



**RHODE ISLAND COLLEGE**  
**64/66**

SPECIAL COLLECTION

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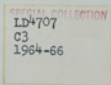
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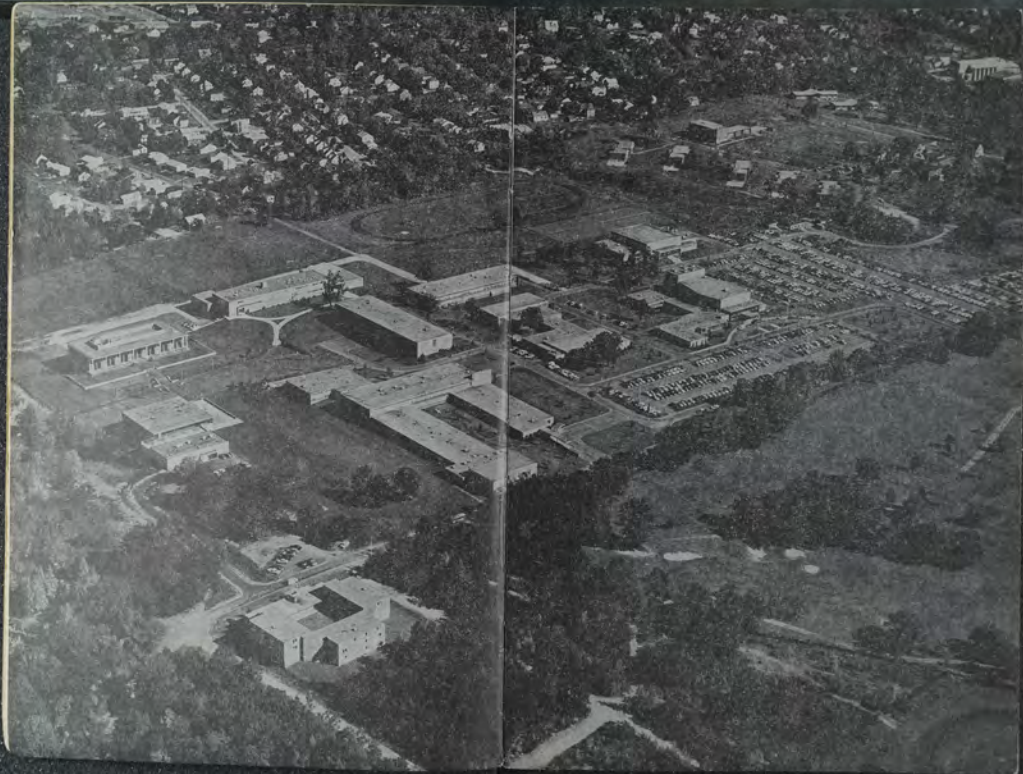
1964-66



RHODE ISLAND COLLEGE CATALOG 64/66

600 MOUNT PLEASANT AVENUE - PROVIDENCE, RHODE ISLAND 02908





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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 — 1964-1965

1964 September	
11 Friday	Faculty Meetings.
13 Sunday	President's Reception to Incoming Freshmen and their Parents.
14-17 Monday-Thursday	Freshman Orientation.
16 Wednesday	Registration for Upperclassmen.
17 Thursday	Classes for Upperclassmen begin. Opening Convocation.
18 Friday	Classes for Freshmen begin.
21 Monday	Graduate courses begin.
October	
12 Monday	Columbus Day. No College classes.
29, 30 Thursday, Friday	R.I.E.A. Teachers' Institute. No College classes.
November	
11 Wednesday	Veteran's Day. No College classes.
12 Thursday	Academic Convocation.
13 Friday	End of first quarter.
14 Saturday	Grades due for freshmen, transfer students, students going into student teaching in February, 1965.
26, 27 Thursday, Friday	Thanksgiving Day recess. No College classes.
December	
21-31 Inc.	Christmas recess.
1965 January	
1 Friday	New Year's Day. No College classes.
4 Monday	Classes resume.
19 Wednesday	Reading Day.
20-29	Examinations (including Saturday, January 23).
30 Saturday	Grades due. Graduate courses end.
February	
1, 2 Monday, Tuesday	Mid-year recess.
3 Wednesday	Registration for second semester.
4 Thursday	Second semester classes begin. Opening Convocation.
8 Monday	Graduate courses begin.
22 Monday	Washington's Birthday. No College classes.

### March

April	
2 Friday	End of third quarter.
3 Saturday	Grades due for freshmen, transfer students, students going into student teaching in September, 1965.
5 - 9	Spring recess.
12 Monday	College classes resume.
16 Friday	Good Friday. No College classes.
May	
4 Tuesday	Cap and Gown Convocation.
31 Monday	Observance of Memorial Day. No College classes. READING DAY.
June	
1 - 11	Final examinations (including Saturday, June 5).
7 Monday	Graduate courses end.
11 Friday	Class Day.
12 Saturday	Commencement.
28 Monday	Opening of Summer Session.

### ACADEMIC CALENDAR — 1965-1966

1965 September	
10 Friday	Faculty Meetings.
12 Sunday	President's Reception to Incoming Freshmen and their Parents.
13-16 Monday-Thursday	Freshman Orientation.
15 Wednesday	Registration for Upperclassmen.
16 Thursday	Classes for Upperclassmen begin. <i>GRADUATE &amp; UNDERGRADUATE</i>
	Opening Convocation.
17 Friday	Classes for Freshmen begin.
20 Monday	Graduate courses begin.
23 TUESDAY	
October	
12 Tuesday	Columbus Day. No College classes.
28, 29 Thursday, Friday	R.I.E.A. Teachers' Institute. No College classes.
November	
11 Thursday	Veteran's Day. No College classes.
12 Friday	End of first quarter.
15 Saturday	Grades due for freshmen, transfer students, students going into student teaching in February, 1966.
15 MONDAY	

18	Thursday	Academic Convocation.
25, 26	Thursday, Friday	Thanksgiving Day recess.
December		
20-31	inc.	Christmas recess.
1966 January		
3	Monday	College classes resume.
19	Wednesday	Reading Day.
20-28		Examinations (including Saturday, January 22).
29	Saturday	Grades due. Graduate courses end.
31	Monday	Mid-year recess.
February		
1	Tuesday	Mid-year recess.
2	Wednesday	Registration for second semester.
3	Thursday	Second semester classes begin. Opening Convocation.
7	Monday	Graduate courses begin.
22	Tuesday	Washington's Birthday. No College classes.
March		
April		
1	Friday	End of third quarter.
<del>2</del>	<del>Saturday</del>	Grades due for freshmen, transfer students, students going into student teaching in September, 1966.
4	MONDAY	
4 - 8		Spring recess.
11	Monday	Classes resume.
May		
3	Tuesday	Cap and Gown Day Convocation.
28	Saturday	Graduate courses end.
30	Monday	Memorial Day. No College classes. READING DAY.
31	Tuesday	Final Examinations.
June		
1 - 10		Final Examinations continued (including Saturday, June 4). Class Day.
10	Friday	Commencement.
11	Saturday	
27	Monday	Opening of Summer Session.

## 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 R. 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 1952, 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 Dennis J. Roberts, recommended and the General Assembly approved that Rhode Island College of Education be developed as a general college. The College was re-named Rhode Island College, but its program continues to stress preparation of teachers. In September, 1962, the College began accepting candidates for the Bachelor of Arts degree as well as the degrees of Bachelor of Science in Education and 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.

