

**RHODE  
ISLAND  
COLLEGE  
62/64**



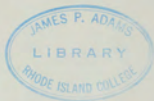
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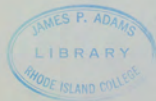
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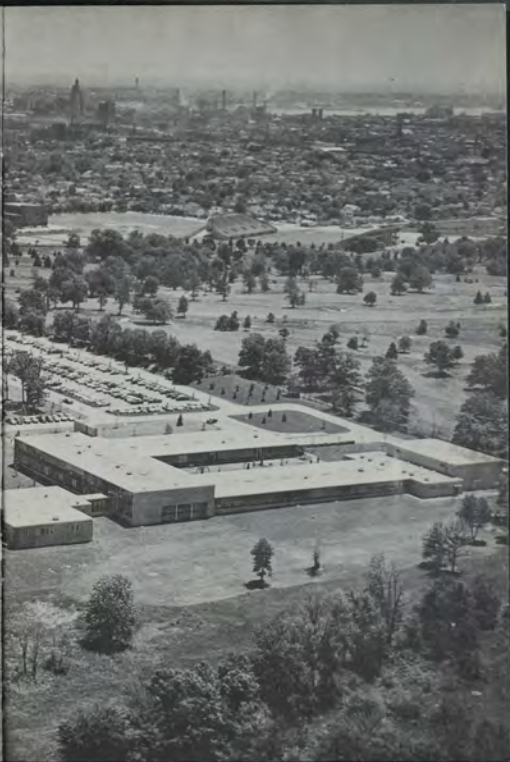
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**RHODE ISLAND COLLEGE CATALOG 62/64**

600 MOUNT PLEASANT AVENUE - PROVIDENCE 8, RHODE ISLAND





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

### ACADEMIC CALENDAR — 1962-1963

1962 September	
7 Friday	Faculty Meeting.
10, 11 Monday, Tuesday	Freshman Orientation.
12 Wednesday	Freshman Orientation. Registration for Upperclassmen.
13 Thursday	Classes begin. Opening Convocation.
17 Monday	Graduate courses begin.
October	
12 Friday	Columbus Day. No College classes.
25, 26 Thursday, Friday	RIEA Teachers' Institute. No College classes.
November	
8 Thursday	Academic Convocation.
9 Friday	End of first quarter.
10 Saturday	Grades due for all freshmen, transfer students, and students going into student teaching in January.
12 Monday	Veterans' Day. No College classes.
22, 23 Thursday, Friday	Thanksgiving Day Recess. No College classes.
December	
20-31	Christmas Recess. No College classes.
1963 January	
1 Tuesday	New Year's Day. No College classes.
2 Wednesday	Classes resume.
14 Monday	Ban period begins.
16 Wednesday	Reading day.
17-25	Examinations (including Saturday, January 19).
25 Friday	End of first semester.
26 Saturday	Grades due. Graduate courses end.
28, 29 Monday, Tuesday	Mid-year recess.
30 Wednesday	Registration for second semester.
31 Thursday	Classes begin. Opening Convocation.
February	
4 Monday	Graduate courses begin.
22 Friday	Washington's Birthday. No College classes.
March	
29 Friday	End of third quarter.
30 Saturday	Grades due for freshmen, transfer students, and students going into student teaching in September. Spring recess begins.

### April

8 Monday	Classes resume.
12 Friday	Good Friday. No College classes.

### May

7 Tuesday	Cap and Gown Convocation.
25 Saturday	Graduate courses end.
27-29 Monday-Wednesday	Senior examinations.
30 Thursday	Memorial Day. No College classes.
31 Friday	Examinations for all students.

### June

1 Saturday	Examinations for all students.
2 Sunday	Baccalaureate Convocation.
3-7 Monday-Friday	Examinations.
4 Tuesday	Senior grades due.
7 Friday	Class Day.
8 Saturday	Commencement.
10 Monday	Grades due for underclassmen.
24 Monday	Summer Session begins.

### July

4 Thursday	Independence Day. No College classes.
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### August

2 Friday	Summer Session ends.
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### ACADEMIC CALENDAR — 1963-1964

#### 1963 September

6 Friday	Faculty Meeting.
9, 10 Monday, Tuesday	Freshman Orientation.
11 Wednesday	Freshman Orientation. Registration for Upperclassmen.
12 Thursday	Classes begin. Opening Convocation.
16 Monday	Graduate courses begin.

#### October

24, 25 Thursday, Friday	RIEA Teachers' Institute. No College classes.
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#### November

7 Thursday	Academic Convocation.
8 Friday	End of first quarter.
9 Saturday	Grades due for freshmen, transfer students, students going into student teaching in January.
11 Monday	Veterans' Day. No College classes.
28, 29 Thursday, Friday	Thanksgiving Day Recess. No College classes.

#### December

20-31	Christmas Recess.
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1964 January

1	Wednesday	New Year's Day. No College classes.
2	Thursday	Classes resume.
13	Monday	Ban period begins.
15	Wednesday	Reading day.
16-24		Examinations (including Saturday, January 18).
24	Friday	End of first semester.
25	Saturday	Grades due. Graduate courses end.
27, 28	Monday, Tuesday	Mid-year recess.
29	Wednesday	Registration for second semester.
30	Thursday	Classes begin. Opening Convocation.

February

3	Monday	Graduate courses begin.
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March

26	Thursday	End of third quarter.
30	Monday	Grades due for freshmen, transfer students, students going into student teaching in September.
27-April 5		Spring Recess.

April

6	Monday	Classes resume.
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May

5	Tuesday	Cap and Gown Convocation.
23	Saturday	Graduate courses end.

June

1 - 8		Senior examinations.
3	Wednesday	Reading day for undergraduates.
4-12		Examinations—including Saturday, June 6.
7	Sunday	Baccalaureate Convocation.
9	Tuesday	Senior grades due.
12	Friday	Class Day.
13	Saturday	Commencement.
15	Monday	All grades due.
22	Monday	Summer Session begins.

August

1	Friday	Summer Session ends.
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## OBJECTIVES OF RHODE ISLAND COLLEGE

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

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

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

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

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

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

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

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

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

It is the belief of the faculty of the College that the man thus liberally educated has a continuing desire and the ability to know, to think, to act, and to grow. He accepts the challenge of change, and he has the vision

and courage to commit himself to some values and to criticize and transcend others. Self-directed, he finds pleasure and stimulation in the cultivation of his intellect and in its enlightened application to his life and livelihood. Self-motivated, he contributes to the betterment of society.

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

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

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



## HISTORICAL DEVELOPMENT OF RHODE ISLAND COLLEGE

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

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

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

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

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

In 1950, when it became evident that the facilities had become inadequate and unsuitable for the needs of the expanding program, steps were initiated for planning a new campus. In 1954, the voters of the State authorized a \$3,500,000 Bond Issue. When a supplementary issue for

\$1,500,000 was approved two years later, construction was begun on a new six-unit College campus, located on Mount Pleasant Avenue, at the northern boundary of Providence, just south of Route 44 on Smith Street.

In September, 1958, Rhode Island College of Education was established on its new campus. In February, 1959, the Rhode Island Commission to Study Higher Education, appointed by Governor Christopher L. DeSesto, 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. In September, 1962, it will begin accepting candidates for the Bachelor of Arts degree as well as the degrees of Bachelor of Science in Education and the Bachelor of Science in Industrial Arts Education. After June, 1965, the degree of Bachelor of Education will no longer be awarded to graduates of the four-year course.

In September, 1961, Rhode Island College opened its first dormitory, the Mary Tucker Thorp Residence Hall for Women. This new facility offers housing to 144 women students and adds another dimension in the development of the College. While a limited number of out-of-state students have been welcome at Rhode Island College for some time, the dormitory now makes it possible to encourage their enrollment. A new library, constructed with a view to becoming the cultural center of the College, will be ready for occupancy in the fall of 1962. The Dining Center is expected to be in use with the opening of the 1962 fall semester. A new classrooms building, designed primarily for instruction in the sciences, and including a number of laboratories, classrooms, special work areas, and auditoriums, will be ready for operation at about the same time.

By 1965 it is anticipated that Rhode Island College will have a student body of 2,000 young men and women, pursuing collegiate work in a wide 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 1890, 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 8 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 renamed 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 was re-located in the Mount Pleasant area of Providence, the laboratory school occupied one of the new buildings.

Today, Henry Barnard School comprises twenty-six classes of pupils. There are twenty-four regular classes of which four are pre-school, twelve are elementary, and eight are junior high school. There are also two classes of pupils with special needs. The total enrollment approximates 715. A few of these pupils live in the district formerly assigned to the school by the Providence School Department, and for them the City of Providence pays tuition to the State. A small number of pupils are enrolled from the Children's Center, the Home operated by the State for its less fortunate children. 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 conveyances. Charges are met by their parents.

### **Cooperating 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, chosen jointly by his superintendent and the Coordinator of Student Teaching as a person pre-



pared 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.

In 1961, when curriculum revision brought about a reduction in semester hours devoted to professional education, the College instituted a program to prepare Cooperating Instructors who would be able to assume responsibility for a large part of the instruction in educational theory that had been dropped from the on-campus course work. Cooperating Instructors are certified Cooperating Teachers who have achieved the Master's degree and subsequently completed an 18-hour program at Rhode Island College in advanced courses in learning theories, contemporary elementary school methodology, and modern organization and materials.

Normally two student teachers are assigned to each classroom supervised by a Cooperating Instructor. During the Student Teaching semester, he is responsible for instruction in assigned phases of the techniques and methodology of teaching in conjunction with his supervision of his students' teaching.

Within two or three years, it is hoped that nearly all Elementary Education student teachers will be assigned to Cooperating Instructors. In the near future efforts will be made to extend the use of Cooperating Instructors to the secondary programs.

## THE CAMPUS

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

**The Student Center**, with the large all-purpose student lounge opening out to a patio on one side and the snack bar and commons room on the other is the heart of the campus. The area which formerly housed the College Library has now been converted to an additional student activities area, housing student personnel and activities offices. The College Bookstore, the Charles Carroll Men's Lounge, and the lounge for women students are all part of this Center.

**Dennis J. Roberts Hall**, named for the Governor of Rhode Island from 1951 to 1959, is the Administration Building. Housed in this building are the Main Auditorium, with a seating capacity of 1,000, and the Little Theatre and Music Room, designed especially for classes in dramatics, instrumental music, and voice, and for small group meetings. In the administration wing, are located the offices of the President, Vice President, Dean of the College, Dean of Students, and Registrar, and the General Offices, the Business Office, the Public Relations Office, and the Alumni Office.

**Craig-Lee Hall**, honoring Clara Elizabeth Craig and Mary Martha Lee, former Directors of Training, is used for classes in teacher-education, psychology, English, speech, and foreign languages. Located here also are the Thomas Herbert Robinson Study, Language Laboratory, faculty offices, and conference rooms. At the ground level are located the Audio-Visual Division of the State Department of Education, and student activity rooms.

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

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

**Henry Barnard School**, a U-shaped building, serves the College as its campus laboratory school. 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. The small double gymnasium is at one end of the corridor; at the other end are specially planned areas for art, home-making, industrial arts, and the 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. There are also a guidance office and an elementary school science workshop. All of these areas, three observation booths, and closed circuit television equipment afford College students facilities for a variety of laboratory experiences.

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

Located in the northwest section of the Campus, adjacent to the original complement of College buildings, are the three units completed in the Fall of 1962.

**The James P. Adams Library**, distinctively constructed with an open front portico and blue stone facing, eventually will house 300,000 volumes, and seat 1,000 students. The intellectual center of the campus, the Library will become the physical center as well, situated within easy access to classrooms, laboratories, the Student Center, and dormitories. A completely equipped studio with facilities for closed-circuit television broadcasting is an integral part of the ground floor of this building. On the second floor, offices of the Graduate Division, the Curriculum Center, and an art exhibition area are located. This Library and the other two new buildings are completely air-conditioned.

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

**The New Science Building** serves a variety of functions related to instruction in the sciences and industrial arts. The first floor of this building has been designed primarily for biology laboratories, a psychology laboratory, two special biological research laboratories, and two auditoriums for general use. The physical science laboratories are on the second floor, with one designed specifically for advanced physics courses, one for chemistry, and two for research in these fields. A two-story wing of the building is devoted entirely to well-equipped shops and offices of Industrial Arts Education. In addition, this building contains classrooms, faculty offices, and an animal room.

**The Fred J. Donovan Dining Center**, honoring Dr. Donovan, the Vice President of Rhode Island College since 1944, a member of the College Faculty since 1938, and Acting President in 1952, is now the main dining facility on campus, serving all students and staff personnel. It will eventually care for over 2,000 patrons. The building is of striking modern design with a large main floor and an extensive mezzanine. Folding partitions make it possible to create as many as six smaller dining rooms for group dinner meetings. Also located in this building are overnight facilities for twenty men students.



## ENTRANCE REQUIREMENTS AND ADMISSION PROCEDURE

The selection of candidates for admission to Rhode Island College is based on information obtained from the following:

- the secondary school record, including rank in class
- the recommendation of the school principal and teachers
- the College Entrance Examination Board's Scholastic Aptitude Tests
- a personal interview with a member of the Admissions Committee.

New students are generally admitted only in September each year. Special and transfer students may be considered for admission at midyear.

### 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, together with the application, on forms furnished by the College. High school preparation should include: English, 4 units; Algebra, 1 unit; Geometry, 1 unit; American History, 1 unit; Laboratory Science, 1 unit; Modern Foreign Language (one) 2 units; additional, 5 units of college-preparatory subjects, to make a total of 15 units.

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

#### Modern Language Requirements

The College requires that all students *except those in the Industrial Arts program* present two units of a modern foreign language for admission and that they obtain a proficient reading knowledge of the language before graduation. This proficiency may be demonstrated through the CEEB Achievement Test taken before admission, or may be attained during the college year. However, students whose preparation does not qualify them to carry an intermediate course at the College will be required to take a beginning foreign language course for which no credit for graduation will be given. This means that the student will have to attend a summer

school sometime during his four years to make up the time lost because of his language deficiency. Intermediate language courses will be offered in French, Italian, and Spanish, and in German and Portuguese when sizes of the classes warrant it. Every effort will be made to help students meet the intermediate language requirements in other foreign languages which they offer for admission. A first-year course other than that offered for admission, or taken to fulfill the requirement in General Education, will receive college credit.

#### Examinations

Each candidate for admission to the freshman class must take the Scholastic Aptitude Test of the College Entrance Examination Board. The Scholastic Aptitude Test may be taken in December, January, February, or March. Those who delay until May risk the possibility that the class may be filled by the time the results are available.

Applicants must also take the Achievement Test in a modern foreign language. Achievement tests in French, German, and Spanish will be given on all the testing dates. The achievement test in Russian will be offered only once, at a time to be announced. The examination in Italian will be given at the individual high schools. Candidates who wish to take this examination must arrange to do so through their own schools.

Proficiency in other modern foreign languages not listed above may be accepted in fulfillment of the language requirement if it is possible for the College to arrange for special examinations. Requests for this consideration should be submitted to the Chairman of the Committee on Admissions. Results in language tests are an indication of the student's proficiency and are used for purposes of placement. They do not determine acceptance.

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

Students who register for the CEEB tests will pay the fee regularly charged by the Board for the Scholastic Aptitude Test and the Achievement Test in a Modern Foreign Language. REGISTRATION FOR THE TESTS SHOULD BE COMPLETED AT LEAST FOUR WEEKS BEFORE THE DATE OF THE DESIRED EXAMINATION. During the academic year 1962-63, the College Entrance Examination Board will administer admission tests on the following dates: December 1, 1962; January 12, March 2, May 18, 1963.



The Board will report the results of the tests to the institutions specified by the candidates. The Rhode Island College code number is 3724.

#### Industrial Arts Education

The requirements for admission to the Industrial Arts Education curriculum are the same as those for all other students except for the omission of the language requirement and the special provisions noted below:

1. High school preparation should include:

English	4 units
Algebra	1 unit
Plane Geometry	1 unit
American History	1 unit
Laboratory Science	1 unit
Electives	7 units
	<hr/>
	15 units
2. Electives may include 2 units of one modern foreign language.
3. Of the 7 elective units not more than 2 units may come from a combination of Shop Mathematics, Crafts, Drafting, Design, and/or Industrial Arts subjects. These two units must carry "recommendation for credit" from the high school principal.
4. Enrollment in the Industrial Arts Education program shall be made at the time of admission to the Freshman class.

#### Forms to be Filed

Application and high school record forms may be obtained from the Admission's Office at the College, or from high school principals and guidance counselors. Both forms should be completed and sent to the College Admissions Officer early in the year preceding anticipated admission. Applicants filing after April 1 may find that all places have been filled.

#### Interview

Most candidates will be requested to come to the College for an interview with one or more members of the Admissions Committee.

#### Physical Health

Admittance to the College is conditional upon a statement of satisfactory physical health. The student must submit evidence on the College health record card that his own physician has examined him and found him to be in sound health. He must also submit evidence of a chest X-ray taken after January 1 in the year of anticipated admission and a certifi-

cate of vaccination, dated within three years of the date of entrance. All three statements should be signed by the student's own physician and should be received by the College Health Department by the date specified in the letter of acceptance.

#### Candidates in Military Service

Candidates who are serving with the Armed Forces are required to complete the tests noted above. The applicant must accept the dual responsibility of completing arrangements with the College Board and of arranging for a release from military duty to permit attendance at the test center. Special centers will be arranged for servicemen at or near their duty stations if request is filed several weeks in advance of the scheduled test dates.

#### Acceptance of High School General Educational Development Tests

Rhode Island College will accept High School General Educational Development (GED) tests as equivalent to a high school diploma. The minimum test scores are: (1) standard score of 43 or above on Tests 1 and 3; (2) standard score of 44 or above on Tests 2 and 4; (3) standard score of 42 or above on Test 5, or an average standard score of 50. Since these are minimum scores, admission to Rhode Island College will be considered only if the candidate has scored at a point comparable to the academic selective requirement of the College. The applicant is required to take College Entrance Examinations, unless specifically excused.

#### Admission from Other Colleges

Rhode Island College admits to upper classes a limited number of students transferring from other colleges. These students must have maintained satisfactory records elsewhere; college credit will be allowed only for those courses which are comparable to courses at Rhode Island College and for which grades received are higher than the lowest passing grade.

The following credentials are required for each transfer applicant: (1) application submitted on the form which is provided for that purpose; (2) a copy of ratings on the College Entrance Examinations; (3) an official transcript of college record, including a statement of honorable dismissal; (4) catalog of college attended, marked to indicate the courses taken; (5) compliance with physical health requirements as stated for freshman candidates.

#### Admission of Special Students

A limited number of qualified persons who have the requisite background may be admitted as special students in not more than two courses a semester without becoming candidates for a degree, insofar as the size of the classes permits. Special students are subject to the same regula-



tions regarding attendance, examinations, academic standards, and fees as candidates for degrees.

#### Admission with Advanced Placement

Entering freshmen may be granted credit for Advanced Placement courses which duplicate courses normally taken in the College program. Students who avail themselves of this privilege will be urged, but not required, to substitute courses in their major or minor field for the Advanced Placement course credited.

To receive credit the student must pass the appropriate Advanced Placement Examination with a grade at least one grade higher than the lowest passing grade. Evaluation of Advanced Placement courses as substitutes for specific College courses is the responsibility of the division chairman in consultation with the faculty members whose courses are involved.

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

#### Proficiency Exemptions

Certain General Education requirements may be met either by taking course work or by establishing proficiency. Students who request exemption from a course by reason of proficiency must submit to the department concerned evidence of extensive high school preparation or of mastery indicated by test results in the subject matter area. Department chairmen will evaluate such evidence and have such other tests administered as the department has determined. It is the responsibility of the department chairman to determine whether or not exemption for proficiency is to be granted.

Department requirements in the establishing of proficiency are given under the descriptions of offerings in individual departments. Where further information is desired, students should consult the appropriate department chairman.

#### Special Problems

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



## Student Expenses

**Schedule of Fees.** Since Rhode Island College is a State-supported college the schedule of fees does not include charges for tuition for full-time students who are residents of the State. 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.

### ALL STUDENTS PAY PER YEAR:

	1962-63	1963-64
General Fee _____	\$137.50	\$200.00
Activity Fee _____	30.00	30.00
Dining Center Fee _____	15.00	15.00

### DORMITORY STUDENTS ADD:

Room Rent (all private rooms) _____	\$375.00	\$375.00
Board (Monday breakfast through Friday dinner) _____	400.00*	400.00*

### OUT-OF-STATE STUDENTS ADD:

Tuition _____	\$400.00	\$400.00
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\* Subject to change in proportion to food and operating costs.

## Explanation of Fees

**General Fee.** All full-time students pay an annual General Fee of \$137.50 in 1962, \$200.00 beginning in September, 1963. This fee is for such benefits as on-campus health services, use of library facilities, testing services, guidance, and placement.

**Student Assessments.** Each full-time student is assessed \$30.00 annually to support the various student organizations and athletic events, to meet class dues, and to pay for the student newspaper and College yearbook.

**Dining Center Fee.** Beginning September, 1962, all full-time students will pay a \$15.00 Dining Center Fee. Funds collected from this fee are used to amortize the Federal Government Loan which made possible the building of the new Dining Center. Payment of this fee is comparable to the payment for rooms in the Dormitory.

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

**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. All women students are expected to purchase the regulation physical education outfit at the time of entering the College. The current cost of this outfit is \$18.00, subject to change.

**Housing Contract.** Residence housing is contracted for by the semester. A room deposit of \$25.00 is required at the time of filing application for a room in the Mary Tucker Thorp Residence Hall. Refund of the deposit will be allowed if reservation is cancelled by June 15 for the first semester and December 10 for the second semester. No refunds on these deposits will be made after these dates.

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

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

**Tuition for Non-Residents.** For non-residents of the State, the tuition charge is \$400.00 annually. In the event that there is any doubt of residency status, and in order to receive tuition exemption, the student must present a certified statement from the clerk of the city or town in Rhode Island in which he claims residence, certifying that the parent or legal guardian (or husband) has resided in the State for a period of at least twelve months. Students who have already attained their majority may present these credentials in their own behalf. Time spent in residence at the College cannot be used to establish exemptions from tuition.

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

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

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

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

**Transcripts.** A student is allowed three transcripts free of charge. Any additional transcripts are issued at a cost of one dollar each.

**Loans.** The Student Loan Fund and The Margaret Hill Irons Fund provide several thousand dollars. Loans may be made from these funds at no interest while the student is enrolled in the College. After he leaves the College, the student pays a low rate of interest until the loan is repaid.

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

Applications are available at the Vice President's Office.



## SPECIAL FACILITIES AND SERVICES

**Student Handbook.** The College *Handbook*, issued by the Student Government, explains College practice and regulations. A new 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 College community. It tells about the health services which the College maintains for its students; it outlines the purposes and activities of the clubs and organizations sponsored on the campus; it suggests how the student can participate in the preparation of student publications and in the promotion of campus life.

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

**Living Accommodations.** Living accommodations for women students are available on campus in the Mary Tucker Thorp Residence Hall.

Men students who must find temporary homes near the College are urged to communicate with the Dean of Students who will assist in finding suitable accommodations. Students who live off campus are permitted to live only in places approved by the Dean of Students.

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

Students who are interested in securing summer employment are encouraged to confer with the Dean of Students in whose office such short-term opportunities are usually registered.

Each year there are some on-campus part-time employment opportunities for students who may file application for these positions upon consultation with the Dean of Students. First-year students are discouraged from undertaking any (extra-curricular) employment inasmuch as it is strongly felt that these students should be free to make the necessary adjustment to the demands of the new collegiate experience.

**Publications.** The students publish a semi-monthly newspaper, THE ANCHOR; a yearbook, THE JANUS; and an annual literary magazine, THE HELICON. Students also publish the student handbook which is distributed each September. It serves as directory and guide to all students, and is a source of invaluable information, particularly to freshmen and other new students.

**The College Library.** The new Library, commanding a central position on the College campus, is a beautiful building of re-inforced concrete. The well planned use of glass and blue stone gives distinction to the clear and simple design of the structure.

The Library has a rapidly expanding collection of books, periodicals, microfilms, and microcards to supplement the work of the instructional program and to provide resources for a broad cultural background. The Library has particular strength in educational materials contained in the Main Collection and the Curriculum Center, a separate department in the Library. The Library also has extensive holdings in Art, Special Education, and the newly developed African collection. The 1962-63 budget provides \$43,000.00 for the purchase of books and periodicals.

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

During the academic year, when classes are in session, the Library is open from 8:15 A. M. to 10 P. M., Monday through Friday; from 9 A. M. to 5 P. M. on Saturday; and from 2 P. M. to 10 P. M. on Sunday.





**The Curriculum Center.** The Curriculum Center was established in September, 1959, for the purpose of serving the administration, faculty, and students in the field of education.

Housed in the Library, the collection consists of approximately 5,000 pieces of material. There are curriculum guides in various subjects, from the United States Office of Education, state and local departments of education, and private institutions. Textbooks from various publishers, covering numerous subject and grade areas, aid educators in their search for new and improved methods of teaching. To enhance the social sciences section, there is a large collection of embassy reports.

A collection of standardized tests is on loan to the Center from the Rhode Island State Department of Education. These tests may be examined by any interested qualified person.

The circulation of material follows that of the Library with the exception that the Center is open to any person interested in utilizing its resources.

School curriculum evaluations, class and individual visits are welcome in the Center at all times. It is open daily including Sunday, with the exception of holidays. Guides and textbooks may be borrowed at any time.

**The Language Laboratory.** The Language Laboratory is an important adjunct to the work of the Modern Language Department. It is a complete installation with recording and play-back equipment in thirty-two individual student booths and with facilities for the simultaneous emission of eight programs from the master console. An intercommunication system provides for two-way conversation and for monitoring of student performance. Use of the laboratory is planned to develop skill in oral and aural command of the foreign language; consequently, regular laboratory attendance is a required and essential part of elementary and intermediate courses and is available to students in all courses. The laboratory is in charge of a faculty supervisor with trained student assistants, and is open daily from 8:30 A. M. to 5 P. M.

