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Rhode Island College

Catalog

1960-1962



Rhode Island College

(Established 1854)

CATALOG
1960 - 1962



600 MOUNT PLEASANT AVENUE
PROVIDENCE 8, RHODE ISLAND

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Administration

Board of Trustees

Hugo Mainelli, B.S., *Chairman*
 Catherine M. Caserly, Ed.B., Ed.M., Ed.D., *Secretary*
 George Kelsey, M.E.
 Daniel J. Murray, I.L.B.
 Mrs. Jose Ramos, A.B., A.M.
 Daniel J. Stoddard, B.S.
 Michael F. Walsh, B.A., Ed.D., *State Commissioner of Education*

President

William C. Gaige, A.B., A.M., Ed.D., Sc.D., I.L.D.

Vice President

Dean of Men

Fred J. Donovan, A.B., A.M., Ed.D.

Dean of the College

Charles B. Willard, Ed.B., A.M., Ph.D.

Business Manager and Treasurer

Ernest L. Overbey, B.S.

Registrar

W. Christina Carlson, Ed.B., Ed.M.

Dean of Students

Dorothy R. Micrwa, B.S., M.A., Ed.D.

Librarian

Katherine L. Cuzner, B.S., A.M.

Director of Public Relations

Mary G. Davey, Ed.B., Ed.M.

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

ACADEMIC CALENDAR

1960 — 1961

September	9	Friday	Faculty Meeting
September	12	Monday	Freshman Orientation
September	15	Tuesday	Freshman Orientation
September	14	Wednesday	Freshman Orientation
September	15	Thursday	Registration for Upperclassmen
September	16	Friday	Freshman Orientation
September	16	Friday	Classes begin for Freshmen
October	12	Wednesday	Columbus Day — College closed
October	27	Thursday	Teachers' Institute
October	28	Friday	Teachers' Institute
November	11	Friday	Veterans Day — College closed
November	18	Friday	End of First Quarter
November	19	Saturday	Grades due for Freshmen and Transfer Students
November	24	Thursday	Thanksgiving Day — College closed
November	25	Friday	College closed
December	17	Saturday	Christmas Recess begins

1961

January	2	Monday	Legal Holiday
January	3	Tuesday	Classes resume
January	16	Tuesday	Ban Period begins
January	19	Thursday	Reading Day
January	20	Friday	Examinations
January	23	Monday	Examinations
January	24	Tuesday	Examinations
January	25	Wednesday	Examinations
January	26	Thursday	Examinations
January	27	Friday	Examinations — end of first semester
January	28	Saturday	Grades due
January	30	Monday	Mid-term Recess
January	31	Tuesday	Mid-term Recess
February	1	Wednesday	Second semester registration
February	2	Thursday	Classes begin
February	22	Wednesday	Washington's Birthday — College closed
March	30	Thursday	End of third quarter
March	31	Friday	Grades due for Freshmen and Transfer Students
March	31	Good Friday	College closed
April	1	Saturday	Spring Recess begins
April	10	Monday	Classes resume
May	22	Monday	Ban Period begins
May	25	Thursday	Reading Day for Seniors
May	26	Friday	Senior Examinations
May	29	Monday	Senior Examinations
May	30	Tuesday	Memorial Day — College closed
May	31	Wednesday	Examinations — all classes
June	1	Thursday	Examinations
June	2	Friday	Examinations
June	5	Saturday	Grades due for Seniors
June	4	Sunday	Senior Vespers
June	5	Monday	Examinations
June	6	Tuesday	Examinations
June	7	Wednesday	Examinations
June	8	Thursday	Examinations
June	9	Friday	Examinations
June	10	Saturday	Class Day
June	12	Monday	Commencement
June	12	Monday	Grades due for Underclassmen

ACADEMIC CALENDAR

1961 — 1962

September	7	Thursday	Faculty Meeting
September	8	Friday	Faculty Meeting
September	11	Monday	Freshman Orientation
September	12	Tuesday	Freshman Orientation
September	13	Wednesday	Freshman Orientation
September	14	Thursday	Registration for Upperclassmen
September	14	Thursday	Classes begin
October	12	Thursday	Columbus Day — College closed
October	26	Thursday	Teachers' Institute
October	27	Friday	Teachers' Institute
November	17	Friday	End of First Quarter
November	18	Saturday	Grades due for Freshmen and Transfers
November	23	Thursday	Thanksgiving Day — College closed
November	24	Friday	College closed
December	16	Saturday	Christmas Recess begins
January	1	Monday	New Year's Day — College closed
January	2	Tuesday	Classes resume
January	15	Monday	Ban period begins
January	18	Thursday	Reading Day
January	19	Friday	Examinations begin
January	22	Monday through	Examinations
January	26	Friday	Examinations
January	29	Friday	End of first semester
January	27	Saturday	Grades due
January	29	Monday	Mid-term Recess
January	30	Tuesday	Mid-term Recess
January	31	Wednesday	Second semester registration
February	1	Thursday	Classes begin
February	22	Thursday	Washington's Birthday — College closed
March	30	Friday	End of third quarter
March	31	Saturday	Grades due for Freshmen and Transfer Students
April	20	Good Friday	College closed
April	21	Saturday	Spring Recess begins
April	30	Monday	Classes resume
May	28	Monday	Senior Examinations
May	29	Tuesday	Senior Examinations
May	30	Wednesday	Memorial Day — College closed
May	31	Thursday	Senior Examinations continued
May	31	Thursday	Examinations for Underclassmen
June	1	Friday	Examinations — all classes
June	2	Saturday	Grades due for Seniors
June	4	Monday through	Examinations for Underclassmen
June	8	Friday	Examinations for Underclassmen
June	8	Friday	Class Day
June	9	Saturday	Commencement
June	11	Monday	Grades due for Underclassmen

Directory

- Admissions, Registration, Records W. Christina Carlson, *Registrar*
- Admissions Information Mary G. Davey, *Director of Public Relations*
- Alumni, General Information Mary G. Davey, *Alumni Secretary*
- Book Store Norma G. Weeks, *Manager*
- Business Office Ernest L. Overbey, *Business Manager*
Thomas J. Geddes, *Bursar*
- Graduate Division William F. Flanagan, *Director*
- Henry Barnard School Clement J. Hasenfus, *Acting Principal*
- Health Services Helen Keenan, *College Nurse*
- Intensive Teacher Education - Secondary Sidney P. Rollins
- Intensive Teacher Education - Elementary S. Elizabeth Campbell
- Laboratory Experiences Mary T. Thorp, *Director*
- Library Services Katherine L. Cuzner, *Librarian*
- Placement Ann L. Hogan, *Assistant Director of Public Relations*
- Scholarships Fred J. Donovan, *Vice President*
- Student Personnel Services Dorothy R. Mierzwa, *Dean of Students*
- Student Teaching S. Elizabeth Campbell, *Coordinator*
- Veterans Affairs Fred J. Donovan, *Dean of Men*

College Telephone - TEmple 1-6600

Address - 600 Mount Pleasant Avenue
Providence 8, Rhode Island

Faculty of Instruction

- Denhoff, Eric (1960)
Adjunct Professor
B.S., University of Vermont; M.D., University of Vermont
Medical School
- Laufer, Maurice W. (1960)
Adjunct Professor
A.B., University of Wisconsin; M.D., Long Island University
School of Medicine

Division of Graduate Studies

- William F. Flanagan, A.B., Ed.M., Ph.D.
Director
- Harold H. Benjamin (1959)
Associate Professor
B.A., University of Maryland; M.A., University of Connecticut;
Ph.D., University of Michigan
- William F. Flanagan (1956)
Professor
A.B., Providence College; Ed.M., Rhode Island College of Education; Ph.D., University of Connecticut
- Melvin R. Karpas (1959)
Associate Professor
B.S. in B.A.; Ed.M.; Ed.D., Boston University
- Mary V. Maguire (1960)
Librarian, Curriculum Center
A.B., Trinity College, Washington, D. C.; M.S., Simmons College
- Harry Novack (1958)
Professor
A.B., A.M., Emerson College; A.M., Northwestern University;
Ph.D., Syracuse University
- Sidney P. Rollins (1958)
Associate Professor
B.S., M.S., Ph.D., Washington University
- Marguerite Roberson Turner (1959)
Associate Professor
A.B., Pembroke College; A.M., Brown University

Division of Humanities

- Mary E. Loughrey, A.B., M.A., Ph.D.
Chairman

I. Art:

- Edith C. Becker (1945)
Professor
B.F.A., M.F.A., Syracuse University; Ed.D., New York University

Dorothy Crompton (1949)

Assistant Professor

B.A.E., Rhode Island School of Design; M.A., Teachers College, Columbia University

John E. DeMelim, Jr. (1960)

Instructor

B.S., Tufts College; M.F.A., Institute Allende, Mexico Certificate, New England School of Art; Certificate, Boston Museum School

Angelo V. Rosati (1958)

Assistant Professor

B.S. in Art Education, State University of New York at Buffalo; M.A., Columbia University

2. English:

Ernest C. Allison (1947)

Associate Professor

A.B., Bates College; M.A., Boston University

Lillian D. Bloom (1957)

Associate Professor

B.A., M.A., New York University; Ph.D., Yale University

Robert W. Comery (1957)

Associate Professor

A.B., Yale University; A.M., Ph.D., Brown University

Frank E. Greene (1946)

Professor

Ph.B., Providence College; A.M., Boston University;

Ed.D., Catholic Teachers College

Edward J. Owen (1960)

Assistant Professor

B.A., St. Bernardine of Siena College; M.A., Teachers College, Columbia University

**Grace D. Preisser (1953)

Associate Professor

A.B., Pembroke College in Brown University; M.A., Brown University

Leonard W. Rice (1960)

Professor

A.B., Brigham Young University; A.M., Ph.D., University of Washington; Post-Doctoral, Yale University

Carl E. Stenberg (1960)

Instructor

A.B., Brown University; M.A., University of Belfast, Ireland; M.A., Brown University

Amy A. Thompson (1925)

Professor

A.B., Bates College; A.M., Brown University

*James E. White (1956)

Assistant Professor

B.A., Wesleyan University; M.A., University of Connecticut

*On leave first semester
**On leave second semester

John H. Whiting (1959)

Instructor

B.A., University of Rhode Island; M.A., University of Connecticut

3. Modern Languages:

Lilian Avila (1960)

Associate Professor

A.B., Brown University; A.M., Middlebury College; Resident Study, Paris

Rita L. Couture (1960)

Assistant Professor

A.B., Pembroke College; A.M., Middlebury Graduate School of French (in France); Resident Study, University of Grenoble; Summer, Sorbonne

Nelson A. Guertin (1936)

Associate Professor

A.B., Assumption College; Ed.B., Rhode Island College of Education; A.M., Teachers College, Columbia University; Diplôme, University of Paris

Mary E. Loughrey (1928)

Professor

A.B., M.A., Middlebury College; Ph.D., Columbia University; Certificat d'Etudes, Sorbonne

Barbara E. B. Stanton (1960)

Instructor

B.A., M.A., Lady Margaret Hall, Oxford University

4. Music:

Rita V. Bicho (1949)

Assistant Professor

Ed.B., Rhode Island College of Education; Ed.M., Boston University; Providence College of Music; American Institute of Music Education

Gertrude E. McGunigle (1943)

Associate Professor

B.A., Mount Holyoke; M.A., Columbia University

Abraham A. Schwadron (1958)

Assistant Professor

Ed.B., Rhode Island College of Education; M.A., University of Connecticut

5. Speech:

Joseph D. Graham (1955)

Assistant Professor

A.B., University of Michigan; M.A., Teachers College; Columbia University

Grace D. Healey (1948)

Associate Professor

B.L.L., Emerson College; Ed.M., Boston University

Division of Laboratory Experiences

Mary T. Thorp, Ed.B., Ed.M., Ed.D.

Director

S. Elizabeth Campbell, Ed.B., Ed.M., Ed.D.

Coordinator of Student Teaching

Mary T. Thorp (1926)

Director

Professor

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

S. Elizabeth Campbell (1939)

Coordinator of Student Teaching

Professor

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

Cooperating Teachers 1958-1960

Francis M. Burns	Hampton Meadows	Barrington
Elodie Dunbar	Primrose Hill	Barrington
Emily A. Leonard	Gutteras Junior High	Bristol
Frank Campagna	Gutteras Junior High	Bristol
Lillian A. Cooney	Central Falls Junior High	Central Falls
Anne A. Garland	West Side	Central Falls
Gertrude M. Bailey	Knotty Oak	Coventry
Irene E. Thornton	Washington-Tiogoe	Coventry
Mella M. Ziemiński	Knotty Oak	Coventry
Lawrence E. Bliss	Cranston High-East	Cranston
Florence Boyer	Cranston High-East	Cranston
Tessie C. Bradstreet	I. S. Rhodes	Cranston
Irene F. Connors	Gladstone Street	Cranston
Mildred D. Dambach	Park View Junior High	Cranston
Shirley C. Dunn	Woodridge	Cranston
Dolores E. Goodwin	Cranston High	Cranston
Irene B. Grady	Stadium	Cranston
John F. Hagan	Hugh B. Bain Junior High	Cranston
Lillian Nixon	Gladstone	Cranston
Paul F. Rylander	Cranston High-East	Cranston
Charlotte Sabbury	Eden Park	Cranston
Secondo S. Siniscalchi	Park View Junior High	Cranston
Beatrice A. Smith	Cranston High	Cranston
John D. Thayer	Cranston High-East	Cranston
John Trombi	Hugh B. Bain Junior High	Cranston
Stanley Nawrocki	Menor Road	Cranston
Elfinor J. Shea	Gavin Memorial	Cumberland
Mrs. Mary M. Butler	Blackstone School	Cumberland
Alicia C. Cox	Kent Heights	East Providence
George R. Carrier	Central Junior High	East Providence
William E. Davis	Central Junior High	East Providence
Catherine C. Dooley	Wilson	East Providence
Patricia A. Hamby	Alice M. Waddington	East Providence
Kath A. Murray	Watters	East Providence
Barbara R. Murray	Wilson	East Providence
Carroll C. McCleary	Central Junior High	East Providence
Evelyn Santos	Central Junior High	East Providence
Frank B. Saraceno	Central Junior High	East Providence
Florence Sorowicz	Ashton	Cumberland
George R. Thompson, Jr.	Central Junior High	East Providence
Phyllis Welch	Alice M. Waddington	East Providence
Leifila W. Worden	Wilson School	East Providence
Frances C. D'Angelo	Irving S. Cook	Georgiasville
Iris T. Lataille	Harrisville	Harrisville
Florence D. Neild	Saxleville	Lincoln
Nicholas Jarman	Lincoln Junior High	Lincoln
Lawrence Wildgoose	Lincoln Junior High	Lincoln
Lois B. Almy	Josephine S. Wilbur	Little Compton
Robert Bernabe	Howland	Middletown
Ethel Brodie	Middletown School	Middletown
Margaret E. Buckley	Dr. Michael Sullivan	Newport

