

Final Day Party Plans Announced

Program To Open With Concert Hour At 11 O'clock

By Jean Fitzgerald

The traditional closing day party of the summer session, to be held on Thursday, August 9, at 11:05, will be highlighted by an hour's musical entertainment, followed by punch, tea cakes, and ice cream.

Faculty Adviser James F. Duffy and Alice E. Power, committee chairmen, assisted by Helen Byron, Helen Kennedy, Veronica Kenny, James O'Reilly, and Joseph Whelan, have arranged an unusual program between 11:05 and 12, featuring Prof. Primack's violin class, whose students, almost entirely composed of beginners, are now ready to demonstrate the effect of 35 days' lessons. The chorus will also take part in the entertainment, and there will be some group singing. The rest of the party will be managed by a professional caterer, whose plans, according to Miss Power, include appropriate decorations.

Among the invited guests, according to Dr. Donovan, are Dr. Michael F. Walsh, Commissioner of Education, and Dr. William R. Robinson, Supervisor of Certification.

The musical entertainment will take place in the auditorium and the refreshments will be served in room 102.

Flying Teachers See R. I. from Air

By Mary Rose Sullivan

Members of the Aviation Workshop took to the air Thursday afternoon when they visited the Theodore Francis Green Airport at Hills Grove, and took part in the Flight Operation Institute which was the highlight of the course. Proving that teachers are air-minded, everyone participated including two members who went aloft for the first time. The trip was made under the direction of Fred Tuttle, Ph.D., co-ordinator of the workshop. It climaxed two weeks of intensive study of the technical side of aviation, and methods by which it might be integrated into a classroom program, under instructors, Harold E. Mehrens, Ph.D., and James E. Bernardo, M.S., of the C.A.A.

Before the takeoffs, workshop members were welcomed to the airport by Albert R. Tavani, Aeronautics Administrator for the State of Rhode Island, who spoke of the importance of teacher knowledge of this most modern means of transportation. "Aviation is limited," he said, "by the extent to which people are aware of it." His

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Faculty Party Adviser Promises Happy Time for All

James F. Duffy, faculty adviser for the closing day party since 1935, reminiscing on past parties when the student body cooked their own clam chowder, chartered a boat, and consumed the food at Jamestown, guaranteed when interviewed that this year's party will be one of the best. Students and faculty will be real guests, with nothing to do but eat and be entertained—except, of course, those in charge and those entertaining.

Mr. Duffy, who is registrar of the summer session, is at present listing names of those planning to attend. Present indications are that attendance this year will set a record.

'50 Class Meets For Discussions

The original Inter-Group Relations Class, begun during the 1950 summer session at R.I.C.E. under the coordination of Prof. S. Elizabeth Campbell, formed itself into an Alumni Group in order to perpetuate the theories expounded during the class room periods.

This Group has met quarterly to discuss inter-group problems and make plans for projects which they think will better inter-group relations. Their most recent projects, voted on at the June meeting in East Providence after a visit to the new Chief Crosby Day Camp in Bristol, was to sponsor two children for each of the eight weeks of camp. Both children are to be selected by the Camp Director, a member of the Alumni Group, regardless of race or creed.

38 Fall Extension Courses Planned Starting Sept. 24



DR. F. J. DONOVAN

41-Member Faculty To Include 23 Visitors

By Esther Rowan

Thirty-eight extension courses were announced by Dr. Frederick J. Donovan today for the Fall Session which opens September 24. In addition six courses are being offered off campus.

Of the 41 faculty members, 23 will be visiting instructors. Among them are "Hank" Soar, American League Umpire and former Giant football player; William Halloran, college football official; and George Mullervey, coach at East Providence High School. They will conduct a class in the officiating of football, baseball, and basketball.

The faculty also includes a representative of a foreign country, Miss Elizabeth Arany of the Academy of Dance, Budapest, who will direct a course, The Dance for Physical Well Being.