**Rhode Island College Educational Service Center.** ALLEN B. SMITH, Ph.D. (*University of Connecticut*), *Director*. The Educational Service Center, established in 1962, has as its main purpose that of directing and supervising various testing, counseling, and referral services, with appropriate follow-up and interpretation of findings. The Center, using College and State resources and personnel, offers the following services:

1. Assists individual students in such areas as reading deficiencies, faulty study techniques, speech handicaps, and associated learning problems.

2. Supplies test data for counseling.
3. Provides field work experience for Master's degree candidates majoring in Counseling and Guidance.
4. Cooperates with the State Department of Education in making available an "educationally oriented diagnostic clinic" serving school systems that need help in testing projects.
5. Serves as a resource center and research library available to school personnel throughout the State.

The Vice President of the College, the Dean of the College, and the Director of the Graduate Division serve as a Committee of Advisers to the Director of the Center.





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

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

The objectives of the intercollegiate athletics are:

1. To foster "esprit de corps" among the student body, and to provide constructive recreation for the spectator;
2. To provide self-expression for students of advanced skills in competitive sports;
3. To provide an important phase of professional training for students who expect to go into coaching, teaching, and supervision of recreational programs.

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

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

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



**Closed-circuit Television.** Since the fall semester of 1959, the College has been equipped to offer course work by closed-circuit television. The facility is under the direction of the Audio-Visual Aids Department.

A temporary studio in the basement of Craig-Lee Hall will be replaced in the fall of 1962 by a fully equipped new studio in the Library building.

The Division of Laboratory Experiences has made considerable use of closed-circuit television in presenting elementary school classes for college student observation in the Professional Orientation course. This Division has also assisted in other uses of the facility for observation of pupil activity. The Mathematics Department has made extensive use of closed-circuit television in developing techniques for presentation of freshman mathematics through this medium, and the English Department has explored the use of television in enriching the offering in Western Literature. Other programs are being prepared to extend the use and effectiveness of this facility.



**College Health Services.** CLARA LOITMAN SMITH, M.D., *College Physician*; HELEN L. KEENAN, R.N., *College Nurse*. The College Health Service has the responsibility of maintaining health records for all students, evaluating entrance physical examination reports, advising the Division of Laboratory Experiences on the health of candidates for Student Teaching, and providing for immediate health needs of students on campus. Under the direction of the College Physician, a registered nurse is on full-time duty each day the College is in session. A health office where students may receive the attention of the nurse is located on the first floor of Alger Hall.

## ENRICHMENT ACTIVITIES

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

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

The *James P. Adams Lectures* are a series of four thematically oriented evening lectures delivered at the College during the fall semester each year by distinguished visiting scholars. The 1961-1962 series, based on the theme "The United States in World Affairs," were presented by

Professor Robert R. Bowie—Director, Center for International Affairs, Harvard University, Assistant Secretary of State for Policy Planning, 1955-57

"Problems of Making Foreign Policy"

Dr. James H. Robinson—Executive Director, Operation Crossroads—Africa, Pastor, Church of the Master, New York  
"The Role of the United States in Changing Africa"

Mr. Lionel Landry—Director, Foreign Policy Association, Northeast Region, Former Director, U. S. Information Service, Burma and Indonesia

"Future Goals for American Foreign Policy"

Mr. John W. Holmes—President, Canadian Institute for International Affairs, Toronto, Canada

"An External View of the U. S."

The *Robert M. Brown Lectures* are a similar series presented during the spring semester each year. The 1961-1962 series, based on the theme "Changing Concepts of Man in a Scientific Society," were presented by

Professor Henry Margensau, Yale University  
"A Scientist's View"

Dr. Richard Jones, Brandeis University  
"A Psychologist's View"

Dr. Roger L. Shinn, Professor of Christian Ethics at Union Theological Seminary  
"A Theologian's View"

Dr. Israel J. Kapstein, Professor of English, Brown University  
"A View from Literature"

### *The Alumni Lecture*

The Associated Alumni of Rhode Island College in 1960 originated the annual Alumni Lecture to bring to the campus each year a distinguished figure from the world of arts, letters, and the sciences. The Alumni Lecture has been presented by

Mr. John Mason Brown—1960

Dr. Margaret Mead—1961

The 1962 Lecture will be presented by Mr. John Ciardi.

### *The College Lectures*

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

Associated with this series is the student-sponsored Performing Arts Series which brings nationally prominent artists to campus, usually for evening presentations.

The 1961-1962 list of College lectures, recitals, and exhibits included

Mr. Moncrieff Spear, a State Department Analyst and a specialist on East German politics

"Berlin Crisis"

Gary Towlen, pianist

Mr. Gilbert Bascom, missionary (Japan)—illustrated lecture

"Present Day Japan"

Mr. Gordon Hall, author, lecturer, consultant

"The Hate Campaign Against the United Nations"

Exhibit of prints on loan from C. Howard Hunt Company, Camden, New Jersey (wood cuts, block prints, Picasso)

Glass mosaics display by students, Roberts Hall

Professor Ronald B. Ballinger, University of Rhode Island

"The South Africa Dilemma"

Mr. Harold Kahn, East Asian Research Center, Harvard University  
"Problems in China"

Professor Absoalom Vilakazi, Hartford Seminary, Hartford, Conn.

"Problems and Progress in African Education"

Mr. Thomas Reed, Rhode Island School of Design

"Art Forms of the Renaissance"

Professor Mark Karp, Boston University  
"An Economic View of Africa"

Erroll Garner, pianist

Carlos Montoya, Flamenco guitarist

Dr. George Anderson, Lying-In Hospital  
"Perinatal Factors in Infant Mortality"

Dr. Crane Brinton, Professor of Ancient and Modern History, Chairman of the Society of Fellows at Harvard University, and president-elect of the American Historical Association  
"An Analysis of Revolution"

Dr. Gerald Solomons, Child Study Project, Brown University  
"Growth and Development in the First Year of Life"

Dr. Gerald Levin, Assistant Professor of Psychology, Brown University  
"Principles Underlying Programming"

Dr. George Hagy, Biology Department, Brown University  
"Recent Developments in Human Genetics"

Exhibit of art work by members of the art faculty illustrating various techniques of the graphic arts (Professors Rosati, DeMelim, and Crompton)

Dr. Alexander Frazier, Director of Center for School Experimentation, College of Education, The Ohio State University, Columbus, Ohio

Dr. Forrest McDonald, Department of History, Brown University  
"We the People: Problems in the Formation and Acceptance of the Constitution"

Dr. William I. Martin, Children's editor, Holt, Rhinehart & Winston  
"Living with Literature"

Dr. Max Kaplan, Director of the Arts Center, School of Fine and Applied Arts, Boston University  
"Leisure and the Arts"

Dr. Samuel van Volkenburg, Clark University  
"Change in Europe"

Dr. Emilia P. Noether, Radcliffe Institute for Advanced Study  
"Italian Intellectuals and the National Conscience, 1900-1914"

## Distinguished Film Series

A faculty-student committee selects annually a list of distinguished motion pictures which are presented bi-weekly throughout the College year. The 1961-1962 series included *The Life of Emile Zola*, *Grapes of Wrath*, *On the Waterfront*, *School Days*, *How Green Was My Valley*, *Oz-bow Incident*, *Gate of Hell*, *The Day the Earth Stood Still*, *Citizen Kane*, *Volpone*, *Don Quixote*, *The Living Desert*, *In the Year of Our Lord*, *Hansel*, *Cry the Beloved Country*.





## 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 6 of this catalog.

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

Every student in College is assigned to an adviser whose duty it is to act as guide and counselor at the time of registration and in regard to any academic problems which might arise during his college career. The adviser, with the help of the Dean of Students, makes every effort to counsel the student in his social, emotional, and professional development.

**Program Revision.** Sometimes changes in program may be desirable and necessary. Any revision should be discussed with the adviser, and, if acceptable in view of the student's total needs, should be made within the first two weeks of the semester. No student may drop a course without permission in writing, nor may 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. All tardiness must be explained; however, no student is permitted to register if he is more than seven days late, except under extraordinary circumstances.

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

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

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

## DEGREE OFFERINGS AND REQUIREMENTS

(Effective for entering freshman students,  
September, 1962, and thereafter)

Rhode Island College offers programs leading to the degrees of

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

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

### Professional Certification

The State Board of Education has approved all curriculums of the College, and graduates of the various professional curriculums meet requirements of the State Department of Education for initial certification to teach. Graduates receive the appropriate teaching certificates at Commencement exercises.

### General Education

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

English (including 2 credits of Speech)	6 semester hours
Mathematics	4 semester hours
Western Civilization (including Literature)	12 semester hours
Science	6 semester hours
Social Science	3 semester hours
Psychology or Philosophy	3 semester hours
Art or Music	3 semester hours
Foreign Language	6 semester hours
Physical Education and Health	3 semester hours

\* Offered through the Graduate Division.



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

### **Major**

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

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

### **Minor and Cognates**

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

Minors are available in biology, English, French, history, mathematics, physics, social science, art, geography, music, psychology, and speech.

## **EVALUATION OF SCHOLASTIC ACHIEVEMENT**

**Semester Hours.** The length of the College year approximates thirty-six weeks, divided into two semesters. The degrees of Bachelor of Arts and Bachelor of Science in Industrial Arts Education require 125 semester hours each. The latter as well as the course leading to the degree of Bachelor of Science in Education, granted upon the completion of 128 semester hours, includes 9 semester hours of credit for off-campus student teaching. One hundred twenty-eight semester hours are required for the degree of Bachelor of Science in Special Education. This number includes 12 semester hours of off-campus student teaching.

**Quality Points.** Determination of academic standing is based on quality points. A quality-point index is computed by dividing the total quality points 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 two consecutive semesters, or should his index be lower than 1.00 for any semester, he will 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 years of age, 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 adviser and the Registrar before registering for a course not in the regular schedule.

A student who has withdrawn from College voluntarily and wishes to seek readmission, must make application in writing no later than one month before the opening of the semester in which he hopes to be readmitted.

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

Academic averages are based on the following values, per semester hour's credit: A, excellent, 90 or above, 4; B, good, 80-89, 3; C, fair, 70-79, 2; D, poor but passing, 60-69, 1; F, failing, 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.

**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. Furthermore, he must have demonstrated those qualities of personality and leadership which give reasonable promise of success in the teaching profession.

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

**President's List.** Students who attain an index of 3.50 in any semester have their names placed on the President's List in recognition of scholastic achievement. Failure to attain this average at the end of any semester automatically cancels the student's name from the list.

#### Selection and Retention for Professional Education Programs

Students desiring to enter the professional programs are under continuing evaluation as potential teachers from the time they make this interest known.

- (1). A large majority of entering freshmen indicate their interest in teacher preparation. They are screened at this time by the Admissions Officer and Admissions Committee on criteria of intellectual ability, physical requirements, and high school recommendation as to their suitability for teaching.
- (2). Before his admission to a specific professional curriculum, each student's credentials are examined and approved by a faculty committee representative of the various professional areas. He is normally admitted to a professional program not earlier than his third semester, by which time he is expected to have demonstrated intellectual and personal qualities indicative of success in teaching. The Professional Orientation sequence of the first two years prepares the student to make an intelligent choice of the professional curriculum for which he is best suited.
- (3). During the Practicum, required in all Professional curriculums, the student is observed working with children in actual teaching situations. At this time his college supervisor, his laboratory

school supervising teacher, and the Coordinator of Student Teaching determine whether or not he is to be assigned to Student Teaching in an off-campus school. To be eligible for assignment to Student Teaching, the student must:

- (a). Attain a cumulative index of 2.00 by the end of the first quarter of the semester in which assignment is made.
  - (b). Pass all required courses so far taken in his major teaching field and in the professional sequence.
  - (c). Succeed in the practical experiences of the Practicum, demonstrating probable success as a teacher by his classroom presence, attitudes towards children and the school, personality, general appearance, speaking ability, and command of English.
  - (d). Meet the Health requirement of the College Health Service.
- (4). Student Teaching provides the final and most crucial evaluation of the student's probable success as a teacher. Whenever a candidate for student teaching shows little promise of success, he is directed to non-teaching programs rather than being assigned to Student Teaching. Occasionally during the period of a student's Teaching assignment, certain weaknesses in background, personality, or preparation are revealed which require and receive special guidance and direction in order to help the student achieve success. The few who fail here are not allowed to complete a professional curriculum.

**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.



#### **Intellectual Honesty**

The student at Rhode Island College has a constant opportunity to develop those qualities of mind and spirit which are conducive to the perfection of all virtues. Membership in the College community presumes that every student will accept and promote a congenial and scholarly fellowship within this intellectual atmosphere.

A guarantee of the continuance of such a climate, proper to a college community, depends upon the participation of each individual. His duty is to belong 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.

## **RHODE ISLAND COLLEGE CURRICULUMS**

## Curriculum in Elementary Education

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits in Speech)	6	
Western Civilization	12	
Foreign Language	6	
Science (Biology or Physical Science)	6	
Mathematics	6	
Psychology	3	
Music or Art	3	
Introductory Social Science (other than History or Geography)		
or		
Contemporary Civilization	3	
Physical Education and Health	3	48
		—
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Practicum in Language Arts, Reading, Arithmetic, and Social Science	5	
Materials and Methods of Music Education	2	
Materials and Methods of Art Education	2	
Materials and Methods of Physical Education	2	
Student Teaching	9	30
		—
<b>Specialization for Elementary Education</b>		
Music or Art	3	
Physical Science or Biology	3	
Geography	3	
Children's Literature	2	
United States History	3	14
		—
<b>Major or Minor Electives</b>		
		18-30
		6-18
		—
<b>Total</b>		<b>128</b>

## Curriculum in Secondary Education

### Junior High School English-Social Science

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits of Speech)	6	
Mathematics	6	
Western Civilization (including Literature)	12	
Science (Biology, Chemistry, Physics, or Physical Science)	6	
Introductory Social Science (other than History)		
or		
Contemporary Civilization	3	
General Psychology or Philosophy	3	
Art or Music	3	
Foreign Language	6	
Physical Education and Health	3	48
		—
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Practicum	3	
Student Teaching including Seminar	9	
Senior Seminar in Education	1	23
		—
<b>Major (English)</b>		
American Literature	3-9	
English Literature (including Shakespeare)	9-15	18
Modern Literature elective	3	
Advanced Composition	3	
English Language Study	3	27
		—
<b>Minor (Social Science)</b>		
United States History	6	
History electives	6	
Introduction to Geography	3	
Electives in Anthropology, Economics, Geography, Political Science, or Sociology	6	21
		—
<b>Electives</b>		
		9
		—
<b>Total</b>		<b>128</b>

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

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits of Speech)	6	
Mathematics	6	
Western Civilization (including Literature)	12	
Science (Biology, Chemistry, Physics, or Physical Science)	6	
Introductory Social Science (other than History)		
<i>or</i>		
Contemporary Civilization	3	
General Psychology or Philosophy	3	
Art or Music	3	
Foreign Language	6	
Physical Education and Health	3	48
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological, (including Rhode Island School Law), Philosophical)	3	
Practicum	3	
Student Teaching including Seminar	9	
Senior Seminar in Education	1	23
<b>Major (Social Science)</b>		
United States History	6	
History Seminar	3	
History electives	6	
Introduction to Geography	3	
Geography elective	3	
A course in three other Social Sciences: Economics, Political Science, Anthropology, Sociology	9	30
<b>Minor (English)</b>		
Advanced Composition or Language Study	3	
Shakespeare	3	
English Literature period course	3	
American Literature elective	3	
Modern Literature elective	3	
Elective in American or English Literature	3	18
<b>Electives</b>		
		9
Total		128

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

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits of Speech)	6	
Mathematics	6	
Western Civilization (including Literature)	12	
Science (Chemistry 8 credit hours, 2 chargeable to Major)	6	
Introductory Social Science (other than History)		
<i>or</i>		
Contemporary Civilization	3	
General Psychology or Philosophy	3	
Art or Music	3	
Foreign Language	6	
Physical Education and Health	3	48
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Practicum	3	
Student Teaching including Seminar	9	
Senior Seminar in Education	1	23
<b>Major (General Science)</b>		
General Chemistry shall be selected as the Freshman science course. 8 credits, of which 6 are chargeable to general education	2	
Biology 103-104	8	
General Physics 103-104	8	
Two science electives to be chosen from ecology, meteorology, astronomy, and geology, or courses individually approved by the appropriate science department	7	25
<b>Freshman Math. 101-102 or 103, 104</b>		
Math. 211 (Algebra and Trig.) If student is qualified to take 103-104, 211 is omitted	3	
Math. 212, 213 (Calculus and Analytic Geometry I, II)	8	
Math. 324 (College Geometry); may substitute 326 (Modern Geometry) if qualified	3	



Math. 333 (Modern Algebra I)	3	
Math. 338 or 341 (History or Statistics I)	3	
Math. elective, from courses counting toward a mathematics major	3	23
Electives	9	9
		—
Total		128

### Curriculum in Secondary Education Senior High School

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits of Speech)	6	
Mathematics	6	
Western Civilization (including Literature)	12	
Science (Biology, Chemistry, Physics, or Physical Science)	6	
Introductory Social Science (other than History)		
<i>or</i>		
Contemporary Civilization	3	
General Psychology or Philosophy	3	
Art or Music	3	
Foreign Language	6	
Physical Education and Health	3	48
		—
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Practicum	3	
Student Teaching including Seminar	9	
Senior Seminar in Education	1	23
		—
<b>Major</b>		30
		—
Minor (not to exceed 21 credit hours) or Cognates (not to exceed 12 credit hours)		21
		—
<b>Electives</b>	at least	6
		—
Total		128

### Curriculum in Special Education

	Credit Hours	Total Credit Hours
<b>General Education</b>		
English (including 2 credits of Speech)	6	
Western Civilization	12	
Foreign Language	6	
Science (Biology or Physical Science)	6	
Mathematics	6	
Psychology	3	
Music or Art	3	
Introductory Social Science (other than History or Geography)		
<i>or</i>		
Contemporary Civilization	3	
Physical Education and Health	3	48
		—
<b>Professional Education</b>		
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Practicum in Language Arts, Reading, Arithmetic, and Social Science	6	
Materials and Methods of Music Education	2	
Materials and Methods of Art Education	2	
Materials and Methods of Physical Education	2	
Student Teaching	6	27
		—
<b>Specialization for Elementary Education</b>		
Music or Art	3	
Physical Science or Biology	3	
Geography	3	
Children's Literature	2	
United States History	3	14
		—
<b>Special Education</b>		
Introduction to Special Education	3	
Psychology (of Mental Sub-Normality, of Behavior Disorders, or of the Orthopedically Handicapped)	3	

Curriculum and Methods (for the Educable Retarded, for the Emotionally Disturbed, or for the Orthopedically Handicapped)	3	
Student Teaching in Special Education	6	
Techniques in the Education of the Severely Retarded (Trainable), or Educational Therapy for the Emotionally Disturbed, or Medical Aspects of Physical Disability	3	18
Academic Electives	—	15
Free Electives	6	—
Total	—	128

### Curriculum in Industrial Arts Education

General Education	Credit Hours	Total Credit Hours
English (including 2 credits of Speech)	6	
Mathematics	6	
Western Civilization (including Literature)	12	
Science (Biology, Chemistry, Physics, or Physical Science)	6	
Introductory Social Science (other than History)		
or		
Contemporary Civilization	3	
General Psychology or Philosophy	3	
Art or Music	3	
Physical Education and Health	3	42
Professional Education		—
Professional Orientation	1	
Foundations of Education I, II	3	
III (Psychological, Sociological (including Rhode Island School Law), Philosophical)	3	
Industrial Arts Practicum	3	
Student Teaching including Seminar	9	
Senior Seminar in Education	1	23
Industrial Arts		—
Electricity I	3	
Basic Design	2	
Crafts I	3	

Power Mechanics I	3	
Graphic Arts I	3	
Architectural Drawing I	2	
Theory and Organization of Industrial Arts	3	
Technical Drawing I and II	4	
Woodworking I and II	6	
Metalworking I and II	6	
Drawing Elective (Technical III or Architectural II)	2	
Shop elective (Wood III or Metals III)	3	40
Academic Electives	—	21
Total	—	126

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

### Curriculum in Liberal Arts

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

## COURSES OF INSTRUCTION

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

## DIVISION OF HUMANITIES

MARY E. LOUGHREY, Ph.D. (Columbia), Professor, Chairman

The Division of Humanities includes the departments of Art, English, Modern Languages, Music, and Speech. Courses in all these areas are required in the General Education program. Majors are offered by the departments of English and French. Minors are available in Art, English, French, Music, and Speech.

### Department of Art

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

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

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

JOHN E. DoMELIM, JR., M.F.A. (Institute Allende, Mexico), Instructor

The Art Department offers a minor of 18 hours. Required courses include Art 202, 203, and 306 or 307; the other 9 hours may be elected from Art 301, 302, 303, 304, and 305.

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

Art 201 fulfills the General Education requirement in Art.

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

### COURSE DESCRIPTIONS

#### ART 201: 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 course meets the General Education requirement in Art.

#### ART 202: 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.

**ART 203: GENERAL DRAWING**

3 semester hours

In this course in fundamental drawing and composition, students study and execute drawing based on perspective, color, texture—light reasoning, and observation of the forms of nature including human and animal forms. Media explored include pencil, ink, charcoal, pastel, water color.

**ART 301: OIL PAINTING**

3 semester hours

The student is encouraged to explore a number of approaches to painting and thereby to find a style suitable for self-expression. Work includes a variety of subject matter to be interpreted in both representational and abstract manners. An introduction to technical materials and methods. Prerequisite: Art 203: General Drawing.

**ART 302: ADVANCED PAINTING**

3 semester hours

This approach to oil painting and encaustic painting is designed to further an understanding of form and color by emphasizing simplicity, directness, clarity, and solidity. Various types of subject matter. Personal differences are encouraged. Prerequisite: Art 301: Oil Painting.

**ART 303: INTRODUCTION TO CERAMICS**

3 semester hours

This studio course provides experiences with freehand forming processes in clay. Emphasis is placed on the rightness of design as it is related to the plastic clay medium. Activities include modeling, freehand pottery construction, decorative techniques, and glazing and handling techniques essential to finishing ceramic pieces. Prerequisite: Art 202: Design Workshop.

**ART 304: ADVANCED CERAMICS**

3 semester hours

This advanced course offers an opportunity for the student to develop a sense of sculptural form. Emphasis is placed on creative visualization and composition. Prerequisite: Art 303: Introduction to Ceramics.

**ART 305: SCULPTURE**

3 semester hours

This studio course makes use of a wide variety of media. Creative experimentation with different materials and processes is encouraged. Critical examination of natural form, and significant examination of three-dimensional art both of the past and the present are made. Activities include carving, construction, and modeling. Prerequisite: Art 203: General Drawing.

**ART 306: HISTORY OF ART**

3 semester hours

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

**ART 307: SURVEY OF MODERN PAINTING**

3 semester hours

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

## Department of English

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

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

FRANK E. GREENE, A.M., (Boston University), Professor

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

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

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

JAMES E. WHITE, A.M., (Connecticut), Assistant Professor

EDWARD J. OWEN, A.M., (Columbia), Assistant Professor

THOMAS G. DEVINE, Ed.D., (Boston University), Assistant Professor

CARL E. STENBERG, A.M., (Brown), Assistant Professor

CATHRYN A. DUCEY, A.M., (Yale), Instructor

ELIZABETH GUNNING, A.M., (Brown), Instructor

PAUL ANGHINETTI, A.M., (Boston University), Instructor

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

LORETTA M. ROSS, A.M., (Boston College), Instructor

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

ALBERT C. SALZBERG, A.M., (Brooklyn), Instructor

MARY J. WILLIAMS, A.M., (University of Rhode Island), Instructor

GEORGE ANDERSON, Ph.D., (Harvard), Visiting Lecturer (Part-time)

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

The major for liberal arts and elementary education students includes English 231, 331, 342, and 361; at least two courses from those numbered 221-225; one course from those numbered 301-303; one course from those numbered 321-323; and one course from each of two of the following groups: English 221, 341; English 222, 331, 343; English 223, 312, 313; English 225, 314.



The major for secondary education students preparing to teach in senior high school is the same as the above with the following exception: it must include English 332 or 333 in place of 361 or one of the courses numbered 221-225, 311-314, 341, and 343.

The major for secondary education students preparing to teach in junior high school is the same as the above but will not include English 361 and will require English 332 or 333 in place of one of the courses numbered 221-225, 311-314, 341, and 343.

The minor includes English 231 and 342; one course from those numbered 221-225; one from those numbered 321-323; one from those numbered 331-333; and one further course from those numbered 221-225, 361-363, 311-314, 341, and 343.

English 101-102 fulfills the freshman General Education requirement in English.

A recommended sequence for the English major is:

First Semester	Second Semester
	Sophomore Year
English 231	English 223, or 225
English 221, 222, or 224	
	Junior Year
English 331	English 301, 302, or 303
English 321, 322, or 323	
	Senior Year
English 332, or Elect.	English 342
English Elect.	English 361, 333, or Elect.

### COURSE DESCRIPTIONS

**ENGLISH 101-102: FRESHMAN ENGLISH** 4 semester hours  
This course is designed to develop competence in written expression. It is devoted chiefly to the writing and revision of themes designed to give the student experience with various problems in expository, critical, and argumentative writing, including the research paper. Offered annually.

**ENGLISH 201-202: WESTERN LITERATURE** 6 semester hours  
This is an historical and critical study of major authors and works from Homer and the Old Testament to the Twentieth Century. Emphasis is given to the Greek dramatists, Virgil, St. Augustine, Dante, Chaucer, Shakespeare, Cervantes, Milton, Voltaire, and Goethe. Offered annually.

**ENGLISH 210: CHILDREN'S LITERATURE** 2 semester hours  
In this course, students read widely in material from early folklore to current literature in order to develop discrimination in the selection of

books for children of the elementary school level. The course provides methods of interpreting and criteria for evaluating the different types of literature suitable for children. Required of Early Childhood and Elementary students prior to taking Practicum. Offered every semester.

