention of educators everywhere. Beginners are taught to read through written self-expression, reflecting a method which was developed by Dr. Clara E. Craig from an original adaptation of the Montessori procedures. The Children's School gives rich opportunity for group life to pupils from three to six. The elementary school consists of twelve classes from grades 1B through 6A. A completely equipped and functioning junior high school offers the usual major subjects, augmented by an excellent elective program.

The school program is under the direction of a staff of thirty-three teachers. These are those whose responsibility it is to instruct in the regular tool subjects at each grade level. Then there are several who are prepared to give pupils specialized instruction in art, music, physical education, speech therapy, reading, elementary science, general shop work and home economics. The faculty is also qualified to supervise student teachers in the conduct of classroom activities.

Observers other than students are frequent and welcome visitors at Henry Barnard School. It is found, however, that those who come desire to propose many questions as to the methods and materials in use in the Children's School and in the several grades. It is obviously impossible to give time every day to these conferences. Since it is the desire of the College of Education that observers shall receive all the attention and help which they seek, the program for Friday has been arranged so as to meet this need. Friday, then, will be recognized as the most satisfactory visiting day in the Henry Barnard School, and the hour from 9 to 10 is the most important of the day.

Admission

Requirements

Admission to the college is limited to those who are fitted by character, ability, and personality, to become teachers. Since by charter the College is charged with preparing teachers for the schools of Rhode Island, only the better graduates of high school are encouraged to seek admission. Candidates applying must be graduates of approved four-year secondary schools with the usual college requirements for entrance. High school preparation should include:

- a) two years of a foreign language
- b) at least one year each of algebra and geometry
- c) at least three years of English
- d) at least one year of history
- e) at least one year of science

Each candidate is required to take a series of examinations which are given during the month of March. These examinations test the candidate's mental alertness and general educational background.

A personal interview by a committee of College officials is given each candidate.

A thorough physical examination by the College Physician is required. It becomes necessary at times to reject candidates of good scholarship because of faulty vision, poor hearing or a marked physical defect which would handicap the candidate as a student or teacher.

Admission is based on the rank in the entrance examinations, the standing of the candidate in his High School class, his physical health and personal qualifications, and the recommendations of High School officials.

Advanced Standing

A student wishing to transfer from another college to Rhode Island College of Education must submit an official transcript together with a statement of honorable dismissal. This should be sent directly to the Registrar, Rhode Island College of Education, Providence 5, R. I.

Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. All transcripts of students accepted become the property of the college and are not returned.

Transfer students will not be admitted at mid-year unless there are exceptional reasons.

Registration

A five dollar fee will be charged for late registration.

Any student not registering on the day designated for that purpose will be considered a late registrant.

One week after the first registration day will be the last day such registration will be allowed.

Any person registering late must present good reasons for such tardiness.

No student shall be registered for less than 16 nor more than 22 semester hours without special permission of the Administrative Council.

No student shall receive credit for a course for which he has not been properly registered by adviser and by registration offices.

No subject shall be added to the registration card after two weeks from the beginning of the semester.

Any course which is dropped after two weeks from the beginning of the semester automatically carries an unsatisfactory grade.

Tuition

There is no tuition charge for students who are admitted as residents of Rhode Island.

Out-of-state students are charged \$250.00 a year.

There is a student activity fee of \$25.00 per year, required of all students.

ACADEMIC REGULATIONS

The Marking System

A—Excellent—4 quality points per semester hour.

B—Good—3 quality points per semester hour.

C—Fair—2 quality points per semester hour.

D—Pass—1 quality point per semester hour.

U—Failed—0 quality points per semester hour.

If a student receives a U in a required course he must repeat the course at the earliest possible time.

A student who fails a required course for the second time will be automatically dropped from the college rolls unless he appeals to the Administrative Council. In that case, the Council will determine whether there is any justification for excusing the student from meeting the requirement.

An index below 1.75 in any semester places a student on academic probation. If a student fails to meet the minimum index of 1.75 for a second time he is automatically dropped from the college rolls.

Any student receiving an index below 1.00 at the end of any semester shall be dropped from the college rolls immediately.

An average index of at least 2.00 is required for graduation.

A student will be recommended for graduation when all curriculum requirements have been met. A total of 128 semester hours of course work plus one full semester of responsible teaching is required. A semester is twenty weeks, therefore, twenty clock hours equals one semester hour of credit.

General Information

Living Accommodations

The Rhode Island College of Education maintains no dormitories but those who wish to board in the city will be aided in securing accommodations. Students will be permitted to board only in places approved by the Deans.

Student Government

The Student Cooperative Association offers a suitable medium for communication and cooperation between college authorities and the students. The executive power of this association is vested in the Student Council.

Student Activity Fee

A registration fee of \$25.00 is required of each student of the College. Registration will not be completed until the fee is paid. Its purpose is to facilitate the organization and financing of the various clubs and organizations. This fund is under the control of the Student Council which distributes it among the more prominent clubs and organizations.

The fee of \$25.00 will be distributed among the following organizations:

Ricoled	Helicon
Anchor	Men's Athletic Association
Choir	Dramatic League
Women's Athletic Association	International Relations Club
Student Council	Class Dues

This fee entitles all students to the Ricoled, the yearbook which is published by the Senior Class; 10 issues of the Anchor, the newspaper; and admission to all dramatic productions, all house games in varsity sports, and intramural games for both men and women. The sum allotted to the Student Council enables the student body to keep abreast of intercollegiate activities by attending the attendance of

student delegates at various educational conferences. The Student Council funds also help defray the expenses of May Day and provide for the upkeep of a nickeloodeon which is kept in the cafeteria for recreational purposes.

Student Health Service

Student health headquarters are located in Room 109. The service includes the full time of a nurse.

A College Physician may be called through the main office in case of an emergency, accident, or serious illness.

It is imperative that a student returning to college after an illness fill out the medical card obtained in the school or medical office, and present it to the College Physician, in exchange for an admission slip to be presented to each instructor for reinstatement in class.

If a student becomes so ill during the day that she cannot attend classes, she should report to the College Nurse.

Student Publications

In addition to the College Handbook, there are three student publications. The Anchor, which is the college paper, is published monthly. In this paper, important news items, announcements, and happenings are recorded. It is through the college paper that student opinion is expressed in letter and editorial. Each student is entitled to receive ten issues of the paper, the expense of which is covered by the blanket tax.

The college annual, the Ricoled, is edited each June by a board composed of members of the graduating class and a representative of each of the underclasses. This staff is selected at the close of the first semester of the junior year. Thus opportunity is given for the staff to spend a full year of work on this college yearbook. Included in its publication are the class histories, personal directory, and pictures that provide a permanent record of college life.

The Helicon is a literary issue prepared for publication once a year by the students of the college. The publication gives opportunity for recognition of literary ability.

Clubs and Societies

In addition to the four class societies, the college has a number of clubs, associations, and organizations which enrich the college program. They offer opportunity for students to enjoy extra curricular activity and broaden their cultural outlook in their association with students of like talents and interests. Descriptions of the following organizations are listed in the College Handbook:

Choir	International Relations Club
Women's Athletic Association	Newman Club
Men's Athletic Association	Dramatic League
Charles Carroll Club	Kappa Delta Pi
	(Honor Society)

Loan Fund

A limited amount of financial aid may be obtained by students of the upper classes from the Student Loan Fund and the Margaret Hill Irons Fund. The latter was given as a memorial to Mrs. Irons, who for many years was an honored member of the faculty. These loans are made to deserving students at a low rate of interest.

College Shop

The College Shop is located on the first floor. Here textbooks, magazines, college stationery and supplies may be purchased.

The management of the College Shop is handled through the Controller's Office.

The College Library

The college library facilities, consisting of the Main Library and the Special Reserve collections, are situated on the second floor of the building. The combined materials include approximately 25,000 well-selected books, numerous pamphlets, and 150 representative magazines in general and specialized subject areas. The fields of knowledge in which the library is especially well developed for student needs are those of education, science, fine arts, American and English literature and history. The Browsing Alcove, attractively and comfortably furnished in a corner of the Main Library, extends, through its current periodical resources, a cordial invitation for recreational reading. The college library is staffed by two full-time trained librarians, an assistant librarian, and student assistants.