The classes are being offered Monday through Thursday afternoons from 4:30 to 6:30 and evenings from 7:30 to 9:30. All courses carry credit toward the Bachelor of Education or Master of Education degree, with graduate students as usual in separate

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THREE QUALIFYING COURSES REQUIRED OF CANDIDATES FOR MASTERS' DEGREES

By Loretta Migliaccio

All candidates for master of education degrees at R.I.C.E. must pass three qualifying courses and submit satisfactory term papers in them, it was officially announced today.

The clarification came in consequence of some confusion over the term-paper requirement. Credits obtained in these courses may be included in the 30 required for the degree. Six extra hours of credit and an examination may be substituted for a thesis. The first three courses and the term papers will be rated for evidence of each candidate's qualification to pursue graduate studies leading to a master's degree.

Second Physics Course In Series of Four Scheduled

The second in a series of four courses in physics will be offered in the fall extension program by Prof. Russell Meinhold. During the current summer session, Professor Meinhold taught Matter and Energy, and in the fall will present Mechanics and Heat. In the spring, the course will be Electricity, and the final course next summer will be Light and Sound. The credit in science can be applied to the master or bachelor of education degree in the vocational program. Laboratory work will supplement the regular class program.

The content of the term paper is of first consideration in the eyes of the committee. The problem, limited in scope, should be carried through with reasonable development within the limitations and pressures of the intensive work of the Extension and Summer School. The committee will be reasonable in the evaluation of the worth of the paper, it was stated, but care will be taken to uphold standards. Accreditation of the Ed. M. work by the American Association of Colleges for Teacher Education is now being sought.

Because the papers may be used as a basis for training the student in proper tools for research, the physical mechanics of the paper are an integral part of the work. The following rules, relating to the mechanics, should be adhered to:

1. The paper should have a suitable cover.
2. All papers should have a standard title page.
3. All term papers should be properly attached to the cover.
4. There should be no blank end-papers.
5. The standard order of parts should be as follows:
 - a. The title page.
 - b. The table of contents.
 - c. The text of the paper proper.
 - d. The appendix, if any.
 - e. The bibliography.

If the writer includes fore-matter, such as Preface or Introduction, it should precede the table of contents. Other material, such as lists of plates, maps, illustrations, should follow the table of contents.

The manuscript itself should follow these rules:

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BATTLE OF BULGE RAGES Waistlines Survive Hoodies

By Anne Connors

Who eats the most ice cream?

Not the older teachers, not the younger teachers, but the students who have not yet commenced their working careers, according to Mrs. Ruth McKenzie. She should know because, as supervisor of the R.I.C.E. cafeteria, she has charge of serving approximately 225 luncheons to faculty and students daily during the summer session. And the world will have to take her word, because a careful study of waist lines gives little evidence.

It is interesting to note, she says, that the teachers in the service usually choose the more substantial dishes, while the younger students prefer to invest in the salads and desserts. Nevertheless 25 pounds of meat and 10 pounds of fish are consumed weekly.

Hamburgers and frankfurts are staple articles on the menu. In addition she tries to have one other main dish, and also a salad, rolls, four kinds of pie, pudding, jello, cookies, and the ever popular ice cream. Fresh fruit is no problem now, but in the winter it is difficult to handle because of the poor turnover, Mrs. McKenzie commented. The cafeteria offers a choice of four beverages, namely, tea, coffee, plain milk and chocolate milk. In spite of the excessive heat, hot coffee is still the favorite drink. Moreover it is surprising, she remarked, to notice that the warm dishes have a very strong lead in sales in the most sweltering weather.

Besides the regular luncheon from 11:00 till 1:00, coffee and doughnuts are served from 8:30 to 10.

B&S Faculty Visits RICE

By Peter Papazian

Instructors and trainers from a neighboring plant, the Brown and Sharpe Manufacturing Company, recently paid a visit to R.I.C.E. in order to learn the latest methods, procedures, and techniques employed in teaching. The group of ten men, headed by J. E. Goss, participated in a two-hour special session conducted by Dr. Fred J. Donovan, Prof. Martin B. Horan, Charles E. Shea, and Prof. Christopher R. Mitchell. A high-light of the meeting was a demonstration by Mr. Horan of his own teaching method. The instructors will take their newly acquired knowledge back to Brown and Sharpe where they will put it to use in the teaching of trainees and apprentices.