**ENGLISH 221: ENGLISH LITERATURE FROM THE BEGINNINGS TO 1500** 3 semester hours

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

**ENGLISH 222: ENGLISH LITERATURE FROM 1500 TO 1660** 3 semester hours

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

**ENGLISH 223: ENGLISH LITERATURE FROM 1660 TO 1784** 3 semester hours

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

**ENGLISH 224: ENGLISH LITERATURE FROM 1784 TO 1832** 3 semester hours

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

**ENGLISH 225: ENGLISH LITERATURE FROM 1832 TO 1900** 3 semester hours

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

**ENGLISH 231: INTRODUCTION TO AMERICAN LITERATURE** 3 semester hours

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

**ENGLISH 301: AMERICAN POETRY TO 1900** 3 semester hours

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

**ENGLISH 302: AMERICAN NON-FICTIONAL PROSE TO 1900** 3 semester hours

Through selected prose works, the course provides an insight into the mind and moods of the American people. Representative works include *History of Plimoth Plantation*, *Walden*, and *The Education of Henry Adams*. Offered annually in the spring semester.

**ENGLISH 303: THE NINETEENTH CENTURY AMERICAN NOVEL** 3 semester hours

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

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

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

**ENGLISH 312: RESTORATION AND EIGHTEENTH CENTURY DRAMA** 3 semester hours

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

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

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

**ENGLISH 314: THE ENGLISH NOVEL FROM 1837 TO 1914** 3 semester hours

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

**ENGLISH 321: MODERN POETRY** 3 semester hours

Certain of the more significant modern British and American poets are read in this course. Special attention is given to Frost, Yeats, Eliot, Cummings, Auden, and Thomas. Offered annually in the fall semester.

**ENGLISH 322: MODERN DRAMA** 3 semester hours

This is a study of the theory, types, and themes of representative plays from twentieth century America and Europe. Offered annually in the fall semester.

**ENGLISH 323: 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 Conrad, Joyce, Lawrence, Huxley, Cather, Hemingway, Faulkner, Steinbeck, Cary, and Greene. Offered annually in the fall semester.

**ENGLISH 331: ADVANCED COMPOSITION** 3 semester hours

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

**ENGLISH 332: HISTORY OF THE ENGLISH LANGUAGE** 3 semester hours

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

**ENGLISH 333: MODERN ENGLISH GRAMMAR** 3 semester hours

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

**ENGLISH 334: INTRODUCTION TO LITERARY CRITICISM** 3 semester hours

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

**ENGLISH 341: CHAUCER** 3 semester hours

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

**ENGLISH 342: SHAKESPEARE** 3 semester hours

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

**ENGLISH 323: MILTON**

3 semester hours

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

**ENGLISH 361: SEMINAR IN AMERICAN LITERATURE**

3 semester hours

To satisfy two aims, depth study and development of research techniques, the seminar will focus on a limited topic changing from year to year. The class is limited to 15 students. Prerequisites: English 210 and one of the courses numbered 301-303. Offered annually in the fall semester.

**ENGLISH 362: ENGLISH AUTHORS**

3 semester hours

This course will make possible, from time to time, the intensive study of individual authors other than Chaucer, Shakespeare, and Milton. As opportunity permits, the department offers under this title courses in Spenser, Pope, Johnson and his circle, one of the major Romantics, Tennyson, Shaw, or Joyce. The class is limited to 15 students. Prerequisite: at least two of the courses numbered 221-225. May be used to satisfy an English literature requirement in the major. Offered occasionally.

## Department of Modern Languages

MARY E. LOUGHREY, Ph.D. (Columbia), Professor, Chairman

NELSON A. GUERTIN, A.M. (Columbia), Associate Professor

LILIAN E. AVILA, A.M. (Middlebury), Associate Professor

RITA L. COUTURE, A.M. (Middlebury College in Paris), Assistant Professor

DZINTARS FREIMANIS, Ph.D. (Columbia), Assistant Professor

J. RICHARD CASTELLUCCI, A.M. (Middlebury College in Paris), Instructor

T. STEVEN TEGU, A.M. (Middlebury College in Madrid), Instructor

NOEL CHADWICK, A.M. (Middlebury), Instructor

PAUL E. McADAM, A.M. (Johns Hopkins), Instructor

For all students, the undergraduate program in General Education includes one year of a modern foreign language on the intermediate level. This requirement may be met through course work or through demonstration of proficiency in the CEEB examination. Students who give evidence of proficiency in the entrance examination may substitute for the General Education courses in modern language either advanced language courses or electives in other academic areas.

The Department of Modern Languages offers majors and minors in French, according to the following programs:

A major of 30 hours for students in the liberal arts curriculum. Requirements for this major include French 201, French 202, French 360, and 21 hours selected from the courses numbered French 300 to 310.

A major of 30 hours for students in the secondary school preparation curriculum, including those preparing to teach in the junior high school. Requirements for this major are French 201, French 202, French 312, French 300, French 360, and 15 hours selected from courses numbered French 301 to 310.

A minor of 18 hours for students in the liberal arts and the secondary school preparation curriculums. Requirements are French 201, French 202, and 12 hours selected from the courses numbered 300 to 310.

A minor of 18 hours for students in the elementary school preparation curriculum. Requirements for this minor are French 201, French 202, French 211, and 9 hours selected from the courses numbered 300 to 310. Students in this curriculum may achieve a major in French by adding to the above minor the following courses: French 360 and 9 hours of literature or linguistics selected from the 300 courses.

## COURSE DESCRIPTIONS

### GENERAL EDUCATION COURSES

#### FRENCH 101-102: ELEMENTARY FRENCH

6 semester hours

In this course, emphasis is placed on the development of the four basic skills: listening comprehension, speaking, reading, and writing. Use is made of the language laboratory. (No credit is given for this course unless it is a second language taken by a student who has already fulfilled the language requirement of an intermediate course in a modern foreign language.) 2 semesters.

#### FRENCH 103-104: INTERMEDIATE FRENCH

6 semester hours

This course includes a review of French grammar, practice in the basic oral and written skills, and the reading of representative texts selected from the major periods of French literature. The language laboratory is utilized as an aid in promoting oral proficiency. 2 semesters.

#### GERMAN 103-104: INTERMEDIATE GERMAN

6 semester hours

This course includes a review of German grammar, the reading of German texts of average difficulty, and simple conversation. The aim of the course is to achieve a good reading knowledge, as well as a familiarity with the spoken language. The language laboratory is used as an aid for promoting oral proficiency. 2 semesters.

#### ITALIAN 103-104: INTERMEDIATE ITALIAN

6 semester hours

This course involves a thorough review of the essentials of Italian grammar as well as the reading and analysis of texts of average difficulty. The use of the spoken language is strongly encouraged. 2 semesters.

**PORTUGUESE 103-104: INTERMEDIATE PORTUGUESE**

6 semester hours

This is a course in Portuguese as a spoken and written language. Classroom and laboratory work will provide practice in pronunciation and understanding of the language as spoken in Portugal and in Brazil. The use of English will be gradually eliminated from the classroom, until the course is conducted largely in Portuguese. Texts of average difficulty will be read. Offered when justified by student enrollment. 2 semesters.

**SPANISH 103-104: INTERMEDIATE SPANISH**

6 semester hours

The emphasis in this course will be on the spoken language. The work will include a thorough review of the fundamentals of Spanish grammar and the reading of texts of average difficulty, among them an abridged version of Cervantes' *Don Quixote*. The use of English will be gradually eliminated from the classroom until the course is conducted largely in Spanish. 2 semesters.

**RUSSIAN 101-103: ELEMENTARY RUSSIAN**

6 semester hours

This course is an introduction to the Russian language through a modified audio-lingual approach with a view to practical application. The objective of the course is two-fold: to enable the student to handle any situation requiring the understanding and speaking of simple Russian; and to enable him to use effectively any printed material in the language. 2 semesters.

**COURSES FOR MAJORS AND MINORS IN FRENCH**

Prerequisite for all 200 or 300 courses in French is proficiency in Intermediate French, demonstrated through examination or through successful completion of French 103-104.

**FRENCH 201: ADVANCED ORAL FRENCH**

3 semester hours

This course, designed to develop oral proficiency on an advanced level, emphasizes the use of accurate, idiomatic French. It also includes an introduction to phonetics, with extensive use of the language laboratory. Literary texts which stress aspects of French culture and civilization will be bases for oral work.

**FRENCH 202: ADVANCED FRENCH SYNTAX AND STYLISTICS**

3 semester hours

This course provides a study of the finer shades of expression in the French language and an analysis of French style through the reading of selected modern texts and the re-writing of English passages in comparable literary French. This is an advanced course for students who already have a command of French grammar and the ability to write French correctly but who can profit from greater attention to style and composition.

**FRENCH 300: APPLIED LINGUISTICS**

3 semester hours

In this course a study is made of the meaning and nature of language and its application to the teaching of French with special emphasis on planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

**FRENCH 301: FRENCH LITERATURE OF THE MEDIEVAL AND RENAISSANCE PERIODS**

3 semester hours

This course deals with the philosophical, historical, and aesthetic backgrounds of the literature of the French Renaissance, stressing such themes as the rise of Humanism, the concept of courtly love, the development of philosophical thought (Rabelais, Calvin, etc.) and the evolution of poetry as seen in the work of the Pléiade.

**FRENCH 302: FRENCH LITERATURE OF THE SEVENTEENTH CENTURY: PART I**

3 semester hours

In this course, a study is made of the social, political, religious, and philosophical climates that contributed to the formation of the classical discipline and to the establishment of the absolute monarchy. It includes the works of the major writers of the years between 1600 and 1660, such as Malherbe, Corneille, Honoré d'Urfé, Mlle de Scudéry, and Descartes.

**FRENCH 303: FRENCH LITERATURE OF THE SEVENTEENTH CENTURY: PART II**

3 semester hours

In this course, the role of Louis XIV and his influence on French Literature are discussed. Students read and criticize the works of the chief literary figures and some minor writers at the peak of Classicism (1660-1715). Representative authors included are Retz, La Rochefoucauld, Mme de LaFayette, Mme de Sévigné, Boesuet, La Fontaine, Boileau, Pascal, Molière, and Racine.

**FRENCH 304: FRENCH LITERATURE OF THE EIGHTEENTH CENTURY: PART I**

3 semester hours

This course includes a study of the main themes of eighteenth-century thought leading to the French Enlightenment, as well as a study of the historical and artistic backgrounds of the century. Among the writers whose major works are discussed are Lesage, Prévost, Marivaux, Montesquieu, and Voltaire in his earlier period. Attention is given to the development of the novel and the drama during the century.

**FRENCH 305: FRENCH LITERATURE OF THE EIGHTEENTH CENTURY: PART II**

3 semester hours

This course continues the study of eighteenth-century thought, with emphasis on the philosophical trends leading to the rise and development of the liberal movement. The major writers studied include Voltaire, Rousseau, Diderot, d'Alembert, and the Encyclopedists.



**FRENCH 306: FRENCH LITERATURE OF THE NINETEENTH****CENTURY: PART I****3 semester hours**

This course deals with the emergence and development of French Romanticism in prose and poetry. Among the authors studied are Chateaubriand, Lamartine, Hugo, Musset, Vigny, Stendhal, and Balzac.

**FRENCH 307: FRENCH LITERATURE OF THE NINETEENTH****CENTURY: PART II****3 semester hours**

The development of new interpretations of reality is studied in the fiction and drama of the realists and naturalists, with some attention to the writings of critics and philosophers. Among the authors considered are Flaubert, Zola, Maupassant, Dumas *filis*, Becque, Sainte-Beuve, Comte, Taine, and Renan.

**FRENCH 308: FRENCH LITERATURE OF THE TWENTIETH****CENTURY: PART I****3 semester hours**

This course follows the development of the French novel and drama from 1900 to 1930, from the period of order and tradition to the years of change and new concepts in political, social, and spiritual thought. The works of such authors as A. France, Claudel, Barris, Proust, Gide, Colette, and Romains will be among those covered by readings, lectures, and discussions.

**FRENCH 309: FRENCH LITERATURE OF THE TWENTIETH****CENTURY: PART II****3 semester hours**

This course pursues the evolution of the French novel and drama after 1930. Readings, lectures, and discussions emphasize the neo-humanistic progression in man's experience and thought from the years prior to the Second World War to the subsequent period of existentialism and "anti-literature." Authors whose works are studied include Giraudoux, Duhamel, Mauriac, Bernanos, Montherlant, Saint Exupéry, Sartre, Anouilh, and Camus.

**FRENCH 310: FRENCH POETRY SINCE 1850****3 semester hours**

From nineteenth-century Parnassianism and Symbolism, this course proceeds to Surrealism and other philosophical, imaginative, or spiritual reactions to man's condition in the twentieth century. Lectures, readings, and discussions cover the work of such poets as Baudelaire, Verlaine, Rimbaud, Claudel, Valéry, Eluard, Prévert, Marie Noël and Saint-John Perse.

**FRENCH 311: FRENCH FOR THE ELEMENTARY SCHOOL****3 semester hours**

This course is devoted to the aims, principles, methods, and problems of teaching a second language on the elementary school level. Each student is given an opportunity to participate in classroom situations in the campus laboratory school. Discussions are led by the language specialist of the laboratory school and by the college instructor for the course.

**FRENCH 312: FRENCH FOR THE SECONDARY SCHOOL****3 semester hours**

This course, taught by members of the college Department of Modern Languages, treats of the aims, principles, methods, and problems of teaching a second language on the secondary school level. It provides for the student an opportunity to share in classroom situations in the campus laboratory school and to participate in discussions led by the language specialist of the laboratory school and by the college instructor in charge of the course.

**FRENCH 360: SENIOR SEMINAR IN FRENCH****3 semester hours**

The material of this course varies from year to year, but the comprehensive pattern remains constant. The work involves intensive individual and group study of literary, philosophical, historical, political, social or aesthetic problems, the choice to be based on the students' backgrounds and interests. Each student is required to submit a major paper as a culmination of the semester's work.

**Department of Music**

GERTRUDE E. MCGUNIGLE, A.M., (Teachers College, Columbia), Associate Professor

RITA V. BICHO, Ed.M., (Boston University), Assistant Professor

ABRAHAM A. SCHWADRON, D.M.A., (Boston University), Assistant Professor

The Department of Music offers a minor of 18 hours that is open to students in all curriculums. Of these 18 hours, 6 are required and must be taken in the following sequence:

Music 203: Elementary Music Theory	3 semester hours
Music 204: Harmony	3 semester hours

The remaining 12 hours may be elected from the courses numbered in the 300's. The General Education requirement in Music is fulfilled by Music 201.

Students minoring in Music are required to hold membership in one of the musical organizations of the College and are urged to attend concerts in the various series offered in Providence as a means of further enrichment. It is suggested that students minoring in Music elect the course in *Visual Arts in Society* for their General Education course in Fine Arts, so that their acquaintance in this area is not too limited.

All Music courses are open as electives to students in all programs.

**COURSE DESCRIPTIONS****MUSIC 201: SURVEY OF MUSIC****3 semester hours**

This course presents the basic elements of melody, rhythm, harmony, and form, as well as a survey of music history and music literature, emphasizing vocal and instrumental forms. Though open to all students, this

course is strongly recommended for students in the Early Childhood and Elementary curriculums.

**MUSIC 202: MUSIC EDUCATION FOR THE ELEMENTARY GRADES** 2 semester hours

This course combines basic elementary music theory with the presentation of materials and methods suitable for music classes in the elementary grades. Required of all students in the Early Childhood and Elementary curriculums.

**PIANO I AND II: PIANO** no credit

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

**MUSIC 203: ELEMENTARY MUSIC THEORY** 3 semester hours

In this course, stress is placed upon musical acuteness through ear-training, sight-singing, and dictation.

**MUSIC 204: HARMONY** 3 semester hours

This course provides for experience in writing and playing original harmonic accompaniments, in creating melodies to given texts, and in hearing and analyzing great musical compositions.

**MUSIC 301: 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.

**MUSIC 302: TWENTIETH CENTURY MUSIC** 3 semester hours

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

**MUSIC 303: THE LITERATURE OF MUSIC** 3 semester hours

This course is a survey of vocal and instrumental forms of great composers, their works and their contributions, presented through lectures, readings, and listening to representative recordings.

**MUSIC 304: OPERA** 3 semester hours

This is a study of the opera from the 17th century to the present, encompassing factors contributing to the changing styles in opera, the particular contributions of great composers, the stories and the music of the most significant operas of the past and the present.

**MUSIC 305: HISTORY AND DEVELOPMENT OF INSTRUMENTAL MUSIC** 3 semester hours

This course includes a study of instrumental music of the greatest composers from the Renaissance to the present. Recorded music illustrates the development in form and the changes in style of composition.

**MUSIC 306: COUNTERPOINT** 3 semester hours

This is a study of the 16th century strict-species counterpoint, in two or three parts, including the techniques of double counterpoint, canon, crab canon, and invention. Extensive writing and special projects are included. Prerequisites: Music 203 and 204.

## Department of Speech

- ADELAIDE PATTERSON, Ed.D., (Rhode Island College), Professor Emerita  
GRACE D. HEALEY, Ed.M., (Boston University), Associate Professor  
JOSEPH D. GRAHAM, A.M., (Teachers College, Columbia), Assistant Professor  
KATHERINE M. ETTLA, A.M., (Illinois), Assistant Professor  
RICHARD B. JOHNSON, M.F.A., (Ohio), Instructor  
PHILIP JOYCE, A.M., (Emerson), Instructor  
CHARLOTTE T. STRATTON, B.L.I., (Emerson), Instructor (Part-time)

The Department of Speech offers *Speech 101: Fundamentals of Speaking*, a General Education requirement for freshmen.

A minor of 18 hours in Speech Arts is available for students in all curriculums. The minor for liberal arts students includes Speech 201, 202, and 12 hours of electives which may include Speech 203 and courses at the 300 level. The minor for students in the elementary and secondary school preparation curriculums includes Speech 201, 202, 203, and 9 hours of electives in courses at the 300 level. Speech 201 is a prerequisite for admission to Speech 301 for students in all curriculums. Each student in the minor must complete a non-credit requirement by participating in an approved major production or performance in at least one of the following areas: adult or children's play, choric speech, reading theatre, recital, debate, and discussion.

The recommended sequence for the Speech minor is:

	Sophomore Year	
	First Semester	Second Semester
	Speech 201	Speech 202
		Junior Year
	Speech 203	Speech 301
	Speech 302	Speech 303
		Senior Year
	Speech 304	Speech 305
	Speech 306	

## COURSE DESCRIPTIONS

### SPEECH 101: FUNDAMENTALS OF SPEAKING

2 semester hours

The purpose of this course is to develop basic speech skills through directed practice in individual and group experiences. Emphasis is on the selection and organization of material, speech construction, voice, diction, and methods of delivery. Interviews and recordings are used to check improvement.

### SPEECH 201: CONTEMPORARY THEATRE

3 semester hours

In this introductory course designed to develop the student's appreciation of theatre art, a study is made of the theatre in the twentieth century with an investigation of the way it reflects particular cultural and social movements.

### SPEECH 202: ORAL INTERPRETATION

3 semester hours

In this study of the oral interpretation of poetry, prose, and dramatic literature, student experiences include the analysis, preparation, and delivery of selections with emphasis on the development of a superior standard of voice quality and diction.

### SPEECH 203: STAGECRAFT AND DESIGN

3 semester hours

The course provides a background in the various theatrical and historical period styles with application to the designing of scenery, properties, and lighting for the stage. The techniques needed for the execution of these crafts are studied, and 20 clock hours of craft work on an actual production are required. Each student must also complete the elevation drawings and scale-model for a stage set.

### SPEECH 301: DIRECTING AND ACTING

3 semester hours

The theories and styles of acting are studied through lecture, discussion, and application in certain scenes. Vocal and physical techniques for interpretation are also developed through demonstration and practice. The study of direction covers theories and principles with experience in script editing, casting, and staging. Prerequisite: Speech 201.

### SPEECH 302: ARGUMENTATION AND DEBATE

3 semester hours

A study of analysis, evidence, refutation, and briefing, this course provides practical experiences in delivering debates on contemporary problems. Emphasis is on the development of critical thinking and facility in speech. (Minimum of 12 students)

### SPEECH 303: PUBLIC SPEAKING

3 semester hours

In this advanced course to improve the speaking skills of the student, experiences include critical analysis of effective speeches, construction and delivery of a variety of speeches, and practice in discussion and parliamentary law.

### SPEECH 304: HISTORY OF THE THEATRE TO THE RENAISSANCE

3 semester hours

A course designed to provide the student with a knowledge of the rise and development of the theatre as an institution. A study of the plays, personalities, physical theatre, production conditions, conventions, and general characteristics of the major theatrical periods from the Classical Greek to the Renaissance on the continent and in England. Emphasis is on the relationship of the theatre to the other arts and to the social environment.

### SPEECH 305: HISTORY OF THE THEATRE FROM THE RENAISSANCE THROUGH THE NINETEENTH CENTURY

3 semester hours

This is a continuation of the Speech 304 course, although Speech 304 is not a prerequisite.

### SPEECH 306: PRINCIPLES OF SPEECH THERAPY

3 semester hours

This course is an introduction to the causes and treatment of various types of speech problems. Five hours are required in observation and/or practice in the Henry Barnard School under the supervision of the speech therapist.

### SPEECH 307: METHODS AND MATERIALS IN SPEECH EDUCATION FOR THE ELEMENTARY GRADES

3 semester hours

(Recommended for students in the Elementary Education curriculum.)

A study of speech instruction in the elementary school, this course emphasizes the integration of speech with class and extra-class activities. Emphasis is on the development of basic voice and articulation skills through talks, discussions, choric speech, and creative and formal dramatics. Types of speech problems are discussed and techniques for the correction of simple articulatory defects are practiced.

## DIVISION OF PROFESSIONAL STUDIES

HELEN E. SCOTT, Ed.D., (Boston University), Professor, Chairman

The Division of Professional Studies includes the following Departments:

Elementary and Early Childhood Education  
 Secondary Education  
 Health and Physical Education  
 Industrial Arts Education  
 Audio-Visual Education  
 Special Education  
 Philosophy  
 Psychology

The Division of Laboratory Experiences and the Henry Barnard School are coordinate elements with the Division of Professional Studies in the total program of Professional Education.

### *Department of Elementary and Early Childhood Education*

MARY T. THORP, Ed.D., (Boston University), Professor

HELEN E. SCOTT, Ed.D., (Boston University), Professor

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

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

GERTRUDE T. HANLEY, Ed.M., (Boston University), Associate Professor

RAYMOND L. PICOZZI, Ed.D., (Boston University), Assistant Professor

A student taking the Elementary or Early Childhood Education Curriculum must fulfill the General Education requirement plus a specialization for elementary education, (14 semester hours), a professional sequence, (30 semester hours), a minor, and sufficient electives to make a total of 127 hours for graduation. In General Education, the science choice is limited to Physical Science and Biology, the social science must be other than History or Geography, and Psychology must be taken.

The specialization consists of History 203 (United States History), Geography 201, Biology 101-102 or 105, Physical Science 101-102 or 105 (a total of 9 hours in science), Art 201 or Music 201, and English 210 (Children's Literature). The professional sequence is composed of Education 101

(Professional Orientation), Education 206, 300, 302 (Foundations in Education I, II, III), Education 306 (Practicum), Education 210, 211, 212 (Methods and Materials in Art Education, Music Education, Physical Education), and Education 320 (Student Teaching).

The following patterns indicate the normal sequence of courses for students following the Elementary or Early Childhood Education curricula. Slight variations are necessary for students taking certain majors or minors; these variations are indicated in the department descriptions concerning.

#### Curriculum in Elementary Education Section A

Course	Cr. Hours	Course	Cr. Hours
<b>Freshman Year</b>			
English and Speech	3	English and Speech	3
Western Civilization	3	Western Civilization	3
Language	3	Language	3
Science	3	Science	3
Mathematics	3	Mathematics	3
Physical Education—Health	1	Physical Education—Health	1
Professional Orientation	—		—
	16		16
<b>Sophomore Year</b>			
General Psychology	3	Educational Foundations I	3
Western Civilization	3	Western Civilization	3
Music or Art	3	Geography	2
Children's Literature	2	Art Methods	2
Elective	3	Physical Science	3
Major or Minor	3	Major or Minor	3
Physical Education—Health	½	Physical Education—Health	½
Professional Orientation	—	Professional Orientation	1
	17½		18½
<b>Junior Year</b>			
Practicum	5	Student Teaching	9
Music Methods	2	Educational Foundations II	3
Physical Education Methods	2	Major, Minor, or Elective	3
Major, Minor, or Elective	6		—
	15		15
<b>Senior Year</b>			
Educational Foundations III	3	United States History	3
Art or Music	3	Major, Minor, or Elective	12
Major, Minor, or Elective	9		—
	15		15



### Curriculum in Elementary Education Section B

Course	Cr. Hours	Course	Cr. Hours
<b>Freshman Year</b>			
English and Speech	3	English and Speech	3
Western Civilization	3	Western Civilization	3
Language	3	Language	3
Science	3	Science	3
Mathematics	3	Minor	3
Physical Education—Health	1	Physical Education—Health	1
		Professional Orientation	—
	16		16
<b>Sophomore Year</b>			
General Psychology	3	Educational Foundations I	3
Western Civilization	3	Western Civilization	3
Geography	3	Music or Art	3
Art Methods	2	Children's Literature	2
Physical Science	3	Elective	3
Major or Minor	3	Major or Minor	3
Physical Education—Health	½	Physical Education—Health	½
Professional Orientation	—	Professional Orientation	1
	17½		18½
<b>Junior Year</b>			
United States History	3	Practicum	5
Art or Music	3	Music Methods	2
Elective	3	Physical Education Methods	2
Major, Minor, or Elective	6	Major, Minor, or Elective	6
	15		15
<b>Senior Year</b>			
Student Teaching	9	Educational Foundations III	3
Educational Foundations II	3	Major, Minor, or Elective	12
Major, Minor, or Elective	3		
	15		15

### Department of Secondary Education

RUSSELL MEINHOLD, Ph.D., (Connecticut), Professor, Coordinator  
 SIDNEY P. ROLLINS, Ph.D., (Washington University), Professor  
 CARMELA SANTORO, A.M., (Brown), Associate Professor  
 ROBERT P. DANILOWICZ, Ed.M., (Rhode Island College),  
 Assistant Professor of Audio-Visual Education  
 THOMAS DEVINE, Ed.D., (Boston University), Assistant Professor  
 PAUL ANGHINETTI, A.M., (Boston University), Instructor

Students who have a vocational interest in teaching at the secondary level have several choices from which to choose their area of specialization.