Further library facilities which are available to the students of the college are the Providence Public Library, the library of the Rhode Island Historical Society, and the State Library. The Providence Public Library offers to all students of the college, upon the same conditions as to residents of the city, the use of its large and carefully chosen collection. The use of these three libraries in conjunction with that of the college makes possible an unusually extensive library experience for each student.

Kappa Delta Pi (Honor Society)

The Epsilon Rho Chapter of Kappa Delta Pi, an Honor Society in Education, was installed at the college in 1944.

The object of this organization is to provide a national honorary fraternity to advance the interests of education as a profession. In order to foster high professional standards, the Society invites to membership those individuals exhibiting commendable qualities both of a personal and scholastic nature. It further endeavors to maintain a high degree of professional growth by recognizing and honoring outstanding contributions in the field of education.

Requirements which must be fulfilled to achieve membership in Kappa Delta Pi are these:

1. Full junior collegiate standing—5 semesters of college work must be completed.
2. General scholarship of a grade above the upper quartile point of College.
3. Completion of at least six semester hours of education if elected during the junior year, or twelve semester hours if elected during the senior year.
4. Indication that there will be a continued interest in the field of education.
5. Manifestation of desirable personal habits and leadership attributes as evidenced by a candidate's participation in extra-curricular activities.

College Handbook

Immediately on registration, each student is given a Handbook which contains rules and regulations pertaining to college life. The student should be thoroughly familiar with all information given in the Handbook.

Point System

The point system was devised to distribute honors and duties fairly among the students. It serves to promote leadership and efficiency and discourages over-taxation and monopoly. Students are eligible to hold offices which amount to not more than a total of ten points.

See College Handbook for information concerning point allowances.

The Alumni

More than six thousand graduates of Rhode Island College of Education are members of the Associated Alumni. A large number of these are making lifetime careers of teaching on college, secondary and elementary school levels, and their success is clear evidence of the thorough training they received while at the College.

Miss Caroline E. Haverly is the elected representative of the Alumni on the Board of Trustees of State Colleges.

One of the major projects of the Associated Alumni at the present time is that of organizing support for a bond issue to finance the relocation of the college. It is hoped that when the active support of every alumnus has been enlisted the College will at long last have its sorely-needed new building.

In June, 1951 the Alumni also instituted the Clara E. Craig Memorial Fund. A committee comprising members of the Association and college representatives will determine what form the Memorial will take. Donations have been made by the Associated Alumni and individual members. It is hoped that this fund will grow sufficiently during the coming years so that a truly worthwhile contribution may be made to the College in memory of one of the foremost educators of the State of Rhode Island, Clara E. Craig.

Varied events mark the social calendar. In the fall the Annual Bridge and Fashion Show is held. The Alumni also gives a tea to members of the Freshman Class shortly after the opening of college. The Association also sponsors Chinese Auctions, rummage sales, etc. to gain financial support for its activities. In March the members of the graduating class and teachers in service who are securing their degrees are the guests of the Alumni at a tea. Members of the Alumni have organized an Alumni Choir which presents musical programs throughout the year and have also entered the field of drama with the presentation of one-act plays. Along with these activities the various classes hold regular reunions.

In recent years the Associated Alumni have established attractive headquarters at the College and in 1951 an Executive Secretary, Miss Rae K. O'Neill, was appointed to act as liaison between the Alumni and the College.

While the Association meets formally only once a year because of its huge membership, the Executive Board holds

frequent meetings to arrange special programs. Election of officers takes place every other year. Since members of the Associated Alumni reside in every community in the state, there are smaller groups, all but one informal in nature. The exception is a unit known as the Westerly Chapter in the southern part of the state.

Officers and Board of Associated Alumni

1954-1956

President.....	Miss Claire V. Ducharme
1st Vice-President.....	Miss Mary K. Joyce
2nd Vice-President.....	Miss Angela L. MacDonough
Recording Secretary.....	Miss Catherine M. Casserly
Corresponding Secretary.....	Miss Mary L. Sullivan
Treasurer.....	Mr. Edward P. Travers
Board Members.....	Mr. James, Donaldson, Miss Ann M. McSherry, Mrs. James E. O'Neill, Miss Betty Reardon, Miss Marion I. Wright, Mrs. Dorothy M. Sullivan, Past President, Mrs. Helen Champ- lin, President, Westerly Chapter

A Practical Preparation For Teaching

1. Four year course leading to a Bachelor of Education degree.
2. Training and State Certificate either for Elementary or Secondary.
3. Extension Sessions with opportunity for teachers in the field to continue their education to a Master of Education degree.

The Curriculum

The Curriculum provides a broad variety of courses, patterned on the principle that Teaching is an Art as well as a Science. There is a balance between subject matter and educational courses. These meet the need for both cultural and professional growth. All subject matter courses are thoroughly professionalized with integration of content, teaching materials, and methods.

An important feature of Rhode Island College of Education's preparation of teachers is to be found in the directed teaching program. All teachers' colleges and other institutions for the preparation of teachers are agreed that this phase is the focal point in teacher education since it serves to bring together and articulate all aspects of the curriculum.

Rhode Island College of Education believes that the whole teacher education program should be based on a foundation of actual contacts with teaching situations. To this end it has developed a plan of introduction to responsible teaching through a series of graded experiences rooted in the reality of childhood.

Henry Barnard School, laboratory school of Rhode Island College of Education, offers ample opportunity for acquaintance with classroom organization and technique. Here in the Freshman year, the student makes close observation of children and studies their responses in relation to school stimuli. During the next year a study of modern teaching methods is emphasized giving the student opportunity to examine and discuss educational principles and procedures.

The Junior year includes a semester of Participation at the Henry Barnard School. This is a preparation for the half-year assignment as a regular and full time teacher in one of the training schools of the state, under a state certified critic. This half-year serves as internship for the young teacher.

At the completion of the four years, the student is graduated with a Bachelor of Education degree and Provisional certificate for either Elementary or Secondary teaching.

Curricula Offered At

Rhode Island College of Education

A program of studies of the college embraces the following curricula:

1. A FOUR-YEAR CURRICULUM IN EARLY CHILDHOOD EDUCATION

This curriculum is designed to prepare teachers for Kindergarten and Primary classes. There is concentration on the growth and development of the young child and courses in Education for Early Childhood emphasize the adaptation of methods and materials for the instruction of children four, five, six, and seven years old.

2. A FOUR-YEAR ELEMENTARY CURRICULUM

This curriculum is designed to prepare for teaching on the elementary school level. Courses include Reading, Arithmetic, and Music for the Grades, as well as Children's Literature. These courses are given in addition to cultural and other professional courses.

3. A FOUR-YEAR SECONDARY SCHOOL CURRICULUM (ENGLISH-SOCIAL STUDIES)

This four-year curriculum is designed to prepare for teaching in the secondary field. There is a subject matter concentration of nineteen semester hours in English and twenty-five semester hours in Social Studies. This curriculum prepares for a Bachelor of Education Degree and a Secondary Certificate.

4. A FOUR-YEAR SECONDARY SCHOOL CURRICULUM (MATHEMATICS-SCIENCE)

This four-year curriculum is designed to prepare for teaching in the secondary field. There is a subject matter concentration of fifteen semester hours in Mathematics and nineteen semester hours in Science. This curriculum prepares for a Bachelor of Education Degree and a Secondary Certificate.

