



THE ANCHOR

RHODE ISLAND COLLEGE OF EDUCATION

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No. 11

613 STUDENTS TAKE COURSES, CHECK SHOWS

Eight States Represented at Annual Summer Session

Eight states are represented by the 613 students attending summer sessions at R.I.C.E. this year, a check of registration shows Massachusetts leads the list of other states with 39, followed by Connecticut with 5, New York 3, Florida 3, New Jersey, New Hampshire and Texas one each.

Only two women are among the 152 veterans enrolled for summer courses, but women in the total enrollment number 333 to the men's 280.

A Master of Education degree is the goal of 182 students, while 282 are working toward the attainment of certificates. Only 103 are striving for Bachelors' degrees. A full academic load is also a preference of the 613 summer students, 230 enrollees are registered for three courses, 103 for two courses, and 83 for one course.

Registration files indicate also that R.I.C.E. is swamped with elementary school teachers this summer. There are 156 listed in this category as compared to 33 from the junior high level, 35 from the senior high level, and three from college ranks. Rounding out these figures are the 74 students who have no teaching positions at the present time.

Among the 89 colleges listed in the registration files are two with a distinctly international flavor. Ottawa University, Canada and the University of Naples, Italy are given by two students as their alma mater. Other colleges listed are—R.I.C.E., R. I. State College, Providence College, Pembroke, Brown University, R. I. School of Design, Bryant College Bridgewater State Teacher's College, Harvard, College of St. Elizabeth, Framington State Teacher's College, Holy Cross, Hyannis Teacher's College, Marymount, Boston College, Manhattan, Sargent, Mt. St. Mary, Houghton Teacher's College, Fall River Normal School, New Rochelle, Regis, Westfield State, Emmanuel, Worcester State Teacher's College, Kent University, Sullin, Bloomsburg, Pa. State Teacher's College, Emerson, Parker Prep, Wheaton, Trinity, Durfee Tech, Pratt Institute, International Correspondence School, Pennsylvania College, Lesley, Castine Normal School, Salve Regina, St. Bernard's College, Edgewood Jr. College, Simmons, Chicago Normal School, St. Anselms, Springfield, Perry Normal School, Wyoming Seminary, Annhurst, Middlebury, Williamantic Teacher's College, University of Connecticut, Seton Hall, Wheelock, Hubbard, Bates, Concordia Teacher's College, North

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Greet Guest Speaker



Photo by Loring Studio

Dr. Fred J. Donovan, director of the Summer Session, left, and James F. Duffy, registrar, center, greet Dr. Franklin T. Wilson of Tennessee, speaker at the second assembly of the term. Dr. Wilson spoke on "The Human Side of the Presidents." His address was followed by a panel discussion on "Creating Zeal for Democracy."

Devoties of American Folk Dances Defy Summer Heat

Twenty-one people brave the summer heat and humidity of the college gym every day to trip the light fantastic in the intricacies of American Folk dance under the direction of Miss Anne A. Cameron.

What is American Folk Dance?—square dances, Virginia reels, and the like to the uninitiated. There may have been many a trip during the first weeks, but there is nothing light or fantastic about this course. An ordinary dance routine lasts only two and one-half minutes; these dances may continue until the participants drop from exhaustion.

Any art form calls for the assimilation of a new vocabulary. At first none of the new members knew the difference between an "Allemande left" and a "Grand Right and Left." Now with the aplomb of veterans, they swing into each new figure. "Allemande left?"—circle left with the partner on your left, holding left hands. "Grand Right and Left" is what is commonly called a Paul Jones formation with men going counter-clockwise—women clockwise.

Socially, square dancing is at its peak right now, but always it is a dance form that can be enjoyed by all, and, as this cause points out, particularly the school agers. Whether you are a gym instructor, a social director, or just the leader of an extra-curricular activity, this course may be applied.