Teaching majors are offered in biology, English, French, history, mathematics, social science, and the physical sciences. The major in physical science prepares the student to teach both physics and chemistry. Completion of the General Education requirement, the required academic sequence in any major field, and the professional sequence assures the graduate of Rhode Island College that he will be prepared to teach in grades seven through twelve.

Because of the manner in which many junior high schools are organized as well as the greater vocational opportunity in this area, three special programs are available for students interested in teaching in junior high school. These programs are English-Social Science; Social Science-English; and General Science. The General Science program prepares for both science and mathematics.

The required professional sequence for Secondary Education majors includes: Education 101 (Professional Orientation), Education 200, 300, 302 (Foundations of Education I, II, and III), Education 310 (Practicum), Education 321 (Student Teaching including Seminar), Education 360 (Senior Seminar in Secondary Education).

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major, and, if possible, discuss their plans with the appropriate department head as well as the Coordinator of Secondary Education. Normal course sequence patterns are indicated in department descriptions.

Graduates of Rhode Island College who complete one of the secondary education majors are eligible for certification in the specific area of preparation by the Rhode Island State Department of Education.

### Secondary Education Professional Sequence for Class Entering in September, 1962

The following patterns indicate the normal sequence of professional courses for students following the Secondary Education curriculums. Variations are necessary in certain programs as indicated in department descriptions.

Group	First Semester		Second Semester	
	Freshman Year		Sophomore Year	
A	Professional Orientation		Professional Orientation	
B			Professional Orientation	
A	Professional Orientation (Psychology)		Professional Orientation	1
			Foundations I	8
B	Professional Orientation (Psychology)		Professional Orientation	1
			Foundations I	8

		<b>Junior Year</b>		
A	Practicum	3	Student Teaching and Seminar	9
	Foundations II	3		
B	Practicum	3		
	Foundations II	3		
		<b>Senior Year</b>		
A	Foundations III	3		
	Adv. Seminar	1		
B	Student Teaching and Seminar	9	Foundations III Adv. Seminar	3 1

### COURSE DESCRIPTIONS

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

In the first phase of this course the College freshman, through observation in the laboratory school, becomes familiar with modern school organization and equipment, and observes the skill with which the experienced teacher uses the tools of learning. In the second phase the College sophomore is oriented by film to the American public school system and begins to appreciate the setting in which educational practice takes place. In the third phase the College sophomore sees a carefully planned series of lessons by closed-circuit television and comes to understand how lessons are planned and how the principles of teaching and the laws of learning function in the classroom.

#### EDUCATION 200, 300, 302: FOUNDATIONS OF EDUCATION I, II, III 9 semester hours

What is the nature of the school as an institution related to the family, the economy, and the polity? What is the nature of readiness, motivation, learning, and evaluation? What are the ontological, epistemological, ethical, aesthetic, and logical aspects of educational problems? These are representative of the foundational questions dealt with in this cluster of courses. This course also includes Rhode Island education law, required for State certification. To be offered beginning in February, 1964.

#### EDUCATION 204: AUDIO-VISUAL INSTRUCTIONAL MATERIALS 3 semester hours

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

This course is open only to students who have completed the audio-visual proficiency program. Two-hour lecture, 2-hour laboratory per week.

#### EDUCATION 210: METHODS AND MATERIALS IN ART EDUCATION 2 semester hours

This course is designed to give the classroom teacher an insight into the nature of children's art expression and to present some of the methods and materials used in guiding creative expression. Students have an opportunity to experiment with a variety of art media suitable for use 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 the Elementary and Early Childhood curriculums.

#### EDUCATION 211: METHODS AND MATERIALS IN MUSIC EDUCATION 2 semester hours

This course will combine basic elementary music theory with the presentation of methods and materials suitable for music classes in the elementary grades. It is required of all students in the Elementary Education and Early Childhood curriculums.

#### EDUCATION 212: METHODS AND MATERIALS IN PHYSICAL EDUCATION 2 semester hours

A course designed to give the future classroom teacher the basic principles of a physical education program with emphasis on methods and materials for elementary pupils. It includes experience in teaching movement through games, rhythms, and self-testing activities suitable for the various age levels. It is required of students in the Elementary Education and Early Childhood curriculums.

#### EDUCATION 213: METHODS AND MATERIALS IN SCIENCE FOR THE ELEMENTARY GRADES 2 semester hours

This course treats of the latest in research and trends of science in the elementary grades. Series and supplementary texts, and visual aids are analyzed. Key science demonstrations are individually undertaken.

#### EDUCATION 214: METHODS AND MATERIALS IN SPEECH EDUCATION FOR THE ELEMENTARY GRADES 2 semester hours

A study of speech instruction in the elementary school, this course emphasizes the integration of speech with class and extra-class activities. The purpose of the course is to develop the fundamental principles and techniques for improving basic voice and articulation skills, and for applying these skills in all other oral activities in the classroom: talks, discussions, choral speaking, creative and formal dramas. Types of speech problems are discussed. Techniques for the correction of simple articulatory defects are practiced.

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

In this study of the development of education theories, practices, and institutions, emphasis will be placed upon the ancient and medieval contributions and their influence upon modern education in the United States.

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

(7) 5 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 arithmetic and the social studies. Provision is made in the College Laboratory School for two hours per week of practical experience to enrich the theoretical knowledge gained in five hours of College class instruction. Group and individual conferences are required.

**EDUCATION 306: PRACTICUM IN ELEMENTARY EDUCATION**

(7) 5 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, the other language arts, arithmetic, and social studies. Provision is made in the College Laboratory School for two hours per week of practical experience to enrich the theoretical knowledge gained in five hours of College class instruction. Group and individual conferences are required.

**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION**

(5) 3 semester hours

The Secondary Practicum is devoted to a study of the principles, curriculum, materials, and methods of secondary education. 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.

**EDUCATION 311: DEVELOPMENTAL READING IN THE JUNIOR AND SENIOR HIGH SCHOOL**

3 semester hours

The teaching of reading is a continuous process. This course deals with the development of a well-rounded, individualized reading program beyond the elementary and intermediate grades. Topics to be considered include the higher reading skills, physical and mental factors involved, learning students' interests and needs, appraising students' reading ability, providing suitable reading materials, and the contribution of the principal, teacher, librarian, and guidance workers to the improvement of reading.

**EDUCATION 320: STUDENT TEACHING FOR EARLY CHILDHOOD AND ELEMENTARY MAJORS**

9 semester hours

Upon the completion of Professional and General Education pre-requisites, the student preparing to teach in the elementary schools is assigned to a semester of 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 particular grade to which he is assigned. During the semester he returns to the campus for course work, for individual conferences, and for workshop experiences planned specifically to meet demonstrated needs. Pre-requisite: An accumulated index of 2.00 at the end of the first quarter of the semester in which assignment is made.

**EDUCATION 321: STUDENT TEACHING INCLUDING SEMINAR FOR SECONDARY SCHOOL MAJORS**

9 semester hours

Upon the completion of Professional and General Education pre-requisites the student preparing to teach in the secondary schools is assigned to a semester of teaching in one of the public junior or senior high schools of the State under the joint supervision of an experienced teacher, appropriately certified as a cooperating teacher, and a college supervisor. The student gradually assumes full responsibility for the instruction of specific classes and for extra-class activities expected of a teacher of his chosen subject matter field. During the semester he returns to the campus for course work, seminars, individual conferences, and workshop experiences planned specifically to meet demonstrated needs. Pre-requisite: An accumulated index of 2.00 at the end of the first quarter of the semester in which assignment is made.

**EDUCATION 330: 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.

**EDUCATION 332: TESTS AND MEASUREMENTS**

3 semester hours

The purpose of this course is to acquaint teachers with modern testing techniques. The use of different types of tests, the appraisal of aptitudes (both academic and special), the evaluation of school achievement, the discovery of attitudes and interests (both educational and vocational) by self-report techniques, and the appraisal of personal qualities will be studied. The statistical processes which are necessary in current educational practice are considered.

**EDUCATION 334: PRINCIPLES OF GUIDANCE**

3 semester hours

Consideration is given to the nature and need of guidance in the schools, the evaluation and operation of the major services, the understanding of

the individual, the imparting of the information needed for making wise choices and plans, the counseling of the individual, and placement and follow-up. This is a basic course of value to prospective teachers, administrators, and guidance counselors.

**EDUCATION 360: SENIOR SEMINAR IN SECONDARY EDUCATION** (2) 1 semester hour

In the semester following Student Teaching, College supervisors conduct a seminar for students in Secondary Education in which the students review the total professional sequence. Each individual is led to evaluate his own progress and is given guidance in continuing his educational experiences.

### *Department of Health and Physical Education*

- FANNIE H. MELCER, Ed.D., (New York University), Professor, Chairman  
ROBERT L. BROWN, Ed.M., (Springfield), Associate Professor  
BILLIE ANN BURRILL, M.S., (Smith), Associate Professor  
THOMAS J. SHEEHAN, A.M., (Ohio State), Assistant Professor  
EDWARD S. BOGDA, Ed.M., (Rutgers), Assistant Professor  
PATRICIA MOORE, A.M., (New Mexico Highlands), Assistant Professor  
DORIS J. HLAVSA, B.S., (Cortland College of Education), Instructor  
SALLY J. McFARLANE, A.B., (DePauw), Instructor  
MARY F. MINES, B.S., (North Carolina), Instructor

#### **COURSE DESCRIPTIONS**

**PHYSICAL EDUCATION 101W: BASIC CONCEPTS IN MOVEMENT EDUCATION** (for Women) 1 semester hour

This course serves as an introduction to the scientific principles underlying efficient movement and personal health. Application of physical principles is made to diversified motor patterns through the media of rhythms and a play form (team sport). Related health concepts include nutrition and posture. One semester.

**PHYSICAL EDUCATION 102W: CONCEPTS IN MOVEMENT EDUCATION** (for Women) 1 semester hour

This course introduces concepts related to the development of perceptual-motor skill. Consideration is given to the perceptual basis of motor learning and the role of fitness in effective movement. Application of these concepts and the physical principles of movement is made to patterns involving external objects and complex spatial awareness (a team sport and gymnastics). Related health concepts include (1) exercise, rest, and fatigue, and (2) first aid and safety. One semester.

**PHYSICAL EDUCATION 201W-202W: MOVEMENT EDUCATION: APPLICATION OF CONCEPTS** (for Women) 1 semester hour

The purpose of this course is to provide advanced movement experiences in which the student can apply concepts previously acquired and develop a high level of proficiency. Students select areas in sports and/or dance in which to specialize on the basis of interest and ability. Included in this course are concepts related to community health. Two semesters.

**PHYSICAL EDUCATION 101-102: FUNDAMENTALS OF PHYSICAL EDUCATION AND HEALTH** (for Men) 2 semester hours

This course stresses basic movement fundamentals and their application to everyday activities and to sports. Gymnastics, combatives, and team sports are the activities through which basic movement skills are taught. Such concepts as total fitness, nutrition, exercise, fatigue, and rest are presented with the personal health knowledge, skills, and attitudes that are essential. Two semesters.

**PHYSICAL EDUCATION 201-202: INDIVIDUAL SPORT ACTIVITIES AND HEALTH** (for Men) 1 semester hour

This course is a continuation of the freshman program with the emphasis directed to the practical application of movement fundamentals as they are executed in individual sports. This course, primarily an elective, is designed to equip the student with activities that can be used for leisure-time pursuits. Included in this course are concepts related to community health. Two semesters.

**PHYSICAL EDUCATION 103-104, 203-204: ADAPTED PHYSICAL EDUCATION** (for Men and Women) 3 semester hours

This course specifically provides a place for the restricted student who may not safely or successfully engage in the established range of the regular physical education class. It is a diversified program of developmental activities, games, dance, and sports suited to the interests, capabilities, and limitations of these students. Concepts of personal and community health are included in this course. It is taken in place of P.E. 101-102, 201-202. Eligibility is determined by consultation with the Chairman of the Physical Education Department and the College Physician. Four semesters.

### *Department of Industrial Arts Education*

- THOMAS G. KING, Ed.D., (Wayne State), Professor  
CLARENCE E. GERRISH, M.S., (Michigan), Assistant Professor  
RICHARD P. ANDERSON, B.S., (Gorham), Assistant Professor (Part-time)  
WILLIAM F. KAISER, B.S., (Bimidi), Instructor (Part-time)

In September, 1959, a program for the preparation of teachers in Junior and Senior High School Industrial Arts was instituted at Rhode Island



College. 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.

The student preparing for the degree of B.S. in Industrial Arts Education must fulfill all General Education requirements except Modern Language. In addition he must complete the 23-hour sequence in Professional Education for secondary school teachers and 21 hours of academic electives. The 40 hours required in Industrial Arts Education include Crafts, Curriculum Procedures, Design, Drafting, Electricity and Electronics, Theory and Practice in General Shop, Graphic Arts, Metalworking, Power Mechanics, and Woodworking.

The recommended Industrial Arts course sequence is:

First Semester	Second Semester
<b>Freshman Year</b>	
Ind. Arts 170	Ind. Arts 231
Ind. Arts 130	Ind. Arts 190
Ind. Arts 110	
<b>Sophomore Year</b>	
Ind. Arts 140	Ind. Arts 241
Ind. Arts 211	Ind. Arts 100
Ind. Arts 120	
<b>Junior Year</b>	
Ind. Arts 180	Ind. Arts 281
Ind. Arts 116	Ind. Arts 312 or Ind. Arts 217
<b>Senior Year</b>	
	Ind. Arts 342 or Ind. Arts 382

### COURSE DESCRIPTIONS

#### IND. ARTS 100: THEORY AND ORGANIZATION OF INDUSTRIAL ARTS

3 semester hours

This course studies the function of industrial arts in the school program, the organization and development of instructional materials, and principles and practices of shop planning and management. The unit and general shop patterns of organization and operation are studied.

#### IND. ARTS 110: TECHNICAL DRAWING, I.

2 semester hours

Basic skills of drafting, chalkboard illustrating for classroom use, and lettering are presented. Graphic representation of ideas and fabricated objects are studied by means of orthographic projections, developments, and production illustrations. Six class periods per week.

#### IND. ARTS 116: ARCHITECTURAL DRAWING, I.

2 semester hours

This course considers elements of planning and construction for frame and masonry houses embodying lettering, symbols and conventions, footings, foundations, sills, windows, cornices, fireplaces, stairs. Students do planning and drawing of floor plans, elevations, and perspective. Six class periods per week.

#### IND. ARTS 120: GRAPHIC ARTS, I.

3 semester hours

This course presents reproductive processes in graphic arts. Students gain experience in wood and resilient block cutting, etching, lithography, silk screen, stencil ditto, engraving, and bookbinding. Six class periods plus three hours of outside preparation per week.

#### IND. ARTS 130: BASIC DESIGN

2 semester hours

This is an application of good design to the activities of the industrial arts program. Students consider: beauty and function, durability, economy of materials, material selection, construction, color, and texture. Six class periods per week.

#### IND. ARTS 140: WOODWORKING, I.

3 semester hours

Practice is provided in the fundamental operations and processes in hand woodworking allied to the creation of projects. Six class periods per week.

#### IND. ARTS 170: ELECTRICITY, I.

3 semester hours

Topics include essentials of electricity, static and current; electricity, cells and batteries, series and parallel circuits, electric power, and magnetism. Fundamental principles are applied to residential wiring. Six class periods per week.

#### IND. ARTS 180: METALWORKING, I.

3 semester hours

Machine shop instruction is provided covering units on the lathe, milling machine, drilling machine, shaper, and grinding machine. Shapes of cutting tools, grinding, setting, operating feeds and speeds for cutting various metals are studied. Six class periods per week.

#### IND. ARTS 190: POWER MECHANICS, I.

3 semester hours

Theory and operation of combustion engines, suspensions, steering, fuel systems, carburetion, ignition systems, and power trains are some of the areas studied. Students are also instructed in the maintenance, assembly, and repair of small gas combustion engines. Six class periods per week.

**IND. ARTS 211: TECHNICAL DRAWING, II. 2 semester hours**

Experience is provided with advanced problems in projections, auxiliary views, intersections, revolutions, developments, detailing, and tracing. Six class periods per week.

**IND. ARTS 217: ARCHITECTURAL DRAWING, II. 2 semester hours**

Topics include optional layout of rooms, floor plans, elevations, details and specifications for frame or masonry houses, working plans and rendered perspective, scale model and landscaping from student's plans. Six class periods per week.

**IND. ARTS 231: CRAFTS, I. 3 semester hours**

This course provides experience in project design and creation of work suitable for the junior high school level. Students develop skill in working with leather, art metals, plastics, Fiberglass cloth, enamel, and tile. Six class periods per week.

**IND. ARTS 241: WOODWORKING, II. 3 semester hours**

This is a course in basic nomenclature, setup, and operation of power equipment for the woodworking shop working drawings, bills of material; and routing procedures; use of patterns, jigs, and templates. Six class periods per week.

**IND. ARTS 281: METALWORKING, II. 3 semester hours**

In this general shop course of the trade-group type, students take up organization, layout, equipment, management, uses of instructional materials, and selected projects in bench metal, forging, heat treating, machine shop, oxyacetylene welding, and cutting. Six class periods per week.

**IND. ARTS 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION 3 semester hours**

This course comprises three major instructional units involving observation of accepted practices, principles and practices of teaching industrial arts, and initial participation in a teaching situation as an aid to assimilation of theory. Three class periods plus one laboratory period per week.

**IND. ARTS 312: TECHNICAL DRAWING, III. 2 semester hours**

Topics include analysis of motion, motion diagrams, design of various types of cams, spur and bevel gears, worm and worm wheel. Six class periods per week.

**IND. ARTS 342: WOODWORKING, III. 3 semester hours**

Three units of related woodworking experiences are provided, typical of that carried on in General Woodworking classes: simple upholstery, light house-framing construction (scale construction), and turning. Six class periods per week.

**IND. ARTS 382: METALWORKING, III. 3 semester hours**

This is a course in art metal design and fabrication: raising, forming, stretching, shrinking, bending, spinning, chasing, seaming, piercing, etching, and coloring. There are projects in the working of copper, brass, aluminum, Monel, steel, and nickel silver. Six class periods per week.

### *Department of Special Education*

HARRY S. NOVACK, Ph.D. (Syracuse), Professor

ISOBEL EDWARDS, Ph.D. (Teachers College, Columbia), Assistant Professor

The Department of Special Education offers a minor of 18 hours for Elementary Education students. This minor can be achieved in one of three areas: the Mentally Retarded, the Emotionally Disturbed, or the Orthopedically Handicapped.

Special Education students complete the Elementary Education professional sequence except that 6 rather than 9 hours are required in Student Teaching. Therefore, upon completion of undergraduate study a student with a minor in Special Education will be eligible to accept a position in a regular classroom or in Special Education.

Required courses and recommended sequences for Special Education are:

#### **Mentally Retarded**

First Semester	Second Semester
	Sophomore Year
	Sp. Ed. 300
	Junior Year
Sp. Ed. 301	Sp. Ed. 302
	Senior Year
Sp. Ed. 303	Sp. Ed. 404

#### **Emotionally Disturbed**

	Sophomore Year
	Sp. Ed. 300
	Junior Year
Sp. Ed. 305	Sp. Ed. 307
	Senior Year
Sp. Ed. 303	Sp. Ed. 306

#### **Orthopedically Handicapped**

	Sophomore Year
	Sp. Ed. 300

Junior Year

Sp. Ed. 308 Sp. Ed. 309

Senior Year

Sp. Ed. 303 Sp. Ed. 410

COURSE DESCRIPTIONS

SP. ED. 300: INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN

3 semester hours

The purpose of this course is to give all school personnel a basic understanding of the educational implications of intellectual, physical, and emotional differences among children. Necessary school and community adjustments are considered for children who are mentally retarded, physically handicapped, brain-damaged, socially inadequate, slow learners, and gifted. (This is the introductory course required of all students taking their minor in Special Education.)

SP. ED. 301: PSYCHOLOGY OF MENTAL SUBNORMALITY

3 semester hours

An intensive study of the growth and development of mentally retarded individuals in our society, this course explores the meaning and concepts of retardation, its causes and preventions. Comprehensive study and analysis are made of the problems of classification and identification of mental defectives.

SP. ED. 302: CURRICULUM AND METHODS OF TEACHING THE EDUCABLE MENTALLY RETARDED

3 semester hours

Students become acquainted with the latest methods, procedures, and curriculums especially effective in the education of mentally retarded children and youth. How to group, create purposeful learning environment, and use core curriculum are the basic considerations of this course. Observation of demonstration teaching is required.

SP. ED. 303: STUDENT TEACHING IN SPECIAL EDUCATION

6 semester hours

The student preparing to teach in an area of Special Education must earn 6 semester hours for Student Teaching in the regular elementary classroom. In addition he is assigned to teach either in one of the special education classrooms in the Campus Laboratory School or in one of the public school systems of the State. Here under the joint supervision of an experienced teacher, appropriately certified as a cooperating teacher, and the College supervisor of special education the student participates in the work planned especially to meet the needs of his chosen field of exceptionality.

Individual tutorial approaches and group teaching are required.

SP. ED. 305: PSYCHOLOGY OF BEHAVIOR DISORDERS

3 semester hours

This course focuses on the delineation of common problems, character patterns, and adjustment processes of the maladjusted child. The basic purpose is to understand the antecedent conditions for observed behavior and to recognize the varied conditions that may produce psychological and social disturbances.

SP. ED. 306: EDUCATIONAL PLANNING FOR THE SOCIALLY AND EMOTIONALLY DISTURBED

3 semester hours

Specific problems of the negativistic child, the child who constantly daydreams, and the acting-out child are discussed with illustrations from the participating teachers' own experiences. The modification of such deviant behaviors is demonstrated in accordance with psychological and sociological principles.

SP. ED. 307: CURRICULUM AND METHODS FOR TEACHING THE EMOTIONALLY DISTURBED

3 semester hours

This course concentrates on special methods, procedures, and techniques found effective in teaching maladjusted children in residential centers, special schools, and public school classes. Students become acquainted with educational procedures through demonstrations, and particular attention is given to the role of the teacher and a member of the team working with the child.

SP. ED. 308: PSYCHOLOGY OF THE ORTHOPEDICALLY AND PHYSICALLY HANDICAPPED

3 semester hours

This course is devoted to the study of the effect of physical disability on children. It examines the similarities and differences in psychological growth and the implication of these for the restorative and adaptive processes. The interrelation of the necessary services ancillary to education and training are emphasized through group conferences.

SP. ED. 309: CURRICULUM AND METHODS FOR THE ORTHOPEDICALLY HANDICAPPED

3 semester hours

The adaptation of educational procedures for children with defective bodily movement and control and special health problems are the content of this course. Current prevailing practices and promising innovations are reviewed. An analysis is made of the associated learning problems found in children with central nervous system impairments.

SP. ED. 404: TECHNIQUES IN THE EDUCATION OF SEVERELY RETARDED (trainable) CHILDREN

3 semester hours

This course considers the major characteristics of the severely retarded child with specific emphasis on curriculum development and techniques of teaching. Organization of classes for severely retarded, parent counseling, and evaluation of pupil progress are to be covered.

**SP. ED. 405: THE MENTALLY RETARDED IN THE JUNIOR AND SENIOR HIGH SCHOOL**

3 semester hours

This course stresses organization of classes in the junior and senior high school, curriculum development, methods of teaching the various areas. Special emphasis is placed on a complete program for the adolescent retardate including educational, vocational and social guidance.

**SP. ED. 410: MEDICAL ASPECTS OF PHYSICAL DISABILITY**

3 semester hours

Medical lectures, visits to clinics, and demonstration of the therapeutic care of crippled children supplement classroom lectures and discussion. Non-educational personnel discuss the etiology and chief considerations of neurological and orthopedic difficulties.

## Department of Philosophy

THOMAS J. HOWELL, Ph.D., (Brown), Assistant Professor

BYRON BUCKERIDGE, A.M., (Texas Christian), Assistant Professor

**PHILOSOPHY 200: 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.

**PHILOSOPHY 205: INTRODUCTION TO LOGIC**

3 semester hours

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

**PHILOSOPHY 206: ETHICS**

3 semester hours

An examination and explanation of ethical judgments is made. Clarification and analysis of 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.

**PHILOSOPHY 300: HISTORY OF PHILOSOPHY IN AMERICA**

3 semester hours

The course is a survey of the development of philosophy in America from the colonial period to 1900. The classical American philosophers are the crux of the course, and some of their major works are read. The philosophers are Charles S. Peirce, William James, Josiah Royce, George Santayana, John Dewey, and Alfred N. Whitehead.

**PHILOSOPHY 320: PHILOSOPHICAL ANALYSIS OF KNOWLEDGE**

3 semester hours

The course deals with an integrated group of questions about the modes of knowledge that confront the learner. The scope of the course is controlled by the objective of discerning and relating the logical patterns of the intellectual products (i.e., knowledge) of the various sciences. The intellectual products of the natural sciences, the social sciences, the formal sciences, and the arts and moral or value activities are subject to analysis and synthesis. Prerequisite: Any one-semester course in philosophy.

**EDUCATION 330: 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 education, and nature of knowledge and truth.

## Department of Psychology

ROBERT T. AMOS, Ph.D., (Michigan), Associate Professor, Chairman

RAYMOND H. HOLDEN, Ed.D., (Boston University), Associate Professor

M. SHELAGH GILMORE, M.Ed., (Boston College), Assistant Professor

MORTON FELIX, A.M., (Connecticut), Assistant Professor

LENORE D. DE LUCIA, A.M., (Brown), Assistant Professor

SPENCER DEVAULT, Ph.D., (Michigan State), Instructor

FRANK J. DEIGNAN, Ed.D., (Boston University), Lecturer

The Department of Psychology offers a minor of 15 hours for students in all curriculums. The minor includes a minimum of Psychology 204 or 206 and four courses in the 300 series. Mathematics 240 is required, but does not count as a part of the minor. It is recommended that those students who anticipate a minor in Psychology take Biology 101 and 102 in their freshman year.

The General Education requirement in Psychology is fulfilled by Psychology 200.