Freshman Year — All Curricula

First Semester	Credits	Second Semester	Credits
Orientation (required non-credit course)		Orientation	
Professional Orientation (Div. I, II, III)	2	Professional Orientation (Div. IV, V, VI)	2
Speech or Music	2	Speech or Music	2
English Fundamentals	3	English Fundamentals	3
Modern Language	3	Modern Languages	3
Foundations of Civilization	3	Foundations of Civilization	3
Survey of Mathematics	3	Survey of Mathematics	3
General Biology (4 hrs.)	credit 3	General Biology (4 hrs.)	credit 3
Physical Education (2 hrs.)	credit 1	Physical Education (2 hrs.)	credit 1

Curriculum in Early Childhood Education

Sophomore Year

First Semester	Credits	Second Semester	Credits
Reading Program	3	Curriculum for Early Childhood	3
Geography	2	Childhood	3
Physical Science	3	Geography	2
Public School Music or Arithmetic for the Grades	3	Physical Science	3
Speech	2	Arithmetic for the Grades or Public School Music	3
Physical Education in the Elementary School	2	English Literature	3
Fundamentals of Art	2	Physical Education in the Elementary School	2
Elective	2	Fundamentals of Art	2
		Elective	2

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Psychology of Early Childhood	2	Student Teaching	
Art	3		
Economics	2		
History & Philosophy of Education	3		
Participation	5		
Elective	2		
B-Division		B-Division	
Language Arts	3	Children's Literature	2
Psychology of Early Childhood	2	American History	3
Economics	2	Art	3
American Literature	3	History & Philosophy of Education	3
American History	3	Participation	5
Elective	2	Elective	2

Senior Year

First Semester	Credits	First Semester	Credits
A-Division		B-Division	
Biology for Elementary Grades	2	Student Teaching	
Children's Literature	2		
Tests and Measurements	2		
American History	3		
Rhode Island Education	2		
Health Problems	1		
Principles of Teaching and School Management	3		
Elective	2		
Second Semester	Credits	Second Semester	Credits
A-Division		B-Division	
Language Arts	3	Biology for Elementary Grades	2
Educational Psychology	3	Tests and Measurements	2
American Literature	3	Sociology	2
American History	3	Principles of Teaching and School Management	3
Sociology	2	Health Problems	1
Electives	4	Rhode Island Education	2
		Electives	4

Elementary Curriculum

Sophomore Year			
First Semester	Credits	Second Semester	Credits
General Psychology	2	Reading Program	3
Geography	2	Geography	2
Physical Science	3	Physical Science	3
Public School Music or Arithmetic for Grades	3	English Literature	3
Speech	2	Arithmetic for Grades or Public School Music	3
Physical Education for the Elem. School	2	Physical Education for the Elem. School	2
Fundamentals of Art	2	Fundamentals of Art	2

Junior Year			
First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Participation	5	Student Teaching	
History and Philosophy of Education	3		
Economics	2		
Art for Elem. Schools	3		
		Second Semester	Credits
		B-Division	
		Children's Literature	2
		Participation	5
		American History	3
		Art for Elementary Grades	3
		History & Philosophy of Education	3

First Semester	Credits		
B-Division			
Educational Psychology	3		
Economics	2		
American Literature	3		
American History	3		
Language Arts	3		

Senior Year			
First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Biology for the Elem. School	2	Educational Psychology	3
Children's Literature	2	American Literature	3
Tests and Measurements	2	American History	3
American History	3	Sociology	2
Health and Hygiene	1	Language Arts	3
Rhode Island Education	2		
Principles of Teaching and School Management	3		
		Second Semester	Credits
		B-Division	
		Biology for the Elem. School	2
		Tests and Measurements	2
		Sociology	2
		School Management	3
		Health and Hygiene	1
		Rhode Island Education	2

First Semester	Credits		
B-Division			
Student Teaching			

Secondary Educational Curriculum English Social Studies Concentration

Sophomore Year			
First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
English Literature	3	General Psychology	2
20th Century World History	3	Speech	2
Classical Backgrounds of Literature	2	Advanced Composition	2
Fundamentals of Art	2	Tutor England to Present	2
Leadership in Recreational Activities	2	Fundamentals of Art	2
		Leadership in Recreational Activities	2

Junior Year			
First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Participation	5	Student Teaching	
History and Philosophy of Education	3		
Economics	2		
Political Science	2		

First Semester	Credits	Second Semester	Credits
B-Division		B-Division	
Political Science	2	Participation	5
Economics	2	American History	3
American Literature	3	History and Philosophy of Education	3
American History	3		

Senior Year			
First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Tests and Measurements	2	American Literature	3
American History	3	American History	3
Health and Hygiene	1	Sociology	2
Rhode Island Education	2	Educational Psychology	3
Principles of Teaching and School Management	3		

First Semester	Credits	Second Semester	Credits
B-Division		B-Division	
Student Teaching		Educational Psychology	3
		Tests and Measurements	2
		Sociology	2
		School Management	3
		Health Problems	1
		Rhode Island Education	2

Mathematics-Science Concentration

Sophomore Year

First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
English Literature	3	Speech	2
Physics	3	General Psychology	2
Trigonometry	3	Physics	3
Principles of Biology	3	Analytic Geometry	3
Fundamentals of Art	2	Fundamentals of Art	2
Leadership in Recreational Activities	2	Leadership in Recreational Activities	2

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Participation	5	Student Teaching	
Calculus	3		
History and Philosophy of Education	3		
Economics	2		

First Semester	Credits	Second Semester	Credits
B-Division		B-Division	
Chemistry	3	Participation	5
Economics	2	American History	3
American Literature	3	Calculus	3
American History	3	History and Philosophy of Education	3
Health 401	2		

Senior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Chemistry	3	Educational Psychology	3
Tests and Measurements	2	Chemistry	3
American History	3	American Literature	3
Health Problems	1	American History	3
Rhode Island Education	2	Sociology	2
Health 401	2		

First Semester	Credits	Second Semester	Credits
B-Division		B-Division	
Student Teaching		Educational Psychology	3
		Chemistry	3
		Tests and Measurements	2
		Sociology	2
		Health Problems	1
		Rhode Island Education	2
		School Management	3

Courses of Instruction in Art

Art 201-202—Fundamentals of Art 2 hours

The purpose of the course in the first semester is to acquaint the student with the fundamental principles of art; to build a discriminating attitude; to deepen interest in art activities and art products; to establish finer powers of selection; and to help the student to express his art needs creatively. Consideration is given to such technical problems as lettering, design, color, poster, and the handling of various media.

Part 2 second semester:

For English-Social Studies: *Survey of Western Art*. Emphasis is placed upon the understanding of the characteristics and contributions of Pre-Hellenic through Seventeenth Century cultures.

For Math-Science: *Survey of Trends in Modern Art*. The development of the various trends in Modern Art beginning with Impressionism.

For Elementary: *Arts and Crafts for the Elementary Grades*. Emphasis is placed on the actual experience in working with a wide variety of scrap and art materials used three dimensionally. Attention is given to the understanding of the objectives of the art program in the elementary grades and the part which three dimensional activities play in such a program.

Art 301—Art for the Elementary Grades 3 hours

The purpose of the course is to clarify the position of the classroom teacher in the creative activity program; to develop an appreciation of what the arts can mean to personal integration and to the entire school and community life.

The course also aims to develop an understanding of art expression in children's work and an evaluation of its worth. Other problems treated: materials, techniques, bulletin board displays, exhibitions, schoolroom furnishings.

Art 501—Figure Drawing 2 hours

The course includes work in sketching from the costumed model. The problems considered are: figure construction, composition, design, color, and the handling of various mediums.

Art 502—Poster 2 hours

The course deals with the underlying principles of design in lettering; the poster and its place in the school curriculum; the use of various mediums and techniques.

Art 503—Ceramics 2 hours
The course deals with the study of three dimensional forms through the use of clay; an understanding of the methods involved in the various processes and decoration; and the study of designing, glazing, and firing.

Art 520—Sketching and Painting 2 hours
This course gives the more advanced student an opportunity to deal with the complexities of perspective, light and shade, and composition in still life, landscape, and figure drawing. Problems include experimentation with varied media: pencil, pen and ink, water color, flexola, oil.

Economics and Sociology

Economics 301 2 hours
A survey course in economics, with special emphasis upon the problems raised by modern industrialism. The problems of monopoly, power status and power relationships, economic instability and unemployment will be stressed. Production, distribution, demand, supply and business cycles will be treated.

Economics 501 2 hours
Current national and international economic problems.

Sociology 201 2 hours
A study of human relations in the world today. The interrelations of the social, political, educational, religious and economic activities in the life of people.

Sociology 201—Educational Sociology 2 hours
The interrelations of education and sociology. The basic principles and the new and ever changing thought and practices.