Mary Ryan	Mumford Elementary	Newport
Marion E. Sullivan	Callender	Newport
Sydney O. Williams	Thompson Junior High	Newport
Lorena V. Murphy	E. A. Brayton School	North Providence
Gertrude M. Baron	James L. Maguire	North Providence
Ether Caporelli	James L. Maguire	North Providence
Perina M. Carcia	Maricville	North Providence
Mary C. McGovern	James L. Maguire	North Providence
Veronica C. Wright	Lymanville	North Providence
Edward D. Molloy, Jr.	East Avenue	Pawtucket
Brenda E. Mulligan	J. C. Potter	Pawtucket
Edward J. Galuska	Samuel Slater Junior High	Pawtucket
Fred J. Gregory	West Senior High	Pawtucket
John J. Holleran, Jr.	Joseph Jenks Junior High	Pawtucket
Heleen M. O'Neill	Grove Street	Pawtucket
Gertrude M. Sullivan	Prospect Street	Pawtucket
G. Raymond Varone	Jenks Junior High	Pawtucket
Agnes J. Keenan	Althea Street	Providence
Claire Andrews	South Providence Elementary	Providence
Helen R. Ashworth	Jolin Street	Providence
Anne J. Bourke	Webster Avenue	Providence
E. William Burrell	Roger Williams Junior High	Providence
Anna T. Carbone	Nelson Street	Providence
Mary E. Conneely	John Howland	Providence
Helena G. Curran	Gilbert Stuart Junior High	Providence
Mary L. Dee	Broad Street	Providence
Robert Frappier	Oliver J. West Junior High	Providence
Addie M. Gage	Oliver H. Perry Junior High	Providence
A. Madeleine Garvey	Asa Mewer	Providence
Catherine M. Gibbons	Samuel Bridgman	Providence
Mary J. Gladhill	Gilbert Stuart Junior High	Providence
Marion L. Jencks	Summit Avenue	Providence
Lucy H. Knauer	Nathan Bishop Junior High	Providence
Mary A. Lynch	Nathaniel Greene Junior High	Providence
Carmella M. Mondt	Sakett Street	Providence
Marion Mulvaney	Kenyon Street	Providence
Marie A. MacAndrew	Oxford Street	Providence
David H. McCarthy	Roger Williams Junior High	Providence
Beatrice M. McNamara	Broad Street	Providence
Eleanor C. McPhillips	Roger Williams Junior High	Providence
Wilhelmina A. Null	Canford Street	Providence
Elizabeth L. O'Connor	Nathan Bishop	Providence
Mary A. Powers	Laurel Hill Avenue	Providence
Margaret M. Rafferty	South Providence Elementary	Providence
Mary D. Riley	Nathaniel Greene Junior High	Providence
Catherine M. Trainor	George West Junior High	Providence
Helen W. Williams	Ezek Hopkins Junior High	Providence
A. Munno Campbell	Hope Street School	Scituate
Kathleen T. Connor	Smithfield Memorial Junior High	Smithfield
Raymond M. Lombardi	Joyce Street	Warwick
Pauline G. Betzer	John Wickes	Warwick
Angela M. Coltroni	Wyman	Warwick
Aileen H. Coughlin	Holliman	Warwick
Mary L. Grant	Sherman	Warwick
Alice F. Holder	Oakland Beach	Warwick
Mrs. Mary R. Moss	Lockwood Junior High	Warwick
Maheleine Murphy	Greene School	Warwick
Wanda S. Nowell	Samuel Gorton Junior High	Warwick
Margaret Nugent	John Wickes	Warwick
Paul A. Picouzi	Lockwood Junior High	Warwick
Carmen E. Smith	Lockwood Junior High	Warwick
Harris K. Soone	Lockwood Junior High	Warwick
Jane A. Watson	Francis School	Warwick
Florence L. Kennedy	State Street	Westerly
Hazel R. Karlson	Tower Street	Westerly
Annie R. McMahon	New London Avenue	West Warwick
Barbara Manth	Maizie E. Quinn	West Warwick
Gladys F. McCormick	West Warwick Junior High	West Warwick
Gertrude A. Callahan	Harris	Woonsocket
Anna C. Mulligan	Woonsocket Junior High	Woonsocket
Sara M. Smith	Woonsocket Senior High	Woonsocket

Division of Mathematics and Science

Russell Meinhold, B.S., M.S. in Ed.
Chairman

1. Biology:

- Bernard Gordon (1956)
Instructor
B.S., M.S., University of Rhode Island
- George C. Hartmann (1958)
Assistant Professor
A.B., Harvard College; M.A.T., Harvard University
- Mary M. Keeffe (1952)
Professor
Ed.B., Rhode Island College of Education; A.B., Providence College; M.A., Teachers College, Columbia University; Ph.D., Fordham University
- Theodore Lemeshka (1956)
Assistant Professor
A.B., A.M., Brown University
- Henry N. McCutcheon (1960)
Assistant Professor
B.S., University of New Hampshire; M.A., College of William and Mary

2. Mathematics:

- Howard S. Hall (1960)
Assistant Professor
B.S., Bloomsburg State College; M.A., Pennsylvania State University
- Margaret M. Jacoby (1960)
Instructor
B.S., Brown University
- *John Nazarian (1954)
Assistant Professor
Ed.B., Rhode Island College of Education; A.M., Brown University
- Manuel Renasco, Jr. (1959)
Assistant Professor
B.A., University of Managua, Nicaragua; B.S., Worcester Polytechnic Institute; M.S., Eidgenossisches Technische Hochschule, Switzerland
- Rika C. Spungin (1960)
Instructor
B.S., University of Rochester; M.A., Smith College
- Eileen T. Tormey (1958)
Assistant Professor
Ed.B., Rhode Island College of Education; A.M., Boston University

*On leave 1960-61

Stanley M. Trail (1957)

Assistant Professor
B.A., B.S. in Ed., Bowling Green State University; M.A., University of Connecticut

3. Physical Science:

- Raymond A. Castillo (1959)
Instructor
B.S., State University of New York at Albany; M.S., University of Maine
- John A. Dillon (1960)
Associate Professor
Sc.B., Fordham University; M.S., Brown University; Ph.D., Brown University
- Renato E. Leonelli (1946)
Professor
B.S., University of Rhode Island; Ed.M., Ed.D., Boston University
- Russell Meinhold (1948)
Professor
B.S., College of Liberal Arts, Boston University; M.S., in Ed., Boston State Teachers College

Department of Health and Physical Education

Fannie H. Melcer, B.S., M.A., Ed.D.
Chairman

- Edward S. Bogda (1958)
Instructor
B.S., Arnold College; Ed.M., Rutgers University
- Robert L. Brown (1947)
Associate Professor
B.P.E., M.Ed., Springfield College
- Billie Ann Burrill (1954)
Associate Professor
B.S., Boston University; M.S., Smith College
- Antoinette Gentile (1959)
Instructor
B.S., Brooklyn College; M.S., Indiana University
- Fannie H. Melcer (1960)
Professor
B.S., Ohio State University; M.A., New York University; Ed.D., New York University
- Thomas J. Sheehan (1959)
Instructor
B.S. in P.E., Notre Dame; M.A., Ohio State University

Division of Professional Studies

Helen E. Scott, A.B., A.M., Ed.D.
Chairman

1. Education:

- S. Elizabeth Campbell (1959)
Professor
Ed.B., Rhode Island College of Education; Ed.M., Boston University; Ed.D., Harvard University
- Elizabeth Cooling (1957)
Associate Professor
B.S., New Jersey Teachers College at Glassboro; M.A., Teachers College, Columbia University; Ed.D., University of Kansas
- Robert P. Danilowicz (1959)
Assistant Professor
A.B., Providence College; Ed.M., Rhode Island College of Education
- Gertrude T. Hanley (1956)
Associate Professor
Ed.B., Rhode Island College of Education; Ed.M., Boston University
- Edward M. McEntee
Visiting Lecturer, Associate Professor
A.B., Holy Cross; LL.B., Boston University; Ed.D., Catholic Teachers College
- Helen E. Scott (1947)
Professor
A.B., A.M., University of Southern California; Ed.D., Boston University
- Mary T. Thorp (1926)
Professor
Ed.B., Rhode Island College of Education; Ed.M., Ed.D., Boston University

2. Philosophy:

- Thomas J. Howell (1960)
Assistant Professor
A.B., Kenyon College; A.M., Ph.D., Brown University

3. Psychology:

- Robert T. Amos (1956)
Associate Professor
A.B., Johnson C. Smith College; M.A., Ph.D., University of Michigan
- Morton Felix (1960)
Assistant Professor
B.A., Queens College; M.A., University of Connecticut
- Shelagh Gilmore (1958)
Assistant Professor
B.S. in Ed., Lowell State Teachers College; M.Ed., Boston College

Hope C. Solomons (1960)

Assistant Professor
A.B., Clark University; M.A., Wellesley College; Ed.D., Boston University

4. Industrial Arts:

- Thomas G. King (1959)
Professor
B.S., M.S., Stout State College; Ed.D., Wayne State College

Division of Social Sciences

Marion I. Wright, Ed.B., M.A.
Chairman

1. Geography:

- Richard Silvernail (1960)
Instructor
B.A., University of Kentucky; M.S., Florida State University
- *Chester E. Smolski (1953)
Assistant Professor
B.S.Ed., State Teachers College at Bridgewater; M.A., Clark University
- Franklin R. Stern (1959)
Assistant Professor
B.A., Dartmouth College; M.A., Syracuse University
- Marion I. Wright (1946)
Associate Professor
Ed.B., Rhode Island College of Education; M.A., Clark University

2. History:

- John E. Browning (1960)
Assistant Professor
B.S., Ohio State University; M.A., University of Michigan
- Catherine M. Connor (1957)
Professor
A.B., Radcliffe College; A.M., Columbia University
- C. Owen Ehler (1929)
Associate Professor
Ed.B., Rhode Island College of Education; A.M., Teachers College; Columbia University; Professional Diploma, Columbia University
- **Martin B. Horan
Associate Professor
A.B., St. Johns University; A.M., Columbia University
- Katherine S. Perry (1957)
Assistant Professor
A.B., University of Vermont; M.A., Ph.D., Radcliffe College

*On leave 1960-61

**On leave second semester 1960-61

- Ridgway F. Shinn (1958)
Associate Professor
 A.B., Oberlin College; A.M., Ph.D., Columbia University
- Evelyn M. Walsh (1955)
Assistant Professor
 Ed.B., Rhode Island College of Education; A.M., Providence College; M.A., Boston College

3. Social Sciences:

- Vincent A. Aloia (1953)
Associate Professor
 A.B., D.S.S., Syracuse University
- Carmela E. Santoro (1960)
Associate Professor
 Ed.B., Rhode Island College of Education; M.A., Brown University
- Lawrence W. Lindquist (1958)
Assistant Professor
 Th.B., Northern Baptist Theological Seminary; M.A., Northwestern University; D.Phil. (oxon), Oxford University

Henry Barnard School

- Clement J. Hasenfus, A.B., Ed.M.,
Acting Principal

1. Children's School:

- Natalie A. Alger (1956)
Assistant Professor
 Ed.B., Wheelock College; Ed.M., Boston University
- Geraldine A. Carley (1952)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Prudence D. Fish (1929)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Regina B. Gill (1951)
Instructor
 Ed.B., Rhode Island College of Education
- *Agatha B. Lavallee (1947)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Maybelle W. Magee (1952)
Assistant Professor
 Ed.B., Rhode Island College of Education; Ed.M., Boston University
- Jennie Majka (1958)
Instructor
 Ed.B., Rhode Island College of Education

*On leave second semester 1960-61

- Ruth B. Whipple (1958)
Instructor
 B.S., University of New Hampshire; M.A., Tufts University

2. Elementary School:

- Gertrude M. Baron (1960)
Assistant Professor
 Ed.B., Rhode Island College of Education; A.M., Brown University
- Marjorie L. Bean (1930)
Assistant Professor
 Ed.B., Rhode Island College of Education; A.M., Boston University
- Mary G. Colton (1936)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Mary Davenport (1948)
Assistant Professor
 Ed.B., Rhode Island College of Education; M.S., Cornell University
- Kathleen F. Kelley (1937)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Isabel M. McGuinness (1929)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Helen M. Triggs (1929)
Associate Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Mary H. Zajac (1956)
Assistant Professor
 Ed.B., Rhode Island College of Education; Ed.M., Boston University

3. Junior High School:

- Mary D. Chatterton (1949)
Assistant Professor
 Ed.B., Rhode Island College of Education; Ed.M., Boston University
- James F. Duffly, Jr. (1936)
Assistant Professor
 A.B., M.A., Brown University
- *Clement J. Hasenfus (1955)
Associate Professor
 A.B., Boston College; Ed.M., Boston University
- Inez E. Jordan (1926)
Associate Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Donald F. Lyons (1952)
Instructor
 Ed.B., Rhode Island College of Education

*Acting Principal 1960-61

- Joseph Parfenchuck (1960)
Instructor
 Ed.B., Rhode Island College of Education
- Vincent F. Trainor, Jr. (1956)
Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education
- Wallace M. Whitelaw, Jr. (1957)
Instructor
 A.B., Providence College
- Harriet V. Zurlinden (1943)
Associate Professor
 B.A., Wellesley College; M.A., Columbia University

4. Special Subjects:

- Richard P. Anderson (1960)
Assistant Professor (Industrial Arts)
 B.S. in I.A., Gorham State Teachers College
- Elisa F. Bonaventura (1960)
Assistant Professor (Special Education)
 Ed.B., Ed.M., Rhode Island College of Education
- Dorothy M. Crompton (1949)
Assistant Professor (Art)
 B.A.E., Rhode Island School of Design; M.A., Teachers College, Columbia University
- Elsie S. Habercom (1958)
Instructor (Teacher-Librarian)
 Ed.B., Rhode Island College of Education
- Lucy F. Hanley (1935)
Assistant Professor (Home Economics)
 B.S., University of Rhode Island; Ed.M., Rhode Island College of Education
- Hope L. MacAndrew (1956)
Instructor (Art)
 B.S. in Art Ed., Rhode Island School of Design
- Avis G. Marden (1937)
Professor (Guidance)
 Ed.B., Rhode Island College of Education; Ed.M., Boston University
- Frances L. McKenna (1958)
Assistant Professor (Nurse-Teacher)
 B.S., M.A., Teachers College Columbia University
- Anna R. Mullaney (1959)
Assistant Professor (Special Education)
 Ed.B., Ed.M., Rhode Island College of Education
- Helen M. Murphy (1941)
Assistant Professor (Physical Education)
 Ed.B., Rhode Island College of Education; Ed.M., Boston University
- Viola Peterson (1959)
Assistant Professor (Music)
 B.M., Eastman School of Music, University of Rochester;
 M.A., Western Reserve University