However, square dancing does not call simply for the nimble feet and the stout heart, it also calls for a loud, strong voice. Square dancing is not a simple pattern of definite stops, but rather a basic function upon which a "caller" improvises. It is up to the dancers to follow the caller's instructions. Members of the class have been learning to call the dances, so add to the sore feet and sweaty brow, the hoarse voice.

Hilarity and hardwork are the keynotes of this course. And the fact that many spectator-students crowd the doorways of the gym, proves that square dancing is as much fun to watch as to perform. "Everybody ready for a Grand Right and Left? Good! Partners all—places all—and swing that partner!"

Thank You, W. F. C. I.

The administration, faculty, and student body of the R.I.C.E. Summer School express their gratitude to the management of Radio Station WFCL for graciously giving time for the Summer School of the Air. This program is heard three times weekly—Monday, Tuesday, and Thursday from 9:45 to 10:00 p.m.

By the many talks and panel discussions this program is acquainting the people of Rhode Island with the graduate and extension schedule being

STUDENTS AT SUMMER SESSION VOTE FAVOR OF POLITICAL ACTION

POLL RESULTS Should Teachers Take Part in Politics?

	Yes	No	Opinion
Men	139	52	29
Women	140	55	50
Total	279	107	79

Course Offered In "Humanities"

Dr. Daggett In Charge of Subject Introduced In This Session

The newest course in the R. I. C. E. summer session curriculum is "Humanities," conducted by G. Harris Daggett, Ph.D., a member of the faculty of the University of New Hampshire.

Designed as an introduction to the fine arts, especially literature, music, and painting, with stress on the ideas and principles which relate these arts to society and to each other, the course was first presented by Dr. Daggett six years ago at the University of New Hampshire. It is now offered at Columbia University, the University of Chicago, and the University of Florida.

At the heart of the course is an interest in the philosophical ideas contained in the music, paintings, and literature of a particular period it is possible to reconstruct the mental climate of that period. As the ideas of general society change, the ideas contained in the arts not only change but anticipate what the new values are to be. Hence the arts reveal the evolution of beliefs throughout recorded time.

The course offered here integrates the various arts as they are related to each other and demonstrates their significance against the cultural backdrop of their specific period.

"Humanities" at the University of New Hampshire is a two semester course with an average enrollment of 125 students. It is taught by a staff of four, headed by Dr. Daggett.

Vote 279 to 107 Approval; 79 Express No Opinion on Issue

By a vote 279 to 107, students of the Summer Session have voted approval of teacher participation in politics. The issue was raised during a recent panel discussion of "Zeal for Democracy."

During the panel, Prof. Frank E. Greene had emphasized the duty of citizens to know their government, to carry democratic philosophy into their daily lives, and to offer their services and efforts to worthwhile causes designed to spread the democratic way of life.

Asked by Miss Rae O'Neill, a teacher attending the session whether teachers should be active in politics, Mr. Greene said that the obligation existed, but that possible dangers should be considered.

At the suggestion of Dr. Fred J. Donovan, director of the session, 456 teacher-students were asked to express an opinion on a written ballot. Only one saw the dangers as great enough to offset the civic obligation. Of others, 279 gave unqualified approval, while 107 expressed opposition.

By sexes, the vote was divided as follows: Men in favor—139; women in favor—140; men opposed—52; women opposed—55. Fifty women and 29 men declined to express an opinion.

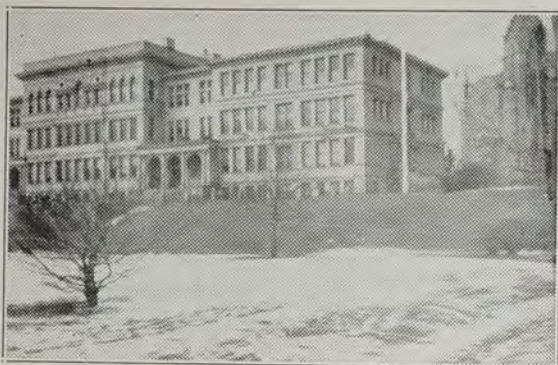
'50 Session Has Variety

39 Instructors Conduct 48 Courses Covering Many Subjects

With the regular staff augmented by nineteen visiting instructors the summer session began functioning at R.I.C.E. on June 29. The faculty, headed by Fred J. Donovan, A.M., Ed.D., as Director, includes specialists in every branch of the educational field. Thirty-nine instructors are conducting forty-eight courses during the six-week session. A special program for certificate credit in elementary education is offered for the first time to prospective elementary school teachers, or recent appointees who held the Bachelor's Degree but have had no other formal preparation at this level.