The College year 1962-63 saw the completion of three new buildings as part of the expansion program. The Donovan Dining Center was dedicated and put into operation in the fall of 1962; the Adams Library and the Clarke Science Building were completed the following spring. The Clarke Science Building is designed primarily for instruction in the sciences; it includes a number of laboratories, classrooms, special work areas, and auditoriums.

In December, 1963, construction was started on the Michael F. Walsh Health and Physical Education Center, scheduled for completion in January, 1965. The three-story structure is located at the west end of a mall which is being developed on recently acquired land.

Plans have been developed for the construction of a President's House as well as a new classroom building.

By 1965 it is anticipated that Rhode Island College will have a student body of 2,000 men and women, pursuing collegiate work in a wide variety of disciplines.

## *Henry Barnard School*

Prospective teachers should have opportunities to observe, analyze, and participate in classroom teaching under professional supervision. Rhode Island College provides future teachers with such opportunities in the Henry Barnard School, a campus laboratory school named for Rhode Island's distinguished first Commissioner of Education.

Prior to the official establishment of the Henry Barnard School in 1920, many different approaches were used to provide future teachers with opportunities for observation, demonstration, and practice. As Commissioner of Education, Henry Barnard toured the State with a covered wagon "model school" so that teachers could observe effective teaching methods and techniques. In 1893, Rhode Island Normal School contracted with the Providence School Department for use of the Benefit Street School by its faculty and students. Three classrooms were to be used for demonstration of procedures and five for practice teaching. Later, similar arrangements were made with the school departments of Central Falls, Cranston, and Pawtucket.

When Rhode Island Normal School moved to Capitol Hill in 1898, ten classrooms on the first floor of the school were designated as the Normal Observation School. Classes from Kindergarten through Grade 8 were available to faculty and students for observation, demonstration, and practice. In 1920, when Rhode Island Normal School became Rhode Island College of Education, the Normal Observation School was renamed Henry Barnard School. The latter was transferred to its own building on the lower part of the College campus in 1928. When the College was re-located in 1957, the Henry Barnard School moved with the rest of the College to the Mount Pleasant area of Providence, and is now occupying one of the original buildings on the new campus.

During 1963-64, the Henry Barnard School enrolled approximately 700 students in 24 regular classes: 4 preschool, 12 elementary, and 8 junior high school. There were also 2 classes of pupils with special needs. A few pupils live in the district formerly assigned to the School by the Providence School Department, and the City of Providence pays their tuition. A small number of pupils were enrolled from the Children's Center, a State institution serving children who need special assistance. The tuition for these children is paid under a special arrangement approved by the Board of Trustees. The majority of pupils come from the Providence metropolitan area 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 conveyance. Transportation costs are paid by the parents.



## 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** is the heart of the campus. Provision for varied student activities in the snack bar, game room, commons room, patio, and organization offices gives the Center the opportunity to serve student needs in the areas of social orientation and personal development. The Student Center Building provides facilities for student personnel and activities offices, as well as the offices of the Deans of Students and Student Counselors, an office for the College Chaplain, the Religious Reading Room, the Educational Services Center, the Institutional Research Center, and the office of the Scheduling Officer. 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 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, Assistant Dean for Professional Studies, Registrar, and Admissions Officer, as well as the General Offices, the Business Office, the Public Relations Office, and the Alumni Office.

**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.

**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 Services Office and the Audio-Visual Division of the State Department of Education.

**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** is a U-shaped building with a primary and an elementary wing. The primary wing includes nursery, kindergarten, and primary classrooms with immediate access to the courtyard. The elementary wing has nine classrooms, with a small double gymnasium at one end and specially planned areas for art, home-making, industrial arts, and the cafeteria at the other. The administration offices, health suite, rooms for exceptional children, library, and music rooms are on the main corridor. The junior high school, located on the second floor above the main corridor, has nine classrooms, including two equipped for science teaching. The second floor also includes a guidance office and elementary school science workshop. Three observation booths, closed circuit television facilities, and modern audio-visual equipment facilitate use of the school in programs of teacher education.

**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 Distinguished Professor of Education, 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.

**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, Graduate Division Offices, the Curriculum Center, and an art exhibition area are located.



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 Katherine L. Cuzner Reference Room is named in honor of Miss Cuzner who served as College Librarian from 1942 to 1962. The Amy A. Thompson Children's Literature Collection has been so designated in recognition of the meritorious service of Professor Thompson as a member of the English Department, especially in the field of Children's Literature. Miss Thompson retired from teaching in July, 1962, but continues her association with the College as a special adviser for this Collection.

**The John Clarke Science Building**, named for a pioneer Rhode Island physician and statesman, 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 larger of these auditoriums, the Robert T. Amos Lecture Hall, was named for a former Professor of Psychology at Rhode Island College. One wing of the building is devoted entirely to well-equipped shops and offices for Industrial Arts Education.

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.

This building also 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

### Admission Factors

The Admissions Committee seeks to choose from among the total applicant group those candidates who appear best qualified and most adequately prepared to meet the caliber of study demanded at Rhode Island College.

Admissions policy is formulated by a nine-member Admissions Committee composed of administrative personnel and teaching faculty. Admissions decisions are based upon a composite of the candidate's over-all record rather than upon any single factor. The Admissions Committee attaches greatest weight, however, to the secondary school academic record, including rank in class. Other important factors are: high school recommendations, suitable personality and character traits, academic potential, significant school and community activities, evidence of good health, and satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board which provides a comparison of candidates on a standardized national measuring scale.

### Application Forms

Application forms should be obtained from high school principals or guidance officers, or from the Office of Admissions at the College. They should be completed and filed, together with a \$10 non-refundable application fee, by April 1 of the year in which the candidate seeks enrollment. Applicants for admission to the Freshman class may enter only in September. Other new students are generally admitted only in September each year although a few transfer students may be considered for admission at mid-year if circumstances warrant.

### Early Admissions

Applicants for admission under the early acceptance policy of the College should file application forms during the summer following the high school junior year or in the early fall of the senior year. To qualify for early admission the candidate must:

1. Rank in the upper third of his class at the end of his junior year;

2. Present junior year Scholastic Aptitude Test scores of 500 or above in each test;
3. Be strongly recommended for acceptance by his high school officials.

Applications for early acceptance will be processed in the fall or early winter of the senior year. Applications from other candidates will be processed after the seventh-semester high school record has been submitted and all other data are complete.

#### Secondary School Requirements

Graduation from an accredited secondary school with evidence of satisfactory standing.

Completion of at least fifteen college preparatory units including the following requirements:

- 4 units of English
- 2 units of a modern foreign language  
(Industrial Arts Education candidates may substitute 2 units of approved industrial arts subjects for a modern foreign language.)
- 1 unit of algebra
- 1 unit of plane geometry
- 1 unit of American history
- 1 unit of a laboratory science
- 3 units of additional college-preparatory subjects

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.

#### Examinations

Each candidate for admission must take the Scholastic Aptitude and English Achievement Tests of the College Entrance Examination Board. These tests may be taken in December, January, or March preceding the anticipated date of entrance. Candidates seeking admission to all programs other than Industrial Arts Education must also take an achievement test in a modern foreign language. Candidates for admission to the Industrial Arts program must take an achievement test in a subject of their own choice in place of the achievement test in a foreign language. Achievement tests in French, German, and Spanish are given on all the testing dates. The achievement test in

Russian is offered only once each year at a time to be announced. The examination in Italian is 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.