A recommended sequence for the Psychology minor is:

First Semester		Second Semester
	Sophomore Year	
Psychology 200		Psychology 204
Mathematics 240		or 206
		(Mathematics 240)



	<i>Junior Year</i>	
Psychology 300 or Psychology 304		Psychology 302 or Psychology 305
	<i>Senior Year</i>	
Psychology 308 or Psychology 312		Psychology 310

### COURSE DESCRIPTIONS

**PSYCHOLOGY 200: 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.

Prerequisite: to all courses in Psychology.

**PSYCHOLOGY 204: DEVELOPMENTAL PSYCHOLOGY** 3 semester hours

This course studies individual development from conception to maturity with special emphasis on interpreting research relating to the development of behavior. Consideration is given to developmental sequence. With laboratory.

**PSYCHOLOGY 206: SOCIAL PSYCHOLOGY** 3 semester hours

An interdisciplinary approach is made to the study of social interaction and how the human organism learns role behavior. The socialization process, personality and culture, attitudes and motives are emphasized. With laboratory.

**PSYCHOLOGY 300: PSYCHOLOGY OF LEARNING** 3 semester hours

This course is designed to analyze the principles and major contemporary theories of learning, with special emphasis on the place of learning in the development of psychological systems. With laboratory.

**PSYCHOLOGY 302: THEORY OF PSYCHOLOGICAL TESTING** 3 semester hours

A systematic examination is made of the construction, reliability, and validity of standardized tests. Basic statistical concepts are examined in reference to interpretation and application of test data. With laboratory.

Prerequisite: Mathematics 240.

**PSYCHOLOGY 304: EXPERIMENTAL PSYCHOLOGY** 3 semester hours

This course is designed to give the student an understanding of the different types of experimental designs used in psychological research. Attention will be given to statistical techniques widely employed in the analysis and interpretation of data. With laboratory.

Prerequisite: Mathematics 240.

**PSYCHOLOGY 305: EXPERIMENTAL PSYCHOLOGY** 3 semester hours

A continuation of Psychology 304, this course is aimed at helping the student formulate psychological problems and test hypotheses which are amenable to experimental study. Considerable attention is given to the use of appropriate research design in terms of control and criteria variables. With laboratory.

Prerequisite: Psychology 304.

**PSYCHOLOGY 306: PERSONALITY DEVELOPMENT** 3 semester hours

A critical study is made of the determinants of personality developments, the various theoretical approaches to the study of personality, and methods of appraising personality. With laboratory.

Prerequisite: Psychology 204.

**PSYCHOLOGY 310: ABNORMAL PSYCHOLOGY** 3 semester hours

This course studies the determinants of abnormal behavior, including developmental, social, and biological factors and utilizing the student's knowledge of motivation, learning, and personality dynamics. The traditional categories of psychopathology as well as modern experimental approaches will be considered. With laboratory.

Prerequisite: Psychology 205.

**PSYCHOLOGY 312: PSYCHOLOGY OF PERCEPTION** 3 semester hours

This course considers perception in the light of its historical development and compares the important theoretical approaches to perception. Particular emphasis is placed on the experimental procedure. With laboratory.

Prerequisite: Mathematics 240.



## HENRY BARNARD SCHOOL

CLEMENT J. HASENFUS, Ed.M., (Boston University), Associate Professor, Principal  
 WILLIAM H. LAWTON, A.M., (Teachers College, Columbia), Assistant Professor,  
 Assistant Principal

### CHILDREN'S SCHOOL

- Geraldine A. Carley, Assistant Professor  
 Ed.M., Rhode Island College
- Prudence D. Fish, Assistant Professor  
 Ed.M., Rhode Island College
- Agatha B. Lavalley, Assistant Professor  
 Ed.M., Rhode Island College
- Maybelle W. Magee, Assistant Professor  
 Ed.M., Boston University
- Ruth E. Whipple, Assistant Professor  
 A.M., Tufts
- Jennie F. Majka, Instructor  
 Ed.B., Rhode Island College
- Rose C. Merenda, Instructor  
 A.B., Emmanuel
- Mildred E. Nugent, Instructor  
 Ed.M., Rhode Island College

### ELEMENTARY SCHOOL

- Helen M. Triggs, Associate Professor  
 Ed.M., Rhode Island College
- Mary C. Colton, Associate Professor  
 Ed.M., Rhode Island College
- Mary Davenport, Assistant Professor  
 M.S., Cornell
- Kathleen F. Kelley, Assistant Professor  
 Ed.M., Rhode Island College
- Isabel M. McGuinness, Assistant Professor  
 Ed.M., Rhode Island College
- Elizabeth B. Carey, Instructor  
 B.S., University of Rhode Island
- Sylvia Rinaldi, Instructor  
 Ed.B., Rhode Island College
- Cynthia A. Talbot, Instructor  
 Ed.B., Rhode Island College

#### JUNIOR HIGH SCHOOL

- Harriet V. Zur Linden, Associate Professor, Science  
A.M., Teachers College, Columbia
- Vincent F. Trainor, Jr., Associate Professor, Mathematics—Science  
Ed.M., Rhode Island College
- Mary D. Chatterton, Assistant Professor, English  
Ed.M., Boston University
- Barbara Burns, Assistant Professor, Mathematics  
Ed.M., Boston University
- Wallace M. Whitelaw, Jr., Instructor, English  
A.B., Providence College; Ed.M., Rhode Island College
- Donald F. Lyons, Instructor, Social Science  
Ed.B., Rhode Island College
- Joseph Parfenchuck, Instructor, Social Science  
A.M., University of Rhode Island
- John E. Kelley, Instructor, Mathematics  
B.S., Tufts University

#### SPECIAL SUBJECTS

- Avis G. Marden, Professor, Director of Guidance  
Ed.D., Boston University
- Byron C. Tiltonson, Associate Professor, Modern Languages  
A.M., Middlebury
- Dorothy M. Crompton, Assistant Professor, Art  
A.M., Teachers College, Columbia
- Helen M. Murphy, Assistant Professor, Physical Education  
Ed.M., Boston University
- Frances L. McKenna, R.N., Assistant Professor (Nurse-Teacher)  
A.M., Teachers College, Columbia
- Viola Peterson, Assistant Professor, Music  
A.M., Western Reserve
- Anne R. Mullaney, Assistant Professor, Special Education  
Ed.M., Rhode Island College
- Richard P. Anderson, Jr., Assistant Professor, Industrial Arts  
B.S. in Ind. Arts, Gorham
- Elija F. Bonaventura, Assistant Professor, Special Education  
Ed.M., Rhode Island College
- Elaine R. Dripps, Assistant Professor, Speech  
Ed.M., Boston University
- Hope I. MacAndrew, Assistant Professor, Art  
B.S. in Art Ed., Rhode Island School of Design
- Elija S. Habercom, Instructor (Library)  
Ed.B., Rhode Island College
- James A. Studley, Instructor, Physical Education  
M.S., Cortland
- Carol S. Carr, Instructor, Home Economics  
B.S., University of Rhode Island
- Rosaline B. Duffy, Instructor, Art, (Part-time)  
Ed.M., Rhode Island College

## DIVISION OF LABORATORY EXPERIENCES

MARY T. THORP, Ed.D. (Boston University), Professor, Director  
S. ELIZABETH CAMPBELL, Ed.D. (Harvard), Professor, Coordinator of Student Teaching

The Division of Laboratory Experiences offers every student preparing for teaching a variety of opportunities to work with children. As the student progresses through the professional sequence from Professional Orientation and Practicum to Student Teaching, he studies simultaneously the specialized content area, methodology, and materials closely related to his needs in his particular curriculum choice. Since all other divisions in the College contribute to this experience, the integration of theory and practice is assured and the student's total professional program, in the campus school, in the off-campus cooperating school, and in other agencies in the community, is readily coordinated.

All Education students must complete a three-semester sequence in Professional Orientation, a Practicum in the instructional theory of the field of their specialization, and 9 semester hours of Student Teaching. Students in Special Education and Elementary special methods courses also participate in observation and teaching activities with children as a part of their course work. Students who have returned to campus after completing Student Teaching are given opportunity as needed for further guided practical work in the Henry Barnard School.

Students are screened for continuance in the Education program during their Practicum semester. To be assigned to Student Teaching each student must pass this screening, must have passing grades in all course work in his teaching field, and must have achieved by the mid-semester prior to assignment a cumulative index of 2.00.

Faculty in all education programs participate in the supervision of the laboratory experiences of students, both on and off campus. Observation and practicum in the campus laboratory school are under the immediate supervision of the supervising teachers of the Henry Barnard School faculty. For their Student Teaching, students are assigned to selected Cooperating Schools throughout the State, where their work is supervised by Rhode Island College Cooperating Instructors and Cooperating Teachers.

## Cooperating Instructors and Teachers

## BARRINGTON

Eloise Dunbar, Cooperating Instructor  
Ed.M., Rhode Island College  
Velma Fleury  
Ed.M., Harvard

## BRISTOL

Margaret Dwyer  
James R. Gromling  
B.S., Millville State Teachers College  
Louise Hunter  
Ed.B., Rhode Island College  
Margaret Murphy

## CENTRAL FALLS

Anne A. Garland, Cooperating Instructor  
Ed.M., Rhode Island College  
Gertrude Rivard  
A.M., Boston College

## COVENTRY

Gertrude Bailey  
B.L.L. Emerson  
Oscar Miller  
Howard Wing

## CRANSTON

Edith Barlow, Cooperating Instructor  
Ed.M., Rhode Island College  
Florence A. Boyer  
A.M., Columbia  
Frances Campbell  
Ed.B., Rhode Island College  
Thomas Donnelley  
M.S., Columbia  
Laura B. Gilmore  
A.M., McGill  
Irene B. Grady  
Ed.B., Rhode Island College  
Mary Greene  
A. M., Boston University  
John Hagan  
Ed.B., Rhode Island College  
Mary Howe  
Ed.B., Rhode Island College  
Joseph A. Kennedy  
A.B., Providence College  
Charles Leibherr  
Ed.B., Rhode Island College  
Charlotte Salisbury  
Ed.B., Rhode Island College  
Lillian Sanford  
B.S., University of Rhode Island  
Charles M. Sears  
Ed.B., Rhode Island College  
Mary Waterman  
Ed.B., Rhode Island College  
George Wilson  
B.S.Ed., Fitchburg

## CUMBERLAND

Mary Butler  
Robert Jacobs  
Margaret M. Powers  
Ed.M., Rhode Island College

## EAST PROVIDENCE

Ethel Johnson, Cooperating Instructor  
Ed.M., Rhode Island College  
Arthur Almasian  
A.B., Providence  
Roberta Benoit  
Ed.B., Rhode Island College  
George R. Currier  
B.S., University of Rhode Island  
John E. Crowley  
Ed.M., Rhode Island College  
William Davis  
A.B., Providence  
Warren Garraghty  
B.S.E.E., University of Rhode Island  
Mary Herlihy  
A.B., Radcliffe  
Carroll McCleary  
B.S., Colby  
Herbert McCleint  
Ed.B., Rhode Island College  
Ralph Miller  
Millicent Pacheco  
Ed.B., Rhode Island College  
Frank Sarazeno  
Ed.B., Rhode Island College  
Ellin Smith  
Ed.B., Rhode Island College  
Phyllis B. Welch  
T.S.Ed., Framingham

## LINCOLN

Nicholas Jaroma  
Ed.M., Rhode Island College  
Edward McCarthy  
A.B., Providence  
Lawrence Wildgoose  
Ed.B., Rhode Island College

## MIDDLETOWN

Isabel Higgins  
Ed.B., Rhode Island College  
Kenneth E. Kerr  
A.B., Providence

## NEWPORT

Ralph Christon  
A.M., Catholic University  
Anna LaCroix  
A.B., College of St. Elizabeth  
Arthur E. Vogt  
B.S., Rhode Island School of Design

## NORTH KINGSTOWN

Ralph T. Vale  
Ed.B., Rhode Island College

## NORTH PROVIDENCE

Paul Caccio  
Ed.B., Rhode Island College  
Lorena Murphy  
Ed.B., Rhode Island College  
George O'Reilly  
A.B., Providence  
Ernest J. Robert  
Ed.B., Rhode Island College  
Eather Walker  
Ed.B., Rhode Island College  
Veronica Wright  
Ed.B., Rhode Island College

## NORTH SMITHFIELD

John E. Brann



## PAWTUCKET

Beatrice Donovan, Cooperating Instructor  
 Ed.M., Bridgewater  
 Eleanor McMahon  
 A.M., Brown  
 Gertrude Sullivan  
 Ed.B., Rhode Island College  
 G. Raymond Varone  
 Ed.M., Rhode Island College

## PROVIDENCE

A. Madeline Garvey, Cooperating Instructor  
 Ed.M., Rhode Island College  
 Grace L. Arnold  
 Ph.B., Brown  
 Helen Ashworth  
 Ed.B., Rhode Island College  
 Anne J. Bourke  
 Ed.M., Boston University  
 E. William Burrell  
 A.M., Boston University  
 Anne T. Carlone  
 Ed.B., Rhode Island College  
 Addie M. Gage  
 Ed.D., Rhode Island College  
 William E. Kaiser  
 B.S., Bimilji  
 Lucy Knauer  
 Ed.B., Rhode Island College  
 Raymond Lamore  
 Ed.M., Boston College  
 Mary A. Lynch  
 Ed.B., Rhode Island College  
 John C. Marmaras  
 David H. McCarthy  
 Ed.B., Rhode Island College  
 Beatrice M. McNamee  
 Ed.B., Rhode Island College  
 Eleanor C. McPhillips  
 Ed.B., Rhode Island College  
 Theresa Nardi  
 Ed.B., Rhode Island College  
 Wilhelmina Null  
 Ed.B., Rhode Island College  
 Elizabeth O'Connor  
 Ed.B., Rhode Island College  
 William T. Payne, Jr.  
 Roy P. Pearson  
 Earl C. Perrin  
 Mary Powers  
 Ed.M., Rhode Island College  
 Mary D. Riley  
 B.S., Boston College  
 Catherine Trainor  
 A.B., Pembroke  
 Helen Williams  
 A.M., Michigan

## SMITHFIELD

Frances D'Angelo, Cooperating Instructor  
 Ed.M., Rhode Island College  
 Kathleen T. Connor  
 Ed.B., Rhode Island College  
 John Custer  
 Ed.M., Bridgewater  
 Andrew Tourmas  
 Ed.M., Bridgewater  
 Eleanor Tyng

## WARREN

Janet Craig  
 Ed.M., Rhode Island College

## WARWICK

Elmer Anderson  
 Ed.B., Rhode Island College  
 Walter Blanchard  
 A.B., University of Rhode Island  
 Sandra Colden  
 Ed.B., Rhode Island College  
 Salvatore DelPrete  
 A.B., Boston College  
 Elizabeth Duffy  
 Ed.M., Rhode Island College  
 John Gunson  
 B.S.A., Rochester Institute of Technology  
 M. Louise Grant  
 Ed.B., Rhode Island College  
 Richard Jefferson  
 B.E. Ind. Arts, Fitchburg  
 Jane Kettelle  
 A.B., University of Rhode Island  
 Bertha Mourmighan  
 A.M., Brown  
 Catherine Murray  
 Ed.M., Rhode Island College  
 Anne Nolan  
 Ed.B., Rhode Island College  
 Margaret Nugent  
 Ed.M., Rhode Island College  
 Carmel Scardera  
 Ed.B., Rhode Island College  
 Janice Slater  
 Ed.M., Rhode Island College  
 Harriett Stone  
 A.B., Pembroke  
 Julia Van Hoecke  
 Ed.B., Rhode Island College

## WESTERLY

Anthony Exposito  
 Ed.B., Rhode Island College  
 Florence L. Kennedy  
 Ed.B., Rhode Island College

## WOONSOCKET

Maurice Aubin  
 Ed.M., Boston University  
 Catherine Higgins  
 Ed.B., Rhode Island College  
 Charlotte Nadeau  
 Katherine O'Day  
 Ed.B., Rhode Island College

## DIVISION OF SOCIAL SCIENCES

MARION I. WRIGHT, A.M., (Clark University), Associate Professor, Chairman

The Division of Social Sciences presents course work in Anthropology, Economics, Geography, History, Political Science, Sociology, and the Social Sciences. The Division offers majors in History and the Social Sciences and minors in these two fields and in Geography. In cooperation with the Division of Humanities, the Division offers a dual Social Science-English program for the preparation of junior high school teachers. Courses in the single areas noted above are given, as well as interdisciplinary offerings.

### Department of Geography

ROBERT M. BROWN, Ed.D., (Rhode Island College), Professor Emeritus

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

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

FRANKLIN R. STERN, A.M., (Syracuse), Assistant Professor

LEONARD BOWDEN, A.M., (Colorado), Instructor

PAUL V. CRAWFORD, A.M., (Oklahoma), Instructor

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

#### Group I

Geography 301  
Geography 302  
Geography 303  
Geography 304  
Geography 305

Regional interdisciplinary courses  
Africa, etc.

#### Group II

Geography 310  
Geography 311  
Geography 312  
Geography 313  
Geography 314

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

## COURSE DESCRIPTIONS

### GEOGRAPHY 201: INTRODUCTION TO GEOGRAPHY 3 semester hours

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations. The use and interpretation of maps is a major emphasis.

Offered every semester 3 lectures, 1 laboratory period per week

### GEOGRAPHY 205: PHYSICAL GEOGRAPHY 3 semester hours

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

Offered every spring 2 lectures, 2 laboratory periods per week

### GEOGRAPHY 301: REGIONAL GEOGRAPHY OF ANGLO-AMERICA 3 semester hours

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

### GEOGRAPHY 302: GEOGRAPHY OF ASIA 3 semester hours

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

### GEOGRAPHY 303: GEOGRAPHY OF EUROPE 3 semester hours

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

### GEOGRAPHY 304: GEOGRAPHY OF LATIN AMERICA 3 semester hours

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

### GEOGRAPHY 305: GEOGRAPHY OF RHODE ISLAND 3 semester hours

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

**GEOGRAPHY 310: CARTOGRAPHY** 3 semester hours

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

**GEOGRAPHY 311: GEOGRAPHY OF RESOURCES** 3 semester hours

An analysis of man's resources together with their areal distribution make up the content of the course. Agricultural, mineral, energy, human, and capital resources are treated with a view to assessing the potential and policies of selected nations.

**GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF UNITED STATES** 3 semester hours

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

**GEOGRAPHY 313: POLITICAL GEOGRAPHY** 3 semester hours

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

**GEOGRAPHY 314: POPULATION AND SETTLEMENT** 3 semester hours

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

## Department of History

- RIDGWAY F. SHINN, JR., Ph.D., (Columbia), Associate Professor, Chairman  
CATHERINE M. CONNOR, A.M., (Columbia), Professor  
C. OWEN ETHIER, A.M., (Teachers College, Columbia), Associate Professor  
MARTIN E. HOBAN, A.M., (Columbia), Associate Professor  
CARMELA A. SANTORO, A.M., (Brown), Associate Professor of Social Sciences  
EVELYN M. WALSH, A.M., (Boston College), Associate Professor  
JOHN E. BROWNING, A.M., (Michigan), Assistant Professor  
NORMAN W. COOKE, A.M., (Minnesota), Assistant Professor  
KATHERINE F. RODMAN, Ph.D., (Radcliffe), Assistant Professor

- KENNETH LEWALSKI, Ph.D., (Chicago) Assistant Professor  
SALLY JEAN MARKS, A.M., (North Carolina), Instructor  
ARMAND J. PATRUCCO, A.M., (Columbia), Instructor  
HERBERT J. WING, Ph.D., (Wisconsin), Visiting Professor

The Department of History offers a major of 30 hours. For liberal arts and secondary education students, 12 hours of cognate work are required; for elementary education students, 12 hours of cognate work are recommended. A minor of 18 hours is available. Courses offered by the Department of History are an integral part of the junior high school program in Social Science and English which is described under offerings in the Social Sciences.

The major includes United States History 201-202; 6 hours in the History of the Non-Western World selected from History 207, 207, 308, 211, 311, 312; 15 hours selected from history courses at the 300 level including 6 hours in Ancient and European History; and 2 hours of seminar, either History 361 or 362. The cognate requirement or recommendation may be met by 6 hours in each of two fields selected from Anthropology, Economics, Geography, Philosophy, Political Science, or Sociology.

The minor includes United States History 201-202; 6 hours of work selected in Ancient and European History; and 6 hours selected from courses at the 300 level.

A recommended sequence for the History major:

First Semester	Second Semester
	<b>Sophomore Year</b>
History 201	History 202
Non-Western History (choice)	Non-Western History (choice)
	<b>Junior Year</b>
History (choice)	History (choice)
*History (choice)	*History (choice)
Cognate	Cognate
	<b>Senior Year</b>
*History (choice)	History (choice)
Cognate	Cognate

The Department of History offers work each semester in each group of courses: Ancient and European History, History of the Non-Western World, United States History, and Seminars.

Introductory or prerequisite courses are offered every semester. Completion of such courses early in an undergraduate program will allow students to take their choices in advanced courses.

\* The Seminar, History 361 or 362, may be taken here.

## COURSE DESCRIPTIONS

### Ancient and European History

#### HISTORY 101-102: FOUNDATIONS OF WESTERN CIVILIZATION 6 semester hours

This survey treats the main themes in the development of Europe from the Roman Empire to the present, with the first semester's study reaching the middle of the seventeenth century. Materials used include both primary historical sources and secondary historical literature.

#### HISTORY 103-104-105-106: WESTERN CIVILIZATION-WESTERN LITERATURE 12 semester hours (in 4 consecutive semesters)

As a work of literature reflects the ideas and institutions of its age as well as the creative power of its author, this two-year course seeks to develop a fuller understanding of the general cultural heritage of Western Civilization through a particular emphasis on a number of its significant literary and intellectual achievements. It is therefore oriented toward the direct examination of many of the written expressions of Western thought both as literature and as historical evidence. The four semester-segments of the course deal in turn with: The Classical Heritage; Medieval and Early Modern Europe; The Reformation to the Congress of Vienna; the Nineteenth and Twentieth Centuries.

#### HISTORY 301: HISTORY OF GREECE 3 semester hours

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

#### HISTORY 302: HISTORY OF ROME 3 semester hours

An examination is made of the political history of Rome from its beginnings through the Empire. Special attention is devoted to Rome's cultural achievements in the field of government and law, literature and art, religion and philosophy.

#### HISTORY 303: MEDIEVAL HISTORY 3 semester hours

This survey of Europe from the breakup of the Roman Empire to the fourteenth century examines the political, economic, and intellectual forces which shaped medieval civilization. Through a study of such institutions as the Church and feudalism, an attempt is made to give the student a fuller appreciation of the character and contributions of this period.

#### HISTORY 315: THE AGE OF THE RENAISSANCE 3 semester hours

This is a study of Europe's transition from the Middle Ages to the early modern period. The primary focus centers on changing patterns of thought and new art forms that appear in the culture of the Italian city-

state of the fourteenth and fifteenth centuries. Attention is also given to the spread of these trends and the emergence of a new social and political order.

#### HISTORY 316: THE AGE OF THE REFORMATION 3 semester hours

The religious crisis of the sixteenth century forms the central theme of this course. Special effort is made to set forth the political, economic, and intellectual context within which the Reformation occurred, and to assess the importance of these factors on religious developments.

#### HISTORY 317: EUROPE IN THE SEVENTEENTH CENTURY 3 semester hours

An examination is made of the main aspects of European history from the close of the Reformation to the beginning of the Age of Reason. The purpose of this study is to place the political-military developments of the period in their proper perspective, and to provide an understanding of the causes and consequences of the great scientific and intellectual changes that make this century important.

#### HISTORY 318: EUROPE IN THE EIGHTEENTH CENTURY 3 semester hours

An analysis is made of the intellectual, social, and political developments in Europe from 1715 to 1789 which caused serious discontent and created demands for reform that led to revolution.

#### HISTORY 319: EUROPEAN HISTORY, 1789-1870 3 semester hours

An intensive study of the French Revolution and the Napoleonic era is followed by a consideration of the importance for Europe and European society of the rise of nationalism, liberalism, and dynamic industrialism.

#### HISTORY 320: EUROPEAN HISTORY, 1870-1918 3 semester hours

This course considers such topics as the decline of classical liberalism, the increasing impact of democracy on social and political institutions, and the international tensions which preceded the outbreak of war in 1914.

#### HISTORY 321: TWENTIETH CENTURY EUROPE 3 semester hours

This is a study of developments in Europe since the Versailles Treaty. The course seeks to give the student a deeper understanding of his own century by analyzing the effects of total war upon Europe and its place in the world order. Special attention may be given to such topics as fascism, communism, the economic crisis of the 1930's, and the events which led to war in 1939.

#### HISTORY 325: HISTORY OF RUSSIA SINCE 1801 3 semester hours

An examination of the political, economic, social, and intellectual developments of Imperial Russia since the French Revolution emphasizes the ways in which these developments led to the Bolshevik Revolution of 1917. An examination of the ideological, administrative, economic, and imperial development of Soviet Russia emphasizes its distinctive conditioning by Russia's antecedent historical experience.



**HISTORY 331: TUDOR AND STUART ENGLAND** 3 semester hours

The main themes of English history between 1485 and 1714 are analyzed: the anarchic setting of the 15th century, administrative problems, religious conflicts, overseas expansion, the Elizabethan Age, the Civil War, and the development of political institutions and traditions.

**HISTORY 332: MODERN BRITAIN FROM 1714** 3 semester hours

Issues in British development from 1714 receive attention: the emergence of the first industrial society, imperial ideas and policies, the development of democratic institutions, the role of Britain in world affairs, and British decline in the twentieth century.

**HISTORY 333: HISTORY OF THE BRITISH EMPIRE-COMMONWEALTH FROM 1815** 3 semester hours

Following the Napoleonic Wars, Britain confronted the task of coping with a far-flung empire. As policy was created in response to varying needs, the process of evolution eventually led to the present Commonwealth of Nations. Attention is given to domestic developments in the major parts of the Empire-Commonwealth: Canada, Ireland, South Africa, Australasia, India, and the newer dominions.

**HISTORY 357: PROBLEMS IN INTERNATIONAL RELATIONS** 3 semester hours

Some of the more important changes in the twentieth century are introduced and appraised in the light of such topics as historical backgrounds, instruments and concepts of power, national aspirations, ideological conflicts, economic problems, and means for achieving world understanding. Illustrations may be drawn mainly from the Middle East, the Far East, or the North Atlantic Community. (Acceptable for credit in Political Science.)