Sociology 517—Growth of Industrial Democracy 2 hours
A study of the conditions, forces, and personalities responsible for the growth "of a system of industrial jurisprudence."

Courses of Instruction in Education

Ed. 101—Professional Orientation 2 hours
The course orients the college Freshman to the field of teaching as a profession and proposes to acquaint him with modern school organization and equipment. Through directed observation, the student gains an appreciation of the

environmental climate in which learning is most effectively achieved and an understanding of the tools of education and the skill with which the teacher uses them.

Ed. 202—General Psychology 2 hours
A basic course, designed to lay the foundations of the professional courses in the junior and senior years. Psychology is treated as a science. The psychological bases of behavior and experience; attention, perception, memory, thinking and intelligence; methods of measurement; personality in terms of the whole person in his social setting; are studied in order to understand human behavior.

Ed. 203—Reading in the Elementary School 3 hours
A course designed to acquaint students with the instructional jobs in reading confronting every elementary teacher. Among the areas to be explored are those of the nature and development of reading readiness at all developmental levels, techniques of word recognition and word analysis, and the various reading skills needed for studying the content subjects. A study of the various philosophies underlying the different basal reading systems will be undertaken. Instruments both for evaluating achievement and diagnosing difficulty will be examined. The teacher's responsibility for providing for individual differences and remedial instruction will be considered throughout the course. Interpretation of current research and its application to the classroom situation will be emphasized. Provision is made for the students to observe reading classes in the laboratory school.

Ed. 204—Curriculum for Early Childhood 3 hours
An introduction to the study of the educational program designed for early childhood, the course considers critically both theory and method. Attention is given to those materials and practices by which the school provides for young children experiences in group living. The campus laboratory school offers excellent opportunity for classroom observation.

Ed. 301—History of Education 2 hours
A development of the rise of education from its early inception (informal education) to present attempts to answer the needs of society. Great movements and important contributors are studied for interpretation.

Ed. 303—Teaching Participation 5 hours
This practical professional preparation, at the laboratory school, involves a proper correlation of principle and practice through demonstration, conference and actual teach-

ing participation. This work is the immediate preparation for training.

Ed. 304—Psychology of Early Childhood 2 hours

The course considers the development of personality in the early years. Attention is given to the understanding of the child's psychological equipment and his ways of learning. The aim is toward the acquisition of a working knowledge of those techniques essential for effective guidance and wise direction of the young child with some emphasis upon the establishment of satisfactory adult-child relationships. Observation is an integral part of the course.

Ed. 305—Educational Psychology 3 hours

This course will be centered on an intensive study of the principles of learning, motivation, and social behavior that influence the personality and intellectual development of the child. The emphasis will be placed upon psychological concepts in the context of contemporary educational problems. Presupposes a course in general psychology.

Ed. 306—Language Arts in the Elementary School 3 hours

A study of language instruction in the Elementary School with special emphasis upon the development of language power. Attention will be given to growth in oral and written expression, spelling, handwriting, dictionary usage, and other related skills.

Ed. 401—Rhode Island Education 2 hours

The history of the development of education in Rhode Island and the laws governing the conduct of schools.

Ed. 402—The Philosophy of Education 2 hours

A study of past philosophies of education and the development of current philosophies in the organized objectives of education.

Ed. 403—School Management 2 hours

An analysis of school and classroom organization and efficient management.

Ed. 404—Educational Tests and Measurements 2 hours

A survey of the history of the testing movement; study of approved tests of intelligence, achievement, and personality introduce the students to the problems involved in educational tests and measurements. Techniques for the construction of informal objective tests of all types are studied. Practical work is made possible through actual par-

ticipation in the testing program of the Henry Barnard school. Elementary statistical techniques are used for interpreting and applying the results of the tests.

Ed. 405—Practical Teacher Training Full Semester

This internship of the young teacher is a half year assignment as a regular and full time teacher in one of the training schools of the state, under a state certified critic. This represents 400 clock hours of practice.

Ed. 501—Secondary Education 2 hours

The philosophy and objectives of secondary education, including the junior and senior high school.

Ed. 502—Administration and Supervision 2 hours

The administrative organization and control of the schools.

Ed. 505—Educational Statistics: Elective 2 hours

A treatment of those statistical concepts which are of value to a teacher. Consideration is given to graphical and tabular representation, measures of central tendency, measures of variation, and measures of correlation. The use of statistics in constructing, evaluating, and interpreting tests will also be discussed.

Ed. 511—Child Growth and Development 2 hours

The development of the child from birth to the beginning of adolescence forms the major content of this course. Major emphasis is placed upon the functioning of the normal child during the period of elementary school instruction. Considerable time is spent in studying the processes of emotional development, motor development, play, and other dominant activities of childhood. Presupposes a course in general psychology.

Ed. 513—Remedial Reading 2 hours

A workshop type of elective this course is offered to juniors and seniors. Each student makes a case study of one child. It involves formal and informal analysis, individualized instruction, re-testing, and drawing up of recommendations. The emphasis is on remedial teaching through individualized and small-group instruction.

Ed. 517—Teaching Reading in the Secondary School 2 hours

This elective is offered to the three upper class members preparing for secondary teaching. It emphasizes the developmental aspects of the reading program, compassing reading readiness, word attacks, study techniques, comprehension

and interpretation skills, and application of these in the various subject matter fields.

Ed. 548—Psychology of Adolescence 2 hours

This course will be chiefly concerned with behavioral development during the transition years from childhood to adulthood. Particular emphasis will be placed upon the intellectual and social growth of the adolescent as these relate to the school. Special problems concerned with pre-adolescence and delinquency will also be discussed in this course.

Home and Community Education

567—Child Care and Nutrition 2 hours

This course deals with problems of pre-natal care of the mother, care of the infant, feeding and clothing of the young child, and problems concerning the correct development of the child.

569—Family Relationships 2 hours

This course is designed to offer help in establishing successful family relationships. Some problems considered are: What determines our family patterns? Why is family life important to the community? What does the successful family do for its members? How do the attitudes of family members affect family life? What are the relationships in a successful family?

570—Practical Home Economics 2 hours

This course offers practical homemaking experience in the areas of Food and Clothing. Meal planning, preparation and service is studied in the Foods unit. Work in the Clothing unit includes the selection and construction of a suitable garment for the individual.

571—Industrial Arts No. 1 2 hours

This is an exploratory course in industrial arts. The purpose is twofold: (1) to consider the aims and objectives of industrial arts, the types of shops, and the methods used at different grade levels; and (2) to provide practical experiences in shop drawing, woodwork, wood finishing, plastics, art metal, and printing.

Courses of Instruction in English

English 101-102—English Fundamentals 6 hours

Required of all students, this continuous one-year course

leads to a better understanding of the language arts and to the improvement of communication skills. The exercises in writing and speaking involve a study of controlling ideas and the wise use of supporting materials for orderly composition.

English 201-202—English Literature Survey 6 hours

This full-year course, required of all English majors, includes a study of the principal writers in each period, with emphasis upon their contribution to the development of the ideas of Western civilization.

English 203—English Literature Highlights 3 hours

A one-semester course required of all students who do not take English 201-202. It is an introduction to the most literarily significant writers of each period.

English 204—Advanced Composition 2 hours

Required of English majors. The materials vary from semester to semester but the goals are constant: frequent practice in advanced writing (but not necessarily "creative" forms) and intelligent self-criticism.

English 205—Classical Backgrounds of English Literature 2 hours

Required of all English majors. A course in Classical backgrounds as an aid to the appreciation of literature. Parts of the *Iliad* and *Odyssey* are read and discussed. The Greek and Roman myths make excellent study material for all grade levels.

English 302—Children's Literature 2 hours

Required of all Kindergarten and Elementary trainees. A wide acquaintance with the best that has been written for children is required in order that guidance can be given in the all-important matter of children's reading.

English 304—Literature of the United States 3 hours

Required of all students. An historical and critical study of the writings of the Colonies and the United States. More emphasis on developing good readers interested in the intellectual and cultural progress of their country than on a complete survey.