Full responsibility for arranging to take these tests must be assumed by each student. Unless otherwise specified, 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.

Tests are administered at Rhode Island College as well as in many centers in the United States and throughout the world. They are usually administered on designated dates in January, March, May, July, and December of each year.

Test results will remain valid for a three-year period prior to date of prospective enrollment.

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.**

The Board will report the results of the tests to the institutions specified by the candidates.

#### Interviews

Interviews are arranged for all applicants who desire them and may be required of most applicants.

#### 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 they may be graduated. This proficiency may be demonstrated through the CEEB Achievement Test taken before ad-

mission, or may be attained during the college year. However, students whose preparation indicates probable difficulty in the required intermediate level course at the College will be expected to complete satisfactorily an accredited college-level elementary course in the summer prior to enrollment as a condition of acceptance.

Intermediate language courses are offered in French, Italian, Spanish, and German; and every effort will be made to help students meet the intermediate language requirements in other foreign languages which they offer for admission.

#### **Health**

Admittance to the College is conditional until the student has presented evidence of sound physical and emotional health. The College reserves the right to deny admission to or to dismiss a student who is unable to participate in the required physical education program. 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 certificate 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 enrollment data packet which accompanies the letter of acceptance.

#### **High School General Development Tests**

If evidence of superior percentile ratings is presented, Rhode Island College will accept High School General Educational Development Tests (State Equivalency Tests) in lieu of a high school diploma. Applicants presenting such GED tests must fulfill all other admissions requirements.

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.

#### **Candidates in Military Service**

Candidates who are serving with the Armed Forces must complete all requirements. 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.

#### **Admission from Other Colleges — Transfer Students**

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 health requirements as stated for freshman candidates.

Transfer students must expect to spend at least one year of full-time study at Rhode Island College in order to qualify for one of the bachelor degrees, and must complete a minimum of thirty-one hours of residence study here.

Applications for admission in this category must be filed no later than June 1 of the year of anticipated admission.

#### **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. These students need not become candidates for a degree and will be admitted only to those classes where the size of the class permits. Special students are subject to the same regulations regarding attendance, examinations, academic standards, and fees as candidates for degrees.

#### **Proficiency and Advanced Placement**

There are continually expanding opportunities for students at Rhode Island College to take advanced work by earning proficiency and Advanced Placement credit for required courses. Superior students

who are exempted from required courses by either Advanced Placement or proficiency will receive credit towards graduation. They will be urged, but not required, to substitute a course or courses in their major or minor field for the course in which proficiency is established.

*Proficiency* is determined by the appropriate academic departments and is based upon one or more of the following factors: superior overall academic preparation, satisfactory achievement in accelerated or enriched high school courses, scores on College Entrance Examination Board tests, and departmental tests.

*Advanced Placement* is determined by a score of 3 or better on the CEEB Advanced Placement Test. This test is usually administered to students enrolled in secondary school Advanced Placement Programs.

Students declared proficient may, together with their advisers, plan a program which provides opportunities: to begin advanced courses in the freshman year, to permit an enriched academic program, to permit a lighter freshman schedule, or (with approved summer school study) to accelerate the fulfillment of degree requirements.

Mary T. Thorp Women's Residence Hall



## 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. Three assessments, the General Fee, the Student Activity Fee, and the Dining Center Fee, are due and payable on or before September 1 of each year. Registration is complete only upon payment of these fees.

ALL STUDENTS PAY PER YEAR:	
General Fee .....	\$200.00
Student Activity Fee .....	30.00
Dining Center Fee .....	15.00
	<hr/>
	\$245.00

DORMITORY STUDENTS ADD:	
Room Rent (all private rooms) .....	\$375.00
Board (Monday breakfast through Friday dinner) .....	\$400.00*
Week-end meals (5) .....	\$100.00*

OUT-OF-STATE STUDENTS ADD:	
Tuition .....	\$400.00

## Explanation of Fees

**Application Fee.** All candidates must submit a \$10 non-refundable application fee when filing the application form.

**Student Activity Fee.** Each full-time student is assessed \$30.00 annually to support the various student organizations and athletic events, to meet class dues, to pay for the student newspaper and College yearbook, and to defray expenses of campus cultural enrichment activities.

**Dining Center Fee.** All full-time students pay a \$15.00 Dining Center Fee. Funds collected from this fee are used to amortize the Federal Government loan which made possible the construction of the 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 pay a \$1.00 Dining Center Fee each semester and for the summer school.

\*Subject to change in proportion to food and operating costs.



**Textbooks and Supplies** Students purchase their own textbooks and general supplies. The cost of these materials approximates \$125 annually.

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 \$21.00, subject to change.

**Housing Contract.** Residence housing is contracted for by the year or semester. A non-refundable room deposit of \$25.00 is required at the time of filing application for a room in the Mary Tucker Thorp Residence Hall.

A housing contract will be mailed after the non-refundable deposit has been received. Since provisions are limited, women students will be accommodated in the order in which reservation deposits and contracts have been received. Students who desire to live on campus both semesters will be given preference.

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 is 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. Subsequent transcripts are issued at the rate of \$1 for the first copy and 25¢ for each additional copy ordered at the same time. Single copies cost \$1.00 each. Payment should be made in cash or by Postal Money Order. Personal checks are not acceptable.



## STUDENT LIFE IN CLUBS AND ORGANIZATIONS

Student life is governed by two student organizations which recommend to the administration, or share joint responsibility with the administration for, policies affecting the total student body. These governing boards are the Student Senate and the Organizational Board.

The **Student Senate** is the legislative body representing the students to the administration. Each year it publishes the *Student Handbook* which contains regulations pertinent to student life at Rhode Island College.

The **Organizational Board** is charged with development of new clubs and organizations, advising the programs of existing clubs and organizations, compiling the College's social calendar, and recommending general policies affecting all clubs and organizations. The Organizational Board is divided into seven area boards representing organizational life at Rhode Island College.

### ATHLETIC AREA BOARD

Cheerleaders  
Men's Athletic Association  
Women's Recreation Association

### EDUCATIONAL AREA BOARD

(honorarys and organizations related to various programs of study)

Kappa Delta Pi  
Rhode Island Education Association  
Caedmon

### PUBLICATION AREA BOARD

Anchor  
Helicon  
Janus

### LIMITED MEMBERSHIP AREA BOARD

(social service organizations)  
Kappa Delta Phi  
Omega Chi Epsilon  
Sigma Iota Alpha  
Sigma Mu Delta  
\*Thorp Hall

### PERFORMING ARTS AREA BOARD

Alpha Psi Omega  
Chalktones  
Choir  
Modern Dance  
Rhode Island College Theatre

\*The Dormitory Council of Mary Tucker Thorp Hall is the governing body for women in residence. It holds a seat on the Organizational Board and advises that organization of the dormitory concerns.

### SPECIAL INTEREST AREA BOARD

Chees  
Debating  
International Relations

### RELIGIOUS AREA BOARD

Canterbury  
Newman  
Weasley

## Student Personnel Services

**Counseling.** The College provides a variety of counseling and guidance services to assist the student in achieving a maximum of success during his college years. The Dean of Students coordinates these services. The Dean of Students assists the faculty in their advisory duties; consults with students referred to her or who come to her; coordinates the work of the College Counselors; makes referrals to the Educational Services Center; and is responsible for the student activities through the Assistant Dean of Students.