Turn-about being fair play, one of the instructors from Brown and Sharpe gave Dr. Donovan a lesson in the use of the micrometer. During the meeting, Dr. Donovan emphasized that organization in education is important, and that proper teaching methods should include demonstration and participation, but that the student should not be forced to learn too much in too short a time.

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180 Days

By George Grant

The school laws of this state require compulsory attendance of 180 days each year. The purpose of this requirement is to assure proper education of the future citizens. Occasionally for serious reason, the State Legislature authorizes reduction of the minimum by a day or two. Bad winter weather, an epidemic, or some other calamity is sometimes taken as sufficient reason.

Yet the law seems to be quite loose. It seems that any day may be counted as a school day as long as one or more teachers in a system report, regardless of how many are absent or how many children do not appear. Further, the session need last only an hour.

Now if the law fixes 180 five-hour school days as the minimum needed, it would seem that meeting the over-liberal letter of the law while ignoring its spirit and intention is an unhealthy practice. Certainly pupils are given an example of something that is hardly in keeping with the patriotic purpose of their courses, especially those in history and civics.

While it is likely that a day or two can be spared from any regular school year when something beyond control occurs, the present technical escape from the purpose of the law is not conducive to aims of education. Apart from the effect on the children, who are always hearing of the importance of regular attendance and then go where they wish while they are credited with attendance, tightening of the law to make 180 days mean 180 days of real attendance at school would probably go a long way towards eliminating the cause of the present incongruous situation. All children have a right to the minimum education the law is supposed to guarantee.

A Timely Course

In these days when the shortage of string instruments is being decried by music-minded people all over the country, the violin class being given at this session assumes significant importance. It is one way of helping to revive a flagging interest in an instrument capable of great expression. With the pomp and heraldry which are part of the life of the trumpeter or the tuba player in a band, interests of young people understandably focus on the glittering instruments, elaborate uniforms, and martial music of those who blow forth on the athletic field, and strut and stride in intricate drill formations between the halves of a football game.

The delicate cultural appeal of the violin seems lost completely amid the clamor of the crowds who love a parade. And still, in the divergence of taste and preferences which make up the student body of a school, large or small, it is not reasonable to assume that the cause for strings is already lost. The human material which, with proper care and particular treatment may develop into a fine violinist or an accomplished cellist, must be discovered and encouraged. It is there somewhere, and needs only to be drawn out and cultivated. Interest aroused and channeled into a string class is a good way of doing this. A teacher capable of starting such a class will be of inestimable value.

Of the young people given such an introduction

to a fine instrument, there will be some who will discover unsuspected talent and capability. Their interest aroused, they will be apt to carry their study further so that eventually they will occupy seats in the orchestras of their schools and communities, and perhaps someday in a symphony orchestra.

Clarification

By Esther Depardo

After several weeks of confusion and controversy relative to the writing of "miniature theses" by candidates for a Master of Education Degree, a clarification of the entire master's degree program has been made.

The purpose of the papers as evidence of research ability is now clear. The clarification comes as a welcome relief to all those students enrolled in graduate courses.

Students affected by the rulings should study carefully the articles in this edition outlining the entire program. The article in this issue has official approval and can serve as a guide to future as well as to present candidates for a Master of Education degree.

Commendation

Teachers attending fall, spring, and summer sessions at R.I.C.E. should certainly be commended for giving up their afternoons, evenings, and vacations for further advancement in their studies.

These teachers who are advancing themselves by extra studies and work are doing away with the impressions some people have that a teacher's day is completed when their children arrive home.

These courses are definite proof that public education is not in a stagnant condition, but is constantly broadening and improving. The college, too, is deserving of highest commendation for arranging such an elaborate program and appointing highly qualified instructors.

A Basic Course

By Alfred Pullano

Dr. Meier believes all classroom teachers should have a basic knowledge of the normal functioning of the human body. This knowledge of the teachers will enable them to know and understand abnormal functions when they see them in a child. The teacher can then refer the child to the proper authorities for a medical examination.