- James A. Studley (1960)
Instructor (Physical Education)
 B.S., Cortland State Teachers College
- Byron C. Tillotson (1959)
Assistant Professor (French)
 A.B., Hamilton College; M.A., Middlebury College

BUSINESS OFFICE

- Ernest L. Overbey (1957)
Business Manager, Treasurer
 B.S., Bowling Green College of Commerce
- Thomas J. Geddes (1960)
Bursar
 B.S. in Accounting, Bryant College

BOOK STORE

- Norma G. Weeks (1944)
Manager
 A.B., Vassar College

LIBRARY STAFF

- Katherine L. Cuzner
Librarian, Associate Professor
 B.S., Simmons College; A.M., Columbia University
- Helen Bolster (1958)
Assistant Librarian
 A.B., Manhattanville College; M.S. in I.S., Simmons College
- Joan Norris Gardner (1959)
Assistant Librarian
 B.S., Simmons College
- Gertrude M. Mellen (1960)
Library Assistant
- Helen Burroughs O'Connor (1958)
Assistant to the Librarian
 Ed.B., Catholic Teachers College
- Rose Snell (1951)
Assistant Librarian, Assistant Professor
 Ed.B., Ed.M., Rhode Island College of Education

MAIN OFFICE

W. Christina Carlson (1925)
Registrar, Professor
Ed.B., Ed.M., Rhode Island College of Education

Violet Lord (1942)
Administrative Assistant

MEDICAL STAFF

Clara Loitman Smith, M.D. (1954)
College Physician

Helen L. Keenan, R.N. (1946)
College Nurse

OFFICE OF DEAN OF STUDENTS

Dorothy R. Mierwa (1956)
Dean of Students
B.S. in Ed., New York State College for Teachers, Buffalo,
N. Y.; A.M., Ed.D., Teachers College, Columbia University

Cathryn Ducey (1960)
Assistant Dean of Students and Instructor in English
A.B., Gaucher College; M.A., Yale University

PUBLIC RELATIONS OFFICE

Mary G. Davey (1954)
Director
Ed.B., Ed.M., Rhode Island College of Education

Ann L. Hogan (1960)
Assistant Director
Ed.B., Rhode Island College of Education

SCHEDULING OFFICER

Thomas J. Howell (1960)
A.B., Kenyon College; A.M., Ph.D., Brown University

Historical Development of Rhode Island College

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

When financial support was withdrawn in 1857, the Administrators accepted the hospitality of the town of Bristol; but in 1865 they were forced to close the Normal School. A vigorous campaign on the Part of Thomas W. Bicknell, then Commissioner of Education of Public Schools, resulted in its re-opening in 1871 in the Providence High School building on Benefit Street in Providence.

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

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

Rhode Island College of Education was instituted in 1920 by act of the General Assembly. At that time the four-year course leading to the degree of Bachelor of Education was established. However, for a time, the shorter normal course, at first two and one-half years and later three years, was continued as optional. In 1932 all students were required to enroll for the four-year program.

By 1950 the College had outgrown its facilities on Capitol Hill, and so in 1954 the voters of the state authorized a \$3,500,000 Bond Issue. When a supplementary issue for \$1,500,000 was approved two years later, construction was begun on a new six-unit college campus located on Mount Pleasant Avenue at the northern boundary of Providence and just south of Smith Street on Route 44.

In February, 1959, the Rhode Island Commission to Study Higher Education appointed by the Governor recommended, and the General Assembly approved, that Rhode Island College of Education be developed as a general college. The College has been re-named Rhode Island College, but its program will continue to stress preparation of teachers. It is expected that in September, 1962, degree programs in the Liberal Arts and Sciences will be offered.

The College, challenged to expand its educational opportunities, must also extend its physical facilities. Hence a dormitory to house a limited number of resident students, a new library, and additional classroom buildings are already being contemplated.

By 1965, it is predicted that Rhode Island College will have 2000 students pursuing collegiate work in a wider variety of disciplines, *Henry Barnard School*. The need for laboratory experiences was recognized early by those who planned the original teacher-preparation program for Rhode Island, Henry Barnard, first Commissioner of Education, not only wrote journals and published materials to inform teachers of educational developments, he also carried into the communities of the State "a model school" so that teachers might observe new theories in practice.

In 1893, Rhode Island Normal School contracted with the Providence School Department for use of the Benefit Street School by its faculty and students. Three classrooms were to be used for demonstration of procedures and five for practice teaching. Later, similar arrangements were made with the school departments of Central Falls, Cranston, and Pawtucket.

When in 1898, Rhode Island Normal School moved to Capitol Hill, ten classrooms on the first floor of the building were designated as the Normal Observation School. Here children in Kindergarten through Grade 9 were immediately available to faculty and students for observation, demonstration, and practice. Then in 1920, when Rhode Island Normal School became Rhode Island College of Education, the Observation School was re-named Henry Barnard School. Eight years later the school was transferred to its own building located on the lower part of the college campus. More recently, when the College itself was re-located in the Mount Pleasant area of Providence, the laboratory school was given one of the new buildings.

Today, Henry Barnard School comprises twenty-seven classes of pupils. There are twenty-five regular classes of which four are pre-school, thirteen are elementary, and eight are junior high school.

There are also two classes of pupils with special needs. The total enrollment approximates 725. A few of these pupils live in the district formerly assigned to the school by the Providence School Department, and pay them the city pass tuition to the State. A small number are enrolled from the Children's Center, the home operated by the State for its less fortunate children, and their tuition is met by special arrangement with the Board of Trustees. The remainder come from within the city limits or from the towns and cities near the metropolitan areas, and their tuition is paid by their parents. Most of the pupils are transported to and from the campus by private cars, private buses, or public utilities; charges are met by their parents.

The Campus. The campus stands on a fifty-acre site commanding an impressive view of the metropolitan area. The heart of the campus is the Student Center designed especially for student functions. The library with its 40,000 volumes and study alcoves is located on one side of the building. The large all-purpose student lounge opens onto a patio on one side and the cafeteria and snack bar on the other. From the corridor are readily accessible the col-

lege book store, the men's lounge known as the Charles Carroll Room, the women's lounge, and the faculty lounge.

There are two classroom buildings, Craig-Lee Hall, named for Clara Elizabeth Craig and Mary Martha Lee, is used for classes in Teacher-Education, Psychology, English, Speech, and Foreign Languages. There are also the Thomas Herbert Robinson Study and two conference rooms. At the ground level are located the Audio-Visual Division of the State Department of Education, two rooms set aside for student activities and a typing room.

John Lincoln Alger Hall houses the classrooms used for Mathematics, Science, Social Sciences, and Art. The Christopher Mitchell Study is located on the first floor, and the Student Health Center is also in this building.

Lucius A. Whipple Gymnasium is a spacious building containing a double gymnasium, classrooms for courses in health education, and exercise rooms. The play fields, which extend beyond the gymnasium, have been developed specifically as tennis courts, soccer field, cinder track, girls' hockey field, and softball and baseball diamonds.

Dennis J. Roberts Hall is the Administration Building. The auditorium has a seating capacity of 1000. The Little Theatre and Music Room are designed especially for classes in dramatics, instrumental music and voice, and for small group meetings. In the administration wing are located the offices of the President, Vice President, Dean of the College, Dean of Students, Registrar, and Director of the Graduate Division. The General Offices, Business Offices, Public Relations and Alumni Office are also in this building.

Henry Barnard School, a U-shaped building at one end of the campus, serves the college as its campus laboratory. In the primary wing are classrooms for nursery, kindergarten, and primary classes which have immediate access to the courtyard. In the elementary wing are nine classrooms, and at one end of the corridor is the double gymnasium, and at the other are specially planned areas for art, home-making, industrial arts, and cafeteria. Along the main corridor are the administration offices, health suite, rooms for two classes of exceptional children, library, and music rooms. The junior high school, located on the second floor, has eight classrooms, two of which are equipped for science; and there is also a guidance office and elementary school science workshop. All these areas, three observation booths, and closed circuit television equipment give college students a variety of laboratory experiences.

Alumni of the College

Membership. Members of Rhode Island College Alumni include graduates of Rhode Island Normal School and Rhode Island College of Education. For over a century, these men and women have

given service to the schools of the state and many of them have risen to positions of prominence in the field of education.

Activities. Like most college alumni groups, Rhode Island College Alumni sponsor a variety of activities. Opportunity is given for graduates to continue college friendships and to unite in the promotion of the college in the community of colleges of which it is part. Members of the association work diligently to secure public support for programs proposed and approved by the administration. They give time and effort to raise funds to meet special needs of the college. They offer annually this regular schedule of events: Alumni Day, Scholarship Bridge, Reception for Seniors, Alumni Ball, and Annual Meeting.

The College Alumni is permitted by legislative act to elect an alumnus as its representative on the Board of Trustees of State Colleges. Miss Catherine M. Casserly (1931), of Providence is Alumni Trustee for a three-year term ending in June, 1963.

Mrs. Margaret Grady Bresnahan (1945), of Providence is President of Rhode Island College Alumni. The immediate past-president is Mrs. Ann McSherry MacLaughlin (1952), of Cranston.

In 1951 an Alumni Office was established. Miss Mary G. Davey (1941), Director of Public Relations for the college, serves as Alumni Secretary. The bi-monthly *Alumni News* is distributed by the Alumni Office to all active members.

Teacher Education Program

Philosophy and Function. In 1951, a written statement of function and philosophy was prepared by a faculty committee, and after study and revision by the total faculty, it was formally accepted. In this statement the faculty expresses belief that the spiritual nature in every individual which derives from God is a sacred trust to be developed wisely and effectively, for it is without doubt the greatest single source of our society; education is our society's chief instrument whereby each person can develop freely the sum total of his capacities for the benefit of the general well-being of society, and for his own enduring satisfaction; teacher education includes general education, for students can become no better teachers than they are persons; and democracy, the accepted way of life in our society, recognizes and reflects individual differences, and accepts its responsibility to provide equality of opportunity for each one to develop to the fullest his potentialities.

The goals for teacher education as set by the faculty are several. Principal among them are the development of each student in order that he may find a way of life which helps him to maintain satisfying and socially acceptable, one which helps him to maintain physical and mental health, to express himself creatively, to enjoy the creativity of others, to gain sound knowledge, to employ maturing judgment, to exercise intellectual honesty and to seek for truth; the acquisition of teaching competence through a plan-

ned professional sequence; and the growth in the profession of teaching which motivates continuing desire to study the individual child, to provide for him experiences that encourage his growth, and to lead him skillfully into participation as an active member of his school, home, and community.

The faculty recognizes that the campus laboratory school is an invaluable instrument in teacher education. It believes that even first year students should have experiences there, experiences made so realistic that from them may stem a growing understanding of what constitutes effective teaching.

The Curriculum. Through the years, the faculty remained alert to curriculum change which was necessary to meet the needs of the student preparing to teach. One important revision was made in 1941, when two quite different courses were established. One curriculum was planned for students preparing to teach at the elementary level, and the other was designed for those preparing to teach at the secondary level.

Use of these two curricula for ten years, led the way to a second intensive study of course offerings. The entire faculty and administration became involved in the revision, and off-campus educators within and without the State were brought in to counsel, guide, and advise. This critical self-study culminated in the introduction of a radically revised teacher-education program in 1956.

The major purpose of the offerings of the College is two-fold: to provide broad and rich experiences in general education; and to develop teaching competence through both professional courses and laboratory experiences. The student at the end of the freshman year may choose from four curricula: Early Childhood Education, Elementary Education; Secondary Education, with majors in English and Social Sciences; Secondary Education, with majors in Mathematics and Science. In addition, at the time of admission to the College, students may elect to pursue the Industrial Arts program.

Students who elect the curriculum in Early Childhood Education or in Elementary Education take general education courses for approximately sixty-five percent of their one hundred thirty semester hours required for the degree. Students who elect the curriculum in Secondary Education choose a major and a minor from these fields: English, Social Science, Mathematics, and Science. Those desiring to substitute a minor in French may do so if approved by the Language Department. Of the one hundred and thirty hours, Secondary Education majors complete not less than seventy percent in General Education and not less than twenty percent in Professional Education. Students who elect the Industrial Arts program have their scheduled time apportioned in this manner: 50 percent in General Education, 20 percent in Professional courses, and 30 percent in Industrial Arts courses. Any student admitted to the College without condition may choose two three-hour electives from all courses offered.

In September 1962, additional offerings will be available at the college. It is expected these will include new programs in Liberal Arts and in the Sciences.

Professional Sequence. The sequence in professional education includes courses in psychology and philosophy. In addition all students in Teacher Education have a series of laboratory experiences. Through Professional Orientation the college freshman is introduced to the educational environment in which children live and learn. In the Practicums, the college instructors help the student to bridge abstract theory and concrete practice, and the campus laboratory teachers guide the student in his first use of specific methods and materials. Working in small groups, the students experience what it means to be in the regular classroom situation. They learn directly by their own teaching and vicariously by observing the teaching of the supervising teacher and their team-mates. Early Childhood and Elementary Education majors have additional laboratory experiences under the direction of college specialists in art, literature, music, physical education, science, and speech.

All candidates for the degree in Teacher Education must complete successfully one semester of full-time student teaching at the appropriate level in one of the off-campus schools of the State under the guidance of a certified cooperating teacher, appointed by the superintendent of the system and approved by the College.

Functions of the Campus School. Any campus laboratory school serves the teachers college in much the same way as a hospital serves the school of medicine. Offering first-hand professional experiences, it gives the prospective teacher an opportunity to observe an experienced teacher at work with children. Here, theory and practice are harmonized and faculties and students together test the practicability of professional methods and materials.

Thus it is seen that Henry Barnard School is an integral part of the Teacher Education program of the College, with very specific functions. The college student during his four-year period of preparation has opportunity to observe children in an educational environment conducive to their maximum all-round development. He learns first-hand about the needs, nature, and interests of children and he practices under guidance the use of the tools and techniques of the profession. He learns to study children as he studies about them, and he evaluates the abstract theory of his college classroom in the light of concrete procedures being used in the laboratory school. Gradually he develops a questioning attitude, an attitude which strengthens his own imagination and creativity and which encourages him to seek correct answers.