**Faculty Advisers.** Each student is assigned to a Faculty Adviser at the time of registration. At the end of the freshman year, the student is reassigned to a Faculty Adviser who is a member of the department in the student's area of specialization. The Faculty Adviser assists the student in planning a program of study that is best suited to his needs and abilities. The Faculty Adviser consults with the student on personal problems and may refer the students to others for help with problems, such as reading, study skills, or those requiring the service of the College Counselors.

**Student Counselors.** Carefully selected upper class students work closely with freshman students and Faculty Advisers to facilitate the adjustment to college. They assist the freshmen with questions about courses, activities, and student problems.

**College Counselors.** The College Counselors' office was established within the Student Personnel Services in 1963. The College Counselors work with and counsel individual students and groups to assist them in their pursuit of educational goals. The services offered by the Office of the College Counselors include referral: to reading and learning skills classes; for medical assistance; for vocational and employment guidance; for group or individual counseling. There is close affiliation with the Educational Services Center in the use of tests and other services available through that office. The College Counselors coordinate the Student Counselor Program and work with the Resident Assistants in the Residence Hall.

**Housing.** All off-campus housing of students must be approved by the Office of the Dean of Students. Living accommodations for women

students are available on campus in the Mary Tucker Thorp Residence Hall. Once these facilities are assigned, additional off-campus housing is arranged with the Office of the Dean of Students.

Men students who must find housing are urged to communicate with the Office of the Dean of Students. Assistance will be given in finding suitable accommodations.

**Financial Aid.** A limited amount of scholarship aid is awarded to deserving students with excellent academic records. Five scholarships are given to incoming freshmen by the Associated Alumni Association. Rhode Island College scholarships, equal to ten percent of the income from student fees, are granted annually primarily to upper class students. A restricted number are reserved, however, for deserving and excellent high school seniors. Applications may be secured from the office of the Vice President.

Loans are available from the Student Loan Fund and the Margaret Hill Irons Fund. These loans carry 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, proved need, and academic standing. Up to fifty percent of a National Defense Loan may be cancelled if the borrower becomes a full-time teacher and teaches for five years in a public elementary or secondary school. Applications are available in the office of the Vice President.

The College does not generally approve of these loans for freshmen until they have completed a semester's work and established good academic standing.

For further information concerning the above loans, and other monies that may be available for deserving students, write to the office of the Vice President of the College, requesting the brochure on Loans and Scholarships.

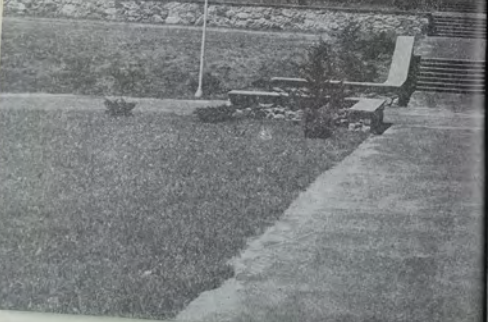
**Student Employment.** A limited number of opportunities exist for student employment on campus. Upper class students generally have preference in assignments. Students are assigned to work in the library, dining services, science laboratories, or faculty and staff offices.

Freshman students are urged to have sufficient funds to cover their first-year expenses. Employment opportunities are limited. The College schedule of classes extends to 6 P.M., and therefore students should not make commitments to off-campus employment until their schedules for the semester are known.

Students are advised to consult with the Vice President and the Dean of Students on financial problems.

**College Health Services.** 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.







## SPECIAL FACILITIES AND SERVICES

**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 to supplement the textbooks which may be purchased there. Also available at the Bookstore are art prints and student supplies and equipment, as well as many commemorative items bearing the College insignia.

**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.

**The College Library.** The James P. Adams Library, commanding a prominent position on the College campus, is a beautiful building which achieves architectural distinction through the use of glass and blue stone in a clear and simple design.

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. Adams Library has particular strength in educational materials contained in the main collection and the Curriculum Center, a separate department in the Library. It also has extensive holdings in Art, Special Education, and the newly developed African collection. Reader appeal is suggested throughout the building with a wide variety of accommodations: for serious research, for individual 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 8:15 A.M. to 5 P.M. on Saturday; and from 2 P.M. to 10 P.M. on Sunday.

**The Curriculum Resources Center.** The Curriculum Resources Center, housed in the Library, contains approximately 5,000 pieces of material, including 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 the resources. School curriculum evaluation groups and class and individual visitors 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.

**Office of Institutional Research.** The Office of Institutional Research, established in 1963, conducts research and provides data on problems and issues concerning the general and specific effectiveness of Rhode Island College. Such research studies relate to policy formation, planning, administration, and evaluation with special em-

Circulation Dept. Adams Library



phasis on the student population. Most important is an understanding of all the conditions that contribute to student success or failure.

**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 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 Alumni 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 Center. Telecasts emanate from studios which are located in the Adams Library.

The Division of Laboratory Experience has made considerable

use of closed-circuit television in presenting 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 for presentation of freshman mathematics through this medium. Other departments are similarly utilizing the facility.

**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.

Teaching by Closed-Circuit Television





#### Educational Services Center.

ALLAN B. SMITH, Ph.D., [Contractual], Director

The Educational Services Center, established in 1962, directs and supervises 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.
6. Provides test and measurement services to schools throughout the State.

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

#### Audio-Visual Center.

ROBERT P. DANILOWICZ, Ed.M., (Rhode Island College), Director

The Audio-Visual Center which is equipped and organized primarily for the purpose of serving instructional needs, is available to faculty who teach in the Division of Graduate Studies as well as for the faculty and student body of the undergraduate school. All types of audio-visual equipment are available, including: motion picture (8 mm and 16 mm) sound projectors, slide projectors, overhead and opaque projectors, tape recorder, and record players. The Center has a complete library of film strips, films, slides, recordings, and study prints, which are available for use in College classes.

## 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 thematically oriented evening lectures delivered at the College during the fall semester each year by distinguished visiting scholars. The 1962 series, based on the theme "The Role of Aesthetics in American Culture," was presented by

Dr. Albert Bush-Brown, President, Rhode Island School of Design  
"Architecture: An Aesthetic Assault Toward the Future"

Miss Helga Sandburg, Novelist and Poet  
"Problems of the Creative Writer in America"

Dr. Robert Iglehart, Chairman, Department of Art, University of Michigan  
"The Fine Arts in America"

Dr. Frank McMullan, Associate Professor of Play Production,  
School of Drama, Yale University  
"Some Thoughts on Theatre in America"

The 1963 series, based on the "Changing Federal-State-City Relationships," was presented by

The Honorable G. Joseph Tauro, Chief Justice, Superior Court,  
Commonwealth of Massachusetts  
"Changing Legal Relationships"

Mr. Leo Molinaro, Executive Vice-President, The West  
Philadelphia Corporation  
"Intergovernmental Relationships in Urban Renewal"

Mr. Kenneth Pickard, Chief, Division of Local and Metropolitan  
Government, State of Rhode Island and Providence Plantations  
"The Case for Metropolitanization."

The Robert M. Brown Lectures are a similar series presented during the spring semester each year. The 1963 series, based on the theme "Man's Reactions to Crises," was presented by

Dr. John V. Murra, Visiting Professor of Anthropology, Yale University

"The Crisis of Survival as Faced by Primitive Cultures"

The Reverend Julian V. Casserly, D. Litt., Professor of Philosophy, Seabury Western Theology Seminary, Evanston, Illinois  
"Man and Morals in Crisis"

Dr. Irving R. Melbo, Dean, School of Education, University of Southern California  
"The Education of Metropolitan Man"

Dr. Herbert Wing, Jr., Robert Coleman Professor of History, Emeritus, Dickinson College; Visiting Professor of History, Rhode Island College  
"Moments of Decision among the Hellenes."