A study of basic physiology will also enable the teacher to understand the meaning of a health appraisal of a child by the medical doctor. The teacher may then initiate methods to correct any defects that are thus made known.

The value of this course in health is immeasurable, and the summer students are fortunate in having Dr. Meier here to teach it.

Letters to the Editor

Dear Editor:

The breaking of the latest in a series of scandals involving college sports should give pause for thought to all educators, present and potential, who sincerely have the future welfare of the nation at heart. It is not enough merely to throw up one's hands in horror and say, "A perfect example of an unwholesome environment"—No! We should also remember that the school makes up an important part of that environment, and that a child is a sacred trust in our hands, for the time he is exposed to the educative process, at least.

As far as education is concerned, this writer believes that the time has come for a return to good old-fashioned fundamentals, i.e., the teaching of moral or ethical principles in the public schools. This training, which should commence in the elementary grades, could be based upon the non-sectarian lines of the natural law, common to every rational human being. This course should be made compulsory in every school curricula—after all, if courses in *physical* and *mental* hygiene are deemed important in the scheme of things educational, why should not *moral* hygiene receive at least equal consideration?

Concerned

38 Fall Extension Courses

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groups. Some courses are required for certification by the State Department of Education, and some may be accredited toward Teacher's Certificates.

A complete list of courses with the hours of instruction and the instructors follow.

Monday Afternoon—Group Dynamics for Secondary School Teachers, Prof. Charles Ethier; Selected Highlights of English Literature, Prof. Ernest Allison; Conversational French, Prof. Nelson Guertin; Theses Seminar, Dr. Frederick Donovan; Principles of Sociology, Prof. Vincent Whitney; The Dance for Physical Well Being, Elizabeth Arany.

Monday Evening—School Law Problems, Dr. Edward McEntee; Language Arts in the Elementary School, Doris Haslehurst; English Grammar, Prof. Frank Greene; Physics II, Mechanics and Heat, Prof. Russell Meinhold; Methods and Materials of Basketball Coaching, Robert Morris, Robert Haire, Vincent Cuddy.

Tuesday Afternoon—Rhode Island Education, Prof. Martin Horan; Fundamentals of Health and Safety, Carl Slader; The Critic Teacher, Dr. Mary Lee; Fractions in the Elementary School, M. Louise Savage; Improvement of Reading, Dr. Helen Scott; Hand Knitting, Helen O'Brien, Kajsja Lindqvist.

Tuesday Evening—Economic Theory I, Professor Horan; Vocational Mathematics, Prof. Christopher Mitchell; Grammar in the Elementary School, M. Louise Savage; Officiating Football, Baseball and Basketball, William Haloran, "Hank" Soar, George Mullevy.

Wednesday Afternoon—Specific

Problems in Inter-Group Relations, Prof. S. Elizabeth Campbell; Principles of Education, Prof. Frank Waite; Teaching World Affairs, Richard Rowson; Health Education, Dr. Florence Ross; Principles in Public Health Nursing I, Rita Murphy.

Wednesday Evening—Problems in Teaching Secondary School English, Walter Brownsword; Parliamentary Procedure, Ambrose Keeley; Arithmetic for the First Six Grades, Professor Campbell; Hand Weaving, Elphege Nadeau; School and Public Relations, Charles Shea.

Thursday Afternoon—Science in the Elementary Grades, George McCahey; Language Arts for the Grades, Professor Campbell; The Scout Program, J. Harold Williams.

Thursday Evening—Education Psychology, Dr. Henry Nugent; Educational Statistics, Dr. Marguerite Tully; Consumer Economics, Clarence Lyons; History of the United States.

Off-Campus courses:

Art Workshop, Greenville School, Smithfield, Sept. 24, for four weeks, Lillian F. VonStorch; Warwick—(time to be announced), Meeting the Needs of the Secondary School Pupil, Avis G. Marden.

Cumberland—(Monday Afternoon) Improvement of English Instructions, Professor Campbell.

Newport—(Thursday Afternoon) Correlation of Human Relations in the Class Room, James F. Duffy.