Through the years the role and function of the campus laboratory school have changed. It is no longer a place for Student Teaching, nor is it a demonstration school per se. It is becoming a center for developing and testing educational ideas which hold promise for improving the services of public education. Of course, any program of experimentation with new techniques and materials has a certain element of risk, and the faculty recognizes its

responsibility to protect the rights of children. The general educational welfare of these pupils cannot be impaired, and yet student teachers must have the inspiration and challenge of laboratory experiences which are destined to encourage them in their personal and professional growth.

Functions of the Off-Campus Schools. Those responsible for teacher preparation in Rhode Island have long recognized the value in off-campus laboratory experiences. Even before the report of the NEA Committee of Fifteen was published in 1898, the faculty used off-campus schools for students to practice teaching procedures. Now the on-campus school has become the center for observation, participation, and experimentation; and the off-campus schools are centers for Student Teaching. These schools, known as Cooperating Schools, are scattered throughout the State. They supplement and complement the laboratory experiences offered students on campus.

In the Cooperating Schools, classes of children are used by the college to provide guided professional growth for college students. During a full semester, the student takes increasing responsibility in the work with a given group of pupils. The Cooperating Teacher, who is named by his superintendent as a person prepared and able to guide the beginning teacher, must be certified by the State Department of Education. In accepting the appointment from the College, he pledges to help the student grow into teaching and to cooperate with the college staff who come to supervise the student in this off-campus laboratory experience.

Entrance Requirements and Admission Procedure

High School Diploma. The completion of a four-year high school course or its equivalent is required. A complete and official transcript of the high school record should be submitted. High school preparation should include:

English	4 units
Algebra	1 unit
Geometry	1 unit
American History	1 unit
Laboratory Science	1 unit
Foreign Language	2 units (one language)
Additional	5 units

Upon recommendation of the high school principal limited substitutions may be made for the units listed. Any request for substitution should be made in writing to the committee on admission, who, after considered study of the candidate's application, will make recommendation to the Dean of the College for final decision.

Examination. All candidates seeking admission are required to complete the Scholastic Aptitude Test, verbal and mathematical sections, administered by the College Entrance Examination Board,

It is recommended that students who are prepared to do so take the modern language examination at this time. Full responsibility for arranging to take these tests rests upon the applicant. Candidates may take the test in December, January, or February, but experience has shown the March date to be the most satisfactory. Those who delay until May risk the possibility that the class may be filled.

The registration form should be mailed to College Entrance Examination Board, Box #592, Princeton, New Jersey. The fee for the Scholastic Aptitude Test is \$1.00. Application and fee should reach the office of the Board not later than the date specified. Rhode Island College code number is 3724.

Date of Test	Application due on or before
December 5, 1960	November 6, 1960
January 14, 1961	December 11, 1960
February 4, 1961	January 9, 1961
March 11, 1961	February 11, 1961
May 20, 1961	April 22, 1961
August 9, 1961	July 12, 1961

Forms to be Filed. Application and high school record forms may be obtained from the College office or from high school principals and guidance counselors. Both forms should be completed and sent to the College Registrar early in the year preceding anticipated admission. Applicants filing after April 1, may find that all places have been filled.

Interview. A personal interview is required of all candidates. After application and high school record forms have been received, the admissions committee will name a time for the candidate to come to the College for an interview.

Physical Health. Admittance to the College is conditional upon a statement of physical health. The student must submit evidence on a regulation health record card that his own physician has examined him and has found him to be in sound health.

The student must submit evidence of a chest X-ray taken after January 1 in the year preceding anticipated admission.

The student must also submit a certificate of vaccination. This should be dated within three years of the date of entrance.

All three statements should be signed by the student's own physician and should be received by the College Health Department by the date specified in the letter of acceptance.

Candidates in Military Service. Candidates who are serving with the armed forces are required to file all forms for admission. They may also take the entrance examinations at one of the special centers at or near their duty station. The responsibility for arrangements rests with the candidate himself, but the College Registrar is ready to advise and help.

Special Problems. Candidates who have special problems concerning entrance requirements should communicate with the Registrar of the College.

Modern Language Proficiency

Requirements. One of the general education requirements at the College is proficiency in a modern language. Two years of study of one modern language are required for admission; exception is made for candidates for admission to the Industrial Arts program. Since only French and Spanish are generally offered at the College, it is recommended that high school students who plan to enter Rhode Island College choose one of these two languages to satisfy entrance requirements.

Proficiency. One year of a modern language above the two-year high school requirement is included as part of the regular curriculum. Since some students may already have studied the language three or more years, language proficiency tests will be administered each fall. However, it is recommended that students who are prepared to do so take the modern language examination when they take the College Entrance Examination.

Students who satisfy proficiency requirements may continue the language or they may substitute other general education courses. Students who do not demonstrate proficiency must continue the language in college until they have attained a passing grade in the second semester of the intermediate course.

Should a student be accepted by the Admissions Committee without meeting the two-year entrance requirement, he must begin the study of a modern language in college and continue it until he has completed satisfactorily the second semester of the intermediate course.

Students who demonstrate proficiency in other modern languages, such as German or Italian, may substitute other general education courses for their language requirement.

Registration

Fall Opening. Registration for the fall semester usually occurs during the second week of September. The exact dates for the registration of both freshmen and upper classmen appear in the academic calendar which may be found on page 3 of this catalog.

Orientation of Freshmen is a carefully planned program under the general direction of the Dean of Students. Members of the College faculty serve as advisors to these first-year students.

Each student is assigned an advisor whose duty it is to help the student with his registration and with his other academic problems. The advisor, with the help of the Dean of Students and the Dean of Men, makes every effort to counsel the student in his social, emotional, and professional development.

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

Late Registration. A five-dollar fee is charged for late registration. A student who does not register on the date designated for his class is considered a late registrant. No student is permitted to register if he is more than seven days late.

Veterans. Information concerning allowances for veterans is available at the Veterans Administration Office, 100 Fountain Street, Providence, R. I. Eligibility forms and enrollment certificates should be cleared through the office of the Dean of Men.

Public Law No. 550 is based on fourteen hours as a full load. Korean Veterans to whom this Law applies must sign the appropriate forms five days before the end of each month. These forms are processed to the Veterans Administration Office before the fourth day of the following month. Checks are paid on the twentieth of the month.

Veterans who wish to enroll in the Graduate Division or to attend summer school must have permission from their advisors and the College Registrar.

Evaluation of Scholastic Achievement

Semester Hours. The length of the college year approximates thirty-six weeks, divided into two semesters. The degree of Bachelor of Education requires the completion of 130 semester hours of work. This includes 12 semester hours of credit for the full semester of off-campus Student Teaching.

Students who transfer from other colleges may be given credit for courses taken elsewhere provided these courses meet the requirements of Rhode Island College. To be acceptable, transfer credits must carry better than the minimum passing grade.

Quality Points. Determination of academic standing is based on quality points. A quality point ratio or index is computed by dividing the total quality points by the total number of credit hours. A cumulative grade point average of 2.00 for the eight semesters is required for graduation.

A student who earns an index lower than 1.75 is placed on academic probation. Should a student fail to meet the minimum index of 1.75 for a second time, or should his index be lower than 1.00 for any semester, he may expect to be dropped from the College.

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

A student who receives a grade of *F* in a required course must make up the course by attending summer school, taking the course at some other accredited college, or prolonging his stay at Rhode Island College. A student must have written approval of both his advisor and the Registrar before registering for a course not in the regular schedule.

A student who has been dropped for academic reasons may not apply for reinstatement until at least one semester has elapsed. Should the student be granted re-admission he must attain a minimum index of 2.00 the first semester. Transfer students must maintain an index of 2.00.

This table of values has been set to aid in the computation of quality points.

Letter Value	Quality Points per Semester Hours
A = Excellent, 90 and above	4
B = Good, 80-89	3
C = Fair, 70-80	2
D = Passing, 60-69	1
E = Condition	0
F = Failure, below 60	0
WF = Student withdrew while failing in the course	
WP = Student withdrew while passing; no credit value	
I = Work, otherwise satisfactory, incomplete at time of reporting	

Intellectual Honesty.

The student at Rhode Island College lives with an ever-present opportunity to develop those intangibles of mind and spirit which are conducive to the perfection of all virtues. Membership in the college community requires every student to accept and promote a congenial and scholarly fellowship within this intellectual atmosphere.

Continuing existence of such a climate - proper to a college community - is dependent on each individual. His duty is to belong to and to perform in that community according to acceptable standards of moral and intellectual integrity. As with academic failure, the student who does not conduct himself in the college community according to such standards is subject to disciplinary action up to and including full dismissal from the College.

Admission to Student Teaching. Admission to Student Teaching is recognized as a distinct achievement. To be eligible for this assignment, a student must attain a cumulative index of 2.00 and must have completed the prerequisite courses.

Audio-Visual Proficiency. Every student must demonstrate his ability to operate effectively audio-visual equipment before his eighth semester.

President's List. Students who attain an index of 3.50 have their names placed on the President's list in recognition of scholastic achievement.

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

Student Expenses

Schedule of Fees. Since Rhode Island College is a public college the schedule of fees does not carry charges for tuition for full-time students who are residents of the state. However, two assessments, the General Fee and the Student Activity Fee, are due and payable on or before September 1 of each year. Registration is complete only upon payment of both fees.

General Fee. All full-time students pay a general fee of \$50.00 annually. This fee is for such benefits as on-campus health services, library, testing services, guidance, placement, and the like.

Activity Fee. Each full-time student is assessed \$25.00 annually to support the various student organizations, to meet class dues, and to pay for the student newspaper and college year book.

Textbooks and Supplies. Students purchase their own textbooks and general supplies. The college furnishes a stated maximum of special materials for certain industrial arts and fine arts courses. Students who use materials in excess of this amount must themselves meet the additional cost.

Tuition for Non-Residents. For non-residents of the state, the tuition charge is \$400.00 annually. To be exempted from tuition, the student must present a certified statement from the clerk of the city or town in which he claims residence, certifying that the parent or legal guardian is a legal resident.

Enrollment Fee Deposit. An admission deposit of \$25.00 is required of every freshman and transfer student accepted for enrollment. This is applied to the \$50.00 General Fee. Should the applicant withdraw his name before enrollment, he forfeits the admission fee. *Special Fees.* There are two special assessments. Students who fail to appear for registration at the appointed time must pay a late registration fee of \$5.00.

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

Refunds. A student presenting a notice of withdrawal from college after he has paid the General Fee of \$50.00 and before the first day of the second semester may receive a refund of \$25.00.

Transcripts. A student is allowed four transcripts free of charge. One of them is sent to the Certification Officer at the Rhode Island State Department of Education. Any additional transcripts are issued at a cost of one dollar each.

Scholarships. Certain funds are available as scholarships for deserving students. Application should be made to the Dean of Students or to the Dean of men, who in turn will present the student's need to the appropriate authorities.

Loans. The Student Loan Fund and the Margaret Hill Irons Fund make several thousand dollars available to college authorities. Loans can be made from these funds at no interest while the student is enrolled in the college. After he leaves the college a low rate of interest is charged until the loan is repaid.

National Defense Student Loan Program. Students may apply for loans which will be granted depending on College related expenses, proven need and academic standing. Moreover, there is a provision that up to fifty per cent of a loan may be canceled in the event the borrower becomes a full-time teacher in a public elementary or secondary school.

Applications are available at the Vice-President's office.

Special Facilities

Library. The College Library is located in the northern section of the Student Center. Library holdings include approximately 40,000 volumes and a wide selection of periodicals. The usual standard references and research materials are readily available and cultural and recreational books supplement professional and text materials.

Study and reading areas are provided in pleasant surroundings. The library is open for day, evening and Saturday use and for some vacation periods.

Student Handbook. The College Handbook for Students explains college practices and regulations. Each student receives the most recent edition when he registers in September. The Handbook describes the operation of student government and defines the responsibility of the student as a member of the student body. It tells about the health services which the college maintains for the students; it outlines the purposes and activities of the several clubs and organizations sponsored on the campus; and it suggests how the student can participate in the preparation of student publications and in the promotion of campus life.

Book Store. Textbooks, stationery and general school supplies are available at the Book Store. This facility is easy of access in the Student Center.

Living Accomodations. The college is looking forward to the time when dormitories will be maintained on campus. Very recently legislative approval has been given to the request of the Board of Trustees for permission to build one self-liquidating dormitory, and architects are presently at work preparing blueprints of the proposed structure which is to be ready for occupancy in 1961.

Students are permitted to board only in places approved by the deans. Those who must find temporary homes near the college are urged to communicate directly with the appropriate dean to make their needs known and to benefit from his counsel in planning for living accommodations.

Curriculum Offerings

Selection of Curriculum. For the most part freshmen students at Rhode Island College carry the same basic courses. In the second semester of the first year, they select the curriculum in which they plan to specialize and in addition they select a particular area of concentration or major. Courses in the concentration or major are taken in addition to the related courses already in the General Education program required of all students.

The Offerings. Students who select the curriculum in Early Childhood Education or Elementary Education, elect a concentration of four three-hour courses. These twelve semester hours are taken in one of these fields: Art, English, French, Geography, History, Mathematics, Music, or Science.

Students who select the curriculum in Secondary Education in English and Social Sciences, elect either a major in English and a minor in Social Sciences, or a minor in English and a major in Social Sciences. The major area requires at least twenty-one semester hours; the minor requires at least twelve semester hours. Both of these are in addition to the required basic courses in General Education.

Students who select the curriculum in Secondary Education in Mathematics and Science, elect either Program A with emphasis on the Biological Sciences or Program B with emphasis on Mathematics and Physical Sciences. The major area requires at least twenty-one semester hours; the minor requires at least twelve semester hours.

Students who select the curriculum in Industrial Arts Education do so at the time of application for admission. The major requires forty-one semester hours in Industrial Arts course work. The student, with approval of the department concerned, may elect to pursue at least fifteen hours in one academic area.

Guidance. It is strongly recommended that first-year students explore with faculty members, areas in which they are interested. They should consult with their appointed advisors who know the sequence of courses and the schedule of offerings. Not all courses in every concentration are given each year, but by careful long-term planning a student can usually pursue in orderly fashion the curriculum and the concentration of his choice.

Industrial Arts Curriculum

Initiation of Program. In September 1959, a four-year undergraduate program was instituted to prepare students for teaching Industrial Arts in the Junior and Senior High School. The program recognizes that the teacher of Industrial Arts, like all other teachers, must have a strong background in general education; to this must be added technical knowledge and skill. The program emphasizes the acquisition of this knowledge and skill through laboratory experiences and demonstrations rather than through activities focused upon making, servicing, and repairing. Since Drafting, Basic Design, and the Graphic Arts provide the language and communications media both in industry and society, extensive work is offered in these areas.