English 504—Studies in American Literature 2 hours

The materials of this elective may vary from year to year. The general purpose will be to select significant writers for a study of their whole output more intensive than is possible in a survey course.

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Courses of Instruction in English

English 101-102—English Fundamentals 6 hours

Required of all students, this continuous one-year course

leads to a better understanding of the language arts and to the improvement of communication skills. The exercises in writing and speaking involve a study of controlling ideas and the wise use of supporting materials for orderly composition.

English 201-202—English Literature Survey 6 hours

This full-year course, required of all English majors, includes a study of the principal writers in each period, with emphasis upon their contribution to the development of the ideas of Western civilization.

English 203—English Literature Highlights 3 hours

A one-semester course required of all students who do not take English 201-202. It is an introduction to the most literarily significant writers of each period.

English 204—Advanced Composition 2 hours

Required of English majors. The materials vary from semester to semester but the goals are constant: frequent practice in advanced writing (but not necessarily "creative" forms) and intelligent self-criticism.

English 205—Classical Backgrounds of English Literature 2 hours

Required of all English majors. A course in Classical backgrounds as an aid to the appreciation of literature. Parts of the Iliad and Odyssey are read and discussed. The Greek and Roman myths make excellent study material for all grade levels.

English 302—Children's Literature 2 hours

Required of all Kindergarten and Elementary trainees. A wide acquaintance with the best that has been written for children is required in order that guidance can be given in the all-important matter of children's reading.

English 304—Literature of the United States 3 hours

Required of all students. An historical and critical study of the writings of the Colonies and the United States. More emphasis on developing good readers interested in the intellectual and cultural progress of their country than on a complete survey.

English 504—Studies in American Literature 2 hours

The materials of this elective may vary from year to year. The general purpose will be to select significant writers for a study of their whole output more intensive than is possible in a survey course.

English 505—Modern American Poetry 2 hours

The study of a selected group of poets who have risen to fame since 1918. Definition of the period's influences, trends and characteristics.

English 506—The Literature of the English Romantic Period 2 hours

The social-and-literary seeds of the Revolution; the tenets and practices of the period; the leading literary figures and their works; the decline of Romanticism.

English 508—Shakespeare 2 hours

A study of Shakespeare's challenge to the Man of Action, the Social Man, and the Man of Reflective Thinking through the following plays: Historical: King John; Richard II; Henry IV, Part I; Richard III.

Comedies: Midsummer Night's Dream; Taming of the Shrew; Tempest; Merry Wives of Windsor.

Tragedies: Romeo and Juliet; Julius Caesar; Hamlet; Othello; Macbeth.

English 515D—Modern American Drama 2 hours

A study of the plays of the chief American playwrights of the twentieth century, beginning with Eugene O'Neill.

English 519A—Improvement of Elementary English Instruction 2 hours

An examination will be made of the most recent research studies in the field of English instruction in the Elementary School. Emphasis will be placed upon the development of a curriculum which makes effective use of the newer materials and practices.

English 548—The Nature of Language 2 hours

A study of the theories of the origin of language; the growth of the English tongue; the grammar of English; related aspects of philology and semantics.

English 549—Studies in English Literature 2 hours

The material of this elective may vary from year to year. The general purpose will be to select significant writers for a study of their whole output more intensive than is possible in a survey course.

English 555—Introduction to Philology 2 hours

A study of some etymological and semantic principles involved in the formation of English words, chiefly those of Latin origin.

English 556—Philology—Part II 2 hours

English 561—The French Novel before 1870 2 hours

A study of the development of French fiction writing from the Renaissance on. Particular emphasis is placed on writers of the nineteenth century. Given in English. Texts may be read in English translations.

English 561A—The French Novel after 1870 2 hours

A study of the development of the French novel since the Franco-Prussian war, with emphasis on twentieth-century authors. Given in English. Texts may be read in English translations.

English 565—Clinic in English 2 hours

A non-credit, directed study course for individual students whose knowledge and use of English do not meet the standards of the College. As an elective, open to all students; required of those whose names are referred to the Department.

English 566—Creative Writing 2 hours

Open to students of demonstrated superiority in writing. Unlike the required course in Advanced Composition, this course offers opportunity to develop skills in the handling of imaginative forms, such as the short story, poetry, the essay, the shorter biographical forms, etc.

Speech

English 103—Fundamentals of Speaking 2 hours
Freshman Required

The development of basic skills through directed practice in individual and group experience. Theory includes the study of: speech mechanism, voice production, and speech sounds. Interviews and recordings are used to check improvement throughout the course.

English 203—Speech in Elementary School Programs 2 hours
K-P, Elem. Req. Soph.

Theory and practice in techniques for developing speech skills in the classroom.

Speech in Secondary School Programs 2 hours
Eng. S.S., Math S. Soph. Req.

Theory and practice in techniques to develop speech skills in secondary school classrooms. Emphasis is given to the integration of speech with class and extra-class activities.

English 520—Play Production Elective 2 hours
Theory and practice in: selecting and arranging scripts, organizing production units, casting, directing, rehearsing, and staging the school play.

English 540—Storytelling Elective 2 hours
Theory and practice in telling traditional and modern stories to children of different ages. Materials are adapted for creative dramatic and puppet presentations.

English 551—Oral Interpretation of Literature Elective 2 hours
A study of the principles and techniques of the oral interpretation of poetry and prose.

Courses of Instruction in Geography

Geog. 201-202—Principles of Geography 4 hours
This course is required by all sophomore students. The course is divided into four parts. Part I—a discussion of the elements of weather. Part II—a discussion of **World Climatic Areas**. Emphasis on climatic attributes as influences on crops and vegetation as well as man's adjustments to varying climates. Part III—a discussion of **World Landform Regions**. Plain, plateau, hill and mountain environments are considered. An attempt is made to show the development of these variations in the earth's crust. Part IV—Introduction to aspects of world distribution of **Soil and Water Resources**. A major objective of the course in each of the four parts is to build map skills.

Geog. 501—Economic Geography 2 hours
This course deals with the man-land relationship as it directly concerns ways of making a living. Selected units in Fishing, Forestry, Grazing, Farming, Mining, and Manufacturing will be considered, as well as those geographic factors involved in Transportation and Trade.

Geog. 504—Regional Geography of North America 2 hours
Develops the fundamental geographic attributes of our continent, climate, soils, topography, vegetation, etc. This is followed by a systematic study of the regions of the continent.

Geog. 508—Geography of Rhode Island 2 hours
Discussion of 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. Analysis of current statistical material, construction of

maps, and the building of material for use in teaching local geography are emphasized.

Geog. 510—Cartography 2 hours
Facility in construction and use of maps and graphic tools is the aim of this course. Preparation of maps through compilation, enlargement, reduction and stencil cutting are mastered as well as effective techniques in map use. Statistical analysis as it concerns graphic presentation is presented.

Courses of Instruction in Health Education and Physical Education

Health 103, 104—Physical Education Activities for Women 2 hours (1 hour credit)
A foundation course embracing the various phases of Physical Education. Although the course is intended primarily for the student's own development and recreation some consideration is given to the activities the student will be expected to teach.

Health 103, 104—Physical Education Activity for Men 2 hours (1 hour credit)
An activity course designed to acquaint students with fundamentals, activities, and techniques; in seasonal field sports, tactics, calisthenics, apparatus work, gymnasium and playground games for elementary and secondary, stunts, tumbling.

Health 201, 202—Physical Education in the Elementary School 4 hours
(for the women who have elected the Kindergarten or the Elementary Curriculum)
A course designed to give the future classroom teacher the basic principles of a physical education program with emphasis on materials and methods of instruction. It includes experience in teaching games, rhythms, story plays, and other activities suitable for the various age levels.

Health 203—Leadership in Recreational Activities 4 hours
(for women who have elected the Math-Science or the English-Social Studies Curriculum)
A course designed to give the student an opportunity for participation in worth-while leisure time activities with leadership experience in the activities that are suitable for use in clubs, playgrounds, and other recreational groups.

Health 201, 203—Materials and Methods in Physical Education

(For Men)

Course designed to give the problems and procedures in Physical Education class organization. Teaching methods in all seasonal sports, intramural organization, safety and health, and class programs are studied.