West Warwick—Monday Afternoon) First Aid Course, Carl V. Slader.

Woonsocket—(Wednesday Evening) Growth of Industrial Democracy, Professor Horan.

Human Relations Program Based on Real Experience

By Mary Rose Sullivan

Human Relation in the Classroom is a practical method designed to prepare children for the business of living by bringing life's most serious problems into the classroom. Colonel H. Edmund Bullis, formerly Executive Officer of the National Committee for Mental Hygiene, planned this series of lessons on the theory that little can be learned about personal problems except through personal experience, and that ordinary teaching, or lecturing, or giving advice, falls far short of providing the kind of insight that comes out of life encounters with emotional problems.

Started as an experimental project, by invitation, in the state of Delaware, the movement soon spread into Nassau County and Brooklyn, New York, with Colonel Bullis and his assistant, Miss Emily E. O'Malley, conducting experimental classes which were to determine whether or not the idea could be proved really helpful in making school children more emotionally mature. It received enthusiastic response everywhere and soon spread into communities and cities all over the country, as far west as California. It attracted the attention of the American and Canadian National Commission of

the World Health Organization and Johns Hopkins University.

Last year the state of Rhode Island became actively interested in this project. R.I.C.E. in its fall extension program, included a course, Human Relations in the Classroom, under the direction of Mr. James Duffy. Teachers taking the course, gave the lessons in classrooms in their own schools, and reported on the results. This summer Added Materials on Human Relations carries the subject on. In October, Colonel Bullis and Miss O'Malley visited Rhode Island and conducted a series of lessons as part of a workshop attended by teachers from all areas of the state.

One aspect of this human relations program is its simplicity. Any school can start it, and no special teacher is required. A teacher of English or Social Studies can handle it easily—or an athletic coach or a manual training teacher.

Although the plan is only a few years old, its authors are confident that it is on the way to solid acceptance. They feel that now the schools are endeavoring to teach young people how to get along with themselves, to understand their own strengths and weaknesses, and so to full maturity.

60 Teachers In Reading Clinic Here

By Mary Nunes

Sixty teachers, working with 55 students, are learning methods of reading instruction, supervised by Miss Marguerite Brennan, co-ordinator of the experimental Reading Clinic offered at R.I.C.E. this summer.

Under the general direction of Dr. Fred J. Donovan, assisted by Edmund J. Farrell, assistant superintendent of Pawtucket schools, and Miss Anna Burns, principal of Prospect Street School in Pawtucket, the clinic has as its objective the development of reading interest and discovery of reading difficulties.

Miss Brennan, a graduate of R.I.C.E. who received her M.A. from Brown University, has taught reading about 16 years. Her new approach to reading problems helps both children and adults to read to their mental level by increasing vocabulary and rate of speed, aiding concentration, learning proper methods of study, and creating interest. Under Miss Brennan's direction, the 60 teachers are studying their pupils in order to discover the exact weaknesses of each one. Practice reading is done with the aid of a machine which has a shutter that slides down over the lines on a page. Increasing the shutter speed forces the examinee to read faster in order to keep ahead of the shutter. At the same time, the student learns to increase his comprehension, since he cannot retrace the lines. The teachers also help the child to augment his vocabulary.

The clinic meets the first three periods each day. The first hour is devoted to lecture, the second to tutoring, and the third to discussions with the directors.

The supervisors are: Miss Brennan, background and lecture; Miss Florence Campbell, primary clinic; Miss Marion Sullivan, advance clinic.

Through the cooperation of Dr. Percy Crosby, superintendent of Pawtucket schools, 43 of the children are from the Prospect Street School in Pawtucket. The ages of the pupils range from 8½ to 19.

In addition to the regularly scheduled work, 60 children are being tested for reading capacity. Reports of the tests are sent to the parents.

Outside lecturers in the clinic have been Miss Kathleen Wise, author, who spoke on the necessity of vocabulary development, and John Cox, who demonstrated tachistoscope work.