**History of the Non-Western World**

**HISTORY 207: INTRODUCTION TO MOSLEM CIVILIZATION** 3 semester hours

An examination is made of the background and development of Moslem Civilization from the seventh to the sixteenth century. Emphasis will be given to the religious, intellectual, and cultural characteristics of that civilization as they are elaborated and become institutionalized.

**HISTORY 307: HISTORY OF THE NEAR EAST FROM THE SIXTEENTH CENTURY** 3 semester hours

An examination is made of the Near East under the increasingly powerful impact of the West, as the resurgence of Moslem strength under the Ottoman Turks and their contemporaries gives way to weakness and decline. Main emphasis will be given to political and military as well as institutional and cultural developments since the beginning of the nineteenth century.

Prerequisite: History 207.

**HISTORY 306: HISTORY OF THE NEAR EAST IN THE TWENTIETH CENTURY** 3 semester hours

A detailed examination of the Near East in the past half century is made with emphasis on the internal development of the contemporary nations of the Arab world, Turkey, and Iran.

Prerequisite: History 207.

**HISTORY 211: AN INTRODUCTION TO THE EAST ASIAN TRADITION** 3 semester hours

An emphasis is placed on traditional Chinese culture and the major variations of this basic civilization as found in Korea and Japan and some portions of Southeast Asia. Fundamental social, economic, political, literary, and artistic themes will be dealt with, especially in light of their influences on modern Asia.

**HISTORY 311: HISTORY OF THE FAR EAST IN MODERN TIMES** 3 semester hours

The focus of this course is on the revolutionary changes which have occurred in Asia from 1700 to the present, particularly the social and political changes. Emphasis is placed on a survey of the major events which have altered the traditional course of Asian development.

Prerequisite: History 211.

**HISTORY 312: CONTEMPORARY INSTITUTIONS IN EAST ASIA** 3 semester hours

An examination is made in this course of the new political, social, and economic institutions which have come into being in the twentieth century in Asia. Particular attention is given to such movements as Asian nationalism, Asian communism, the economic and social attitudes following the end of war in 1945, and the dynamic effects these have had on the traditional society of Asia.

Prerequisite: History 211.

**United States History**

**HISTORY 205: UNITED STATES HISTORY FROM THE REVOLUTION TO THE PRESENT** 3 semester hours

Through selected topics an attempt is made in this one-semester course to arrive at an understanding of the development of the United States as a democracy and a world power. This course is designed for all Elementary Education students but may be selected by other students.

**HISTORY 201-202: UNITED STATES HISTORY** 6 semester hours

The first semester deals with the development of the United States from its colonial origins through the Civil War and Reconstruction. The area of study in the second semester is the emergence of modern America from the rise of industrialization to the present. Students majoring in history take both semesters; other students may elect either semester.

**HISTORY 341: AMERICAN COLONIAL HISTORY TO 1750** 3 semester hours

This course studies the colonization of North America from its beginnings with emphasis upon the political, economic, social, and religious development of the English colonies.

**HISTORY 342: THE AMERICAN REVOLUTION, 1750-1788** 3 semester hours

This course studies the origins, course, and aftermath of the American Revolution and the problems of forming the federal union.

**HISTORY 343: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES TO 1865** 3 semester hours

The purpose of this course is to lead the student toward an understanding of the influence of important intellectual currents upon American development and to study the interaction of social and economic change with American culture. The first semester covers the period from our colonial beginnings to 1865.

**HISTORY 344: SOCIAL AND INTELLECTUAL HISTORY OF THE UNITED STATES, FROM 1865 TO THE PRESENT** 3 semester hours

A continuation of History 343, the second semester continues an analysis of the influence of important intellectual currents upon American development after 1865.

**HISTORY 345: HISTORY OF THE AMERICAN WEST** 3 semester hours

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

**HISTORY 346: HISTORY OF AMERICAN FOREIGN POLICY** 3 semester hours

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

**HISTORY 347: UNITED STATES IN THE TWENTIETH CENTURY** 3 semester hours

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

**HISTORY 355: RHODE ISLAND HISTORY** 3 semester hours

This survey stresses colonial origins and distinctive characteristics, the part played in the Revolutionary period, and the problems of industrial growth and social change during the national period.

**Seminars and Reading Course**

**HISTORY 361: SEMINAR IN EUROPEAN HISTORY** 3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from European history are selected for analysis each semester, such as "Studies in Nineteenth Century Biography."

**HISTORY 362: SEMINAR IN UNITED STATES HISTORY** 3 semester hours

This is an introductory experience in historical method: problems of historiography, the role and tasks of the historian, identification and definition of a problem, finding and appraising sources, exposition of work in a brief paper, and criticism. Various themes from American history are selected for analysis each semester, such as "The Progressive Era" or "The Civil War."

**HISTORY 371: READING COURSE IN EUROPEAN OR IN UNITED STATES HISTORY** 3 semester hours

Independent study under the careful guidance of an historian is the goal of a reading course. Materials are selected on the basis of student's and instructor's interests. This is open only with the consent of the instructor involved.

## Department of Social Sciences

C. OWEN ETHIER, A.M., (Teachers College, Columbia), Associate Professor  
MARTIN HORAN, A.M., (Columbia), Associate Professor  
LAWRENCE W. LINDQUIST, D.Phil., (Oxon), Associate Professor  
CARMELA E. SANTORO, A.M., (Brown), Associate Professor  
SARAH CURWOOD, Ph.D., (Radcliffe), Associate Professor

### Social Science Requirement in General Education

Each student must complete a three-hour requirement in Social Science. There is a choice between an introductory course in one of the Social Sciences (other than History or Geography for Elementary Education students) or an interdisciplinary course, Aspects of Contemporary Civilization. Under normal circumstances the introductory choice comes in the junior year and the Contemporary Civilization choice in the senior year.

#### Course Choices:

FALL	SPRING
Anthropology 201: Introduction to Social Anthropology	Anthropology 202: Primitive Societies
Economics 201: Introduction to Economics	Economics 201: Introduction to Economics
Geography 201: Introduction to Geography	Geography 201 or Geography 202: Physical Geography
Political Science 201: Introduction to Political Science	Political Science 202: American Government
Sociology 201: Introduction to Sociology: Primary Social Relationships	Sociology 202: Introduction to Sociology: Associational Society

### Major In Social Science

A major in the Social Sciences is 30 hours. It includes work in two areas. For students in Liberal Arts and Secondary Education twelve hours of cognate work are required. For students in Elementary Education with an academic major, twelve hours of cognate work are recommended.

#### Area I 18 hours

Two courses are required in each of three Social Science fields other than History. The fields of choice are Anthropology, Economics, Geography, Political Science, and Sociology. An Elementary Education student with a Social Science Major is required to take the full year course in History 201-202. Three hours from Area I may be used to meet this requirement.

#### Area II 12 hours

Four courses are required in a fourth field in the Social Sciences other than History. Three hours of this should be in a seminar format.

Basic requirements generally would mean the completion of a year's work (6 semester hours) in three fields and two years' work (12 semester hours) in the fourth field. The major should take an introductory course in one of the Social Sciences in his General Education sequence rather than the interdisciplinary course.

#### Area III Cognate Work

Four courses in History are required. This must include the one-year sequence in United States History.

A recommended sequence for the Social Science Major:

Sophomore Year	
First Semester	Second Semester
History 201 (Cognate or Required of Elementary Education)	History 202 (Cognate) Social Science Field 2
Junior Year	
Social Science Field 1 or 2 Social Science Field 3 or 4 General Education Requirement in Social Science	Social Science Field 1 or 2 Social Science Field 3 or 4
Senior Year	
Social Science Field 3 or 4 Social Science Field 4 Cognate	Social Science Field 3 or 4 Social Science Field 4 Cognate

Alternate choices allow freedom in selecting desired courses from the sequence listed a year or more in advance by the Division.

A semester of student teaching would necessitate one semester's requirements to be added elsewhere.

### Minor In Social Science

A Social Science Minor is eighteen hours. Two courses in each of three Social Science fields other than History and beyond General Education are required. The fields available are Anthropology, Economics, Geography, Political Science, and Sociology. The full year in United States History is recommended when possible.

Introductory or prerequisite courses are offered every semester in the Social Sciences. Completion of such courses early in an undergraduate program will allow students to take their choices in advanced courses.

## Social Science-English Program for Preparation of Junior High School Teachers

Students preparing to teach English and Social Science in the junior high school have the opportunity to pursue a combined program with emphasis in either field. The graduate with this background is especially well prepared for the numerous teaching situations in the junior high schools of the State requiring one teacher to instruct in both fields.

The requirements of the program are as follows:

- I. Social Sciences (30 hours) and English (18 hours) 48 semester hours
  - A. Social Sciences
    1. History
      - a. History 201 and 202 6 semester hours
      - b. History 361 or 362 3 semester hours
      - c. Choice (Any two 300 courses in History) 6 semester hours
    2. Geography
      - a. Geography 201 3 semester hours
      - b. Choice: Geography 202 or any 300 course in Geography 3 semester hours
    3. Other Social Sciences  
One course from each of three other fields in the Social Sciences. These would be 200 courses in Anthropology, Economics, Political Science, or Sociology or a 300 course where the prerequisite is met.
  - B. English (18 hours)  
(See English Department description for specific courses required.)
- II. English (27 hours) and Social Science (21 hours) 48 semester hours
  - A. English (27 hours)  
(See English Department description for specific courses required.)
  - B. Social Sciences
    1. (201-202) United States History 6 semester hours

2. Choice of advanced History courses 6 semester hours
3. Introduction to Geography (Geography 201) 3 semester hours
4. Social Science choices 6 semester hours  
Two courses from the fields of Anthropology, Economics, Geography, Political Science, or Sociology. These would be 200 courses, or 300 courses where the prerequisite is met.

## Anthropology

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

### ANTHROPOLOGY 201: INTRODUCTION TO SOCIAL ANTHROPOLOGY

3 semester hours

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

### ANTHROPOLOGY 202: PRIMITIVE SOCIETIES

3 semester hours

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

### ANTHROPOLOGY 301: CULTURE CONTACTS

3 semester hours

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

Prerequisite: Anthropology 201 or 202.

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

3 semester hours

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

Prerequisite: Anthropology 201 or 202.



**ANTHROPOLOGY 303: PROBLEMS IN CULTURAL ANTHROPOLOGY** 3 semester hours

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

Prerequisite: Anthropology 201 or 202.

## *Economics*

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

**ECONOMICS 201: 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 value, price, money, banking credit, international trade, and the role of government and labor in the operation of our economic system.

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

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

Prerequisite: Economics 201.

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

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

Prerequisite: Economics 201.

## *Political Science*

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

**POLITICAL SCIENCE 201: INTRODUCTION TO POLITICAL SCIENCE** 3 semester hours

A critical study of the origin and fundamental principles of government, with applications from ancient and modern governmental agencies.

**POLITICAL SCIENCE 202: 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.

**POLITICAL SCIENCE 301: HISTORY OF WESTERN 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 twentieth century is made. Special attention is focused on Plato, Aristotle, Cicero, St. Augustine, St. Thomas, Machiavelli, Bodin, Hobbes, Locke, Harrington, Montesquieu, Rousseau, Marx, Lenin and Stalin.

**POLITICAL SCIENCE 302: COMPARATIVE GOVERNMENTS** 3 semester hours

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

Prerequisite: Political Science 201 or 202.

**POLITICAL SCIENCE 310: AMERICAN POLITICAL THEORY TO 1865** 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.

Prerequisite: Political Science 201 or 202.

**POLITICAL SCIENCE 311: AMERICAN POLITICAL THEORY FROM 1865** 3 semester hours

This 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 on America's image abroad.

Prerequisites—Political Science 201 or 202.

**HISTORY 357: PROBLEMS IN INTERNATIONAL RELATIONS**

This course meets requirement; as an advanced Political Science course.

## *Sociology*

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

**SOCIOLOGY 201: INTRODUCTION TO SOCIOLOGY: PRIMARY**

**SOCIAL RELATIONSHIPS**

3 semester hours

This introductory course focuses on the primary and informal social relationships found in simple as well as highly industrialized societies. Particular attention is given to the structure and function of such primary groups as the family, neighborhood circle, teen-age gang, and factory clique.

**SOCIOLOGY 202: INTRODUCTION TO SOCIOLOGY:**

**ASSOCIATIONAL SOCIETY**

3 semester hours

This introductory course focuses on the secondary and formal social relationships found mainly in highly industrialized or developing societies. Special attention is paid to the establishment, maintenance, and control of large-scale organizations such as the factory, the school, the church, the political party, and the trade union.

**SOCIOLOGY 301: THE FAMILY**

3 semester hours

The family is studied as a primary social institution. A functional analysis is used to explain such areas as recruitment of members, role differentiation, socialization of children. Historical, cross cultural, and sub-cultural materials are used to provide contrast for the "norm medals class" American family pattern.

Prerequisite: Sociology 201 or 202.

**SOCIOLOGY 302: THEORY AND METHOD IN SOCIOLOGY**

3 semester hours

Although theory and method are included in all courses offered in Sociology, this course for the advanced student gives him more opportunity to deal with primary source material used to explain the nature of sociological phenomena, and the logic of the design of empirical studies and techniques for collecting data. The major theorists and research workers to be covered are Durkheim, Weber, Parsons, and Merton. Particular attention is paid to functional analysis. Pertinent illustrative material is drawn from the various substantive fields of Sociology.

Prerequisite: Sociology 201 or 202.

**SOCIOLOGY 303: SOCIAL STRATIFICATION**

3 semester hours

This course is concerned with the distribution of power and privileges in a society. Various social characteristics such as occupation, education, ethnic or racial origin, age, and sex are considered as factors important in establishing rank systems and class systems in rural, suburban and urban communities.

Prerequisite: Sociology 201 or 202.

## *Social Science*

Courses are designated Social Science when there are clearly interdisciplinary in character and are designed to meet the needs of more than one discipline in the Social Sciences.

**SOCIAL SCIENCE 301: ASPECTS OF CONTEMPORARY CIVILIZATION**

3 semester hours

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

**SOCIAL SCIENCE 310: AFRICA**

3 semester hours

To focus systematic attention on changing Africa, this course considers the changing face of Africa; the changing social structure of Africa; the changing political structure of Africa, and the changing problems of Africa.

Social Science faculty members are responsible for lectures in their fields of specialization and are augmented by visiting specialists.



## DIVISION OF MATHEMATICS AND SCIENCE

RUSSELL MEINHOLD, Ph.D. (Connecticut), Chairman

The Division of Mathematics and Science is comprised of three departments: Biology, Mathematics, and Physical Science.

Majors are offered in Biology, Mathematics, Physical Science, and General Science. Minors are offered in Biology, Mathematics, and Physics.

Teacher-preparation programs are offered in Biology, Mathematics, Physical Science, and General Science. The General Science program is planned specifically for preparation of teachers who wish to teach general science and mathematics in the junior high school.

Required General Education courses are offered in the sciences and in mathematics. Every student is required to meet General Education requirements of six hours in one of the sciences and six hours in mathematics. These requirements may be met either by tests of proficiency or by course work. One may meet the science requirement by choosing one of the following pairs of courses:

Biology 101-102 or 105-106; Chemistry 101-102 or 103-104; Physics 101-102; or Physical Science 101-102. Students planning majors in the sciences or mathematics are restricted in the General Education science courses they may elect. Such students should examine the specific course requirements for further information.

The General Education requirements in mathematics may also be met by proficiency tests or by taking either Math. 101-102 or Math. 103-104. Students planning to major in Physical Science or Mathematics normally must take Math. 103-104.

### *Department of Biology*

MARY M. KEEFFE, Ph.D. (Fordham), Professor, Chairman  
THEODORE LEMESHKA, A.M., (Brown), Associate Professor  
GEORGE C. HARTMANN, M.A.T., (Harvard), Assistant Professor  
HENRY N. McCUTCHEON, A.M., (William and Mary), Assistant Professor  
GLORIA M. HANSON, M.S., (Brown), Instructor  
ELLEN KORN, M.S., (Indiana), Instructor  
IRA J. LOUGH, B.S., (Providence College), Instructor

### Proficiency

The Biology Department offers a general course, Biology 101-102, to students who select the field of biology to fulfill the science requirement as part of the General Education program. For those students who prefer Biology 105-106 or who wish to major or minor in biology, the Biology Department administers a program for evaluating proficiency in the material covered by Biology 101-102 and/or Biology 105-106 and other courses if necessary. Evidence of proficiency achieved in high school or elsewhere is in accordance with the general program of the College. Evaluation of proficiency is based on special examination or on entrance records at the discretion of the Biology Department. Application for such evaluation should be made as early as possible directly to the Chairman of the Biology Department or through the Dean of Students. Students whose proficiency is approved in writing by the Chairman of the Biology Department will be allowed to omit the corresponding College course or courses.

### General Education

Three alternate courses in biology are open to Freshmen; Biology 101-102, Biology 105-106, and Biology 103. The latter is primarily for Industrial Arts Education students, but is available for others with permission. Students who select Biology 101-102 or Biology 105-106 will satisfy the General Education requirement for science to a maximum of six credit hours.

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

### Major and Minor

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

Admission to either a major or a minor in biology requires a grade index of 2.0 (that is, C) or better in freshman biology courses. Irregular



cases will be evaluated by the department chairman. To continue in the major, a student must have, at the end of the sophomore year, a cumulative index in *biology courses* of at least 1.69. Students meeting these minimum requirements, but having a cumulative index of less than 2.0 in biology at any time, are doubtful prospects for success in this field and should consult with their advisers about the wisdom of continuance.

The major in biology includes Biology 105-106 or Biology 201-202, 310, 315, 330, 340, 360 and four credits from either 301, 302, or 312.

Electives may be selected from Biology 220, 225, 270, 304, 320, 325, 350, or 490. Physics and chemistry courses are required as cognate courses and the student may select either eight credits in organic chemistry and six in physics or six credits in organic chemistry and eight in physics. The cognate hours are not required of the elementary education students who major in biology.

The minor for Liberal Arts senior and junior high school education students includes Biology 201 or 202, 220 or 225, 310 or 315 and 330. Biology 270 and 312 are also recommended for the Secondary School Education students. There are no related courses required, but it is recommended that such courses be taken.

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

## COURSE DESCRIPTIONS

### BIOLOGY 101: INTRODUCTORY BIOLOGY 3 semester hours

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

Two lecture periods and one two-hour laboratory period.

### BIOLOGY 102: INTRODUCTORY BIOLOGY 3 semester hours

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

Two lecture periods and one two-hour laboratory period.

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

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

Primarily for Industrial Arts students, but open to others by permission.

Two lecture periods and one two-hour laboratory period.

### BIOLOGY 105: BIOLOGY 4 semester hours

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

Three lecture periods and one three-hour laboratory period.

### BIOLOGY 106: BIOLOGY

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

Three lecture periods and one three-hour laboratory period.

### BIOLOGY 201: ZOOLOGY 4 semester hours

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

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102 or Biology 105-106.

### BIOLOGY 202: BOTANY 4 semester hours

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

Three lectures and one three-hour laboratory period are held each week.

Prerequisites: Biology 101-102 or Biology 105-106 or Proficiency Examination.

### BIOLOGY 220: ECOLOGY 4 semester hours

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

Three hour lectures and one three-hour laboratory.

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

### BIOLOGY 225: FIELD BIOLOGY 4 semester hours

Field and laboratory work devoted to the study of plant and animal life in various habitats.

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

**BIOLOGY 270: THE TEACHING OF BIOLOGY IN THE  
SECONDARY SCHOOL**

4 semester hours

Methods of instruction in biology, dealing with an overview, the organization, and the presentation of subject matter; instructional aims, laboratory equipment; field trips; textbooks and manuals; and the status of biology in the secondary school. Four lecture hours or equivalent.

No regularly scheduled laboratory.

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

**BIOLOGY 301: COMPARATIVE VERTEBRATE ANATOMY**

3 semester hours

The comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view will be present in this course. Detailed dissection of selected representatives from five classes of vertebrates will be included in the laboratory.

Two lectures and one two-hour laboratory period.

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

**BIOLOGY 302: PLANT PHYSIOLOGY**

3 semester hours

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

Two hours of lecture and one two-hour laboratory period per week.

Prerequisites: Biology 202 and preferably Organic Chemistry and Physics.

**BIOLOGY 303: INVERTEBRATE ZOOLOGY**

4 semester hours

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

Three lectures and one three-hour laboratory period.

Prerequisite: Biology 201.

**BIOLOGY 304: MYCOLOGY**

4 semester hours

This course considers the biology of fungi and alime molds. Emphasis is placed on their morphology, physiology, and value as experimental tools in the study of basic questions such as the nature of ameoboid movement, the mitotic process, and metabolism.

Three lectures and one three-hour laboratory period.

Prerequisite: Biology 202.

**BIOLOGY 310: MICROBIOLOGY**

4 semester hours

The following topics are considered in this course: study of microorganisms and their relationship to health and disease; effective methods of destruction; specific applications of serological and immunological prin-

ciples; applications to sanitation of water, milk, food, and sewage disposal. Field trips are included.

Two hours of lecture and two three-hour laboratory periods are held each week.

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

**BIOLOGY 312: BIOLOGICAL TECHNIQUES**

4 semester hours

This course is designed to present essential biological techniques. Emphasis will be placed on laboratory work in collection techniques, the preparation and maintaining of living plant and animal cultures, the preservation of living material, and the preparation of microscope slides. The number of students will be limited to twelve.

Two lecture periods and two three-hour laboratory periods.

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

**BIOLOGY 315: GENERAL PHYSIOLOGY**

4 semester hours

A study of the functions of selected living systems, including both plant and animal forms, from the viewpoint of both cellular and systematic organization. Stress is placed on human physiology in respect to the nervous system and the endocrine glands. Laboratory work includes experiments on plants and both vertebrate and invertebrate forms.

Three lectures and one three-hour laboratory are held each week.

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

**BIOLOGY 320: CYTOLOGY**

4 semester hours

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

Three lectures and one three-hour laboratory period per week.

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

**BIOLOGY 325: HISTORY OF BIOLOGY**

2 semester hours

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

Two lectures per week.

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

**BIOLOGY 330: GENETICS**

4 semester hours

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

Three-hour lectures and one three-hour laboratory.

Prerequisite: Biology 101-102 or 105-106 or 201-202.

**BIOLOGY 340: ANIMAL DEVELOPMENTAL BIOLOGY**

4 semester hours

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

Two lecture periods and two three-hour laboratory periods per week.

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

**BIOLOGY 350: EVOLUTION AND DEVELOPMENT**

3 semester hours

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

Three lecture periods.

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

**BIOLOGY 360: SENIOR SEMINAR**

2 semester hours

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

Two periods per week.

**BIOLOGY 490: PROBLEMS IN BIOLOGY**

3 semester hours

This is an advanced course which allows for an examination of the experimental aspects and recent advances in different fields of biology. The student is required to initiate a research project and to submit a paper.

Prerequisite: Two advanced courses in Biology.

**BIOLOGY MAJOR****LIBERAL ARTS****First Year**

Chemistry 101-102 or 103-104

**Third Year**

Biology 301 or 302

Biology 310

Biology 340 or 220

Physics

**Second Year**

Biology 105-106 or 201-202

Organic Chemistry

**Fourth Year**

Biology 315

Biology 330

Biology 360

130

**SECONDARY EDUCATION****First Year**

Chemistry 101-102 or 103-104

**Division A**

Biology 301 or 302

Biology 310 or 340

**Division A**

Biology 340 or 310

Biology 315

Biology 330

Biology 360

Physics

**Second Year**

Biology 201-202 or 105-106

Organic Chemistry

**Division B**

Biology 301 or 302

Biology 310 or 340

Physics

**Third Year****Fourth Year****Division B**

Biology 340 or 310

Biology 315

Biology 330

Biology 360

**ELEMENTARY EDUCATION****First Year**

Biology 101-102 or 103-104

or

Physical Science 101-102

**Third Year**

Biology 301 or 302

Biology 310 or 340

Biology 330

**Second Year**

Biology 201-202 or 105-106

Physical Science or Biology 101

or Biology 103

**Fourth Year**

Biology 220 or 225

Biology 360

Biology 304, 312, 320, or 350

**BIOLOGY MINOR****A. LIBERAL ARTS OR SECONDARY EDUCATION CURRICULUM**

21 credit hours

**First Year**

General Education Requirement in Science:

Preferred in following order:

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

**Second Year**

Biology 105-106

or

Biology 201-202

**Third Year**

Biology 301 or 302

Ecology 220 or 340

**Fourth Year**

Biology 330

Biology 325

or Biology 360

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## B. ELEMENTARY EDUCATION CURRICULUM

18 credits not counting General Education Requirements in Science.

### First Year

General Education Requirement:  
Preferably Biology or Chemistry

### Second Year

Biology 105-106  
or  
Biology 201-202

### Third Year

Biology 301 or 302  
Biology 220 or 340

### Fourth Year

Three "300" courses in  
Biology  
Biology 325 or 360

## Department of Mathematics

PHILIP M. WHITMAN, Ph.D., (Harvard), Professor, Chairman  
JOHN NAZARIAN, A.M., (Brown and Illinois), Assistant Professor  
EILEEN T. TORMEY, A.M., (Boston University), Assistant Professor  
MANUEL RENASCO, JR., M.S., (Eidgenössische Technische Hochschule),  
Assistant Professor

HOWARD SAMUEL HALL, Ed.M., (Pennsylvania State), Assistant Professor

PATRICK J. O'REGAN, A.M., (Fordham and Illinois), Assistant Professor

ROBERT J. SALHANY, M.S., (New York University and University of  
Rhode Island), Assistant Professor

EDMUND B. GAMES, M.S., (Purdue), Assistant Professor

CARL C. TRANBERG, JR., A.M., (Rutgers), Assistant Professor

RIKA C. SPUNGIN, A.M., (Smith), Instructor

### Proficiency

One year of mathematics is required of all undergraduates as part of General Education. In accordance with the College's general program of crediting proficiency achieved by advanced work in high school or elsewhere, the Mathematics Department administers a program for evaluating proficiency in the material covered by any or all of the following courses described below: Math. 101, Math. 102, and Math. 211, and other courses if necessary. At the discretion of the department, this evaluation may be based on special examinations or on entrance records. Students who believe their knowledge of mathematics justifies recognition of proficiency should apply as early as possible to the Chairman of the Mathematics Department, either directly or through the Dean of Students.