The Wednesday program, voted into being by the faculty-student committee of 1949 as a substitute for Saturday morning classes, gives opportunity for group meetings, assemblies, panels and forums, and field trips in which all can participate.

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THE ANCHOR

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William F. Redding

The recent death of William F. Redding has a special significance for summer session students at Rhode Island College of Education. As director of the summer school from 1936 to 1945, Mr. Redding was a familiar personality to countless numbers of Rhode Island's teachers. In him they found an interested and sympathetic friend and counsellor who fully appreciated their problems and ambitions. Under his supervision, the summer session achieved a new height of helpful relationship between the teachers' actual problems in the classroom and their summer study. The courses at the College of Education became sources of valuable information and training in the handling of student and curricular matters and as such came to be attended with eager interest. To him must go much of the credit for setting the foundation on which his successor Dr. Donovan, built the present excellent structure.

Few men can be said to leave an indelible mark upon the path they followed through life, but Mr. Redding will be remembered as one who did so. No one who came into contact with him either here at the college or during his days as assistant superintendent of schools in the city of Providence will quickly forget that here was a man who afforded both sympathetic understanding and intelligent counsel to whoever worked with him. In the minds and hearts of the many whom he helped dwells his most enduring monument.

Most Boring Books

In an unusual twist to the great American pastime of compiling lists of "Ten Mosts," The Columbia University Press comes out now with a roster naming the ten most boring classics. Candidates for this unique and dubious honor were selected by several hundred librarians, editors, authors, reviewers, and school teachers. Walking off with top places were these ten: Bunyan's *Pilgrim's Progress*, Melville's *Moby Dick*, Milton's *Paradise Lost*, Spenser's *Faerie Queene*, Boswell's *Life of Samuel Johnson*, Richardson's *Pamela*, Eliot's *Silas Marner*, Scott's *Ivanhoe*, Cervantes' *Don Quixote*, Goethe's *Faust*.

Now undoubtedly the publication of this list will provoke consternation among the nation's teachers, especially those who are striving against odds, often great, to cultivate an appreciation for literature. Who can tell what ammunition this may provide students as their instructors attempt to prove the worth of all their effort? Against the argument that Milton treats with great beauty and pro-

fundity a problem of universal interest, will there not be heard the gleeful response that a lot of very learned people think it pretty dull stuff? And lo, the poor teacher is confronted with yet another barrier before successful motivation.

Certainly, this sort of literary iconoclasm does not aid any attempt to wean American youth away from a diet of light reading exemplified by comic books and stories of high adventure. But all is not hopeless, for there is the fact that schoolteachers themselves were in on this vote. Thus there may be a possible avenue by which a teacher might achieve greater rapport with his students when he takes up Milton, Bunyan, Richardson, Eliot, *et al.* What comradeship might be achieved by approaching them with the mutual understanding that "Yes, Johnny, this is frightful stuff, but just think of what comes after! After Milton there are Dryden and Pope; and after Bunyan there's Swift; and Eliot there's Thomas Hardy." As desserts after the spinach, these may not have great appeal; but what can we do?

The Summer Program

The excellent summer program of the Rhode Island College of Education under the direction of Dr. Fred J. Donovan is affording teachers and those who are about to enter the teaching profession every opportunity to meet their needs in professional and cultural development.