Health 403—Health Problems 1 hour

Required of all seniors. A series of eight 2 hour conferences on such areas as Personal Health and Hygiene, School Health, Mental Health and Community Health. For the most part outside resources people will be used as discussion leaders. Each student (will) prepare(s) a "Teachers Manual on Health Problems", and will take a two hour examination at the end of the course. Text: SCHOOL HEALTH SERVICES by Chas. D. Wilson, M.D.
Electives

Health 501A—Modern Dance
An elementary course concerned with the fundamentals of movement, rhythm, and simple dance composition. Outside reading required.

Health 507—Recreation Organization and Administration 2 hours

Course which deals with the general aspects of all types of community recreation organization: for the school, playground, camps, industry, community centers, boys' and girls' clubs, etc. Facilities, leadership, financing, and forms and functions of programs are studied.

Health 511—Coeducational Recreation
A methods course with practice in developing skill in such activities as volleyball, badminton, paddle tennis, square dancing, and other activities that can be used on and off the campus.

Health 515W—Individual Sports for Women
A methods course with practice in developing skill in such activities as tennis, golf, dry skiing, and other individual and dual sports. Consideration is given to methods of coaching; rules of playing; selection and care of equipment, and the historical background of each sport.

Courses of Instruction in History

History 101-102—Foundations of Civilization 6 hours
A survey course to show the evolution of the economic,

social and political institutions of the present and to provide an understanding of the cultural contributions of the various epochs to our own.

History 201—Twentieth-Century World History 3 hours

This course treats of the political, intellectual and social history of the world since 1914. The background of World War I, the War itself, the Russian Revolution, the Fascist experiments in Europe and Asia, the backgrounds of World War II and the major political, economic and social developments throughout the world right up through the Korean conflict are all treated. (Required in English-Social Studies course.)

History 301-302—History of the United States 3 hours

An advanced course in the social, political, and economic development of our nation.

History 502—Nineteenth-Century Europe 2 hours

A brief study of the major developments of the nineteenth century: the Industrial Revolution, Nationalism, Political and Social Democracy, Imperialism, and International Alliances.

History 503—Community Resources 2 hours

A flexible program organized around the varied resources of a city which is both the state capital and a college and university center. The class activities include visits to museums, radio stations, and historic landmarks; attendance at lectures, concerts, forums, etc., and short reports on selected radio programs, newspapers and magazine articles, and current non-fiction books.

History 504—Rhode Island History 2 hours

A survey course stressing colonial origins and distinctive characteristics, the part played in the pre-Revolutionary period, and industrial growth with accompanying social changes during the national period.

History 508—Foreign Relations of the United States Since 1865 2 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 511—Contemporary World Problems 2 hours

Political and economic conditions; current problems in international relations.

History 515—International Organization 2 hours
The history of the League of Nations and studies of the United Nations as a plan for world government.

History 516—Economic History of the United States 2 hours
The economic development of the United States from the colonial period to the present, in its bearing on the social and cultural life of the people, on our domestic policies, and on our international relations.

History 517—Cultural and Social History of the United States 2 hours
An interpretation of the American scene in different periods as revealed in outstanding literary and historical works. The American heritage from the social standpoint.

History 518—Problems in the Teaching of United States History 2 hours
The nature and treatment of historical material, with examples chiefly from American history. Study of the nature of a record on which history is based and the laws of historical criticism. Plans for the use of primary sources and other material in teaching.

History 520—The Social Studies Program in Secondary Schools 2 hours
Modern curricula in use in various school systems; relationships between history, geography, economics, civics, "problems of democracy," and literature. Comparison of "fusion" courses and distinct courses in the various fields of subject matter. Study of historic currents in American life which should be stressed, and of the curriculum in terms of needs of today.

History 521—Teaching Social Studies in the Elementary Grades 2 hours
Teaching techniques, methods, and materials for effective provision for individual needs of pupils in the social studies program of the elementary school. Recognition of and methods of overcoming learning difficulties.

History 523—Materials for Teaching the Social Studies 2 hours
Opportunities for becoming acquainted with social studies curricula and with materials including textbooks, visual and other teaching aids; criteria for selection and judgment of books and other materials in terms of teaching results.

History 526—English History 2 hours
A survey of the political, social, and economic history of England from the point of view of providing background for the study of English literature and for the understanding of Anglo-American relations.

Courses of Instruction in Mathematics

Math 101-102—Freshman Mathematics 6 hours
A survey course including elements of analytic geometry, trigonometry, differential and integral calculus. Integration of the various topics is achieved by emphasizing the "function concept" throughout the course.

Math 201—Arithmetic Through Junior High School 3 hours
A study of how to teach arithmetic. Conflicting philosophies presented and discussed. Basic method texts and grade arithmetic used for reference and study. High percentage success in arithmetic calculation and problem-solving required. Problem-solving methods especially stressed.

Math 203—Plane Trigonometry 3 hours
Plane and spherical. Standard basic course.

Math 204—Plane Analytical Geometry 3 hours
Detailed study of straight line, conic sections, polar coordinates, some higher plane curves, and empirical equations.

Math 301—Differential and Integral Calculus 3 hours
A one-semester course combining differentiation and integration of algebraic and transcendental functions, with applied problems relating to science. Prerequisites: Survey course in Freshman Mathematics (two semesters), Analytic Geometry (one semester), and Trigonometry (one semester).

Math 511—Fundamental Concepts of Arithmetic 2 hours
A study of the principles and applications of arithmetic, with emphasis upon the reasons underlying the fundamental operations. The purpose of the course is to increase the student's knowledge of arithmetic by a logical development of subject matter.

Courses of Instruction in Modern Languages

- French 101-102—**Elementary French** 3 hours
Thorough study of fundamentals of pronunciation and grammar, plus conversation and reading of easy texts.
- French 103-104—**Intermediate French** 3 hours
Course includes review of grammar and reading of texts of average difficulty. Stress is laid on pronunciation and oral work. Prerequisite: Two years of preparatory French.
- French 105-106—**Advanced French** 3 hours
Course emphasizes rapid reading and oral proficiency. First semester, reading of short stories; second semester, French classic dramatists. Prerequisite: Three years of preparatory French.
- Spanish 103-104—**Intermediate Spanish** 3 hours
Review of grammar and reading of texts of average difficulty. Stress on pronunciation and oral work. Prerequisite: Two years of preparatory Spanish.
- Modern Language 501—**French Conversation** 2 hours
Drill in spoken French, with study of pronunciation and occasional written compositions. Discussions in French of French customs and interests.
- Modern Language 510-A—**The French Novel before 1870** 2 hours
A study of the development of French fiction. Particular emphasis is placed on writers of the nineteenth century.
- Modern Language 510-B—**The French Novel after 1870** 2 hours
A study of the development of the French novel since the Franco-Prussian War, with emphasis on twentieth century authors.
- Modern Language 512—**French Literature of the Eighteenth Century** 2 hours
A study of the principal trends of thought in the Age of Enlightenment, based on reading of typical selections from works of Montesquieu, Voltaire, Rousseau, Diderot, et al.
- Modern Language 513—**French Literature of the Nineteenth Century: Romanticism** 2 hours
A study of the development of the Romantic movement in the first half of the century with emphasis on the works of the great Romanticists—Lamartine, Hugo, Vigny, Musset.

- Modern Language 515—**French Literature of the Twentieth Century** 2 hours
A study of short stories selected from works of representative authors of the first quarter of the present century. Special attention to modern vocabulary and idioms.

Modern Language 530—**French Operatic Readings** 2 hours
Readings of several plays and novels which form the basis of famous operas.