Requirements for Admission. The requirements for admission are the same as those for all other students except for the special provisions noted here.

1. High School preparation should include:

English	4 units
Algebra	1 unit
Geometry	1 unit
American History	1 unit
Laboratory Science	1 unit
Electives	7 units
	15 units.

2. Elective units may include 2 units of one high school modern foreign language.

3. Of the 5 units remaining, not more than 2 units may come from a combination of Shop Mathematics, Drafting, Design, Crafts, and/or Industrial Arts work. These two units must carry recommendation for credit from the high school principal.

4. Enrollment in the Industrial Arts program shall be made at the time of admission to the Freshman class.

Course Offerings. The distribution of courses will follow this pattern:

General Education	64 semester hours
Professional courses	25 semester hours
Industrial Arts Courses	41 semester hours
Total	130 semester hours.

Preparation in Industrial Arts will include the acquisition of technical knowledge and skill through laboratory experiences, tests and demonstrations. The course offerings include such areas as Crafts, Curriculum Procedures, Design, Drafting, Electricity and Electronics, Theory and Practice in General Shop, Graphic Arts, Metal Working, Power Mechanics, and Woodworking.

Concentrations. The Industrial Arts major is limited in the time he may give to general education. However, a minor concentration is available in English and Speech, in Social Sciences, and/or Science.

Schedule of Courses

**First Year

Number	Course	Class Hours	Credit Hours
Ed 101	Professional Orientation	3	2
Eng 101-102	English Composition and Language	6	6
Hist 101-102	Foundations of Western Civilization	6	6
	Modern Language	6	6
Bio 102-101 -102	General Biology	8	6
Math 101-102	Fundamentals of Mathematics	6	6
Phy Ed 101-102	Physical Education	4	1- (33)

Second Year

Early Childhood and Elementary Curricula

Number	Course	Class Hours	Credit Hours
Psy 201	General Psychology	3	3
Psy 202	Human Growth and Development	3	3
Ed 305	Practicum I	12	9
Geog 201-202	Introduction to Geography	6	4
Mu 201	Orientation to Music	3	3
Sp 101	Fundamentals of Speaking	3	2
Heal 201	Personal and Community Health	2	2
Phy Ed 201-202	Physical Education Concentration	4	1
		6	6 (33)

Third Year

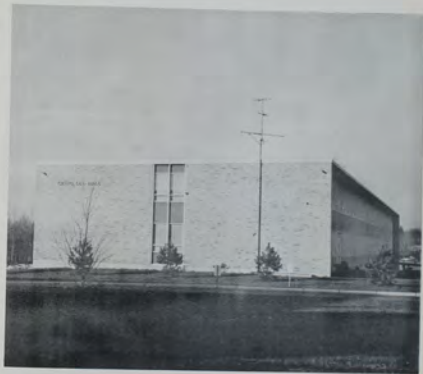
Number	Course	Class Hours	Credit Hours
Ed 307	Practicum II	10	8
Art 301 Ed	*Art Education	3	2
Eng 302	*Children's Literature Concentration	4	2
	Elective	3	3
Ed 400	Student Teaching	full semester	3
Ed 401	Social and Legal Aspects of Rhode Island Education	3	3 (35)

Fourth Year

Number	Course	Class Hours	Credit Hours
Ed 405	Educational Psychology	4	4
Ed 402	Philosophy of Education	3	3
Eng 207-208	Western Literature	6	6
Art 401	Visual Arts in Society	4	3
Soc Sci 402	Social Problems	3	3
Hist 401	United States History	3	3
Phys 401	Physical Science Concentration	4	3
	Elective	3	3
		3	3 (31)

**see page 35 for the Industrial Arts Curriculum

*one-quarter only







Secondary Curriculum in English and Social Sciences

Second Year

Number	Course	Class Hours	Credit Hours
Psy 201	General Psychology	3	3
Psy 202	Human Growth and Development	3	3
Eng 207 A	Western Literature	3	3
Eng 203	American Literature	3	3
Geog 201-201	Introduction to Geography	6	4
Sp 101	Fundamentals of Speaking	3	2
Heal 201	Personal and Community Health	2	2
Phy Ed 201-202	Physical Education	4	1
	Major Concentration	6	6
	Minor Concentration	6	6 (33)

Third Year

Number	Course	Class Hours	Credit Hours
Ed 310	Practicum in Secondary Education	5	4
Ed 311	Developmental Reading	2	2
Hist 401	United States History	3	3
	*Major Concentration	6	6
	Minor Concentration	3	3
Ed 400	Student Teaching	full semester	12
Ed 401	Social and Legal Aspects of Rhode Island Education	3	3 (33)

Fourth Year

Number	Course	Class Hours	Credit Hours
Ed 405	Educational Psychology	4	4
Ed 402	Philosophy of Education	3	3
Art 401	Visual Arts in Society	4	3
Soc Sci 402	Social Problems	3	3
	Major Concentration	9	9
	Minor Concentration	3	3
	Electives	6	6 (31)

Secondary Curriculum in Mathematics and Science

Second Year

Number	Course	Class Hours	Credit Hours
Psy 201	General Psychology	3	3
Psy 202	Human Growth and Development	3	3
Eng 207-208	Western Literature	3	3
Eng 203	American Literature	3	3
Geog 201-202	Introduction to Geography	6	4
Sp 101	Fundamentals of Speaking	3	2
Heal 201	Personal and Community Health	2	2
Phy Ed 201-202	Physical Education	4	1
	Major Concentration	6	6
	Minor Concentration	6	6 (33)

*Social Science Majors take History Seminar concurrently with Practicum

Third Year

Number	Course	Class Hours	Credit Hours
Ed 310	Practicum in Secondary Education	5	4
Ed 311	Developmental Reading	2	2
Hist 401	United States History	3	3
	Major Concentration	6	6
	Minor Concentration	3	3
Ed 400	Student Teaching	full semester	12
Ed 401	Social and Legal Aspects of Rhode Island Education	3	3 (33)

Fourth Year

Number	Course	Class Hours	Credit Hours
Ed 405	Educational Psychology	4	4
Ed 402	Philosophy of Education	3	3
Art 401	Visual Arts in Society	4	3
Soc Sci 402	Social Problems	3	3
	Major Concentration	6	6
	Minor Concentration	6	6
	Electives	6	6 (31)

Industrial Arts Curriculum First Year

Number	Course	Class Hours	Credit Hours
Eng 101-102	English Composition and Language	6	6
Hist 101-102	Foundations of Western Civilization	6	6
Math 101	Fundamentals of Mathematics	3	3
Math 105	Mathematics for Industrial Arts	3	3
Bio 103	Introduction to Biology	4	3
Sp 101	Fundamentals of Speaking	3	2
Art 401	Visual Arts in Society	4	3
Phy Ed 101-102	Physical Education (Men)	4	1
I A 181	Crafts I	6	3
I A 121	Technical Drafting I	6	2 (32)

Second Year

Number	Course	Class Hours	Credit Hours
Eng 207	Western Literature	6	6
Geog 201	Introduction to Geography	6	4
Psy 201	General Psychology	3	3
Psy 202	Human Growth and Development	3	3
Heal 201	Personal and Community Health	2	2
Phy Ed 201	Physical Education (Men)	4	1
I A 251-252	Woodworking I and II	12	6
I A 222	Technical Drafting II	6	2
I A 202	Theory and Organization of the General Shop	3	3
I A 201	Basic Design	6	3 (33)

Third Year

Number	Course	Class Hours	Credit Hours
Hist 401	United States History	3	3
Soc Sci 402	Social Problems	3	3
Phys 401	Physical Science	4	3
Chem 203	General Chemistry	4	3
Ed 208	Practicum in Industrial Arts	4	3
I A 303	Industrial Arts in the Curriculum	3	3
I A 341-342	Metalworking I and II	12	6
I A 331	Architectural Drafting I	6	2
I A 361	Power Mechanics I	6	3
I A 382	Graphics Arts I	6	3
	*Ind. Arts Elective	6	2 (34)

Fourth Year

Number	Course	Class Hours	Credit Hours
Ed 400	Student Teaching (Fall)	40	12
Ed 401	Social and Legal Aspects of Rhode Island Education (Fall)	3	3
Ed 405	Educational Psychology	4	4
Ed 402	Philosophy of Education	3	3
I A 471	Electricity I	6	3
	Academic Electives: Two 3-credit courses subject to approval of chairman of department concerned	6	6 (31)

*Choice of One: I A 323 - Technical Drafting III
I A 332 - Architectural Drafting II

Graduate Curriculum

Curriculum Offerings. The College offers opportunity for cultural development and professional growth to teachers and those preparing to teach through its extension and summer school programs. Students may register for individual courses or they may enroll in one of the four programs leading to a degree.

Master of Education. Application blanks for admission to graduate work may be secured from the Director of Graduate Division. Official transcripts of all undergraduate work must accompany the written application. More complete information may be obtained from the Graduate Bulletins issued semi-annually.

Bachelor of Education. Graduates of two, two-and-one-half, or three-year courses given by a normal school or teacher's college are eligible to register for a bachelor's degree. Details regarding requirements may be secured from the Registrar's office.

Bachelor of Education in Vocational/Industrial Education. This degree is offered for teachers already in the field of industrial-vocational education. Academic courses are given by Rhode Island College. Evidence of technical skill and knowledge must be presented by the applicant and evaluated by the State Department of Education. Further information regarding this program may be had by writing to the College Registrar.

Bachelor of Education for the School Nurse-Teacher. Candidates for the degree for the school nurse-teacher must first complete the requirements for professional certification as a School Nurse-Teacher. Details regarding the program may be secured from the office of the College Registrar.

Master of Education

Nature of Graduate Program. The graduate program emphasizes the broader cultural development of the teacher including general growth and professional improvement. The services of the College faculty are supplemented by a carefully selected visiting staff of men and women from various parts of the country.

Graduate work is presented on a mature level. The instructor will expect research papers to reflect knowledge not only of theoretical material, but also classroom experiences and current professional resources.

Establishment of Provisional Status. Registration for courses in the Graduate Program does not automatically admit the student to candidacy for the Master of Education Degree. A candidate formally applies by letter to the Graduate Office for acceptance as an advanced student and submits his qualifications. Authorized transcripts of all work leading to the Bachelor's Degree which the

candidate holds, except in the case of graduates of Rhode Island College, should be presented.

Educational prerequisites equal to the requirements of provisional certification for teaching in the State of Rhode Island should be met before formal application for the advanced degree is made.

The Graduate Record Examination is also required as one evidence of qualification to initiate the program. This examination is given annually in April.

Before full status can be established, the candidate should satisfactorily complete three graduate courses. During these three courses, the applicant must give evidence of his ability to do independent study and research. Part of this evidence will be the writing of a research paper in each course. These papers should follow the College's approved thesis format outlined in Campbell's *Form and Style in Thesis Writing*, latest edition.

The faculty members to whom these papers are submitted will evaluate them and report to the Director of the Graduate Division. These will be used to help determine the applicant's ability to do independent graduate study of quality scholarship. *Scholarship Standards.* All candidates for the degree of Master of Education are expected to meet high standards of scholarship. Therefore they should have a B average. The marking system includes three levels: A, B, and C. Only a limited number of semester hours can be offered at the C level.

The research paper should give evidence of ability to do independent research. The writing of this paper is an integral part of any course and the quality of work is considered when assigning the final grade for the course.

Formal Admission. Application for admission to graduate study should be made at the graduate office on or before the completion of nine graduate credits. The candidate should complete the regular application form, select his field of concentration, and then consult the advisor assigned to his chosen area.

Requirements for the Degree. The requirements for the Master's Degree include:

1. A Bachelor's Degree from a college or university approved by the Graduate Committee. For the candidate who holds a degree other than an Ed.B., a prerequisite in education equal to the requirements for provisional certification for teaching in the State of Rhode Island is necessary.
2. A satisfactory grade in the Graduate Record Examination which is given annually in April.
3. Three years of successful teaching.
4. A total of 36 semester hours in Graduate work, with an average of B. Of these 36 hours, six may be obtained through writing an approved thesis. Transfer credits may be accepted up to six semester hours. The selection of courses to be taken in other colleges should be approved in advance by the Director of the Graduate Division.

Writing the Thesis. The subject of the thesis proposal must be approved by the Graduate Committee on or before February 15 of the year previous to the expectation of the awarding of the degree. It is required that the candidate's proposal, prior to the submission to the Committee, shall have had approval of a faculty member in his chosen field of concentration. At the time the thesis outline is approved, the candidate will be assigned officially to a thesis advisor by the Director of the Graduate Division.

Two copies of the thesis in complete and accepted form, typed and bound in hard covers, must be submitted to the Graduate Office by April 1 of the year it is expected the degree will be awarded. A 200-word abstract of the thesis and a brief autobiography of the candidate must also be submitted at this time.

Plan of Research. By February 15 of the year preceding that in which the candidate expects the degree to be granted, he should have prepared a thesis proposal. This should be typed, placed in a suitable folder and presented to the Director of the Graduate Division. The proposal should include these data.

1. *A letter* which seeks permission to engage in the proposed study. It defines the candidate's qualifications for handling the study. Herein the candidate must convince the Graduate Committee that he has the necessary background and experience to undertake the proposed investigation, or that his plans call for securing this experience.
2. *A proposal* which consists of several parts. The purpose is to make clear to the Graduate Committee precisely what the candidate proposes to do. The parts of the proposal are:

----- A tentative title

A statement of the problem in precise language. This is a development of the exact nature of the problem in several paragraphs, defining it beyond the obvious limitations of the title, and indicating the reason for working on this particular problem

----- The scope and limitations within which the area of study is to be restricted.

----- The development procedure which will define the pattern or the method step-by-step to be followed in arriving at a solution to the thesis problem

The tentative hypotheses which do not become generalizations or principles until the study has been completed

----- An annotated bibliography

After a study of his material the Director will advise the candidate by letter regarding the acceptability of the proposal; acceptance may be conditional or unconditional, or the study may be rejected.

Completion of Requirements. Within a month after receipt of the letter of acceptance, the candidate should seek an appointment with his thesis advisor in order to clarify his problem and plan

a schedule of study. By November, the candidate should be meeting regularly with his advisor to insure consistent development of his problem.

In consultation with his advisor the candidate prepares his thesis and submits the completed form by March 1. Two copies of the thesis in its final form must be filed in the Graduate office by April 1 of the year in which the candidate expects his degree.