In the spring of 1964, the **Robert M. Brown Lecture** series was based on the theme "Measure of Greatness." The following participated in the series:

Dr. Moses Hadas, Jay Professor of Greek, Columbia University  
"Individual Achievement and Classical Humanism"

Dr. William Daly, Department of History, Boston College  
"The Greatness of St. Augustine"

Dr. Bernard Grebanier, Professor of English, Emeritus, Brooklyn College  
"The Measure of Shakespeare"

Dr. Max Kaplan, Dean of the College, Bennett College  
"The Measure of Musical Greatness"

### *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 1962 lecture was presented by Mr. John Clardi. In 1963 Mr. Vance Packard was the lecturer.

### *The College Lectures*

Under the auspices of the College Lecture program, scholars and artists are brought to the campus to work with and 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.

The 1963-64 list of College lectures and recitals included

Dr. Saul Cohen, Department of Geography, Boston University  
"Urbanization in the United States: Its Political, Internal and External Implications"

Professor Daniel Hughes, Brown University  
Poetry Reading

Dr. John A. Finger, Brown University  
"Working with the Underachiever at the Junior High School Level"

Mr. Charles Philbrick, Brown University, and Mr. Paul Petrie, University of Rhode Island  
Poetry Reading

Dr. Mark Karp, Center for African Studies, Boston University  
"An Economic View of Africa"

Rhode Island College Modern Dance Group



- Mr. Bond Perry, Folk Singer  
A Program of Folk Songs
- Dr. David Krause, Associate Professor of English, Brown University  
"Poetry and Drama in Irish Literature"
- Mr. George Troy, Book Editor, Providence Journal  
"Trials and Rewards of Being a Book Page Editor"
- Dr. Nancy A. J. Potter, Professor of English, University of Rhode Island  
"Writing the Short Story"
- Dr. George Goodwin, Department of Political Science, University of Rhode Island  
"The Legislative Triangle: The President, the Senate, and the House"
- Dr. M. Seshadri, Fairleigh Dickinson University; Fulbright Lecturer at the University of Pennsylvania  
"Archeology in India"
- Dr. John M. Bahner, Harvard University  
"Team Teaching" and "The Non-Graded School"
- Dr. Eli Bower, National Institute of Mental Health, Bethesda, Maryland  
"The Contribution of the Behavioral Sciences to Education"
- Dr. Henry L. Smith, Chairman, Department of Anthropology and Linguistics, University of Buffalo  
"Linguistic Geography with Special Attention to the New England Dialects"
- Dr. Henryk Batowski, Professor at the University of Cracow, Poland; Visiting Professor, University of Indiana  
"European Diplomacy from Munich to the Invasion of Poland" and "Partitions of 18th Century Poland."

### *The Rhode Island College Fine Arts Series*

The Rhode Island College Fine Arts Series was inaugurated in September, 1962. The aim of the Fine Arts Committee is to bring to the campus the finest programs in the performing arts in the areas of music, dance, and theatre. These programs, financed from the student activity fee, are free to students. They are also open to Faculty and the public for a nominal charge.

This series of cultural and entertaining programs is selected and produced by a committee of five appointed student managers, one faculty adviser, and the Assistant Dean of Students. Twenty other students, representing all of the classes, work in the areas of box office, house committee, stage crew, publicity committee, and reception committee.

The following programs have been presented in this series:

#### 1962-63

- Josh White — Folksinger  
Hal Holbrook — "Mark Twain Tonight"  
Odetta — Folksinger  
Jean-Leon Destine and his Haitian Dance Company

#### 1963-64

- The National Ballet under the direction of Frederic Franklin.  
The Canadian Players Foundation in a production of *Henry IV, Part One* by William Shakespeare.  
The After Dinner Opera Company under the direction of Emanuel Levenson.  
Arthur Gold and Robert Fizdale, Duo-Pianists.

Art Gallery, Adams Library



## Art Exhibitions

The Art Department displays the work of students enrolled in art classes weekly throughout the academic year. From time to time, original art works and craft objects are obtained on loan from faculty members, the Rhode Island School of Design Museum, or the Roger Williams Park Museum. The Art Department uses the Art Gallery in the James P. Adams Library for special displays.

The exhibitions on view in 1963-64 have consisted of a College Art Faculty Show in October-November; a Christmas show of papier-mâché figures inspired by historical or period costumes and made by students in the Sculpture class; and a display of furniture, crafts, and mechanical objects produced by the students in the Industrial Arts Department. Exhibitions have also included work in sculpture; a one-man show by Karnig Nalvandian, a prominent Rhode Island painter; and a comprehensive show of student work in oil painting, ceramics, design, and sculpture. The latter is an annual feature scheduled from the third week of May through Commencement.

## College Concerts

The Music Department presents concerts during the academic year which feature the various College musical organizations. In 1963-64 thirteen recitals were presented in the Chamber Music Recital Series. Participants are members of the faculty, students, and talented musicians in the Rhode Island community.

## Rhode Island College Theatre

This extra-curricular organization open to all students presents various workshop programs as well as three major productions a year for the public. The 1963-64 schedule included: *Can-Can*, a musical comedy; *Summer and Smoke*, a drama; and *The Comedy of Errors*, a series of scenes from Shakespearean and contemporary plays.

## 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 1963-64 series included *Raisin in the Sun*, *Blood of a Poet*, *The Last Hurrah*, *Ballad of a Soldier*, *A Time Out of War*, *Hiroshima Mon Amour*, *Dylan Thomas' A Child's Christmas in Wales*, *Bell, Book and Candle*, *Carnival in Flanders*, *Toulouse-Lautrec*, *Caine Matiny*, *Journal d'un Curé de Campagne*, *Munro*, *Of Mice and Men*, *Come Back Africa*, *Forbidden Games*.

## 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 calendars which may be found on pages 6-8 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 as well as to all other students in the College.

**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 from the Dean of Students, nor may he receive course credit unless he has been duly registered in the Registrar's office.

**Summer School Credit.** An undergraduate who wishes to take summer school work must obtain *in advance* the approval of the Dean of Students, the Registrar, and the Chairmen of the departments concerned. The latter will approve the courses as to their content which should be equivalent to that of courses already in the Rhode Island College undergraduate curriculum or of courses acceptable for inclusion in it.

**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.

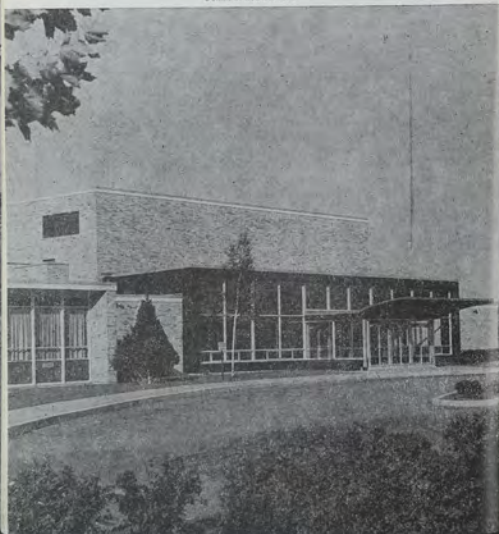
Public Law 550 is based on fourteen hours as a full load. Korean Veterans to whom this Law applies must sign the appropriate forms



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.