Students whose proficiency is approved in writing by the Chairman of the Mathematics Department will be allowed to omit the corresponding College course or courses. They will be deemed to have satisfied that much of the General Education requirement in mathematics, to a maximum of six semester hours.

### General Education

Three alternate programs in mathematics are open to freshmen: Math. 101-102; Math. 103-104; and (subject to sufficient demand) a one-semester program, Math. 107. Students entering with minimum preparation in mathematics will take Math. 101-102. Students with better preparation, but not qualifying to omit courses by proficiency, will be placed in Math. 101-102 or in Math. 103-104 or in Math. 107, depending on entrance records. Each of these three programs satisfies the General Education requirement in mathematics.

Students going on in mathematics normally follow Math. 103-104 or Math. 107 by Math. 212; students taking Math. 101-102 follow with Math. 211 and then Math. 212, subject to credits for proficiency.

### Major and Minor

The Mathematics Department offers a major of 30 hours, plus 6 hours of cognate subjects beyond General Education, for Liberal Arts students and Secondary Education students. Elementary Education students may take the major without the cognates. A minor of 20 hours is offered for Liberal Arts students and students preparing to teach in junior high school, and a minor of 18 hours for Elementary Education students.

Admission to either a major or a minor in mathematics requires a grade index of 2.0 (that is, C) or better in freshman mathematics courses. Irregular cases, such as misplacement between Math. 101 and Math. 103, will be evaluated by the department chairman. To continue in the major, a student must have, at the end of the sophomore year, a cumulative index in mathematics courses of at least 1.60 (1.64 for the minor for Elementary Education students). Students meeting these minimum requirements but having a cumulative index less than 2.0 in mathematics courses at any time are doubtful prospects for success in this field and should consult their advisors about the wisdom of continuance.

The major includes Math. 212, 313, 314, 324 or 326, 333, 334, 341, and six hours elected from other mathematics courses at the 300 or 400 level. Physics 103-104 and Chemistry 103 are required as cognate courses except for Elementary Education students.

The minor for Liberal Arts and junior high education students includes Math. 212, 313, 324 or 326, 333, 341, and three hours elected from other mathematics courses at the 300 level. The minor for Elementary Education students includes Math. 211, 331, and twelve hours elected from other mathematics courses at the 200 or 300 level.

Students majoring in mathematics normally would have been prepared to take Math. 103-104 as freshmen. The recommended sequence of mathematics and related courses, including General Education courses, is then:



First Semester	Second Semester
	Freshman Year
Math. 108	Math. 104
Chem. 103 (4 credits)	
	Sophomore Year
Math. 212 (4 credits)	Math. 313 (4 credits)
Physics 103 (4 credits)	Physics 104 (4 credits)
	Junior Year
Math. 314 (4 credits)	Math. 326
Math. 341	Math. elective
	Senior Year
Math. 333	Math. 334
	Math. elective

### COURSE DESCRIPTIONS

A student is allowed credit for only one of the following three sequences: (1) Math. 101/102/211, (2) Math. 103/104, or (3) Math. 107.

Courses marked \*\* do not carry credit toward the major or minor in mathematics.

Courses marked \* do not carry credit toward the major or minor in mathematics except the minor with the Elementary Education curriculum.

#### \*\*MATHEMATICS 101: FUNDAMENTALS OF MATHEMATICS, I. 3 semester hours

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

#### \*MATHEMATICS 102: FUNDAMENTALS OF MATHEMATICS, II. 3 semester hours

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

#### \*\*MATHEMATICS 103: INTRODUCTORY COLLEGE MATHEMATICS, I. 3 semester hours

This course introduces some fundamental concepts in sets, number systems, the logic of algebra, and basic analytic geometry. High mathematical aptitude and strong interest are necessary for success in this course.

Prerequisite: Three units of college preparatory mathematics and approval by the Mathematics Department.

#### \*\*MATHEMATICS 104: INTRODUCTORY COLLEGE MATHEMATICS, II. 3 semester hours

This course is a continuation of Mathematics 103 and covers topics in algebra, including elementary theory of equations, probability and statistics, and trigonometry.

Prerequisite: Mathematics 103.

#### \*\*MATHEMATICS 107: PRINCIPLES OF MATHEMATICS 3 semester hours

A study is made of the fundamental concepts in sets, number systems, algebra (including elementary theory of equations), probability, statistics, and plane trigonometry. An accelerated course, covering the topics of Mathematics 103 and Mathematics 104 in one semester, this course is intended primarily for prospective mathematics majors.

Prerequisite: Three units of college preparatory mathematics and approval by the Mathematics Department.

#### \*MATHEMATICS 211: COLLEGE ALGEBRA AND TRIGONOMETRY 3 semester hours

This course covers systems of equations, determinants, exponents, logarithms, progressions, inequalities, trigonometric functions and identities, triangles, sine and cosine laws, complex numbers, and elements of the theory of equations. Not open for credit for those who have received credit for Mathematics 103-104, or 107.

Prerequisite: Mathematics 101 and 102.

#### MATHEMATICS 212: CALCULUS AND ANALYTIC GEOMETRY, I. 4 semester hours

Study is made of the analytical geometry of the straight line and the circle, and the fundamental concepts and applications of the differential and integral calculus. Derivatives of algebraic and trigonometric functions are treated.

Prerequisite: Mathematics 104 or 107 or 211.

#### \*MATHEMATICS 221: INDUSTRIAL MATHEMATICS TOPICS 3 semester hours

Selected topics from algebra, trigonometry, analytic geometry, and possibly calculus and mathematical parts of physics are discussed. Designed as an elective terminal course for Industrial Arts students; illustrations and applications are chosen accordingly. Not open for credit to students receiving credit for Mathematics 211 or 212.

Prerequisite: Mathematics 101-102 or 103-104 or 107.

#### \*MATHEMATICS 228: 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, and life insurance.

Prerequisite: Mathematics 211 or 221 or 104 or 107.

**MATHEMATICS 240: STATISTICAL METHODS**

3 semester hours

An introduction to basic statistics, this course includes measures of central tendency and variability, theory of inference, tests of significance, and correlation and regression with applications. Intended for non-majors, students may not receive credit in both this course and Mathematical Statistics (Mathematics 241 or 342).

Prerequisite: Mathematics 102 or 104 or 107.

**MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY, II.** 4 semester hours

A continuation of Mathematics 212, this course treats the analytical geometry of the conic sections, differentiation of transcendental functions, and more advanced methods of integration.

Prerequisite: Mathematics 212.

**MATHEMATICS 314: CALCULUS AND ANALYTIC GEOMETRY, III.** 4 semester hours

This continuation of Mathematics 313 covers solid analytic geometry, partial differentiation, multiple integration, series, and elementary vector analysis.

Prerequisite: Mathematics 313.

**MATHEMATICS 316: ORDINARY DIFFERENTIAL EQUATIONS** 3 semester hours

A study is made of the theory and methods of solving differential equations of the first and second orders, with particular emphasis on the linear constant-coefficient type. Applications to geometry, physics, and chemistry are included.

Prerequisite: Mathematics 314, preceding or concurrent.

**MATHEMATICS 317: NUMERICAL ANALYSIS**

3 semester hours

Interpolation, approximate methods of integration and solution of algebraic, transcendental, and differential equations, error analysis, applications and solutions on digital computers are studied.

Prerequisite: Mathematics 313, preceding or concurrent.

**MATHEMATICS 324: COLLEGE GEOMETRY**

3 semester hours

This course introduces the modern geometry of the triangle and the circle. Construction problems are stressed along with statements of their theorems.

Prerequisite: Mathematics 101-102 or 104 or 107.

**MATHEMATICS 326: MODERN GEOMETRY**

3 semester hours

A study is made of parallelism in Euclidean, Lobachevskian, and Riemannian geometry; of the theory of length, area, and volume; and of pure analytic geometry. An introduction to projective geometry is included.

Prerequisite: Mathematics 314, preceding or concurrent.

**MATHEMATICS 331: NUMBER THEORY**

3 semester hours

A study is made of number systems; divisibility; primes and factorization; Diophantine problems; congruences; and Wilson's, Euler's, and Fermat's theorems.

Prerequisite: Mathematics 104 or 107 or 211.

**MATHEMATICS 333: MODERN ALGEBRA, I.**

3 semester hours

A study is made of the theoretical properties of groups, rings, fields, polynomials, and sets. Properties of familiar number systems are exhibited as special cases of more general and abstract systems.

Prerequisite: Mathematics 313 or consent of the instructor.

**MATHEMATICS 334: MODERN ALGEBRA, II.**

3 semester hours

This course, a continuation of Modern Algebra, I., includes topics selected from matrices, linear systems, vector spaces, vector geometry, linear transformations, linear programming, and game theory.

Prerequisite: Mathematics 333.

**MATHEMATICS 341: MATHEMATICAL STATISTICS, I.**

3 semester hours

The development of formulas and interpretation of concepts of elementary statistical methods are included in this course. Also considered are topics such as probability, mathematical models, testing hypotheses, univariate frequency distributions, and correlation and regression.

Prerequisite: Mathematics 313, preceding or concurrent.

**MATHEMATICS 342: MATHEMATICAL STATISTICS, II.**

3 semester hours

A continuation of Mathematical Statistics, I., this course treats principles of sampling, hypotheses testing, estimation, experimental designs, and distribution-free methods.

Prerequisite: Mathematics 341.

**MATHEMATICS 358: HISTORY OF MATHEMATICS**

3 semester hours

This course is a history of mathematical thought and a study of the development of mathematics through the present. Taught as a seminar course at discretion of the instructor, this course is intended for seniors.

Prerequisite: Mathematics 314 or 333 or consent of the instructor.

**MATHEMATICS 411 and 412: ADVANCED CALCULUS, I. AND II.** 3 semester hours each

This course includes advanced treatment of topics such as limits and continuity, the real number system, least upper bounds, properties of continuous functions, the law of the mean, Jacobians, vectors, multiple integrals, line and surface integrals, Fourier series, and Cauchy's convergence criterion. First semester may be elected separately.

Prerequisite: Mathematics 314.

**MATHEMATICS 417: PARTIAL DIFFERENTIAL EQUATIONS**

3 semester hours

This course includes basic concepts in partial differentials, the classification and solution of first order and higher order linear partial differential equations, and introduction to several orthogonal functions, boundary value problems, and applications to Fourier series and Laplace transforms.

Prerequisite: Mathematics 316.

**MATHEMATICS 428: TOPOLOGY**

3 semester hours

A study is made of topological spaces, compactness, separability, connectedness, metric spaces and continua, and mappings and homomorphisms.

Prerequisite: Mathematics 411, preceding or concurrent.

**Department of Physical Sciences**

RUSSELL MEINHOLD, Ph.D., (Connecticut), Professor, Chairman

RENATO E. LEONELLI, Ed.D., (Boston University), Professor

ARTHUR L. LEFERRIERE, Ph.D., (University of Rhode Island), Assistant Professor

J. GEORGE O'KEEFE, Ph.D., (Brown), Assistant Professor

RIKA C. SPUNGIN, A.M., (Smith), Instructor

JOHN E. PETERSON, M.S., (Worcester Polytechnic Institute), Instructor

The Physical Science Department offers first-year courses in chemistry, physics, and physical science that fulfill the science requirement in General Education. As indicated below, students planning to enroll in certain of the major curriculums are required to take specific science and mathematics courses in meeting General Education requirements.

The Department offers three programs, a major in Physical Science, a major in General Sciences, and a minor in Physics.

The Physical Science major is designed to prepare teachers of chemistry and/or physics for the senior high school. Graduates of Rhode Island College who successfully complete this curriculum will meet Rhode Island State Department of Education certification requirements for both sciences.

The General Science major is designed to prepare the student to teach general science and mathematics in the junior high school. Students completing this curriculum meet Rhode Island State Department of Education requirements for teaching general science and mathematics.

Students planning to major in Physical Science must elect Mathematics 103-104 and Chemistry 103-104 as freshman General Education courses. Those students not qualified to take Mathematics 103-104 should plan on summer course work in mathematics. The extra course required is Math. 211.

Only those students achieving an average grade of C or better in the General Education courses in mathematics will be permitted to take either

the Physical Science or General Science curriculum. To continue in either of these curriculums beyond the second year, the student must achieve a cumulative index of not less than 1.69 in all mathematics courses that he has taken.

The required course work for the Physical Science major includes: Chemistry 103-104; 301 and 302; Physics 103-104; 301; 303 and 304; and Mathematics 103-104; 212; 313; 314; and 316.

The General Science major consists of Chemistry 103-104, Biology 103-104, Physics 103-104, and two science electives. The science electives may be chosen from ecology, meteorology, astronomy, geology, or other science courses individually and specifically approved by the appropriate department head. The General Science major also includes the following mathematics courses: 101-102 or 103-104, 211, 212, 313, 324, 333, 338 or 341 and a mathematics elective which counts toward a mathematics major. If the student takes Math. 103-104 as his General Education course, Math. 211 is omitted and he may use these three hours for an elective of his choice. Also, if the student is qualified, he may take Math. 326 instead of Math. 324.

The Physics minor is offered only to those students majoring in mathematics. The requirement for the Physics minor are: Physics 103-104, 301, 302, 304, and either 303 or 306. It is recommended that students elect to take the minor in Physics only after consultation with the Chairman of the Mathematics Department.

**SEQUENCE FOR PHYSICAL SCIENCE**

First Semester	Section A	
	Freshman Year	Second Semester
Mathematics 103 Chemistry 103	Mathematics 104 Chemistry 104	
Mathematics 212 Physics 103	Sophomore Year	Mathematics 313 Physics 104
Mathematics 314 Chemistry 301	Junior Year	Mathematics 316
Physics 301 Physics 303	Senior Year	Chemistry 302 Physics 304
Mathematics 103 Chemistry 103	Section B Freshman Year	Mathematics 104 Chemistry 104

Mathematics 212	Sophomore Year	Mathematics 313
Physics 103		Physics 104
Mathematics 314	Junior Year	Mathematics 316
Chemistry 201		Physics 303
Physics 301	Senior Year	Chemistry 302
		Physics 304

### SEQUENCE FOR GENERAL SCIENCE

First Semester	Section A	Second Semester
	<i>Freshman Year</i>	
Mathematics 101 or 103		Mathematics 102 or 104
Chemistry 103		Chemistry 104
	<i>Sophomore Year</i>	
Mathematics 211		Mathematics 212
Biology 105		Biology 106
	<i>Junior Year</i>	
Mathematics 313		Mathematics 324
Physics 103		Mathematics 338 or 341
Science Elective		Physics 104
Mathematics 333		Science Elective
		Mathematics Elective
	<b>Section B</b>	
	<i>Freshman Year</i>	
Mathematics 101 or 103		Mathematics 102 or 104
Chemistry 103		Chemistry 104
	<i>Sophomore Year</i>	
Mathematics 211		Mathematics 212
Biology 103		Biology 104
	<i>Junior Year</i>	
Mathematics 313		Mathematics 324
Physics 103		Physics 104
		Science Elective
	<i>Senior Year</i>	
Mathematics 333		Mathematics 338 or 341
		Mathematics Elective
		Science Elective

### DESCRIPTION OF COURSES

#### PHYSICS

##### PHYSICS 101-102: GENERAL PHYSICS

6 semester hours

In this non-calculus treatment of selected topics, specific areas included are mechanics, heat, light, electricity, magnetism, and modern physics. Laboratory work is based upon selected problem-solving experiments rather than duplication of traditional experiments.

Two semesters. Two one-hour lectures, one two-hour laboratory per week.

##### PHYSICS 103-104: GENERAL PHYSICS

8 semester hours

The first semester places special emphasis upon mechanics, heat, thermo-dynamics, light and geometric optics. The second semester treats rotational motion, wave motion, electricity, magnetism and modern physics. Elementary concepts of calculus are used. The laboratory offers selected problems designed to emphasize the lecture material.

Prerequisite: Math. 212 completed or taken concurrently.

Two semesters. Three one-hour lectures, one three-hour laboratory per week.

##### PHYSICS 203: OPTICS

3 semester hours

This practical study of geometric optics includes applications to optical instruments. Some attention is also given to physical optics and optical phenomena generally.

Prerequisite: Physics 104.

Three one-hour lectures per week.

##### PHYSICS 204: METEOROLOGY

3 semester hours

This course studies the earth's atmosphere, composition, and movements; atmospheric conditions accompanying changes in weather; and air-mass analysis.

Prerequisite: Physics 104.

Three one-hour lectures per week.

##### PHYSICS 301: ELECTRICITY AND MAGNETICISM

3 semester hours

This is an advanced treatment of the fundamental aspects of electrostatics, magnetism, electromagnetic phenomena, and direct and alternating currents.

Prerequisite: Physics 104, Math. 313.

Two one-hour lectures, one two-hour laboratory per week.



**PHYSICS 303: MECHANICS**

3 semester hours

Newton's laws of motion, integrals of the second law, linear and plane motion of a mass point, dynamics of a system of particles, statics and dynamics of a rigid body, elastic bodies, and fluids.

Prerequisite: Physics 104, Math. 316 or concurrently.

Three one-hour lectures per week.

**PHYSICS 304: MODERN PHYSICS**

4 semester hours

The major developments in physics of the last sixty years are studied; included are the experimental evidences and theories concerning the atomic nature of matter and electricity, dual nature of matter and radiation, atomic structure and atomic spectra, an introduction to relativity and quantum mechanics, and the Heisenberg Uncertainty Principle. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies and cosmic rays.

Prerequisite: Physics 104, 201, 202; Math. 316.

Three one-hour lectures, three hours of laboratory per week.

**PHYSICS 306: ELECTRONICS**

3 semester hours

This course studies the practical electron tube and transistor circuits used in physical research. The introduction to physical electronics includes thermionic emission, field emission, crystal rectification, and transistor action.

Prerequisite: Physics 202; Math. 314.

Two one-hour lectures, two hours of laboratory per week.

**PHYSICAL SCIENCE****PHYSICAL SCIENCE 101-102: PHYSICAL SCIENCE**

6 semester hours

The basic objective of this course is to present to the student a systematic approach to the nature and relationships of matter and energy. The topics are so selected as to progress from the simple to the more complex and subtle concepts of modern physical science. The last third of this two-semester course is devoted to applying these concepts to astrophysics, nuclear energy, geology and meteorology. It should be noted that the elementary major cannot substitute the first semester of this course for Physical Science 105. This course is specifically organized to meet General Education objectives.

Two semesters. Two one-hour lectures, two hours of laboratory per week.

**PHYSICAL SCIENCE 105: PHYSICAL SCIENCE**

3 semester hours

This course examines fundamental concepts from the following areas: physics, chemistry, and astronomy. Specific topics covered are mechanics,

heat, light, magnetism, electricity, sound, the atom and the solar system. The laboratory work departs from the traditional laboratory procedure and consists of the solution of a series of selected problems. The course is restricted to those students majoring in elementary education who have not taken Physics 102 or Physical Science 101-102.

Two hours of lecture, two hours of laboratory per week.

**CHEMISTRY****CHEMISTRY 101-102: GENERAL CHEMISTRY**

6 semester hours

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

Two semesters. Two one-hour lectures, one two-hour laboratory per week.

**CHEMISTRY 103-104: GENERAL CHEMISTRY**

8 semester hours

Topics include structure and geometry, chemical reactivity, and energy, bonding, the periodic table, equilibria, acid-base systems, chemistry of the OH group, covalent halides and oxyhalides and the nitrogen system of compounds. As in Chemistry 101-102, emphasis is placed upon mental models and the corresponding empirical observations. This course cannot be taken for credit if Chem. 101-102 has previously been taken.

Two semesters. Three hours of lecture, three hours of laboratory per week.

**CHEMISTRY 201: ORGANIC CHEMISTRY**

6 semester hours

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

Prerequisite: Chem. 103-104, or 101-102 with permission from the department head.

Four hours of lecture, four hours of laboratory per week.

**CHEMISTRY 202: QUALITATIVE ANALYSIS**

3 semester hours

This course is organized to present a systematic study of the various inorganic ions and the chemical equilibria involved. The laboratory is organized to give experience with the specific techniques pertinent to this type of analysis.

Prerequisite: Chem. 103-104.

Two hours of lecture, three hours of laboratory per week.

**CHEMISTRY 204: GENERAL CHEMISTRY**

3 semester hours

The course is organized to meet the needs of the Industrial Arts students. An elementary course; topics normally included are: the structure of matter, the nature of gases, acids and bases, electrolytic and metallurgical processes.

Two hours of lecture, two hours of laboratory per week.

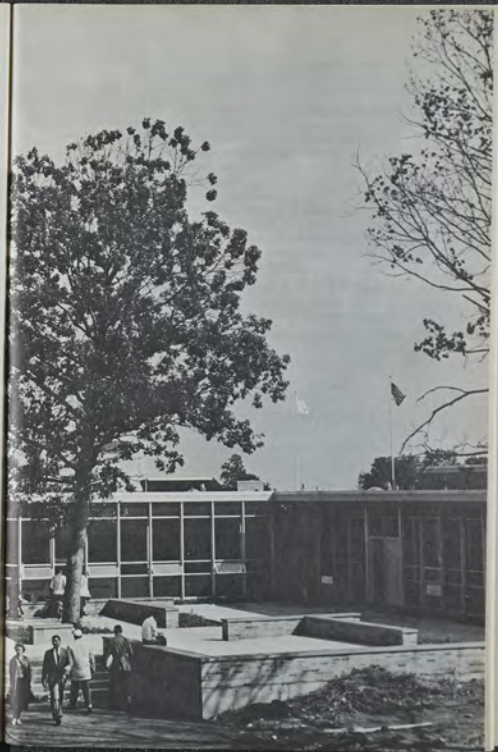
**CHEMISTRY 302: PHYSICAL CHEMISTRY**

4 semester hours

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

Prerequisite: Chem. 103-104; Math. 316; Physics 103-104.

Three hours of lecture, three hours of laboratory per week.



## THE GRADUATE DIVISION

WILLIAM F. FLANAGAN, Ph.D., (Connecticut), Professor, Director  
HARRY S. NOVACK, Ph.D., (Syracuse), Professor  
SIDNEY P. ROLLINS, Ph.D., (Washington), Professor  
BARTHOLOMEW D. WALL, Ed.D., (Wayne State), Professor  
ALLEN B. SMITH, Ph.D., (Connecticut), Professor  
HAROLD H. BENJAMIN, Ph.D., (Michigan), Associate Professor  
MARGUERITE R. TURNER, Ph.D., (Connecticut), Associate Professor  
RAYMOND W. HOUGHTON, Ph.D., (Connecticut), Associate Professor  
J. HOWARD MUNZER, Ph.D., (Michigan), Associate Professor  
ISOBEL EDWARDS, Ph.D., (Teachers College, Columbia), Assistant Professor

The Graduate Program at Rhode Island College is designed to advance professional scholarship and afford teachers in service an opportunity to improve their knowledge of the profession and allied academic areas.

The *Master of Education* degree is conferred on qualified candidates in the following areas:

1. Secondary School Administration
2. Secondary Education
3. Elementary School Administration
4. Elementary Education
5. Guidance and Counseling
6. Special Education

Starting in September, 1962, a new graduate degree program leading to a *Master of Arts in Teaching* is offered by Rhode Island College. The programs leading to this degree are clearly separated from the continuing programs leading to the *Master of Education* degree in elementary and secondary school administration, guidance and counseling, and special education. Except for one program for college graduates who have not prepared for teaching, new programs are specifically designed to place their major emphasis upon the enrichment of the academic backgrounds of teachers who will continue to teach. Professional courses will be limited to two or three of which one will cover the latest theory and practice of teaching subject matter. Certified teachers enrolling in the *Master of Arts in Teaching* programs will take two-thirds or more of their graduate work in academic areas; they will also complete two or three education courses in an area designed to aid them in gaining additional competence in professional work.

Programs in English and History opened in the fall of 1962. Eventually there will also be programs in French, Social Studies, Mathematics, and Science.

The *Master of Arts in Teaching* degree for liberal arts graduates is an extension of the present Intensive Teacher Education program which will still be offered. The new program will allow ITE candidates for the first time to apply their efforts toward an advanced degree as well as certification.

Within the basic form and requirements of each degree program, the individual backgrounds of candidates will be taken into consideration, and each candidate will have a faculty adviser. Students whose educational backgrounds fulfill various course requirements will not be required to repeat the work. Where the work was done in the undergraduate program, other courses at an advanced level will be elected. Where the work was completed at the graduate level, transfer credit up to 12 hours may be allowed. These courses must be approved, preferably in advance, by the faculty adviser.

Beginning in September, 1962, candidates in some areas may plan full-time programs.

All masters' programs, including the *Master of Arts in Teaching* programs, will require a minimum of one summer session in residence.

### Nature of Graduate Work

Courses conducted on an advanced level emphasize the broader cultural development of the teacher, including personal growth and professional improvement. The regular Faculty is supplemented by a carefully selected visiting staff of men and women from various parts of the country who are in touch with both the theory and practice of teaching. The advanced nature of the graduate courses presumes extra assignments and research papers to reflect knowledge not only of theoretical material, but also classroom experiences and current professional resources.

### Graduate Division

In addition to the courses leading to the Masters' degrees, the Graduate Division provides courses for independent study in certain specified areas, and programs leading to the bachelor's degree for teachers in service.

The bachelor's degree for teachers in service is offered for certified normal school graduates, for nurse-teachers who have completed the R. N., and for teachers of vocational and industrial arts subjects.

### Intensive Teacher Education Program

Special programs are available for the graduates of liberal arts colleges who desire to prepare for teaching on the secondary or elementary level, exclusive of a degree program.

### Requirements for Admission

Master of Education. Master of Arts in Teaching.

Candidates for admission to the masters' programs must satisfy the following requirements:

1. They must submit a satisfactory transcript of record taken in fulfillment of bachelor's degree from a college or university approved by the Graduate Committee. For candidates who hold a degree other than an Ed.E., a pre-requisite in education equal to the requirements for a provisional certificate for teaching in the State of Rhode Island is required. The only exception to this is in the case of graduates of liberal arts colleges who wish to enter teaching through a graduate program and who will use this as an opportunity to satisfy professional course requirements for teaching and as an opportunity to complete their student teaching.