The candidate must also present two typed copies of a 200-word abstract which gives the statement of the problem, scope, basic procedure, and findings. This abstract should show the full value of the thesis. In addition the candidate must submit a brief autobiography which gives a complete profile of his preparation and experience.

Finally, the candidate is, or is not, recommended for the degree of Master of Education to the Board of Trustees for State Colleges. *In lieu of Thesis.* Candidates who choose to take courses totalling the full 36 semester hours instead of writing a thesis are required to take two comprehensive examinations. One is the Graduate Record Examination in Education; the other is prepared and corrected by the department of the candidate's concentration.

Planning the Program. Having been formally accepted, the candidate, in consultation with his Graduate Advisor develops an over-all plan of study. The program should be balanced between required courses and a major concentration.

1. Required courses include:

- a. Comparative Philosophies of Education
- b. Fundamentals of Research
- c. Two courses in Academic areas other than Education

2. Area concentration selected from:

- a. Secondary Administration and Supervision
- b. Secondary Education
- c. Elementary Administration and Supervision
- d. Elementary Education
- e. Guidance and Counselling
- f. Special Education

3. Work in the Area Concentration should include at least 12 semester hours, planned to support the development of the thesis problem. If the minimum of 12 semester hours does not seem adequate, the candidate shall be required to take additional courses in the concentration.

4. A course in Statistics is required only if the thesis problem involves statistical analysis. The course in Fundamentals of Research must be taken before the candidate has completed half his course work, or 18 semester hours. Preferably, this course in basic patterns for reporting research should come as early in his program as the candidate can schedule it, since it will also be of help in preparing course papers. If the course in Educational Measurements has not been taken in the undergraduate level it should be taken.

5. The schedule of proposed graduate studies must be presented to the candidate's Graduate Advisor, and the approved form filed with the Graduate Office before the work of the Area Concentration is begun. The Master of Education is a professional degree. *This Graduate Program Curriculum does not lend itself to intensive specialization in other academic subject matter fields.* However, a candidate who chooses to do a research thesis of this nature must have his problem fully supported by both undergraduate and graduate work in the content area of his choice. Subject matter support at the graduate level should be acquired under guidance. This may necessitate additional courses.
6. The candidate should complete no more than 6 courses before presenting his thesis proposal. While pursuing these courses, the candidate should locate a suitable problem within his Area Concentration, and should develop an orderly plan of research according to standards set in the course, Fundamentals of Research.
7. A candidate who chooses to take the comprehensive examinations instead of writing the thesis should make his request on or before February 15 of the year prior to the anticipated completion of his work. Then an advisor can be assigned to plan with him his independent study program.

Vocational-Industrial Education Curriculum

Candidates for the Degree of Bachelor of Education in Vocational-Industrial Education must present evidence of a total of 128 semester hours of collegiate work. Some part of the requirements may be met by transfer credit if the official transcript when evaluated by the College Registrar so warrants. The requirements for the Degree include:

	Semester Hours	
1. Arts		
English Composition	6	
Literature	6	
Drawing and Design	6	
Electives	3	(21)
2. Social Sciences		
American History and Government	6	
Human Relations	6	
Electives: Economics, Sociology		
Anthropology, Geography,		
Political Science	6	(18)
3. Science and Health		
Physics	3	
General Science	3	
First Aid and Safety Education	3	(9)

4. Mathematics		
Shop Mathematics	6	
Teaching Shop Mathematics	3	(9)
5. Education		
History of Education	3	
Rhode Island Education	3	
History, Principles and Practices of		
Vocational Education	3	
Philosophy of Education	3	
Educational Psychology	3	
Tests and Measurements	3	
Vocational and Educational Guidance	3	
Methods of Teaching Vocational		
Subjects	3	
Occupational Analysis	3	
Course Organization and Shop		
Planning	3	
Electives	6	(36)
6. Applied Skills		
Applied skills and technical information to		
be evaluated and accredited by the commit-		
tee appointed by the State Department		
of Vocational-Industrial Education	35	(35)

School Nurse-Teacher Curriculum

Candidates for the Degree of Bachelor of Education for School Nurse-Teacher must first complete the requirements for professional certification as a School Nurse-Teacher. In addition they must present evidence of a total of 128 semester hours of collegiate work. Some part of the requirements may be met by transfer credit if the official transcript when evaluated by the College Registrar so warrants. The requirements for the degree include:

	Semester Hours	
1. Arts		
English Composition	6	
Literature	6	
Elective: Arts, Music, Foreign Languages,		
Speech	12	(24)
2. Social Sciences		
American History and Government	3	
Human Relations-Group Development	3	
Orientation to Social Work in Family		
and Community	3	
Anthropology-Sociology	3	
Electives	12	(24)

3. Science		
Microbiology	3	
General Science	3	
Elective	3	(9)
4. Nursing and Health		
School Nursing	3	
Mental Hygiene	3	
Public Health Nursing	3	
Exceptional Child-Physically Handicapped,		
Epileptic, Emotionally Disturbed, Mentally		
Retarded, Cerebral Palsied	3	
Nutrition	3	
Field Work	3	(18)
5. Education		
History of Education or Philosophy		
of Education	3	
Rhode Island Education	3	
Educational Psychology	3	
Tests and Measurements or Techniques of		
Counseling	3	
Child Growth and Development	3	
Materials and Methods in Health and		
Safety Education	3	(18)
6. Applied Skills		
Applied skills and technical information		
to be evaluated and accredited according		
to established standards	35	(35)

Description of Courses

Art

Art 301 Ed— Art Education 2 semester hours

Students have opportunity to experiment with a wide variety of art media suitable for teaching in the elementary school. Art activities include experiences with crayon, paint, chalk, plasticine, paper construction and scrap materials. It is a required course for students in Elementary or Early Childhood curriculum.

Art 401— Visual Arts in Society 3 semester hours

The course gives an introduction to the fine and industrial arts through a sampling of the arts through history. Function and interrelationship among the art forms are studied within the context of society. A limited amount of studio work is included as an aid to visual understanding. This is a General Education course, required of all students.

Art 503— Introduction to Ceramics 3 semester hours

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

Art 503A— Ceramic Sculpture 3 semester hours

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

Art 508— Survey of Western Art 3 semester hours

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

Art 513— Design Workshop 3 semester hours

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

Art 516— Survey of Modern Painting 3 semester hours

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

Art 520— Oil Painting 3 semester hours

The student is encouraged to explore a number of approaches to modern painting and thereby to find a style suitable for self-expression. Work includes a variety of subject matter to be interpreted in both representational and abstract manner. A previous course in modern art is helpful.

Art 522— Space Arts 3 semester hours

This studio course in three-dimensional expression makes use of a wide variety of media. Creative experimentation with different materials and processes is encouraged. Activities include carving, construction and modeling. Emphasis is placed on the relationship of design to the material and process.

Education

Ed 101— Professional Orientation (3)* 2 semester hours

In this course, the college freshman has opportunity to become oriented to the American public school system, to become familiar with modern school organization and equipment, to appreciate the setting in which educational practice takes place, and to observe the skill with which the experienced teacher uses the tools of learning. Through class discussion, the principles of teaching and the laws of learning are seen as integrated parts of a single process. During observation, theory comes to life in the classroom situation. Critical examination of techniques and procedures helps the student to evaluate their contribution to the total educational program.

Ed 305— Practicum I in Early Childhood Education (12)* 9 semester hours

A study of the educational program designed for pre-school and primary pupils, the course gives the students first-hand experience with curriculum materials and classroom procedures which are used to orient young children to group living, to initiate them into the first steps of reading and writing, and to introduce them to the social studies. Provision is made in the college laboratory school for four hours per week of practical experience to enrich the theoretical knowledge gained in eight hours of college class instruction. Group and individual conferences are required.

Ed 306— Practicum I in Elementary Education (12)* 9 semester hours

An overview of the elementary school program, the course includes principles of teaching and a systematic examination of the methods, materials and curriculum in reading, some of the other language arts, arithmetic, and social studies. Provision is made in the college laboratory school for four hours per week of practical experience to enrich the theoretical knowledge gained in eight hours of college class instruction. Group and individual conferences are required.

Ed 307— Practicum II in Early Childhood Education (10)* 8 semester hours

The student is introduced by specialists to the content, methods, and materials of special fields of the curriculum for young children. In addition to a comprehensive study of music, science, physical education and speech, there is opportunity for participation in the classroom situation at several age levels in the campus laboratory school.

Ed 308— Practicum II in Elementary Education (10)* 8 semester hours

The student is introduced by specialists to the content, methods, and materials of four special fields of the elementary school curriculum. A comprehensive study of music, science, physical education and speech is made and some opportunity given for participation in the classroom situation at several grade levels in the campus laboratory school.

* clock hours

Ed 310— Practicum in Secondary Education (5)* 4 semester hours

The Secondary Practicum is devoted to a study of the principles, curriculum, materials, and methods of secondary education. Through reading, lecture, discussion and actual teaching, educational theory and practice are harmonized. Under the guidance of both college and laboratory school instructors, students prepare lessons and work with individuals, small groups, and classes of secondary school pupils in teaching situations. Practicums have special subject matter orientation.

Ed 311— Developmental Reading 2 semester hours

Required of all juniors preparing to teach in the secondary school, the course proposes to make student teachers aware of the influence of reading mastery upon pupil achievement, and to give them a working knowledge for teaching the reading aspects of all subject matter areas. The content approaches reading as a developmental process. Both discussion and assignments are designed to relate course content to the particular subject matter concentration of each college student.

Ed 400— Student Teaching 12 semester hours

Upon the completion of professional and general education prerequisites, the student preparing to teach is assigned to a semester of full-time teaching in one of the public classrooms of the State under the joint supervision of an experienced teacher, appropriately certified as a cooperating teacher, and a college supervisor. The student gradually assumes full responsibility for the instruction and extra class activities in the particular grade or subject matter field to which he is assigned. He participates in all regular teaching activities.

Ed 401— Social and Legal Aspects of Rhode Island Education 3 semester hours

A survey is made of the interrelationship of the social and educational institutions and agencies in the State. The student also studies the historical development of the laws governing the conduct of the public schools of Rhode Island.

English

Eng 101-102— English Composition and Language 6 semester hours

Required of all Freshmen, this is a two-semester course in clear and effective writing. It includes some study of the present nature of the English language.

Eng 201— English Literature from the Beginnings to 1660 3 semester hours

This course provides an intensive study of the chief works of the Early, Middle and Renaissance periods.

* clock hours

Eng 202—**Neo Classical Period** 3 semester hours

Covering the period from 1660 to 1784, the course considers the chief literary figures and some minor figures in the rise, the peak, and the decline of Neo-Classicism. Special emphasis is placed on the works of Milton, Dryden, Congreve, Pope, Swift, Goldsmith, Johnson, and Sheridan, with some consideration for Pepys, Addison, Steele, Gay, Gray, Boswell, and lesser authors.

Eng 203—**American Literature** 3 semester hours

The course covers the growth of American literature from colonial times to the early twentieth century, with reference to the cultural values revealed in varied imaginative literary forms.

Eng 207-208—**Western Literature** 6 semester hours

Required of all students except English majors and minors, the course is a two-semester course in the appreciation and critical reading of works of important writers of the Western world, with such explanatory, historical and critical materials as are needed.

Eng 207A—**Western Literature** 3 semester hours

Required of all English majors and minors, this is a one-semester course in the appreciation and critical reading of works of important writers of the Western world, excluding English and American writers, with such explanatory, historical and critical materials as are needed.

Eng 302—**Children's Literature** 2 semester hours

In this course, students read widely in material from early folklore to current writings in order to develop discrimination in the selection of books for grades I through VI. The course provides literary and artistic pleasure, sets up criteria for the evaluation of different types of literature, and gives practical experience in guiding children's reading.

Eng 402—**Advanced Composition** 3 semester hours

There are two separate but related parts to this course: some study of the grammar and behavior of the English language and considerable practice in the use of selected principles which, operating creatively in composition, produce works of some craftsmanship.

Eng 504B—**The Nineteenth Century American Novel** 3 semester hours

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

Eng 505A—**Modern Poetry** 3 semester hours

Major British and American poets are studied in this course. They include Frost, Cummings, Auden, and Thomas.

Eng 506P—**Romantic and Victorian Poetry** 3 semester hours

This is a study of the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning and Arnold. The works of each poet will be related to prevailing critical theory and to the philosophical and cultural background of the period. Considerable emphasis is placed on poetic theory and the close analysis of individual poems.

Eng 508—**Shakespeare** 3 semester hours

This course consists of a study of twelve of Shakespeare's major plays selected from the histories, comedies and tragedies. In the section for English majors, the twelve plays include those the students are most likely to be called upon to teach, such as *Julius Caesar*, *Macbeth*, *The Merchant of Venice*, and *Midsummer Night's Dream*.

Eng 515A—**Modern Drama** 3 semester hours

Study is made of twentieth-century drama, European and American, with emphasis on the American. The course deals with the theory of drama and the various types, moods, and themes of representative plays of this period.

Eng 510—**American Poetry from the Beginnings to the**

Early Twentieth Century 3 semester hours

Examination is made of the poetic imagination at work in writers from Anne Bradstreet to the mid-twentieth century group, Robinson, Frost, and Sanberg are included in his study.

Eng 516—**The British Novel from 1837 to 1914**

A critical study is made of the Victorian and Edwardian novelists: Dickens, Thackeray, Bronte, Eliot, Hardy, Butler, Conrad.

Eng 570—**Modern Fiction** 3 semester hours

This course is concerned with an analysis of the major trends in the modern British and American novel with special emphasis on the works of Steinbeck, Hemingway, Faulkner, Cather, Forster, Joyce, Lawrence, Huxley, and Cary.

Eng 570N—**American Non-Fictional Prose** 3 semester hours

Through selected non-fictional prose, the course provides an insight into the mood and mind of the American people. Representative works include *History of Plymouth Plantations*, *Age of Reason*, and *The Education of Henry Adams*.

Health — Physical Education

Heal 201—**Personal and Community Health** 2 semester hours

This course is designed to acquaint the student with the basic facts and concepts concerned with the physical, mental, emotional and social aspects of healthful living. Emphasis is placed upon the interrelatedness of the basic knowledges of other disciplines as they apply to health in addition to consideration of health agencies, community resources, first aid and safety.

Phy Ed 101-102—Physical Education 1 semester hour

A basic course for Freshmen women it provides knowledge and practical experience in team and individual activities, various dance forms and rhythmic fundamentals.

Phy Ed 101-102—Physical Education 1 semester hour

This program for Freshmen men aims to develop, through activity, the basic skills and knowledges involved in sports and athletics. The work is further designed to develop a balanced muscular structure and a basic physical condition. Each student is required to purchase equipment prescribed by the physical education department.