Dennis J. Roberts Hall



## DEGREE OFFERINGS AND REQUIREMENTS

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

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

Recipients of degrees usually receive their diplomas at the Annual Commencement Exercises which are held on the first Saturday following the first Monday in June. Undergraduate students who fail to qualify for their degrees at the regular commencement exercises are sometimes permitted to complete their necessary courses during the summer and may receive their diplomas at the close of the summer session instead of waiting for the following commencement.

### *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:

†Will not be offered to undergraduates after June, 1965.

\*Offered through the Graduate Division.



English	4 semester hours
Mathematics	6 semester hours
Western Culture	12 semester hours
Science	6 semester hours
Social Science	3 semester hours
Speech	2 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

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 curriculums. Candidates for the Bachelor of Science in Industrial Arts Education degree are not required to take the foreign language phase of General Education. The requirement in Western Culture is listed as Humanities 103, 104, 105, 106 with the courses in English.

## 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 science, 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 except for majors in Biology which requires 14 hours of cognates. 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, special education, psychology, and speech.

## Honors

Rhode Island College recognizes intellectual and creative excellence in three ways: through the publication each semester of the Dean's List; through the Departmental Honors program; and through the granting of graduation honors.

**Dean's List.** Students who attain an index of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement for that semester. During the student-teaching semester, students to be placed on the Dean's List must achieve a cumulative index of 3.00 as well as a semester index of 3.25.

**Departmental Honors.** Departmental Honors Programs have been designed to challenge the intellectual curiosity of the scholarly student. Toward this end, requirements have been established to encourage proficiency and to introduce a greater independence in intellectual pursuits. Honors study provides opportunity for the student to exercise greater self-reliance, creativity, and responsibility through independent study, research, and special course work. Recognition of successful completion of an Honors Program appears on the student's diploma.

The Honors Committee has established the following regulations for admission to and retention in the Departmental Honors Program:

1. Admission of a student to an honors program depends upon a favorable action by a departmental committee to which a student must make formal application.
2. A student may enroll in an honors program only in that department in which he intends to major.
3. At the time of application to an honors program, a student must have a 3.00 index for all courses taken in the subject area of his major field.
4. At the time of application to an honors program, a student should have a cumulative grade index of 2.50.
5. The retention of a student in an honors program is dependent upon the decision of the department in which the student is enrolled.
6. The Honors Committee has the responsibility for maintaining acceptable standards in the total program.

## Graduation Honors

Graduating seniors are cited for Graduation Honors at the annual commencement exercises. Students who have achieved a cumulative index of 3.90 or higher graduate *summa cum laude*; those with a cumulative index of 3.75 to 3.89 inclusive graduate *magna cum laude*; and those with a cumulative index of 3.50 to 3.74 inclusive graduate *cum laude*. The cumulative index is based on the student's total college record.

*There has been  
Change*



## EVALUATION OF SCHOLASTIC ACHIEVEMENT

**Semester Hours.** The college year consists of approximately thirty-six weeks, divided into two semesters. The degrees of Bachelor of Arts and Bachelor of Science in Industrial Arts Education require 126 semester hours each. The latter as well as the program leading to the degree of Bachelor of Science in Education, granted upon the completion of 126-128 semester hours, includes 9 semester hours of credit for 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 achieved by the total number of credit hours attempted. A cumulative grade point average of 2.00 is required for graduation. Students who fail to achieve this index at the end of eight semesters may be permitted to remain in College for no more than one additional semester in order to meet this minimum requirement. A student does not qualify for student teaching unless he has attained a cumulative index of 2.00 by the time he is ready to be assigned to student teaching.

A student's scholastic rating is based upon cumulative indices forming a sliding scale. Failure to attain the minimum cumulative index required for any single semester results in the student's dismissal from College. Failure to attain the following semester's minimum required cumulative index automatically places the student on academic probation.

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 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 Col-

lege. 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 fails the same course twice is requested to withdraw from the College, and may be re-admitted only upon special review by the Committee on Academic Standing.

A student who has withdrawn from College voluntarily and wishes to seek readmission, must make application in writing not 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.

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.

**Withdrawal from Course.** Courses dropped after the first two weeks of the semester are graded either WP or WF. The Dean of Students, after consultation with the student's adviser and instructor, may grant a student permission to withdraw at any time with the grades WP or WF determined by the instructor. If the student withdraws with permission before the end of the first quarter, a WF is not figured in the student's index; if he withdraws after the end of the first quarter, a WF is figured in his index.

**Audio-Visual Proficiency.** Every student enrolled in a teacher-training curriculum must demonstrate his ability to operate audio-visual equipment with proficiency before taking student teaching.

**Kappa Delta Pi.** Epsilon Rho Chapter of Kappa Delta Pi, national honor society in education, was organized 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 contributions to education. More than 170 colleges in the United States have chapters of this society.

#### **Selection and Retention for Professional Education Program**

Students interested in entering professional programs are under continuous evaluation as potential teachers from the time they make this interest known. Some of the most important steps in this process are as follows:

1. Applicants for admission to the College who indicate their interest in a professional program are screened by the Admissions Officer and the Admissions Committee to determine whether they meet the moral, intellectual, and physical standards required by the College of prospective teachers.
2. Students normally apply for admission to a specific professional program at a designated time during their second semester. From the time students are admitted to the College to the time they apply for admission to a specific professional curriculum, the College seeks additional evidence bearing on their fitness to teach. Student applications for admission to a specific professional curriculum are examined and approved by a faculty committee representative of the various professional areas.
3. During the practicums required in most professional curricula, students are observed working with children in actual teaching situations. Their College supervisors, laboratory school supervising teachers, and the Coordinator of Student Teaching evaluate student performance in the practicums to determine whether the students should be assigned to student teaching.
4. To be eligible for student teaching, a student must have adequate health and
  - a. attain a cumulative index of 2.00 by the end of the first half of the semester in which assignment is made;
  - b. pass all required courses taken in his major teaching field and professional sequence;
  - c. perform adequately in the practicum;
  - d. demonstrate his ability to operate audio-visual equipment with proficiency before the end of the semester in which he applies for student teaching.

5. Student teaching is one of the most crucial tests of probable success as a teacher. Candidates for student teaching who show little promise of success are not permitted to enroll in student teaching. Students admitted to student teaching are not allowed to complete a professional program if they do not perform adequately in their student teaching assignment.

Lucius A. Whipple Gymnasium







### **Intellectual Honesty**

The student at Rhode Island College has an 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 to and to perform in that community according to acceptable standards of moral and intellectual integrity. As with academic failure, the student who does not conduct himself in the College community according to such standards is subject to disciplinary action up to and including full dismissal from the College.

## **RHODE ISLAND COLLEGE CURRICULUMS**

## Curriculum in Elementary Education

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
—	—	—
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 305 or 306: Practicum in Early Childhood Education or Elementary Education	5	
*Education 320: Student Teaching	9	
Education 340: Methods and Materials of Art Education	2	
Education 341: Methods and Materials of Music Education	2	
Education 342: Methods and Materials of Physical Education	2	30
—	—	—
<b>Specialization for Elementary Education</b>		
Survey of Music or Visual Arts in Society	3	
Physical Science or Biology	3	
Introduction to Geography	3	
Children's Literature	2	
United States History	3	14
—	—	—

\*Students who are taking the minor in Special Education should refer to curriculum requirements on page 125.