A wide variety of courses is being given at the college by a highly competent faculty made up of regular faculty members and visiting instructors. There are forty-eight courses in addition to the special Elementary Education Program for those who hold Bachelor degrees but have had no formal training for teaching in the Elementary grades. The Wednesday afternoon programs are an innovation and are acquainting students with courses in which they are participating.

The members of the faculty are understanding and enthusiastic and a spirit of cooperation exists between them and the student group. The students are a friendly, earnest group of workers very busy, for the most part, availing themselves of the opportunities offered.

As a result of careful planning on the part of the administration, effective teaching on the part of the faculty, and hard work on the part of the students, teachers will return to their classrooms with new ideas in teaching techniques and the beginning teachers will face their classes with confidence.

Public Relations

The courses will soon be done, marks received, and relationships with R.I.C.E. at an end. It will no longer be necessary to think about the college or to mention it in conversation. It will have served its purpose and be high time for all connections to be severed.

That's one way to look at the Summer Session, but fortunately or unfortunately, depending on how you look at it, that is not all there is to the situation. An association, even as brief as five weeks, forms a bond linking the college to the community through the student. Even a short-term summer student can help form a good or bad opinion of R.I.C.E. by his very attitude, words, or actions when the name of the college is mentioned. In other words, he is one of the most potent forces in the public relations of the college with the outside world.

This term, public relations, is just another way of saying that the students carry the name of the college with them. If they indulge in destructive criticism, they are lowering the general opinion of the place they thought worthy enough of their own enrollment. The R.I.C.E. summer students are the college's public relations personified. If they wish to feel proud of their attendance at R.I.C.E., it would be a good idea for them to make their aid to public relations a worthy one, because they help to make the college's reputation—good or bad.

A Lesson Here

Speaking of teachers who complain that their students cannot follow directions, a word must be said for the other side of this controversy.

There is many and many registration cards in the files of summer students filled out in the following manner:

College yes Degree yes

And not even a quarter of these cards were filled out by students taking the summer course!

ASSEMBLY COMMENTS

The comments turned in by the students at the first Wednesday assembly meeting were both laudatory and critical. A great many agree that the program is too long. Others find it enlightening and informative. There are many who complain of the poor acoustic properties of the auditorium. The discomfort of the heat and humidity might be lessened by the use of fans says others. A great majority find that the purpose of these programs of acquainting the student with faculty members and unjectives in the light of the understanding individual course ob-service program was ably met.

A few would prefer formal class periods, however, with Saturday omitted. Others suggest that regular class periods be lengthened to sixty minutes to attain the required hours of work.

There are some who feel that their needs are adequately met and others who would like more cultural subjects in the in-service curriculum. Some think that there should be "more guidance in selecting defined set of courses for each field."

Bert Shurtleff's expose on wrestling and his talk on the "pit-falls" of short story writing had many enthusiastic supporters. These ranged from exhilarating to relaxing; inspirational to entertaining; informative to amusing. A few, however, saw no educational value to the exposition on wrestling, but found it entertaining.

The following are a few direct quotes that bear out a common sentiment as regards the content and presentation of this first assembly:

"Today's program provided a good opportunity to become acquainted with some of the faculty of whom I know none since I came from another college."

"I don't think today's program can take the place of a class period because we, the students, had an altogether passive part in it."

"It was interesting to meet many of our faculty with whom we were previously unacquainted. Each members made her or his course seem most worthwhile. Mr. Shurtleff provided a relaxful interlude."

"Mr. Shurtleff was very interesting and entertaining. Rather a long session especially in such hard seats."

"Would it be possible to have smaller discussion groups on the above subjects? I think that it would be easier to maintain interest, because people would be more comfortable and also feel freer to speak up."

"I found the speakers quite hard to understand because they were mostly too far from the mike."

"The program was very enlightening and certainly more desirable than the former method of conducting classes on Saturday mornings."

"Interesting and suprising—I like people and am interested in their interests. I like this Wednesday afternoon idea."

"Increase classes to sixty minutes rather than fifty and dispense with Wednesday afternoon program."

"Suggest more student participation in the assembly programs."