Phy Ed 201-202—Physical Education 1 semester hour

Planned for Sophomore women, the course gives a practical situation in which the student selects a different activity each quarter. A few of the activities that have been offered are volley ball, modern dance, swimming, tennis, fencing, basket ball, field hockey and body dynamics.

Phy Ed 201-202—Physical Education 1 semester hour

This course for men is designed to further the activity program of Phy Ed 101. In addition each student will be given broad sports education, instructor training, and a basic knowledge of Physical Education program planning and administration.

Industrial Arts

Ed 208—Practicum in Industrial Arts 3 semester hours

The course includes three major instructional units, involving observation of accepted practices, principles, and practices of teaching industrial arts. Initial participation is given in a teaching situation as an aid to assimilation of theory and practice. Three class periods and one laboratory period are required and outside preparation is expected.

I A 305—Industrial Arts in the Curriculum 3 semester hours

The aim is to familiarize the student with the function of industrial arts in the school program and with his responsibilities in its operation. Instruction includes historical and philosophical development of industrial arts, scope of industrial education in public education, and the organization of instruction in industrial arts. (Three class periods, six hours outside preparation)

I A 201—Theory and Organization of the General Shop 3 semester hours

The theory and operational problems involved in creating and operating a program of instruction for the general shop program are considered. The course includes types of general shops, purpose and progress classifications of pupils, organizational pattern for multi-activity instruction, shop layout and equipment, and personnel organization. (Three class periods, six hours of preparation)

I A 202—Basic Design 3 semester hours

Application is made of good design to the activities of the industrial arts program. Topics include Beauty and function, Durability, Economy of materials, Material selection, Construction, Color and Texture. (Six class periods, six hours of preparation)

I A 121—Technical Drafting I 2 semester hours

Basic skills of drafting, chalkboard illustrating for classroom use, and lettering are developed. Graphic representation of ideas and fabricated objects by means of orthographic projections, developments, and production illustrations are also considered. (Six classroom hours per week)

I A 222—Technical Drafting II 2 semester hours

The course gives experience with advanced problems in projections, auxiliary views, intersections, revolutions, developments, detailing, and tracing. (Six classroom hours per week)

I A 325—Technical III 2 semester hours

Analysis is made of motion, motion diagrams, design of various types of cams, spur and bevel gears, and worm wheel. A term project is required. (Six classroom hours per week)

I A 331—Architectural Drafting I 2 semester hours

Consideration is given elements of planning and construction for frame and masonry houses embodying lettering, symbols, and conventions, footings, foundations, sills, windows, cornices, fireplaces, stairs. Preliminary planning and drawing of floor plans, elevations and perspective are included in the course. (Six classroom periods)

I A 332—Architectural Drafting II 2 semester hours

The course gives experience in optional layout of rooms, floor plans, elevations, details and specifications for frame or masonry house, working plans and rendered perspective; scale model, and landscaping from student's plans. (Six classroom periods)

I A 341—Metalworking I 3 semester hours

Machine shop instruction is given covering units on the lathe, milling machine, drilling machine, shaper, and grinding machine; shapes of cutting tools, grinding, setting, and operating; feeds and speeds for cutting various metals. (Six classroom hours per week, three hours of outside preparation)

I A 342—Metalworking II 3 semester hours

This is the program of the general shop of the trade group type. Experience includes organization, layout, equipment, management; uses of instructional materials; selected projects in bench metal, forging, heat treating, machine shop, oxyacetylene welding, and cutting. (Six classroom periods, three hours of outside preparation)

I A 251—Woodworking I 3 semester hours

The course includes fundamental operations, processes, and information topics in hand woodworking allied to the creation of projects. (Six classroom and three outside preparation periods)

I.A. 252—Woodworking II

3 semester hours

Consideration is given to basic nomenclature, setup and operation of power equipment for the woodworking shop; working drawings, bills of materials, and routing procedures; use of patterns, jigs, and templates. (Six periods in the classroom, three of outside preparation)

I.A. 361—Power Mechanics I

3 semester hours

The study is made of theory and operation of combustion engines: suspensions, steering, fuel systems, carburation, ignition systems, and power trains; maintenance, assembly, and repair of small gas combustion engines. (Six periods in the classroom, three hours of outside preparation)

I.A. 471—Electricity I

3 semester hours

The course considers the essentials of electricity: static and current electricity, cells and batteries, series and parallel circuits, electric power, and magnetism. Application of fundamental principles to residential wiring is made. (Six class and three preparatory hours)

I.A. 181—Crafts I

3 semester hours

The student works with project design and creation of work suitable for the junior high school level. Consideration is given to skill development in working with leather, art metals, plastics, fibreglass cloth, and enameling and tile work. (Six classroom periods, three outside hours of preparation)

I.A. 382—Graphic Arts I

3 semester hours

Experience is given in the basic reproductive processes in graphic arts, wood and resilient block cutting, etching, lithography, silk screen, stencil ditto, engraving, and bookbinding. (Six classroom sessions, three hours of outside preparation)

Mathematics**Math 101—Fundamentals of Mathematics I** 3 semester hours

This course is designed to make meaningful the fundamental concepts and principles of mathematics. Aspects of mathematics treated include the history and nature of number and number systems, the logical structure of arithmetic and algebra.

Math 102—Fundamentals of Mathematics II 3 semester hours

A survey is made of the basic subjects in college mathematics. A discussion of functions and functional relationships, linear and quadratic equations is included as well as a sampling of fundamental topics drawn from the theory of sets, probability and statistics.

Math 201—Plane Trigonometry

3 semester hours

This course includes the theory and use of logarithms and the solution of exponential and logarithmic equations. A study is made of the trigonometric functions of the plane angle and of numbers, of reduction methods, identities, trigonometric equations, the solution of right and oblique triangles, and the complex number.

Math 105—Mathematics for Industrial Arts 3 semester hours

Designed for students in the Industrial Arts Curriculum, this course treats with the mensuration of physical entities encountered in industrial arts work. It includes basic concepts from algebra, geometry and trigonometry. The use of precision measuring instruments is also considered.

Math 202—Analytic Geometry

3 semester hours

Study is made of the analytic geometry of the straight line and the conic sections. Emphasis is placed on the graphing of algebraic and transcendental curves in rectangular and polar coordinate systems. A study of the transformation of coordinates is made. A treatment of solid analytic geometry is included.

Prerequisite: Math 201

Math 301—Calculus I

3 semester hours

It is the purpose of this course to develop the fundamental concepts, techniques, and applications of the differential and integral calculus. Differentiations of algebraic and transcendental functions are treated.

Prerequisite: Math 202

Math 302—Calculus II

3 semester hours

A continuation of Math 301, more advanced methods of integration are considered. Partial differentiation, multiple integrals, and infinite series are introduced.

Prerequisite: Math 301

Math 513—History of Mathematics

3 semester hours

This course is a history of mathematical thought and a study of the development of mathematics from primitive civilizations to 1800. Treatment is restricted principally to elementary and intermediate mathematics.

Prerequisite: Math 301 (may be taken concurrently)

Math 514—Differential Equations

3 semester hours

This course treats the classical methods of solution for first order, first degree equations and for higher order equations with particular emphasis on the linear, constant coefficient type. An introduction to basic concepts in partial differentials is included as are applications to geometry, physics, and chemistry.

Prerequisite: Math 302

Math 521—Theory of Equations

3 semester hours

The theory of algebraic equations and their roots is included; and linear, quadratic, cubic, and biquadratic equations are considered. A study is made of determinants and matrices, including the solution of systems of linear equations by determinants. Symmetric functions are investigated.

Prerequisite: Math 202

Math 505—Mathematics of Finance

3 semester hours

Consideration is given such topics as simple and compound interest, simple and compound discount, annuities, methods of amortization and depreciation, life annuities and life insurance.

Math 520—Statistics

3 semester hours

An introductory course, attention is given frequency distributions in one and two variables. Descriptive statistics such as those of central tendency and variability are considered. Much attention is given to hypothesis testing and statistical inference.

Modern Languages

French 101-102—Elementary French

6 semester hours

This course offers a thorough study of pronunciation and grammar. It includes conversation, dictation and reading of French texts, plus the acquisition of some knowledge of French culture.

French 103-104—Intermediate French

6 semester hours

The course includes a review of grammar and the reading of texts of average difficulty. The use of French during class is strongly encouraged.

French 106—French Classical Plays

3 semester hours

An intensive study is made of one play of each of the three great classical dramatists, Corneille, Racine, and Molière. The intensive study is supplemented by rapid reading of other representative plays of each author.

Mod Lang 510—The French Novel before 1870

3 semester hours

This course covers the development of French fiction from the medieval period to the end of the Second Empire. Particular emphasis is placed on writers of the nineteenth century.

Mod Lang 510B—The Contemporary French Novel

3 semester hours

This course is concerned with the chief works of the principal novelists of the late nineteenth and early twentieth centuries. It includes reading, criticism and reports.

Mod Lang 512—Eighteenth French Literature (Age of Ideas)

3 semester hours

A study is made of the principal trends of thought in France during the Age of Reason, based on the reading of typical selections from the works of Montesquieu, Voltaire, Rousseau, Diderot, and others. Critical reports are given on student reading of other works than those studied in class.

Mod Lang 513—French Romantic Literature of the Nineteenth Century

3 semester hours

This course covers the development of the Romantic movement with emphasis on the great Romantics: Lamartine, Hugo, Vigny, and Musset. Outside reading with critical reports is required.

Mod Lang 529—The French Theatre of the Nineteenth and Twentieth Centuries

3 semester hours

A study is made of the principal authors and plays from the Romantic drama to the contemporary theatre. Reading, criticism, and reports are required.

Mod Lang 535—Advanced Written and Oral French

3 semester hours

Designed to develop literary and oral skill, emphasis is placed on accuracy and idiomatic use of the language. This course is required of students concentrating in French, unless they are excused by the chairman of the department.

Italian 103-104—Intermediate Italian

6 semester hours

A review of grammar is made and texts of average difficulty are read. Stress is laid on pronunciation and oral work. The use of Italian is encouraged.

Spanish 103-104—Intermediate Spanish

6 semester hours

This course includes a thorough review of Spanish grammar and the reading of texts of average difficulty, among them an abridged version of Cervantes' *Don Quixote*. The use of Spanish in class is encouraged.

Music

Mu 201—Orientation to Music

3 semester hours

The objective of the course is the teaching of the fundamentals of melody, rhythm, harmony, and form as a natural outgrowth of musical experience in singing, playing, and listening. It is required of students in Early Childhood and Elementary curricula.

Mu 202—Elementary Music Theory

3 semester hours

Stress is placed upon the development of musical acuteness through ear-training, sight-singing and dictation. It is a required course for students in the concentration in Music and is a prerequisite to the other courses in the concentration.

Mu 501—Harmony

5 semester hours

Provision is made for experience in writing and playing original harmonic accompaniments, in creating melodies to given texts and in hearing and analyzing great musical compositions. It is required of students concentrating in Music.

Mu 506—History and Development of Instrumental Music

3 semester hours

This course includes a study of instrumental music of the greatest composers from the Baroque period to the present. Recorded music is used to illustrate the development in form and the changes in style of composition.

Mu 507—Opera

3 semester hours

A study of the opera from its beginnings (17th century) to the present, the course includes factors contributing to the changing styles in opera, the particular contributions of the great composers, the stories, and the music of the most significant operas of the past and present.

Mu 509—The Literature of Music 3 semester hours

A survey is made of vocal and instrumental forms of great composers, their works and their contributions. The course is taught through lectures, reading and listening to representative recordings.

Mu 511—Choral Conducting 3 semester hours

This course teaches the techniques of the art of conducting and the study of voices, voice testing, rehearsal techniques, choral interpretation and program building.

Mu 519—Twentieth Century Music 3 semester hours

An intensive study of music literature from DeBussy and Ravel through contemporary composers is made. New techniques of composition in both vocal and instrumental forms are discussed and analyzed, and scores and recordings are utilized.

Piano I and II—Piano for the Classroom Teacher no credit

Basic experience is offered in playing melodies and rhythms with correct chordal accompaniments. It is required in the Early Childhood curriculum unless the student can prove adequacy in playing.

Philosophy

Ed 402—Philosophy of Education 3 semester hours

Examination is made of various philosophic problems with reference to the educational implications inherent in them. The role of philosophy as critic of basic assumptions in the educative process is defined. Solutions to problems which arise in such areas as freedom in the schools, academic freedom, and teaching controversial issues are discussed. Reference is made to basic commitments on issues such as are involved in the consideration of the nature of man, educational aims and values, traits of reality and nature of knowledge and truth.

Phil 500—Introduction to Logic 3 semester hours

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

Phil 505—Problems of Philosophy 3 semester hours

The course provides an examination and evaluation of the grounds of our first order beliefs concerning our knowledge of the world, moral judgments, political ideals, the interpretation of history, the methods and nature of science, the existence of God, man's freedom, and the problems of meaning and verification. Emphasis is placed on second order statements concerning the ways of reasoning appropriate to the justification of those beliefs.

Phil 510—Ethics 3 semester hours

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

Psychology

Psy 201—General Psychology 3 semester hours

This is an introductory course designed to develop a general understanding of the fundamental principles and dynamics underlying human behavior, as examined by the scientific method. Not open to Freshmen.

Psy 202—Human Growth and Development 3 semester hours

A study of individual development from conception through later maturity, special attention is given to sequential learning of each major period of the life span. Characteristic features of physical, intellectual, emotional, and social growth are considered in detail.

Prerequisite: Psy 201

Ed 405—Educational Psychology 4 semester hours

A general course in educational psychology, attention is given to those factors which are the core of the teaching-learning process. Emphasis is placed upon the application of psychology to understanding and furthering the process of development.

Prerequisite: Psy 202

Psy 203—Child Psychology 3 semester hours

This course provides a systematic study of development from conception to adolescence. Special attention will be given to the learning process, personality development, and the concepts of motivation, readiness, and abilities as they relate to the process of socialization.

Prerequisite: Psy 201

Psy 204—Adolescent Psychology 3 semester hours

Behavioral development during the transition years from childhood to adulthood is studied with particular emphasis upon intellectual and social growth in relation to school and college. Special problems concerned with pre-adolescence, status, and delinquency are considered.

Prerequisite: Psy 201

Psy 205—Social Psychology 3 semester hours

This course constitutes an inter-disciplinary approach to the study of social interaction. The socialization process, personality and culture, social motives and attitudes will be emphasized. Other selected areas of study will include group tensions and the effects of technology upon the individual.