Major (B.A.) or Minor (B.S.)

Electives

Total 128



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

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
—	—	—
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
—	—	—

Major (Social Science)

Social Science: One course each of three fields in Social Sciences. (200-level courses in Anthropology, Economics, Political Science or Sociology, or a 300-level course where the prerequisite is met.)

9

History (any two 300-level courses in History)

6

United States History	6	
Introduction to Geography	3	
Geography 202 or any 300-level course in Geography	3	
History 361 or 362	3	30
	—	
<b>Minor (English)</b>		
Advanced Composition or Language Study	3	
American Literature elective	3	
English Literature elective	3	
American or English Literature elective	3	
Shakespeare	3	
Modern Literature elective	3	18
	—	
Electives	9	
	—	
<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>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	

Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	

#### **Major (English)**

American Literature (3-9 hours)		
English Literature (9-15 hours)	18	
Advanced Composition	3	
Modern English Grammar	3	
Modern Literature elective	3	27
	—	

#### **Minor (Social Science)**

Electives in Anthropology, Economics, Geography, Political Science or Sociology	6	
United States History	6	
Introduction to Geography	3	
History electives	6	21
	—	

#### **Electives**

	9	
	—	
<b>Total</b>		<b>128</b>

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

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics 101-102 or 103-104 or 107	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	

Speech	2	
Western Culture	12	48
	—	
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	
<b>Major (General Science)</b>		
Biology 105-106	8	
General Physics	8	
Two science electives to be chosen from Ecology, Astronomy, or Geology; or courses individually approved by the appropriate department	7	
Chemistry 103-104 shall be elected as the Freshman science course; six of the eight credits are chargeable to General Education	2	25
	—	
Mathematics 211 (if student has completed Mathematics 103-104, 211 is omitted and replaced by an elective)	3	
Mathematics 212, 313	8	
Mathematics 324. May substitute Mathematics 326 if qualified	3	
Mathematics 333	3	
Mathematics 358 or 341	3	
Mathematics elective from courses counting toward mathematics major	3	23
	—	
Electives	9	
	—	
<b>Total</b>	<b>128</b>	

## *Curriculum in Secondary Education Senior High School*

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 310: Practicum in Secondary Education	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	
<b>Major</b>		<b>30</b>
<b>Minor (not to exceed 21 credit hours) or Cognates (not to exceed 12 credit hours) or electives</b>		<b>21</b>
<b>Electives</b>	<b>at least</b>	<b>6</b>
		—
	<b>Total</b>	<b>128</b>

## *Curriculum in Industrial Arts Education*

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	

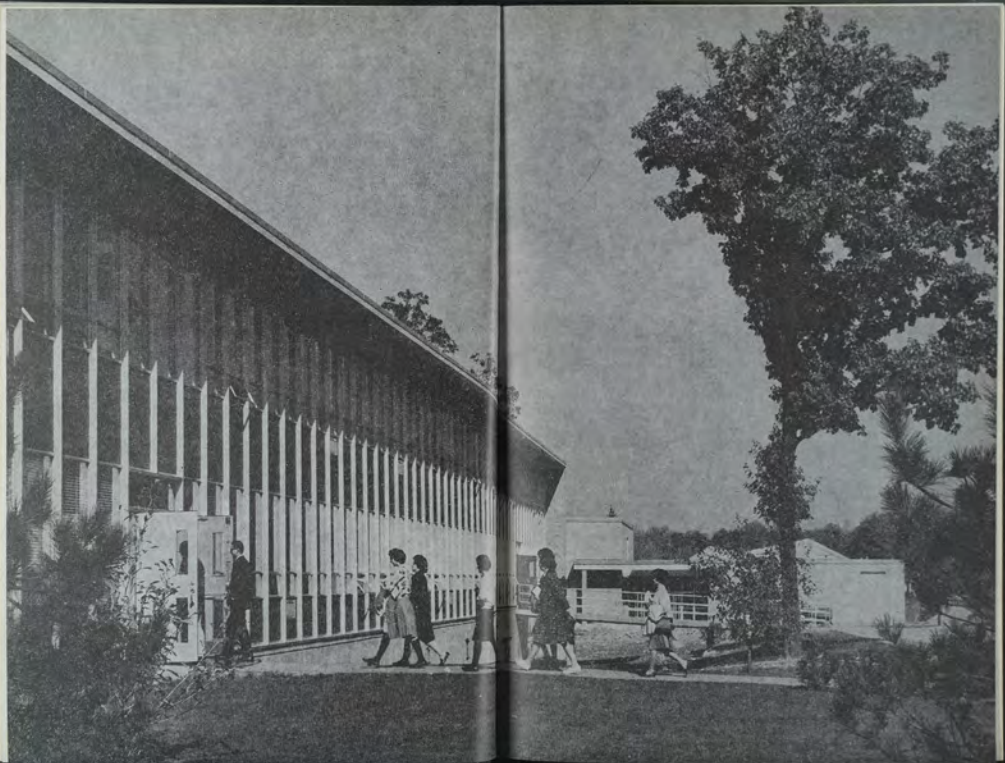


Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Physical Education and Health	3	
Psychology	3	
Science (Biology, Chemistry, Physics or Physical Science)	6	
Speech	2	
Western Culture	12	42
	—	
<b>Professional Education</b>		
Education 101a, 101b, 101c: Professional Orientation	1	
Education 200, 300, 302: Foundations of Education I (psychological); II (social); III (philosophical)	9	
Education 308: Practicum in Industrial Arts	3	
Education 321: Student Teaching, including Seminar	9	
Education 360: Senior Seminar in Secondary Education	1	23
	—	
<b>Industrial Arts</b>		
Ind. Arts 100: Theory and Organization of Industrial Arts	3	
Ind. Arts 110: Technical Drawing I	2	
Ind. Arts 116: Architectural Drawing I	2	
Ind. Arts 120: Graphic Arts I	3	
Ind. Arts 130: Basic Design	2	
Ind. Arts 140: Woodworking I	3	
Ind. Arts 170: Electricity I	3	
Ind. Arts 180: Metalworking I	3	
Ind. Arts 190: Power Mechanics I	3	
Ind. Arts 211: Technical Drawing II	2	
Ind. Arts 217: Architectural Drawing II, or Ind. Arts 321: Technical Drawing III	2	
Ind. Arts 231: Crafts I	3	
Ind. Arts 241: Woodworking II	3	
Ind. Arts 281: Metalworking II	3	
Ind. Arts 342: Woodworking III, or Ind. Arts 382: Metalworking III	3	40
	—	
Academic Electives		21
	—	
<b>Total</b>		<b>126</b>

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

### Curriculum in Liberal Arts

	Credit Hours	Total Credit Hours
<b>General Education</b>		
Art or Music	3	
English	4	
Introductory Social Science (other than History) or Aspects of Contemporary Civilization	3	
Mathematics	6	
Modern Foreign Language	6	
Physical Education and Health	3	
Psychology or Philosophy	3	
Science (Biology, Chemistry, Physics, or Physical Science)	6	
Speech	2	
Western Culture	12	48
	—	
<b>Major</b>		<b>30</b>
<b>Minor</b>		
(not to exceed 21 credit hours) or Cognates (not to exceed 12 credit hours)		21
<b>Electives</b>		
		27
		—
<b>Total</b>		<b>126</b>