Courses of Instruction in Music

- Music 101—**Music Orientation** 2 hours
Basic experiences developing sensitivity to the elements of music—melody, rhythm, harmony and form, and leading naturally to the technical aspects of notation required in reading and writing music.
- Music 201—**Music Education in the Elementary Grades** 3 hours
Objectives, materials and procedures in presenting music in grades 1-6, as they are related: singing, listening, dancing, playing, and creating.
- Music 501—**Harmony I** 2 hours
A course combining written and keyboard harmony in which students learn to write and play all of the fundamental chord progressions in all major and minor keys.
- Music 505—**History and Development of Vocal Music** 2 hours
The study of "form" in vocal music as it is developed in chant and plain song, folk song, art song, cantata, madrigal, oratorio and opera, with recorded music of the masters whose works illustrate the best of these forms.
- Music 506—**History and Development of Instrumental Music** 2 hours
From Bach to the present, with recorded music illustrating the changes in style of composition and in "form" of instrumental music (suite, fugue, sonata, concerto, symphony, overture and symphonic poem.)
- Music 507—**Opera** 2 hours
The study of opera from its beginning (17th century) to the present, the factors contributing to the changing styles in opera, the particular contributions of the greatest opera composers and the stories and music of the most significant operas of the past and present.

Ed. 515 (music)—**Piano for the Classroom Teacher** 2 hours
Part I
 Keyboard training as a practical tool for the classroom teacher. The method is intended to prepare teachers to develop skill for the accompanying of children's songs and rhythmic activities. This course is not intended to train technical pianists but rather to provide simple piano experiences needed by the classroom teacher.

Ed. 515A (music)—**Piano for the Classroom Teacher** 2 hours
Part II
 This course is a continuation of Part I enlarging the students repertoire and emphasizing further technical skills required in playing basic rhythms.

Courses of Instruction in Political Science

Pol. Sci. 201—**Political Science** 2 hours
 A critical study of the origin and fundamental principles of government, with applications to an illustration from ancient and modern governmental agencies. Effect of the theory of the state and political and social philosophy upon political thought and the development of the state.

Pol. Sci. 501—**Comparative Governments and Politics** 2 hours
 Analysis of the structure and operation of the leading foreign governments together with a consideration of party programs and philosophies. The major political and social systems of Asia and Europe in comparison with American institutions and ideals; parliamentary government in Great Britain and France; the Chinese Republic; the Soviet Union; government of dependent areas and post-war problems of political reconstruction.

Pol. Sci. 503—**Teaching of Civic Education** 2 hours
 The course aims to emphasize in constructive fashion the characteristics of democracy which belongs to our heritage and which, if not emphasized in our schools, may be accepted with indifference and treated with negligence.

Pol. Sci. 505—**Political Philosophy in the United States** 2 hours
 Main trends in political thinking and their reflections in economic and social policy, from the Declaration of Independence to the United Nations Organizations after World War II, the significance of the Social Contract, Theory, Federalism, Jeffersonian Democracy, Jacksonian Democracy,

Populism, Socialism, the New Deal, and the Atomic Age of world politics.

Pol. Sci. 505A—**American Political Thought** 2 hours
 The origin and development of American political ideas from the time of the Puritans to the present. The philosophy of revolution, Jeffersonian and Jacksonian democracy, nullification, secession, the development of the interventionist state and democratic reforms in the 20th century will be included.

Pol. Sci. 506—**The Constitution and Government of Rhode Island** 2 hours
 Study of the development and constitutional growth of Rhode Island with emphasis on the progressive part our State has played in constitutional theory.

Pol. Sci. 510—**Organization and Functions of R. I. Political Institutions** 2 hours
 This course will consider the history and functions of the various political institutions in the State of Rhode Island. The Executive, Legislative, and Judiciary departments of government in cities and towns will be studied.

Courses of Instruction in Biological Science

Science 101-102—**General Biology** 4 hours
 A study of the plant and animal kingdoms including the main principles of biology with particular attention focused on the bodily functions and anatomy of man and with emphasis on man's practical problems in respect to biology. Laboratory work, demonstrations and field trips included.

Science 201—**Principles of Biology** 3 hours
 Required in Math-Science Curriculum
 Course designed to furnish further opportunity to study in detail the main principles underlying taxonomy, physiology, embryology, evolution and heredity. Laboratory methods, individual experimentation, demonstrations, and field trips emphasized.

Science 301—**Biological Units in Elementary Science** 2 hours
 Emphasis on biological units which may be taught in the elementary grades.

Science 401—**Microbiology** 2 hours
 Required in Math-Science Curriculum
 Introduction to the principal types of microorganisms,—

bacteria, fungi, protozoa, rickettsiae and viruses with emphasis placed on epidemiology and community disease. Laboratory work included and opportunities for individual projects afforded.

Science 505—**Teaching Practice** 2 hours
Teaching elementary science in the Henry Barnard School.

Courses of Instruction in Physical Science

Science 203-204—**Physical Science** 3 hours
This course consists of content matter devoted exclusively to physics, chemistry and astronomy. It is intended to build a background of information which will enable the student to teach elementary science from Kindergarten to and including the sixth grade. Lectures are kept to a minimum with individual projects, and class demonstrations required.

Science 211-212—**Physics** 2 hours
Laboratory-centered approach with emphasis on discovery by the student. Lecture periods are used for discussion of problems arising from the laboratory experiences. Theory is developed as the experiences of the students require it. Careful quantitative reports are required, which must be presented in such a manner as to show that the student understands what he has been doing. Areas taken from mechanics, heat, electricity, light and sound form the basis for the content. During the second semester each student prepares a paper on some phase of applied physics.

Science 311-312—**Chemistry** 2 hours lab.
2 hours lect.

Student discovery in the laboratory, rather than the lecture method keynotes the course. The objectives of the course are, to give the student a pleasurable and stimulating experience in science, to understand the basic laws of chemistry and to give appreciation of its effect on his everyday living. Content is chiefly inorganic chemistry with emphasis on why and how reactions take place rather than a descriptive consideration of the elements and compounds.

Science 511—**Audio-Visual Aids I and II** 4 hours
A basic course in the operation and care of all audio-visual equipment and material. Stress is laid upon complete mastery of these tools. Audio-Visual Aids II—Students who

have had training in the classroom and preferably those who have taken Audio-Visual Aids I are admitted to this course. The intent of the course is to teach the proper use of the various teaching tools in the classroom situation. Both the theory and practice of using these aids are taken up. Such matters as film evaluation, classroom planning and preparation of materials comprise the course.

Science 526—**Atomic Energy** 2 hours
An elective course for the non-science student; it is given as a cooperative effort by the departments of physical science and social science. Basic concepts of matter and energy, developments in nuclear science and its applications are presented as the science aspects of the course. The effects of nuclear energy on society and an examination of social problems resulting from this new source of energy are discussed.

Science 524—**General Science** 2 hours
An elective course restricted to Senior Math-Science majors. A Seminar-type course in which the students discuss content and methods for junior high school science classes. Students take turns presenting science in the various areas, using methods previously discussed. This results in an experience which provides a balance of method and content. Evaluation and criticism are carried on completely by members of the class.

**IN-SERVICE EDUCATION
for
TEACHERS**

**IN SERVICE EDUCATION
EXTENSION PROGRAM**

The Rhode Island College of Education through Extension School courses offers an opportunity for teachers to become better acquainted with the profession and to keep step with modern developments in the field of education. Through the courses, opportunity is provided for both cultural development and professional growth, as well as acquaintance with newer and more effective techniques of classroom procedure.

The courses offered late afternoons and evenings are for teachers currently employed. If the size of the class permits, students who are Seniors in College or Graduates who are preparing to teach in the public schools of the State may be admitted.

It is the wholehearted desire of the State Department and the College of Education to make the College the clearing house for the educational development of the teachers of Rhode Island. In order that this may be accomplished, we ask full cooperation on the part of the administrators and teachers in making known the needs of their respective school systems. The State Director of Education and the President of the College are committed to a supplying of full opportunity to meet teacher needs throughout the State.

Fees and Credits

Bachelor's Degree—There is no charge for legal voting residents of Rhode Island or those who teach in the State of Rhode Island. Beginning in September 1955 a change in this policy will go into effect. Legal residents of the State or those who teach in Rhode Island will be charged a fee of six dollars (\$6.00) per semester hour for all courses in the undergraduate program.

Out-of-state residents who are not teaching in Rhode Island will be charged eight dollars (\$8.00) a semester credit.

Rhode Island teachers-in-service who have registered as candidates for the Bachelor's degree will not be charged tuition until 1957.