"I think it would be more effective to have separate panel discussions for people in different fields. One would get a great deal more from these discussions if we were broken up into smaller groups. Choice of topics can be the same in each group."

"Proved interesting, enlightening and enjoyable. Glad for the chance of meeting members of the faculty."

"Wednesday afternoon program is a most worth-while innovation. It was a pleasure and privilege to see and hear the teachers of the fine Extension Course program."

"I enjoyed this program very much because as a future teacher I am very interested in hearing about the problems that I will meet in the classroom. I feel that I will benefit greatly by hearing about the experiences of others. I believe that these programs are worthwhile and should be continued."

"Program of varied interests to whole group excellent. Suggest in courses that mimeographed sheets be given to members of class containing names and teaching positions of others in the same group. Helps to build unity, freedom of expression, and sharing of experiences."

"More guidance in selecting a defined set of courses for each field."

Suggestion—"that Wednesday afternoon be devoted to a workshop period in which Elementary and Secondary groups could have their own discussion."

"Meeting most enjoyable. The information on courses and the introduction of faculty members, not only gave a better insight into procedures and philosophies, but an enlightenment of R.I.C.E.'s aims for educational development and assistance to all who attend."

"Interesting, but how about a good break during the program."

"Regarding new courses—More specialization in languages to get equivalent Spanish and Italian—2 years of each. A Drama Workshop—Elementary and Secondary Level."

"Expose on wrestling was excellent. Faculty should be limited to three minutes each. In extreme warm weather have two or three short breaks. All in all—very good."

"Profitable. If possible, improve acoustics."

"An excellent overall picture of the workshop program given in a short interesting manner. The break with the guest speaker also added greatly to the informal, enlightening assembly."

"Enjoyed the program especially the informality of the presentation—a nice change from an academic program."

"Good chance for entire school to get together and mold their views."

"A strictly academic program for 2½ hours is going to be tedious. Therefore I am in favor of adding a light touch to each session."

"Mr. Shurtleff was not only entertaining but his determination and display of energy was inspiring."

"Hearing faculty members, (Continued on Page 4, Col. 3)

Class Probe Musical Lore

Two Brown Professors Conduct Course In Appreciation

Under the guidance of Professors Otto Van Koppenhagen and Martin Fischer of the Brown Music Department, students of the course in Musical Literature are being initiated into its mysteries, from the early drum-beating of aboriginal tribes to the more complex rhythms of the ancient peoples — Assyrians, Babylonians, Egyptians, Indians, and Chinese; the higher development of the art-loving Greeks and the war-like Romans; early church music, including Gregorian and Hebrew chants, and the delicate cadence of the old French dances. This is followed by the beginnings of modern opera and the numerous variations of modern musical composition. Records are played to illustrate these lectures and also chamber music, consisting of a cello, violin and piano trio.

Among the students of this class are an organist, a vocal teacher from the R. I. Conservatory of Music who has studied with Mme. Sundelius of the New England Conservatory. This student has appeared with the New England Opera Co. and the R. I. Conservatory Opera Co. Another class member is also a graduate of the New England Conservatory, and a third is graduating from there next June. There is a concert violinist and viola player from the R. I. Philharmonic Orchestra and a Providence high school teacher who is a pianist. Other Musicians are one who plays in a local hotel orchestra, and another who is a violinist and has done orchestra and trio work as well as teaching violin music.

The course given by Wendell Withington, M. Ed., covers the needs of early musical training in the lower grades and kindergarten. It includes singing, playing, dancing, listening and creating for children in these grades. The class in applied music theory, by Professor Van Koppenhagen of the Brown Music Dept. and the group studying Harmony II. with Miss Gertrude McGunigle, A. M. are given a comprehensive survey of these fields, a requirement for advanced teaching of music. There is a class in chorus and conducting by Miss McGunigle. All these courses give a wide variety of choice to one seeking to penetrate the mysteries of music and the art of teaching it to others.