Prerequisite: Psy 201

Science

- Bio 101—General Biology** 3 semester hours
The course presents the basic principles of biology and a general survey of the plant and animal kingdom. Laboratory work, demonstrations and short field trips are included.
Course meetings consist of two lecture periods and one two-hour laboratory period each week.
- Bio 102—General Biology** 3 semester hours
This course is a continuation of Bio 101. The consideration of basic principles is continued. Particular attention is focused on human anatomy and physiology, genetics, and evolution.
Two lecture periods and one two-hour laboratory period are held each week.
Prerequisite: Bio 101
- Bio 105—Introduction to Biology** 3 semester hours
The main objective of this course is to acquaint the student with the major concepts of the biological sciences and their importance to human society.
Two hours of lecture and one two-hour laboratory are held each week.
- Bio 201—Zoology** 3 semester hours
This course consists of a consideration of the histology, morphology, physiology, embryology, genetics and evolution of animals. A detailed survey of the animal kingdom is also included.
Two lecture periods and one two-hour laboratory period are held each week.
Prerequisites: Bio 101 and 102
- Bio 202—Botany** 3 semester hours
Included in the course is a detailed discussion of the morphology and physiology of plants. A survey of the plant kingdom and a consideration of the underlying principles of taxonomy and evolution are an important aspect of the course.
Two lecture periods and one two-hour laboratory period are held each week.
Prerequisites: Bio 101 and 102
- Bio 301—General Physiology** 3 semester hours
The course includes a discussion of both plant and animal physiology.
Two lectures and one two-hour laboratory period are held each week.
Prerequisites: Bio 101 and 102
- Bio 302—Microbiology** 3 semester hours
The following topics will be considered in this course: Study of micro-organism and their relationship to health and disease; effective methods of destruction; specific applications of serological and immunological principles; applications to sanitation of water, milk, food, and sewage disposal. Field trips are included.
Two hours of lecture and two hours of laboratory are held each week.
Prerequisites: Bio 101 and 102

- Bio 303—Genetics** 3 semester hours
Topics to be discussed in this course include historical development of genetics, fundamental principles, experimental methods, and the application of statistics to genetic problems, and familiarity with current literature.
Two hours of lecture and two hours of laboratory are held each week.
Prerequisites: Bio 101 and 102
- Bio 304—Ecology** 3 semester hours
The course is concerned with the effect of the environment upon the structures and functions of plants, and plant and animal associations and adaptations. Special reference is made to the general principles of succession and ecological plant geography. Field trips are included.
Two lectures and one two-hour laboratory period will be held each week.
Prerequisites: Bio 101 and 102
- Chem 201—General Chemistry** 3 semester hours
The course is concerned with the theories, laws and principles of inorganic chemistry. Emphasis is placed upon the structure of matter, nomenclature, chemical reactions and the periodic table; treatment tends to be quantitative.
- Chem 202—General Chemistry** 3 semester hours
The course is built around three main areas: chemical reaction rates, equilibria and a limited amount of qualitative analysis.
Two lectures and one two-hour laboratory period.
Prerequisite: Chem 201 and Math 201.
- Chem 345—Organic Chemistry** 3 semester hours
A brief course planned to acquaint the future science teacher with the nomenclature, classification and basic reactions of the carbon compounds.
Two one-hour lectures and one two-hour laboratory period.
Prerequisite: Chem 202
- Chem 550—Inorganic Chemistry** 3 semester hours
This is an elementary course in inorganic chemistry. The topics normally included are: the structure of matter, nature of gases, solutions, acids and bases, electrolytic and other metallurgical processes.
- Phys 201—Physics** 3 semester hours
The course is concerned with the concepts and theories of physical science with considerable emphasis on scientific methods and their development. Specific areas included are mechanics and heat. Laboratory work is based upon problem solving experiences rather than rigid duplication of traditional experiments.
Two lectures and one two-hour laboratory period.
Prerequisite: Math 201

Phys 202—Physics 3 semester hours

A continuation of physics with a somewhat increased emphasis on the mathematical development, the course is planned to parallel student's increased competence resulting from his mathematics courses. Topics include electricity, sound and light, along with some aspects of modern physics.

Two lectures and one two-hour laboratory period.

Prerequisite: Phys 201

Phys 525—Elementary Principles of Atomic Physics 3 semester hours

A study is made of the theory of relativity, mass-energy relationships, Bohr's quantum theory of the atom, radioactivity and nuclear energy.

Prerequisite: Phys 202, Chem 201 and Math 302

Phys 401—Physical Science 3 semester hours

The topics normally included are concerned with: *Matter, Energy, Heat, Magnetism, Electricity, Sound and Light.* The laboratory work departs from the traditional laboratory procedure and consists of the solution of a series of problems that are practical to the student.

Two lectures and a one two-hour laboratory period.

Phys 521—Descriptive Astronomy 3 semester hours

This course gives a somewhat detailed treatment of the solar system. Also included is some work in the universe beyond the solar system, especially in the area of constellations.

Phys 522—Astronomy 3 semester hours

Consideration is given to the laws and theories which describe the relationships, constitution and evolution of the bodies which make up the universe. The approach is through the use of mathematics, physics, and chemistry.

Prerequisites: Math 302 and Phys 525

Social Sciences

Anthropology 500—Introduction to Social Anthropology 3 semester hours

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

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

Anthropology 503—Cultural Contacts 3 semester hours

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

Econ 301—Principles of Economics 3 semester hours

This basic course introduces the student to the nature of the economic system, principles governing the operation of economic activity, modern economic activity, modern values, price, money, banking, credit, international trade and the role of government and labor in the operation of our economic system.

Econ 504—Labor Economics 3 semester hours

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

Econ 510—Comparative Economic Systems 3 semester hours

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

Geog 201-202—Introduction to Geography* 4 semester hours

This course is required of all sophomore students. The objective is to analyze the interrelationships between man and his physical and cultural environment. This is done through a discussion of weather and climatic elements, land forms, soils, minerals, water resources, population and settlement. An important goal throughout the course is to build map skills.

Geog 505—Geography of North America 3 semester hours

Through an application of the principles of regional analysis, this course develops an appreciation of the regionalization of North America.

Geog 501—Economic Geography 3 semester hours

The ways in which man attains a livelihood are discussed and analyzed on the basis of geographic factors. Selected units in agriculture, industry, mining and commerce are emphasized.

Geog 502—Political Geography 3 semester hours

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

* clock hours

Geog 504—Regional Geography of Anglo-America 3 semester hours

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

Geog 508—Geography of Rhode Island 3 semester hours

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

Geog 509—Geography of Latin America 3 semester hours

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

Geog 520—Geography of Asia 3 semester hours

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

Geog 519—Geography of Europe 3 semester hours

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

Hist 101-102—Foundations of Western Civilization 6 semester hours

The foundations of Western civilization are European in origin. Therefore, this course surveys the main themes of European development from the fourth century A.D. to the present, with the first semester ending near the middle of the seventeenth century. Materials used include both primary historical sources and secondary historical literature.

Hist 401—United States History 3 semester hours

This is a survey of the development of our nation since the Revolution.

Hist 504—Rhode Island History 3 semester hours

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

Hist 508—Diplomatic History of the United States 3 semester hours

Beginning with a survey and analysis of the historic bases of our foreign policy, this course emphasizes the emergence of the United States as a world power and the factors shaping our foreign policy in the twentieth century.

Hist 516—Economic History of the United States 3 semester hours

This is a study of the economic development of the United States from 1865 to the present, its bearing on the social and cultural life of the people, on our domestic policy, and our international relations.

Hist 516P—Problems in International Relations 3 semester hours

Man in the middle of the twentieth century is confronted with a rapidly changing world. Some of the more important changes will be introduced and appraised in the light of such topics as historical backgrounds, instruments and concepts of power, national aspirations, ideological conflicts, economic problems, and means for achieving world understanding.

(May be offered as Political Science Credit)

Hist 517—Social and Intellectual History of the United States 6 semester hours

This is an interpretation of the American scene from the colonial period to 1865, and from the Civil war to the present as revealed in outstanding literary and historical works. The American heritage is presented from the social and intellectual standpoint.

Hist 528—Colonial History of the United States 3 semester hours

The course traces the founding and development of the English colonies in North America, their individual and peculiar social, economic, political and religious problems, and the accumulating grievances which ultimately drew them together in rebellion against the mother country. The colonial period is also evaluated as a formative period of American institutions and traditions, attitudes, ideals and values.

Hist 536—Tudor and Stuart England 3 semester hours

The main themes of English History between 1485 and 1714 will be analyzed: administrative problems, religious conflicts, overseas expansion, the Elizabethan age, the Civil war, and the development of political institutions and traditions.

Hist 526—Modern Britain 3 semester hours

This course will study British development from 1714 to the present. Major themes such as the emergence of the industrial society, imperial ideas and policies, the development of democratic institutions, the role of the British in world affairs, and British decline in the twentieth century will receive attention.

Hist 531—United States in the Twentieth Century 3 semester hours

Significant developments in the United States since 1900 in all fields, social, economic, intellectual, political and diplomatic, will be examined against the background of world developments and with special reference to their influence upon contemporary problems.

Hist 554—European History 1789-1870 3 semester hours

Topics such as the causes of the French Revolution, the Revolution itself and the Napoleonic era, the "Industrial Revolution", and the various manifestations of nineteenth century nationalism and liberalism form the framework of this course in European history.

Hist 555—European History 1870-1918 3 semester hours

This course considers issues such as the "New Imperialism" and the "New Industrialism", the increase in social conflicts and intense nationalistic rivalries, international relations, the construction of the pre-war alliances and the war of 1914-1918.

Hist 555—Medieval History 3 semester hours

An understanding of the civilization of Western Europe in the twelfth and thirteenth centuries is the primary objective of the course. The contribution of Roman, Germanic, and Christian institutions and values to the making of Europe are evaluated. The uniqueness of the medieval institutional synthesis is demonstrated as well as the continuity in traditions which form the sub-structure of modern society.

Hist 556—The Renaissance 3 semester hours

This course is initially a study in historical interpretation. Against this background, the student examines the political and economic bases of the Renaissance, its peculiar attitudes, ideals, and values, and its achievements in terms of literature, philosophy, the fine arts, education, political and social thought, and science.

Hist 558—History of Greece 3 semester hours

Political and social history forms the background for a study of artistic and literary, scientific and philosophic achievements of the Greeks. From the pre-Hellenic Aegean cultures to the Hellenistic era, the course emphasizes the influence of ancient institutions and ideas upon the development of Europe and America.

Hist 559—History of Rome 3 semester hours

Beyond the historical background, this course explores those aspects of Rome's cultural growth which represent a significant contribution to Western civilization. Government and law, literature, art, religion, and philosophy are treated as fully as possible.

Hist 560—History of the Westward Movement 1763-1896 3 semester hours

This course deals with the expansion of the American frontier and the results of this expansion on the social, economic, and political history of our country. The period from 1763 to 1896 will be examined.

Hist 561—Contemporary Europe 3 semester hours

Current issues, political, social, economic, and ideological, are examined against the background of late nineteenth and twentieth century historical developments. European problems of the post-war period are emphasized but understanding is sought through placing them in an historical perspective.

Hist 350 Sem—Studies in 19th Century European Biography 3 semester hours

Specific problems involving some of the important figures in 19th century Europe comprise the material for historical analysis in this seminar. These problems and persons are related to the main European developments, such as socialism, imperialism, industrialization, liberalism, or social legislation.
(Will count as Period B or D.)

Hist 351 Sem—The Institutions of Western Democracy 3 semester hours

An investigation will be made into the types, history and effects of various institutions which comprise our modern Western culture.
(Will count as Period B, C, or D.)

Hist 352 Sem—Variations of Democracy 3 semester hours

An historical evaluation of the sociological implications of variations of democracy will be made together with a study of democratic ideology: specifically Freedom, Equality, and Power.
(Will count as Period B, C, or D.)

Pol Sci 502—American Government 3 semester hours

The objective of this course is to examine in broad outline the basic principles of American national government. Attention is given to constitutional foundations, Congress, the President, political parties, the Supreme Court and the leading functions and services. This course is intended as a foundation for other courses in American Government.

Pol Sci 514—History of Political Theory 3 semester hours

An examination of the major political ideas of some of the most important and representative thinkers from Plato to the 20th Century will be made. Special attention is focused on the ancient Greeks, Plato and Aristotle; Cicero, St. Augustine, St. Thomas, Machiavelli, Bodin, Hobbes, Locke, Harrington, Montesquieu, Rousseau, Marx, Lenin and Stalin.

Pol Sci 505A—American Political Theory to the Civil War 3 semester hours

An analysis is made of the development of American political ideas and American political institutions from Puritanism to slavery and the Civil War. Some stress is placed upon the personalities who were most responsible for the more important elements of American political ideas in the period covered.

Pol Sci 505B—American Political Theory since the Civil War 3 semester hours

The course deals with the major political ideas and institutions in our country since the Civil War. The latter part of the course deals with the role of political ideas in the formulation of foreign policy, and the effects of these ideas on America's image abroad.

Pol Sci 501—**Comparative Government** 3 semester hours

This course will make comparisons of various political systems. An attempt will be made to suggest the functions and services of governmental structures from dictatorship to democracy.

Soc Sci 402—**Social Problems** 3 semester hours

This course presents an interdisciplinary view of the problems in contemporary Western society, with a critical evaluation of primary and secondary source materials.

Speech

Sp 101—**Fundamentals of Speaking** 2 semester hours

This course is planned for the development of basic skills through directed practice in individual and group experiences. The theory includes the study of the speech mechanism, voice production and articulation. Interviews and recordings are used to check improvement throughout the course.

Sp 520—**Play Production** 3 semester hours

Concerned with the practical problems of play production, the course provides experience in choosing the script, organizing production units, directing, rehearsing and staging the play.

Sp 520A—**Stagecraft** 3 semester hours

This course seeks to provide theory and practice in the artistic planning and execution of the physical aspects of play production, including scenery, lighting and properties. Sixteen clock hours of craft work in connection with an actual production is required for course credit.

Sp 521—**Debate** 3 semester hours

This course is designed to develop knowledge of the principles and techniques of debate through a program of guided speaking experiences.

Sp 540—**Storytelling** 3 semester hours

Provision is made for experiences in selecting, arranging and presenting stories for children. Materials are adapted for creative dramatics and puppet presentations.

Sp 551—**Oral Interpretation of Literature** 3 semester hours

A study of the principles and techniques of the oral interpretation of poetry and prose of literary merit is offered in this course.

Sp 575—**English Theatre of the Sixteenth and Seventeenth Centuries** 3 semester hours

A survey is presented of the historical and literary factors governing the staging of English drama in the sixteenth and seventeenth centuries, with emphasis on the resultant nature of the Elizabethan and restoration theatres.

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