2. Candidates must achieve satisfactory grades in the aptitude tests of the Graduate Record Examination which is given semi-annually, usually in the spring and fall.

3. Each candidate must complete three courses on the graduate level in an appropriate area of concentration under the counsel of a faculty adviser. At the conclusion of the above requirements, the candidate should prepare an organized program in his chosen area of concentration, have it approved by his adviser, and then formally present it to the Director of Graduate Studies. **THE MERE TAKING OF GRADUATE COURSES IN NO WAY IMPLIES ACCEPTANCE OF THE CANDIDATE FOR THE MASTER'S DEGREE.**

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

**Bachelor of Science in School Nurse-Teacher Education.** Candidates for the degree for the school nurse-teacher must first complete the requirements for professional certification as a School Nurse-Teacher. Details regarding the program may be secured from the Assistant Registrar, Graduate Division.

### Requirements for Advanced Degrees Master of Arts in Teaching

#### I. Program for Senior High School Teachers (30 hours)

To improve the academic and professional competence of high school teachers, the following program is offered:

- Academic Credits.** At least twenty-one hours of graduate or upper division courses in an academic field under the direction of an adviser.
- Professional Education Credits.** Nine hours of advanced professional education, including one course in the theory and practice of teaching the subject matter field, and two courses selected from such areas as the following, under the direction of an adviser:

Social Foundations of Education  
Comparative Philosophies of Education  
Tests and Measurements  
Advanced Learning Theory

Note 1. Where professional strength is evidenced from previous work, the adviser may permit the substitution of an academic area course for one of the three professional courses.

Note 2. Transfer credits in academic areas, with the approval of the faculty adviser, may include up to twelve hours if they are appropriate to the candidate's program of study.

#### II. Program for Junior High School Teachers (30 hours)

To improve the academic and professional competence of junior high school teachers, the following program is offered:

- Academic Credits.** Twelve hours in one academic area and at least nine hours in a second academic area.
- Professional Education Credits.** Nine hours in professional education including one course in the methodology of the subjects taught and electives from such areas as the following:

Social Foundations of Education  
Comparative Philosophies of Education  
Tests and Measurements  
Advanced Learning Theory



Note 1. Where professional strength is evidenced from previous work, the adviser may permit the substitution of an additional academic area course for one of the three professional courses suggested above.

Note 2. Transfer credits in academic areas, with the approval of the faculty adviser, may include from nine to twelve hours if they are appropriate to the candidate's program of study.

### III. Program for Elementary School Teachers (30 hours)

To improve the academic and professional competence of elementary school teachers, the following program is offered:

- a) *Academic Credits.* Twelve hours in one academic area and nine hours of electives in other academic areas related to the teaching assignment.
- b) *Professional Education Credits.* Three to six hours in the methodology of elementary education to supplement the undergraduate preparations of the candidate, one elective in advanced professional education, and one elective from such areas as the following:

Social Foundations of Education  
Comparative Philosophies of Education  
Tests and Measurements  
Advanced Learning Theory

Note 1. Where professional strength is evidenced from previous work, the adviser may permit the substitution of an academic area course for one of the three professional courses suggested above.

Note 2. Transfer credits in academic areas, with the approval of the faculty adviser, may include from nine to twelve hours if they are appropriate to the candidate's program of study.

### IV. Program for Liberal Arts Graduates Seeking Professional Certification (33 hours)

The Master of Arts in Teaching program will also be offered for prospective teachers who are not professionally certified but who hold the bachelor's degree with appropriate academic concentration from approved colleges. Candidates in this program would pursue a minimum of thirty-three hours of course work, including the following:

- a) *Academic Credits.* At least twelve hours in graduate courses in the candidate's area of academic specialty.
- b) *Professional Education Area.* Twelve hours of professional courses in education required for State certification and six hours of professional credit to be earned in a student-teaching program for one semester of half-day teaching, and an elective in either a professional or an academic area.

## Master of Education

The candidate must complete a total of 36 semester hours in graduate work, with an average grade 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 Graduate Studies.

Candidates who choose to take courses totalling the full 36 semester hours instead of writing a thesis are required to take comprehensive examinations in two areas. One area examination is the Graduate Record Examination in Education. In the case of the other area, the examination is prepared and evaluated by the department of the candidate's concentration.

### Graduate Advisers

Graduate candidates, having chosen a field of concentration, should consult the following advisers assigned to the respective areas:

Secondary Administration	Dr. Sidney Rollins
Elementary Administration	(Dr. Mary T. Thorp Dr. J. Howard Munzer Dr. Harold H. Benjamin Dr. Raymond W. Houghlon)
Secondary Education	Dr. Helen E. Scott
Elementary Education	(Dr. Bartholomew D. Wall Dr. Margaret R. Turner Dr. Harry S. Novack Dr. Isobel Edwards)
Guidance and Counseling	
Special Education	

### Program of Study

1. Candidates who have been admitted to the Graduate Program for the master of education degree may concentrate in the following areas and satisfy the prescribed program under the direction of an adviser.

Secondary School Administration  
Secondary Education  
Elementary School Administration  
Elementary Education  
Guidance and Counseling  
Special Education

2. Required:

- a. Comparative Philosophy of Education
- b. Fundamentals of Research

- c. General Education, directed by the adviser and supplementing the work of the bachelor's degree to correspond with a total of six credit hours in science, social studies, mathematics, philosophy, anthropology, psychology, etc.
3. Work in the Area Concentration should include at least 12 credit hours, planned to support the development of the thesis problem. If the minimum of 12 credit hours does not seem adequate, the candidate shall be required to take additional work in the area.
  4. A course in Statistics is a requirement only for those whose thesis will require statistical analysis. The course in Fundamentals of Research must be taken before the candidate has completed half his course work, or eighteen credit hours. Preferably this course in basic patterns for reporting research should come as early in his work as the candidate can schedule it, since it will also be of help in preparing course papers. If Educational Measurements has not been taken on the undergraduate level, it should be taken.
  5. The schedule of proposed studies must be presented to the candidate's Program Adviser, and the approved form filed with the Graduate Committee before the work in the Area Concentration is begun. The Master of Education is a professional degree. *Our program does not lend itself to intensive specialization in 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 the guidance of the program adviser. This may necessitate additional courses.

#### Plans for Thesis Candidates

1. By February 15 of the year preceding that in which the candidate hopes to be granted his degree, he prepares a set of data. These should be typed, placed in a suitable folder, and presented to the Graduate Committee.
2. These data are of two kinds:
  - A. A Letter. This letter 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.
  - B. A Proposal. The Proposal 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 these:

- \_\_\_\_\_ A tentative Title.
  - \_\_\_\_\_ A Statement of the Problem in Precise Language. This is a development in paragraphs of the exact nature of the problem, 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 Developmental 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: (These, of course, do not become generalizations or principles until the study has been completed).
  - \_\_\_\_\_ An Annotated Bibliography.
3. After a study of his material, the Committee will advise the candidate by letter regarding acceptability of the proposal; acceptance may be conditional or unconditional, or the study may be rejected.

#### Completion of the Thesis and Course Requirements

1. Within a month after receipt of the letter of acceptance, the candidate should seek an appointment with his thesis adviser in order to clarify his problem and plan a schedule of appointments. By November, the candidate should be meeting regularly with his adviser to insure consistent development of his problem.
2. In consultation with his adviser, the candidate prepares his thesis and submits the completed form by March 1. The final typed and bound copies must then be ready by April 1 of the year in which the candidate expects his degree.
3. In addition the candidate includes:
  - A. Two typewritten copies of a 200-word abstract giving the statement of the problem, scope, basic procedure, and findings. This abstract is to be published and therefore, should show the full value of the thesis.
  - B. A brief autobiography.
4. The candidate completes his course work (if not already completed) and is (or is not) recommended for the degree of Master of Education by the Board of Trustees for State Colleges and the Faculty of Rhode Island College.

#### Plans for Examination Candidates

1. By February 15 of the year preceding that in which the candidate hopes to be granted his degree, he submits a request with the approval of his adviser to become an examination candidate.
2. Procedure of Request:  
The candidate submits in writing a letter to the Director of Graduate Studies requesting permission to become an examination candidate. This letter must carry the endorsement of a faculty adviser and indicate the reasons for this request and a plan of study in preparation for the examination.
3. The Examination:  
The examinations to be conducted under the chairmanship of the candidate's major adviser shall include: (1) the advanced tests of the Graduate Record Examinations usually given in March and (2) a comprehensive examination prepared by the major adviser and the department of the candidate's area of concentration. This examination will usually be a written examination based upon the candidate's program of study.
4. The examinations will usually be administered at the conclusion of course work and not later than March 15 of the year the candidate expects to graduate.

#### Scholarship Standards

All candidates for the masters' degrees are expected to meet high standards of scholarship. Therefore, candidates should have a B average with Quality Index of 3.0. The marking system includes three levels of work:

- A. Quality points 4, giving evidence of outstanding scholarship and initiative.
- B. Quality points 3, superior work and sustained effort.
- C. Quality points 2. Only a limited number of credit hours will be accepted at the C level.

The course paper should show evidence of ability to do independent research. It is an integral part of the course and is considered in assigning the grade.

#### Tuition and Fees

The fee for each three-semester-hour course is \$30.00. This applies to graduate and undergraduate courses. Thesis (6 credit hours) \$60.00. Graduation fee for Masters' candidate \$10.00.

#### Limitation of Courses

No candidate for the master's degree who is engaged in full-time teaching may take more than two masters' courses during the fall, spring or summer session.

#### Time Factor

All work for the master's degree must be completed within ten years from the time of the initial course until the date of graduation. Candidates who are completing their master's degree on a part-time basis are expected to complete all course work by the end of the first semester of the year they expect to receive their degree.

A bulletin of courses offered is published three times each year.

### *Advanced Cooperative Graduate Program Leading to the Sixth-Year Professional Diploma in Education*

This program will permit a candidate in Educational Administration to complete one half of his work leading to the Sixth Year Professional Diploma (approximately fifteen hours) at Rhode Island College and the remainder (approximately fifteen hours) at the University of Connecticut, the awarding institution.

The Sixth-Year Program in Professional Education leading to the Professional Diploma in Education provides graduate students an opportunity to pursue a course of studies beyond the Master's degree under the guidance of advisers from Rhode Island College and the University of Connecticut. The program is particularly designed for advanced graduate students who have the Master's degree but are not presently candidates for the Doctor's degree. Sixth-Year students may apply for admission to a doctoral program in the Graduate School at the University of Connecticut, but admission to the Sixth-Year Program in Professional Education does not constitute admission to the Graduate School of the University.

Application for admission to the program is made through Dr. Sidney P. Rollins, Division of Graduate Studies, Rhode Island College. A Master's degree with a satisfactory concentration in education from an approved graduate school is prerequisite to admission.

#### Transfer of Credit

Not more than fifteen semester hours of credit taken beyond the completion of the Master's degree requirements at Rhode Island College may be transferred to the University of Connecticut. However, because each student will have two advisers (one from Rhode Island College and one from the University of Connecticut), it will not be necessary to complete the fifteen hours at Rhode Island College before beginning work at the University of Connecticut. Under the cooperative arrangement, credits between the two above-named institutions will be interchangeable.

### Admission to the Program

Candidates will be admitted to the Sixth-Year Program upon the joint approval of advisers at Rhode Island College and the University of Connecticut. Application forms may be obtained from the Division of Graduate Studies, Rhode Island College, and admission procedures should be initiated through Dr. Sidney P. Rollins at Rhode Island College.

At least 60% of all credits earned must be B or above. If a student receives a C, his entire program is subject to review. All credits earned at Rhode Island College and the University of Connecticut to be applied toward completion of requirements for the Professional Diploma must be earned within eight years of the awarding of the Diploma.

### Arranging for an Adviser

Each student entering this program must become associated with an adviser from each of the two participating institutions. A student should confer with his local (Rhode Island College) adviser before starting his program of studies. He will plan, with his adviser, a course consistent with his purposes for advanced professional education and in his area of interest. He will also plan an appropriate summarizing experience which may be in the nature of a report of an investigation or a comprehensive examination. The program must be approved by both advisers and filed in the office of the Director of Graduate Studies at the College before a student may be formally accepted as a candidate for the Professional Diploma in Education.

### Cooperative Programs at Other Institutions

In addition to the cooperative program described above involving the University of Connecticut, Rhode Island College is entering into similar arrangements with other leading New England universities under the sponsorship of the New England Board of Higher Education.

Harvard University, Boston University, Boston College, and the University of Connecticut are to be "receiving institutions," and Rhode Island College will be a "sending institution." This will permit graduate students desiring to qualify in school administration to complete their sixth year of graduate study partly on the Rhode Island College campus and partly at the campus of the receiving institution. Approximately one half of the course work required in this program may be completed at the "sending institution" and the "receiving institution."

Details and application forms will be made available as soon as the appropriate committees have completed the arrangements.

Address inquiries to Dr. Sidney P. Rollins, Coordinator of Cooperative Programs in School Administration, Rhode Island College.

## Bachelor of Education—Teachers in Service

The requirements for the degree of Bachelor of Education, earned by teachers in service, are given below. These apply to those teachers who registered for this degree prior to 1955.

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

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

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

3. A total of 128 credit hours is required for the degree of Bachelor of Education.

4. Work taken at other colleges or normal schools will be evaluated by the committee. The candidate must present to the Committee on Special Credits an official transcript of all such work.

5. Graduates of the discontinued Junior course at R.I.C. will be allowed a maximum of 16 credit hours from other colleges.

6. Transfer students must complete a minimum of forty credit hours at Rhode Island College.

7. These regulations went into effect on July 1, 1947.

All new candidates who wish to pursue courses leading to the degree of Bachelor of Science in Education must follow the prescribed course of study required for full-time matriculating students.



## Vocational-Industrial Arts Education Curriculum

Candidates for the degree of Bachelor of Science in Vocational-Industrial Arts Education must present evidence of a total of 128 semester hours of collegiate study. 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	
<b>I. Arts</b>		
English Composition	6	
Literature	6	
Drawing and Design	6	
Electives	3 (21)	
<b>2. Social Sciences</b>		
American History and Government	6	
Human Relations	6	
Electives: Economics, Sociology, Anthropology, Geography, Political Science	6 (18)	
<b>3. Science and Health</b>		
Physics	3	
General Science	3	
First Aid and Safety Education	3 (9)	
<b>4. Mathematics</b>		
Shop Mathematics	6	
Teaching Shop Mathematics	3 (9)	
<b>5. Education</b>		
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)	
<b>6. Applied Skills</b>		
Applied skills and technical information to be evaluated and accredited by the committee appointed by the State Department of Vocational-Industrial Education	35 (35)	

## School Nurse-Teacher Curriculum

Candidates for the degree of Bachelor of Science in School Nurse-Teacher Education 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 study. Some part of the requirements may be met by transfer credit if the official transcript when evaluated by the College Registrar warrants this allowance. The requirements for the degree are as follows:

<b>I. Arts</b>		
English Composition	6 hours	
Literature	6 hours	
Elective (Arts, Music, Foreign Languages, Speech)	12 hours	
	—	24 hours
<b>II. Social Sciences</b>		
American History and Government	3 hours	
Human Relations—Group Development	3 hours	
Orientation to Social Work in Family and Community	3 hours	
Sociology—Anthropology	3 hours	
Electives	12 hours	
	—	24 hours
<b>III. Science</b>		
Microbiology	3 hours	
General Science	3 hours	
Elective	3 hours	
	—	9 hours
<b>IV. Nursing and Health</b>		
School Nursing	3 hours	
Mental Hygiene	3 hours	
Public Health Nursing	3 hours	
The Exceptional Child—Physically handicapped, Epileptic, Emotionally disturbed, Mentally retarded, Cerebral palsied	3 hours	
Nutrition	3 hours	
Field Work	3 hours	
	—	18 hours

V. Education

History of Education OR Philosophy of Education	3 hours
Rhode Island Education	3 hours
Educational Psychology	3 hours
Tests and Measurements OR Techniques of Counseling	3 hours
Child Growth and Development	3 hours
Materials and Methods in Health and Safety Education	3 hours
	—
	18 hours

VI. Applied Skills

Applied skills and technical information to be evaluated and accredited according to established standards	35 hours
	—
Total for Degree	128 hours



The Rhode Island College Mace was carried for the first time at the 1962 Commencement Convocation. The Mace is to be known as the Del Sesto Mace because former Governor Christopher Del-Sesto's gift of the Independent Man replica inspired its design.

## FACULTY AND ADMINISTRATIVE PERSONNEL

### HONORARY FACULTY MEMBERS

(\* placed next to the name indicates that the person is married.)

- \*James P. Adams, A.B., A.M., University of Michigan; LL.D., Brown University, University of Rhode Island; Ed.D., Rhode Island College  
Provost, University of Michigan, 1945-1951  
Chairman, Board of Trustees of State Colleges, 1955-1960
- The Right Reverend Monsignor Thomas V. Cassidy, Pastor, St. Mary's Church, Pawtucket  
A.B., Mount Saint Mary's College; A.M., S.T.L., Catholic University of America; Ed.D., Rhode Island College; LL.D., Providence College; Ped.D., Bryant College; L.H.D., University of Rhode Island; LL.D., Mount Saint Mary's College  
Superintendent of Diocesan Schools, Providence, 1925-1955
- George Anderson, Part-time Visiting Lecturer in English  
A.M., Ph.D., Harvard University
- \*Ernest C. Allison, Associate Professor of English  
A.B., Bates College; A.M., Boston University
- Robert T. Amos, Associate Professor of Psychology  
A.B., Johnson C. Smith College; A.M., Ph.D., University of Michigan
- \*Richard F. Anderson, Jr., Assistant Professor, Henry Barnard School (Industrial Arts)  
B.S. in Industrial Arts, Gorham State Teachers College
- Paul Anghinetti, Instructor in English Education  
B.S. in Ed., Ed.M., A.M., Boston University
- Lilian Avila, Associate Professor of Modern Languages  
A.B., Brown University; A.M., Middlebury College; Certificate d'Etudes, Sorbonne
- Edith C. Becker (Mrs.), Professor of Art  
B.F.A., M.F.A., Syracuse University; Ed.D., New York University
- \*Harold H. Benjamin, Associate Professor of Secondary Education, Graduate Division  
A.B., University of Maryland; A.M., University of Connecticut; Ph.D., University of Michigan
- Rita V. Bicho, Assistant Professor of Music  
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- \*Lillian D. Bloom (Mrs. Edward A.), Associate Professor of English  
A.B., A.M., New York University; Ph.D., Yale University
- \*Edward S. Bogda, Assistant Professor of Physical Education  
B.S., Arnold College; Ed.M., Rutgers University
- Helen E. Bolster, Assistant Librarian  
A.B., Manhattanville College; M.S., Simmons College
- Elisa F. Bonaventura, Assistant Professor, Henry Barnard School (Special Education)  
Ed.B., Ed.M., Rhode Island College

- Leonard Bowden, Instructor of Geography  
A.B., A.M., University of Colorado
- \*Robert L. Brown, Associate Professor of Physical Education, Director of Athletics  
B.P.E., Ed.M., Springfield College
- Robert M. Brown, Professor of Geography, Emeritus  
A.B., Brown University; A.M., Harvard University; Ed.D., Rhode Island College
- \*John E. Browning, Assistant Professor of History  
A.B., Ohio State University; A.M., University of Michigan
- \*Byron Buckeridge, Assistant Professor of Philosophy of Education  
A.B., A.M., Texas Christian University
- Barbara Burns, Assistant Professor, Henry Barnard School (Mathematics)  
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- Billie A. Burrill, Associate Professor of Physical Education  
B.S., Boston University; M.S., Smith College
- S. Elizabeth Campbell, Professor of Elementary Education, Coordinator of Student Teaching  
Ed.B., Rhode Island College; Ed.M., Boston University; Ed.D., Harvard University
- Elizabeth B. Carey (Mrs.), Instructor, Henry Barnard School (Elementary)  
B.S., University of Rhode Island
- Geraldine A. Carley, Assistant Professor, Henry Barnard School (Children's School)  
Ed.B., Ed.M., Rhode Island College
- W. Christina Carlson, Professor, Registrar  
Ed.B., Ed.M., Rhode Island College
- Carel S. Carr (Mrs.), Instructor, Henry Barnard School (Home Economics)  
B.S., University of Rhode Island
- J. Richard Castellucci, Instructor of Modern Languages  
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- \*Noel Chadwick, Assistant Professor of Modern Languages  
B.S., Lycée Pasteur; Diploma, LL.B., Université de Paris; A.M., Middlebury College
- \*Mary D. Chatterton (Mrs. Allen B.), Assistant Professor, Henry Barnard School (Junior High School English)  
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- Mary G. Colton, Associate Professor, Henry Barnard School (Elementary)  
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- \*Robert W. Comery, Associate Professor of English  
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- †Catherine M. Connor, Professor of History  
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- \*Norman H. Cooke, Assistant Professor of History  
A.B., University of Delaware; A.M., University of Minnesota
- Elizabeth Cooling, Professor of Elementary Education  
B.S., New Jersey Teachers College, Glassboro; A.M., Teachers College, Columbia University; Ed.D., University of Kansas

† Sabbatical leave, second semester, 1962-63.

- Rita L. Couture, Assistant Professor of Modern Languages  
A.B., Brown University; A.M., Middlebury College; Certificat d'Etudes, Université de Grenoble; Certificat d'Etudes, Université de Paris
- Paul V. Crawford, Instructor of Geography  
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- Dorothy M. Crompton, Assistant Professor, Henry Barnard School (Art)  
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- Sarah T. Curwood (Mrs.), Associate Professor of Sociology  
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- Katherine L. Cuzner, Associate Professor, Librarian in Charge of Ordering  
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- Mary Davenport, Assistant Professor, Henry Barnard School (Elementary)  
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- Mary G. Davey, Director of Public Relations, Alumni Secretary  
Ed.B., Ed.M., Rhode Island College
- \*Frank J. Deignas, Lecturer in Psychology  
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- \*Lenore D. DeLucia (Mrs. Clement), Assistant Professor of Psychology  
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- \*John E. DeMelias, Instructor of Art  
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- \*Eric Denhoff, Adjunct Professor of Education  
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- \*C. Owen Ekhar, Associate Professor of Social Science  
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<sup>1</sup> Sabbatical leave, first semester, 1962-63.

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- \*Dzintars Freimanis, Assistant Professor of Modern Languages  
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- \*William C. Gaige, President  
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- \*Edmund B. Games, Assistant Professor of Mathematics  
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- \*Jean Gardner (Mrs. George), Assistant Librarian  
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- Fannie H. Melcer, Professor of Health and Physical Education  
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- Dorothy E. Mierzwa, Dean of Students  
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- \*John E. Peterson, Instructor of Physical Sciences  
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- \*Grace D. Preisser (Mrs. Albert), Associate Professor of English  
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- \*Manuel Renasco, Assistant Professor of Mathematics  
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M.S., Eidgenössische Technische Hochschule
- \*Sylvia Rinaldi (Mrs. Daniel), Instructor, Henry Barnard School (Elementary)  
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- \*Katherine P. Rodman (Mrs. Clarke), Assistant Professor of History  
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- \*Sidney P. Rollins, Professor of Secondary Education, Graduate Division  
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- \*Angelo V. Rosati, Assistant Professor of Art  
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- Albert C. Salzberg, Instructor of English  
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- Helen E. Scott, Professor of Elementary Education  
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- \*Thomas J. Sheehan, Assistant Professor of Physical Education  
B.S., University of Notre Dame; A.M., Ohio State University
- \*Ridgway F. Shin, Jr., Associate Professor of History  
A.B., Oberlin College; A.M., Ph.D., Columbia University
- \*Allen B. Smith, Professor of Education, Director of Educational Research Center  
B.S., Bates College; Ph.D., University of Connecticut
- \*Clara Laitman Smith (Mrs. Joseph), College Physician  
M.D., Tufts University Medical School
- \*Chester E. Smolski, Assistant Professor of Geography  
B.S. in Ed., State Teachers College, Bridgewater, Mass., A.M., Clark University
- Rose Snell, Assistant Professor, Assistant Librarian  
Ed.B., Ed.M., Rhode Island College
- \*Rika C. Spungin (Mrs. Nathan), Instructor of Mathematics  
B.S., University of Rochester; A.M., Smith College

† Sabbatical leave, full academic year, 1962-63.

‡ Sabbatical leave, first semester, 1962-63.

- \*Carl E. Stenberg, Assistant Professor of English  
A.B., A.M., Brown University; A.M., The Queen's University of Belfast
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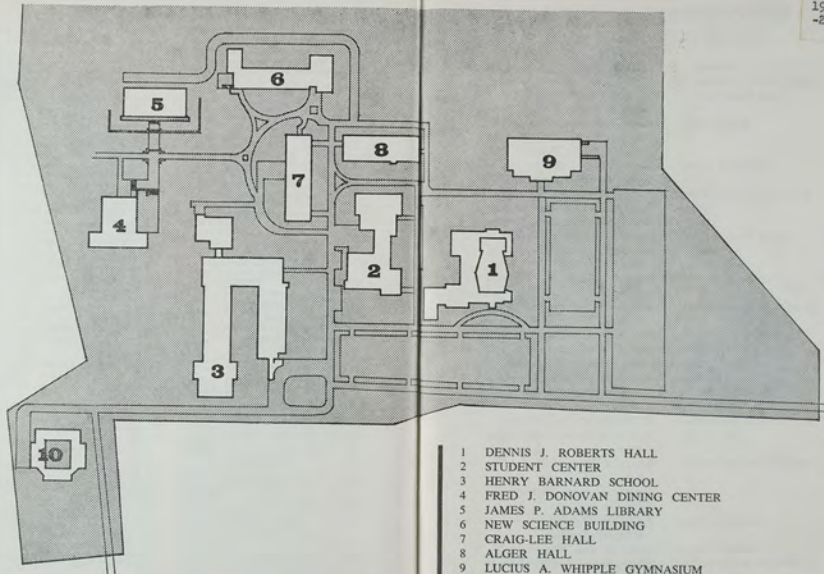
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