Mother and Daughter



Among the students of the Summer Session this year are Mrs. Lillian C. O'Neil and daughter, Rae O'Neil.

Mrs. O'Neil attended Rhode Island State College and is a graduate of R.I.C.E. She taught at the Gordon School in Providence and is now teaching first grade in Hoxsie School, Warwick.

Rae O'Neil is a graduate of the Rhode Island College of Education. She taught English and U. S. History at Hillsboro High School, Hillsboro, Vermont in 1946. She now teaches kindergarten at Wilson School, Rumford. Rae is President of the East Providence Teachers Association, Vice President of Associated Alumni, R.I.C.E., Secretary of Evening League of Women Voters, and active in R. I. Institute of Instruction. She is a candidate for Ed. M. in 1951. Photo by Loring

Elementary Workshop Used To Prepare New Teachers

Marie M. Gearan Serves as Coordinator For Project—88 Students Represent 30 Colleges—Entrance Requirements Severe

The Rhode Island College of Education Summer School on the Air presented for its first program an interview with Marie M. Gearan, co-ordinator for the summer school elementary workshop. The purpose of this workshop is to help candidates for teaching in the elementary schools of Rhode Island. This workshop, if successfully completed, gives the student nine semester hours or, in other words, a conditional certificate. These nine semester hours will be counted in the thirty approved hours of credit needed for the teacher's certificate. This teacher's certificate then makes the candidate eligible for the professional certificate.

Miss Gearan, who is the associate professor of Education and Director of Training at the state Teacher's College at Lowell Massachusetts, stated that out of the 150 college graduates who wished to take teaching assignments in elementary schools in Rhode Island, but who had not the qualifications to receive even a conditional certificate, 88 were chosen. These 88 persons represent 30 colleges. Three graduates represent the Rhode Island College of Education, 16 are from Providence College, 20 from Rhode Island State College, 4 from the Rhode Island School of Design, 8 from Pembroke, 4 from Brown, 3 from Boston University, C.L.A., 6 from Bryant, 2 from the College of St. Elizabeth, New Jersey, and 1 each from Marymount, New York, Holy Cross, Boston College, Seton Hall, Middlebury, Amherst, Arnold, Chicago Normal College, Fordham, New Rochelle, Rivier, Simmons, Emmanuel, St. Bonaventure, Framingham State Teachers College, Vassar, Mt. St. Mary's, Manhattan, St. Mary's Seminary, Emerson, and St. Anslems.

The criteria used in screening the 150 candidates were: A bachelor's degree recommendation by Dean of the college, superintendent of schools or an authorized authority, and assurance of probable assignment in September. About 70 of the 88 have definite assignments in some 20 places here in the state. Miss Gearan stated that approximately 60 women and 30 men are enrolled in the workshop. She expressed her opinion on the importance of men in the elementary field as follows:

"First, it is an undisputed fact that the elementary school is more important than any other level of organized schooling because it is there that children start their 'schooling.' Men — intelligent men — have always wanted to know how the business starts! Second, the demand for teachers is now at this level. Third, authorities in the field of education, sociology and psychology tell us the male is needed in school group."

The course includes 2 semester hours of general principles, 2 hours of observation, and 5 hours of special methods in arithmetic, reading, language arts, music, science, art and physical education. The faculty for the workshop includes Edith C. Becker, Marguerite Brennan, Anne A. Cameorn, S. Elizabeth Campbell, Mary G. Colton, Doris Raslehurst, Gertrude McGunigle, Russell Meinhold, Mary T. Thorp, Isabel Woodmanacy, Wendell S. Withington. Miss Gearan who is the co-ordinator for this group is also secretary of the New England Teacher Preparatory Association and is a key member from Lowell S.T.C. in the Department of Higher Education, N.E.A.

'50 SESSION

(Continued from Page 1)

In line with the new trend which has appeared lately "workshops" are being conducted in Driver Education and Natural Resources. The first includes the theory of driving and the techniques for behind the wheel training. Training cars will be available. This course will be conducted August 15 through 19, (9:00 to 5:00 daily) The Natural Resources workshop meeting from July 19 to July 22 is unusual inasmuch as it is held at Goddard Park, East Greenwich. The purpose is to provide teachers with both theoretical and practical knowledge of conservation education.