The clinic has available for use a library of reading materials of varied interest, ten typewriters and duplicating machines. All phases of the child's growth are studied to enable these intelligent children to improve their reading.

There are 860,678 public school teachers in service in the U. S. Of these, 3,838 teach in the state of Rhode Island, and, of the latter figure, 20.3 are male teachers. (All these figures as of 1947, the last available year).

Preparing for Final Day Concert



Pictured above are members of Professor Premack's violin class. They are: Left to Right—First row: Ollie Mae Anderson, Martha Macdougald. Second row—Abe Schwadron, Sister Mary Hyacinth, Anthony Ciarlo, Nectar Maogorian, Sister Mary Consolata, Barbara Dodsworth. Third row—Elizabeth Abel, Anna Walsh, Barbara Files, Sister Mary Eunice, Sister Mary Camilla, Nedo Pandolfi. Fourth row—Matt Grzyb, Roy Ekberg, Sister Mary Maureen, Sister Mary Florence. Professor Premack is standing to the left of the group. Anna Dennis was not present when picture was taken.

Photo by Frederick Plonka

Beginning Violinists Aim To Learn One Tune Per Day; Concert Listed

By Joseph Conte

Just before 11 o'clock every morning, 19 students, including six nuns from the Order of Sisters of Mercy, walk up to the third floor into the Music Room where they open the cases which they have been carrying all morning and start tuning their facsimiles of Stradivarius. Amid the general tuning one can hear a little discussion here and there of the previous day's assignment.

Looking around one can see many music racks placed in an almost semi-circle upon which the texts books are placed. The title seems to be appropriate enough. "A Tune A Day" is its name and actually serves this purpose to teach a pupil of violin one little piece each day. Prof. Benjamin Premack, instructor of the course, surveying his music class with satisfaction, calls for attention and the whining sounds of tuning strings and all the other noises caused by talking simmer down. The class is now ready for the lesson.

"All right now, let's all sit up straight. Hold those bows firmly and tuck your elbows way underneath the violin," says Mr. Premack and, continuing his explanation, he can see the 19 students are serious about acquainting them-

Teacher Links Music, Industrial Arts—Just in Case

The old educational term "transfer of training" has taken on a new and unique meaning for Matthew F. Grzyb, instrumental director at Goff and Slater junior high schools. Enrolled in the summer session courses in Strings (violin) and Industrial Arts (woodworking), Mr. Grzyb has his choice of making his own instrument or converting it to other purposes if his training should fail to harmonize.

selves with the basic techniques of fingering and bowing, producing the tones and other effects of violin playing.

In answer to several questions about the length of time needed to play violin, he answered that it takes about five or six years.

The next question was, "Well, how can you achieve anything in the short space of six weeks?" To this he replied, "These people all have a background already. All that is needed is to acquaint them with the fundamentals and the wonderful experience which they get in producing the tones that will make good music. That's it—making music. This has been my aim through the years and I have

found that if students can play every note on time, every note in tune, every note having a beautiful sound, then my principle of playing the violin is fulfilled, because it is this requirement that produces music."

The class will give a concert in the auditorium on the final day of the session, Professor Premack said.

During the course of the hour, tape recordings are made of various portions of the lessons to help the students pick out the flaws and enable them to correct them. The students taking this course are teachers holding certificates, prospective teachers completing their requirements, and college students.

Mr. Premack, a music supervisor in the Providence system, holds a bachelor of music degree from Boston University. He studied violin with Felix Winteritz in Boston. He is prominent in music circles of this state. At present he is also musical director of the Temple Beth-Israel and director of the Temple Beth-El Ladies Choral Society. He has conducted orchestras at the various recreational centers, has appeared as violin soloist in many recitals, and formerly was assistant concertmaster of the Rhode Island Philharmonic Orchestra.

PRACTICAL SPEECH CORRECTION COURSE DEALS WITH EVERYDAY CLASS PROBLEMS

By Frederick Mulcahey

A new course offered at R.I.C.E. this summer is the Speech Correction Workshop, conducted by Leo F. Dolan, Speech Correction Director of the Pawtucket Public School System.