Master's Degree—Tuition rate for Rhode Island teachers is seven dollars and fifty cents (\$7.50) a semester credit. Out-of-state residents will be charged nine dollars and fifty

cents (\$9.50) beginning in September 1955. Tuition is payable to the Bursar at time of registration. A ten dollar graduation fee is charged.

A student who takes a Master's course but is seeking only Certification or Bachelor credit for the course must pay the tuition.

Master's Degree Requirements

I. Nature of Graduate Work

Our advanced work emphasizes:

1. The broader cultural development of the teacher.
2. The development of studious habits, knowing that when the teacher ceases to be a student, effectiveness of teaching is lost. The ideal teacher-student relationship implies an awareness of student point of view, and an experiencing of the intellectual and emotional challenge of educational growth.
3. The courses provide an opportunity for the exchange of views and opinions, giving all a chance to profit by the varying experiences of teachers from different towns, and teaching on various grade levels.
4. Graduate work is presented on a mature level. The instructor can expect research papers to reflect, not only book theory, but also actual classroom procedures and a knowledge of up-to-date materials.
5. All our graduate courses are taken in extension. We are definitely of the opinion that advanced courses are of greater value if taken at a time when actual classroom problems are a part of the teachers' daily experience.

II. Requirements for the Degree

In accordance with generally accepted regulations governing the granting of the degree, Master of Education in standard colleges and universities and conforming with the standard set by the American Association of Teachers' Colleges, the following are stated as the requirements at Rhode Island College of Education:

1. The prospective candidate must hold a four year Bachelor degree.
2. If the candidate has not concentrated in Education, he must meet educational prerequisites equal to the Provisional certificate requirements in the State of Rhode Island.

3. No Ed.M. courses may be taken prior to clearing the above prerequisites.
4. Formal application in writing is then made to the Graduate Committee. Proper Bachelor degree transcripts must accompany the application. Transcripts not required of Rhode Island College of Education graduates.
5. Teachers who wish to establish status as candidates for the Master of Education degree must take the Graduate Record Examination. The Examination will be given each year during April.
6. Before status as candidates is established, three Ed.M. courses should be completed. During these courses evidence must be given as to ability to do independent study and research. The papers submitted for each course must meet quality standards as to content and form, and help the candidate to prepare himself for writing the Master's Thesis. (See Form of Master's Thesis). These course papers will be evaluated by the Instructor and a Committee on Graduate Study, after which the candidate will be advised as to his status.
7. After the candidate establishes his status, his courses should then be pointed toward a Major of 12 semester hours to support the thesis problem.
8. It is recommended that the Thesis Seminar be taken when the candidate has completed twelve semester hours toward the degree.
9. Only after the Thesis Seminar has been taken should data relating to thesis problem be submitted to the Graduate Committee. Date—February 15 of the year previous to the year in which the degree is expected.
The required data should include:
 - a. A letter indicating fully your qualifications for handling the subject you have chosen. Herein you must convince the committee that you have the required background and experience for the investigation you are undertaking.
 - b. The Statement of Problem in clear cut language.
 - c. The Scope and Limitations whereby you restrict the area of study.

- d. The Development Procedure which will be the pattern or the method you are to follow in thinking toward the problem solution.
 - e. Tentative Conclusions and Findings. These of course will not become Generalizations and Principles until your study has been completed.
10. Two copies of the Thesis are required by April 1st of the year the degree is to be awarded. Two copies of the thesis abstract and two copies of a brief autobiography should be submitted at this time.
 11. The Master's candidate must have at least three years of satisfactory teaching experience as part of requirements.
 12. All work must be completed within ten years.

Bachelor of Education TEACHERS IN SERVICE

A total of 128 credit hours of academic work and evidence of satisfactory completion of the student teaching requirement or its equivalent is required of all candidates for the degree of Bachelor of Education.

1. Courses will be distributed among four areas of concentration according to content.

I EDUCATION	II SOCIAL STUDIES
Psychology *Advanced Educational Psychology Tests and Measurements Statistics Guidance *History of Education *Rhode Island Education *Principles of Education Supervision Special Methods (*Required for State Certificate)	History Geography Economics Sociology Political Science Philosophy Commercial Law Religion
III ARTS	IV MATHEMATICS - SCIENCE
English Speech Dramatics Modern Languages Classical Languages Art Music	Biology Mathematics Physical Sciences Health - Physical Education

2. A minimum of 25 hours must be earned in each area. Twenty-eight hours may be earned as free electives.

3. Graduates of other colleges or normal schools must present official transcripts to the Registrar for evaluation.

4. A minimum of forty semester hours must be earned at Rhode Island College of Education. These must be in courses taken just prior to the granting of the degree.

5. Graduates of the discontinued Junior course at Rhode Island College of Education will be allowed a maximum of 16 credit hours for work completed at other colleges. These will be acceptable only if they carry degree credit at the institution giving such courses.

Requirements for
Degree of Bachelor of Education In Vocational-Industrial
Education

Name:

Address:

	Required
I. Arts	
English Composition	6 hrs.
Literature	6 hrs.
Drawing and Design	6 hrs.
Electives	3 hrs.
—	21 hrs.
II. Social Studies	
American History and Government	6 hrs.
Human Relations	6 hrs.
Electives (Economics, Sociology, Geography, Political Science)	6 hrs.
—	18 hrs.
III. Science and Health	
Physics	3 hrs.
General Science	3 hrs.
First Aid and Safety Education	3 hrs.
—	9 hrs.
IV. Mathematics	
Shop Mathematics	6 hrs.
Teaching Shop Mathematics	3 hrs.
—	9 hrs.

V. Education

	Required
History, Principles and Practices of Voc. Ed.	3 hrs.
History of Education	3 hrs.
Rhode Island Education	3 hrs.
Principles of Education	3 hrs.
Educational Psychology	3 hrs.
Tests and Measurements	3 hrs.
Vocational and Educational Guidance	3 hrs.
Methods of Teaching Shop Subjects	3 hrs.
Occupational Analysis	3 hrs.
Course Organization and Shop Planning	3 hrs.
Electives	6 hrs.
—	36 hrs.

VI. Applied Skills

Applied skills and technical information to be evaluated and accredited according to established standards	36 hrs.
Total for degree	128 hrs.

1. Candidates for the degree will be allowed transfer credit for work completed at other colleges. Official transcripts of all such work must be presented to the Registrar.
2. All material relating to applied skills should be submitted to the State Department of Vocational-Industrial Education for evaluation by the designated committee.
3. These regulations effective beginning with the academic year 1953-54.

Requirements for the School Nurse-Teacher

The school nurse-teacher's certificate is valid for service as a school nurse in elementary and secondary schools.

I. PROVISIONAL SCHOOL NURSE-TEACHER'S CERTIFICATE—VALID FOR ONE YEAR.

- A. Diploma from a high school approved by the State Board of Education.
- B. Graduation from an approved school of nursing.
- C. License as a registered nurse in Rhode Island.

Note: This certificate may be renewed upon presentation of evidence of satisfactory completion of at least six semester hours of study in the courses listed under II-D. Courses listed in Sections No. 1 and No. 2 must be completed before courses under Section No. 3 will be accepted for renewal credit.

II. PROFESSIONAL SCHOOL NURSE-TEACHER'S CERTIFICATE—VALID FOR FIVE YEARS.

- A. Same as I-A.
- B. Same as I-B.
- C. Same as I-C.
- D. Thirty semester hours of study in the courses listed below in an institution approved by the State Board of Education.

	Semester Hours
1. a. School Nursing—Materials & Procedures	3
b. Materials and Methods in Health & Safety Education	3
c. Principles in Public Health Nursing	3
d. Nutrition	3
2. a. Rhode Island Education	3
b. History or Philosophy of Education or Ed. Psychology	3
c. Child Growth & Development	3
d. Expository Writing for the School Nurse-Teacher	3
3. a. Electives from each of the following areas: History, literature, psychology, and sociology	6

Note: This certificate may be renewed upon presentation of evidence of the completion of six semester hours of study, two semester hours of which may be obtained by approved travel, work or other educational experience.

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