Recognizing the importance of public relations the program includes the services of Miss Henrietta Brazeau, a Radio Consultant-Public Relations expert. Miss Brazeau will meet with all classes to acquaint the teachers with the educational values provided through radio. Also offered is a Coordinating Audio-Visual service with Mr. Russell Meinhold as Co-ordinator. This is not a course as such, but plans have been made to integrate our audio-visual services with a number of the courses in our program. Plans and schedules will be posted as they affect the particular courses.

G. Harris Daggett, Ph.D., Assistant Professor of English at the University of New Hampshire, is conducting courses in English Romanticism and the Humanities.

T. Erwin Blesh, Ph.D., of the Physical Education Dept., Yale University, is conducting courses in Tests and Measurements in Physical Education and the Organization and Administration of Physical Education.

Charles Bucher, Ed.D., Asst. Prof. of Education, N. Y. University, is conducting courses in Ac-

Students Offered Audio-Visual Aids

Approximately 350 Movie Films Made Available To All Teachers in State

Approximately three hundred fifty films are available to teachers throughout the state of Rhode Island according to Russell Meinhold, State supervisor of Audio-Visual aids.

The faculty and teachers of the summer school session may preview any film in the state library which they may wish to use next fall. A part time projectionist is available on the odd days of the calendar during the summer session.

In addition to a complete film library the Audio-Visual aids department contains several types of projectors; namely, a 16 mm. sound, a film strip, and an opaque projector. The 2 by 2 and 3½ by 4 slide projectors are also being used by this department.

Mr. Meinhold also has a few of the more modern devices which include a tape recorder, a record player with all speeds, and a wire recorder. Any member of the faculty or student body desiring further information about this equipment may contact Mr. Meinhold in his office which is located in this building.

tivities and Games in the Secondary School and Materials and Methods of Health Education.

Mary M. Keefe, Ph.D., Professor of Science, St. Thomas College, is conducting courses in Plant Biology and Botany Laboratory.

Murray S. Stedman, Jr., Ph.D., of the Political Science Dept., Brown University is conducting courses in American Political Parties and American National Government.

Emma Thomson, Ph.D., a former teacher at a Government school, Viareggio, Italy, is conducting a course in The Beginning of Modern Times in Europe.

**IF YOU TRY ONE ?
YOU WILL BUY ONE !
HUDSON — 1950**

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Two Views of Summer Session Assembly



Photo by Loring Studio

With 613 students attending a wide variety of courses during the current summer session, Dr. Fred J. Donovan has arranged a series of weekly assemblies featuring addresses, discussions, and entertainment. These pictures were taken at the second assembly. The program was varied during the third week to allow field trips by the entire student body and faculty instead of the weekly general meeting.

Dr. Donovan Explains Over-All Objectives of Summer Program

Answer Questions of Miss Henrietta Brazeau In Radio Interview—Traces History of College of Education

Dr. Fred J. Donovan, Vice President of the Rhode Island College of Education and Director of the Summer Session and Extension Division of the College was the target for Miss Henrietta Brazeau's queries on the first radio program of the 1950 summer session over radio station WFCI.

Dr. Donovan agreed with the quiz-mistress that there were a great many people who were not fully acquainted with the over-all program and special activities of the summer school.

He pointed out that the school had its beginnings in the Normal Department of Brown University in 1850 and was a private normal school in 1852. He stated that the state appropriated funds in 1854 for the establishment of what we now know as our Rhode Island College of Education. He said it was easy to understand why some people still refer to the College as the Rhode Island State Normal School. This was the name of the school for sixty years when in 1920 it was given College status by an Act of the General Assembly. A fact, however, not generally understood he said is that the Rhode Island College of Education has always been a single purpose college; namely, "the careful education and training of teachers for the public schools of our state and the child in the classroom is the beneficiary of our service."