According to Mr. Dolan, the aims and objectives of the workshop are: to acquaint teachers with the various types of speech difficulties met in a classroom; to show the barrier these difficulties present to the educational, social, and emotional adjustment of the child; to demonstrate corrective techniques; to assist children in overcoming their difficulties.

As is indicated by the term "workshop", the attending teachers do actual work with school children in need of articulate speech. A teacher may, upon request, work with various pupils in order to develop a well-rounded insight into the different types of speech difficulties and their appropriate methods of correction.

Among the diverse types of speech defects being dealt with in the Workshop are stammering, stuttering, lisping, defective pronunciation, and delayed speech, which are mainly functional in origin, as contrasted to cerebral palsy and cleft palate, which are organic in origin.

In treating these Workshop cases, rapport must first be established. The next step is the teaching of lingual muscle control, in order to condition the tongue to be in the right position at the right time for speech production. When this process is firmly established the long vowels are introduced. When they can be produced effortlessly, the consonant positions are taught, and upon their correct application, a beginning has been made toward the building of a new speech pattern.

After these preliminary steps are conditioned into a physical reflex, word analysis grows naturally.

Flying Teachers

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assistant, Robert M. Howard gave information about Rhode Island airports.

Next, the class was taken on board an American Airliner Conveyor for an inspection tour. The hostess explained the system of food service to the interested feminine contingent, while the men chose to study the instrument panel, under the guidance of the pilot.

After their flight in planes based at the airport, members of the class were taken on a tour of the entire building, and all facilities necessary for safe air travel were explained. They visited the Operations section where pilots register, and receive pertinent information of operation areas.

Three Courses

Continued from Page 1

1. It should be typed.
2. Only standard 8½ by 11 business paper of reasonable bond should be used.

3. Typing should be on one side only.

4. Typing should be double spaced.

5. The pages should be attractively margined and spaced.

6. Pagination should be given in the upper right-hand corner.

7. The title of the paper should be repeated on the first page of the actual text, centered at the top, and without quotes.

8. The typist should make use of such typographical aids to efficient handling and reading of the text as are adapted to the materials. The following examples of such aids will give the meaning of this section: chapter titles or numbers, division titles, section heads, paragraph leads, number or letter symbols for lists, etc.

In respect to the handling of reference materials, the following minimum standards and required practices should apply:

1. Research or reference materials should never be permitted to supply the bulk of the paper, to serve as the body of the paper, or to stand alone. All reference materials should serve one or more of these purposes:

a. It should support assertions the writer makes and is willing to defend.

b. It should give authoritative weight to the points the writer makes.

c. It should serve to illustrate the comments the writer makes.

2. The strictest intellectual honesty should be observed in handling other writers' materials.

3. Variety in documentation should be gained by the use of in-text as well as footnote documentation.

4. All papers should adopt and be held to uniform in-text and footnote documentation procedures.

5. The efficient use of all the tools of documenting should be encouraged.

6. Use of an active bibliography which in number of references should be in keeping with the number of footnotes used.

For further references on writing these "Miniature Theses," the samples in the library are available to everyone.

Gym Classes in Action



As in former years, men's and women's gymnasium classes again have attracted teachers specializing in physical education. The pictures above show representative groups in representative positions. Development of grace as well as of muscle is an aim, and those taking part in the courses are taught latest methods. Instructors, all experts in the field, follow a course program in keeping with most modern techniques.