He agreed that the granting of degrees, Bachelor of Education and Master of Education, ties in with this training. It was brought out that through all these courses the college strives to carry out the two most important objectives of the school . . . "the cultural development and professional growth of the teacher."

The answer to the question—Is there a great demand for in-service training courses?—was in the combined Fall, Spring and Summer session of last year a total of 3200 teachers were enrolled in various courses.

The theory of all the college of Education programs as stated by Dr. Donovan, is that all courses should be "Applied Methods" courses with a close integration of subject matter and classroom methods. To accomplish this aim he said, well qualified teachers are chosen to carry on the programs because "in this way we know the courses will be practical."

He replied, "yes" to Miss Brazeau's query of whether all the faculty members of the 1950 College summer session were teachers in active service.

It was further pointed out by Dr. Donovan that special emphasis was being placed on training of teachers for the elementary schools of our State. He said that this was necessitated not only by the wartime bulge in population but also because many elementary school teachers are being recruited from the liberal arts colleges

"where opportunity has not been provided for teacher training." He stated that the second objective of "cultural development" is met by a course in the Humanities and by other courses that make for personal growth such as the Development of Social Consciousness, and significant phases of the American story of Democracy. He believes that only to the extent that teachers grow themselves do they continue to be a factor in the growth of others.

The Director pointed out that administrators are on the faculty for those interested in that field. Mr. Elmer Smith, Director of curriculum work for the Providence School system. We have also Dr. Tuttle, superintendent of schools in Westerly, studying Community Living and the Elementary School, and Dr. Margaret Tully, supervisor of the Psychological Department of the Providence Schools, instructing teacher in the use of case-study techniques in the study of children's problems . . .

In his elaboration of the College's second aim Dr. Donovan stated that the basic principles of the over-all program was better met by a stress on the courses as "Applied Method." It is the belief of the College that the teacher who teaches properly will demonstrate good method as well as the teaching of subject matter; but only to the teacher who is aware of his or her responsibility for teacher preparation will this be a matter of concern. "In other words . . . what we are attempting to do is to blend the old normal school point of view which stressed methods as such and the liberal arts point of view which stresses subject matter."

In his answer to the charge that the colleges of the type of the Rhode Island College of Education are sometimes taken to task on the grounds that they are too insular, too provincial in their choice of faculty, Dr. Donovan cited the effort on the part of the College of Education in broadening the horizon of the teachers by inviting instructors and professors from various colleges in the neighboring states and other sections of the country.

613 STUDENTS

(Continued from Page 1)

Adams, Posse, Hunter College, Massachusetts State Teacher's College, Vassar, Gorham Teacher's College, Castleton State Teacher's College, University of Michigan, Arnold, New Haven Normal School, North Carolina State, Colby, Rifer, Cornell, Northeastern, University of Miami, Upsala University, U. of Poughkeepsie, U. of Wisconsin, Tufts, William and Mary, U. of Pennsylvania, American Institute of Normal Methods, L.I.C. Hospital, Roger Williams General Hospital, and R. I. Hospital Training School.

COMMENTS

(Continued from Page 2)

whom I do not know, talk about their classes, will help me next summer in deciding what classes I'd enjoy. Will be able to 'tolerate' a television wrestling match after this!"

"Very good presentation of over-all objectives of the R.I.C.E. Important that we see ourselves in relation to the broad program being carried on."

"Our 'surprise package' was a tremendously vital and stimulating personality. He was not only entertaining but his story of perseverance of 'doggedness' in pursuing his objectives gave us all a real lesson in stick-to-it-iveness."

"Very interesting to hear from faculty members and to learn the opportunities which the courses are offering."

"I think that we receive a great deal of inspiration from a general meeting. We are apt to concentrate too much on subject matter only."

"I enjoyed the program immensely. The enthusiasm and naturalness of the faculty impressed me and the fact that there is an evident cooperation between the departments."

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