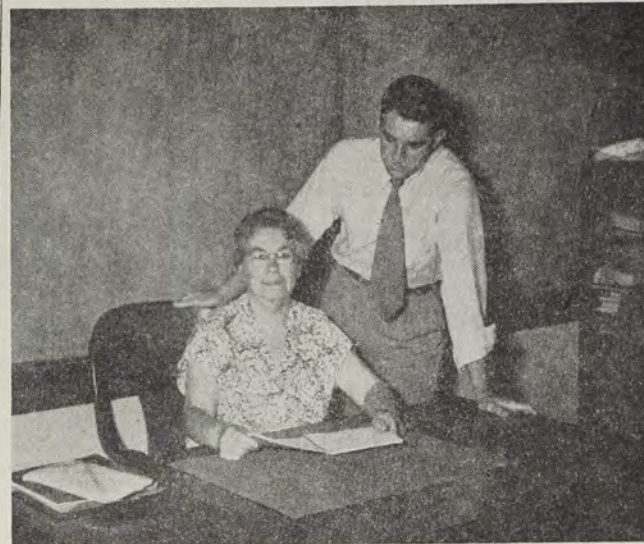
Photo by Frederick Plonka

Grid Greats Attend Session



Here are four football stars who are attending the summer session at R.I.C.E. They are (l to r): Joe Venteluolo, U. of R. I. Senior, who was All-State guard at Cranston H. S. in '44; Phil Coen, Newport, captain of the '50 Boston College team, where he received All American honorable men-league team; Mike Sarkesian, U. of R. I. half back; Eric Dober, U. of R. I. end.

Mother and Son Students



Among the students at the Summer Session this year are Mrs. Mary B. Ricker and her son John E. Ricker. Mrs. Ricker is a graduate of R. I. Normal School, and she taught in Riverside and East Providence before taking her present position in Attleboro. She is a member of the Attleboro Teachers Association, the Parent-Teachers Association, the Catholic Woman's Club, Daughters of Isabella, American Legion Auxiliary, Attleboro Woman's Club, and R.I.C.E. Associated Alumni. Her son is a graduate of Providence College. He has taught in Attleboro and is a candidate for a master of education degree. He is a Navy veteran of World War II, and he is married.

Principal of Church School Returns For Summer Study

By Ralph Moeller

Attending his second summer session at R.I.C.E. is Lloyd Foerster, teaching principal of the Pawtucket Christian Day School. Foerster is a graduate of Concordia Teacher's College, River Forest, Illinois, where he was selected as an outstanding student to represent his school in *Who's Who Among Students in American Colleges and Universities*. He is at present a Master's candidate enrolled in the Reading Clinic program. He is formerly of East Detroit, Michigan and is now living in Pawtucket, where he accepted the appointment to his present position in February, 1949.



LLOYD FOERSTER

Photo by Frederick Plonka

When asked about the nature and aims of his school, Foerster stated, "The school is neither completely private nor parochial in character and its main aim is to make Christ the center of everything the individual does." He explained that although the school's financial obligations are met primarily by the congregation of St. Matthew's Lutheran Church of Pawtucket, any child may be enrolled regardless of denomination, upon the permission of the child's own pastor. A small tuition fee is charged to cover various expenses such as books and transportation. The school has its own bus.

Foerster is interested in creating more interest in this type of school throughout New England. He attended a similar elementary school in the mid-west where they are more common. He states that the program in Pawtucket has met with great success and is growing rapidly. The school started in 1947 with eleven pupils and one teacher in the first two grades occupying the basement of St. Matthew's Church. It has since grown in size and number so that in September there will be sixty-eight pupils enrolled in six grades with two teachers.

Course in Guidance Seeks To Equip Youth for Life

By Loretta Migliaccio

Attention teachers! Has any problem come up in any class where the pupil failed to learn his lesson, answer a question in the most atrocious language possible, or remained geared to his seat, reading the latest funny book, and paying the least amount of attention to the educational atmosphere around him? Undoubtedly one or all of these situations is prevalent at one time or another in every classroom in the country. How to help it? How to change it? How to know each and every pupil better? These questions are being discussed and answered in Room 112 at 10 A.M. Monday through Friday. The class—Guidance. The professor—Elmer Smith, assistant supervisor of Providence schools.

"Guidance" is being dealt with from a different viewpoint this year—that of the classroom teacher. Guidance is "a means of helping individuals to discover and to use widely the talents and abilities and opportunities which they now have or may develop. It is a



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form of continuous, systematic assistance whereby pupils are aided in achieving satisfactory adjustment to school and to life. The primary purpose of Guidance is to help the pupil to find himself and to understand and appreciate the opportunities for his development available in the school and in the community." This, it is felt, can be, and is the responsibility of each and every classroom teacher.