## COURSES OF INSTRUCTION

Courses numbered 100-199 are primarily freshman and beginning courses. Those numbered 200-299 are lower-division courses; courses in General Education normally taken in the sophomore year, and certain basic courses in majors, minors, and Education. Courses numbered 300-399 are upper-division courses. These include General Education courses limited to the third and fourth year, more advanced courses in majors and minors, certain Education courses (including methods and materials in special areas), and some courses which may have prerequisites. Graduate students may be admitted to 300-399 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. Courses on the 500-599 level 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, Chairman  
ANGELO V. ROSATI, A.M., (Teachers College, Columbia), Associate Professor  
DOROTHY CROMPTON, A.M., (Teachers College, Columbia), Assistant Professor  
JOHN E. DeMELIM, JR., M.F.A., (Institute Allende, Mexico), Assistant Professor  
CAROL M. RAVENAL, Ph.D., (Radcliffe), Assistant Professor  
RICHARD A. KENYON, M.S., (Rhode Island School of Design), Instructor  
PETER L. KOENIG, M.F.A., (Cranbrook), 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 minor-ing 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

[4] 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 so-

ciety. 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** (4) 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** (4) 3 semester hours  
This basic drawing course acquaints the student with the various drawing media of pencil, charcoal, wash, ink, and colored chalk. Drawing is explored in the areas of the figure, portrait, still life, landscape, and special form study.

**ART 301: OIL PAINTING** (4) 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, and an introduction to technical materials and methods.  
Prerequisite: Art 203.

**ART 302: ADVANCED PAINTING** (4) 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 with various types of subject matter. Personal differences are encouraged.  
Prerequisite: Art 301.

**ART 303: INTRODUCTION TO CERAMICS** (4) 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 modelling, freehand pottery construction, decorative techniques, and glazing and handling techniques essential to finishing ceramic pieces.  
Prerequisite: Art 202.

**ART 304: ADVANCED CERAMICS** (4) 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.

**ART 306: SCULPTURE** (4) 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.

**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.

**EDUCATION 340: METHODS AND MATERIALS IN ART EDUCATION** (3) 2 semester hours  
(For description see page 120.)

## Department of English

ROBERT W. COMERY, Ph.D., (Brown), Professor, Chairman  
AMY A. THOMPSON, A.M., (Brown), Professor Emerita  
LILLIAN D. BLOOM, Ph.D., (Yale), Professor  
FRANK E. GREENE, A.M., (Boston University), Professor  
ERNEST C. ALLISON, A.M., (Boston University), Associate Professor  
THOMAS G. DEVINE, Ed.D., (Boston University), Associate Professor  
GRACE D. PREISSER, A.M., (Brown), Associate Professor  
JAMES E. WHITE, Ph.D., (Boston University), Associate Professor  
PAUL ANGHINETTI, A.M., (Boston University), Assistant Professor  
CATHRYN A. DUCEY, A.M., (Yale), Assistant Professor  
NANCY M. GULI, M.S., (Albany State), Assistant Professor  
EDWARD J. OWEN, A.M., (Columbia), Assistant Professor  
LEONARD S. QUIRINO, Ph.D., (Brown), Assistant Professor  
JOHN J. SALESSES, A.M., (University of Rhode Island), Assistant Professor





ments and cultural themes in Western Civilization, an opportunity to examine critically some of the great literary works of Western culture, and an exercise in the analysis of selected historical periods, movements, and institutions. The four consecutive semester segments deal in turn with: the Ancient World; the Middle Ages and Renaissance; the Age of Reason; the Modern World.

**ENGLISH 210: CHILDREN'S LITERATURE** 3 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 Education students prior to taking Practicum. Offered every semester.

**ENGLISH 215: INTRODUCTION TO POETIC ANALYSIS** 3 semester hours

This course is designed to improve the student's perceptiveness in the reading of poetry through a study of poetic forms, versification, imagery, diction, theme, mood, and tone and through the close reading of poems selected from various periods of English and American literature. Offered from time to time as an elective.

**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 1640** 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 1640 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 Rossettis, 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 Plymouth 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, gram-

mar, 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 343: 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. Offered annually in the fall semester.

Prerequisite: English 231 and one of the courses numbered 301-303.

**ENGLISH 262: 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. May be used to satisfy an English literature requirement in the major. Offered occasionally.

Prerequisite: at least two of the courses numbered 221-225.

EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION (5) 3 semester hours  
(For description see page 133.)

## Department of Modern Languages

MARY E. LOUGHREY, Ph.D., (Columbia), Professor, Chairman  
LILIAN E. AVILA, A.M., (Middlebury), Associate Professor  
RITA L. COUTURE, A.M., (Middlebury College in Paris), Associate Professor  
NELSON A. GUERTIN, A.M., (Columbia), Associate Professor  
NOEL CHADWICK, A.M., (Middlebury), Assistant Professor  
DZINTARS FREIMANIS, Ph.D., (Columbia), Assistant Professor  
T. STEVEN TEGU, A.M., (Middlebury College in Madrid), Assistant Professor  
J. RICHARD CASTELLUCCI, A.M., (Middlebury College in Paris), Instructor  
JOCELYN A. FORTIER, A.M., (Université de Laval), Instructor  
PAUL E. McADAM, A.M., (Johns Hopkins), Instructor  
CLARENCE O. THOMAS, Jr., A.B., (Providence), Instructor

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 300, French 360, and 18 hours selected from courses numbered French 301 to 310. Education 310 (Practicum required of all students

in the Secondary Education curriculum) is taught by a member of the French department for students majoring in French.

A minor of 18 hours for students in the liberal arts and the secondary 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, and 12 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. Students preparing to teach French in the elementary school should substitute Education 312 for one of the literature courses in the Junior year.

### The Honors Program

The Department of Modern Languages offers an honors program in French in order to provide for superior students an opportunity to pursue studies in greater depth than is possible through the regular course offerings. During the junior and senior years, seminars reserved for honors candidates will be offered; such honors sections will be distinguished by the notation *HIS* following the course number on the student's record. Detailed information is available in the office of the chairman of the department.

### Master of Arts in Teaching

The Department of Modern Languages offers an opportunity to properly qualified candidates to earn the degree of Master of Arts in Teaching with a major in French. A detailed listing of requirements may be found in the Graduate Bulletin.

### 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.) Two 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. Two 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. Two 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. Two 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. Two 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 largely in Spanish. Two semesters.

**SPANISH 201: ADVANCED ORAL SPANISH** 3 semester hours  
This course is designed to develop oral proficiency on an advanced level, emphasizing the use of accurate idiomatic Spanish. Literary texts stressing aspects of Spanish culture and civilization will be used as bases for the oral work.  
Prerequisite: Spanish 103-104, or proficiency in CEEB examination.

**SPANISH 202: ADVANCED SPANISH SYNTAX AND STYLISTICS** 3 semester hours  
This is an advanced course designed for students who already have a command of Spanish grammar and some ability to write correct Spanish, but who can profit from greater attention to style and

composition. A study of the finer shades of expression is made through the reading of selected modern texts, the writing of original themes and letters, and the rewriting of English literary selections in comparable Spanish.

Prerequisite: Spanish 103-104, or proficiency in CEEB examination.

**RUSSIAN 101-102: 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. Two 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 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, Bossuet, La Fontaine, Boileau, 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*, Beque, 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, Barrès, Proust, Gide, Colette, and Romain 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 1600**

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 310: 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.

**FRENCH 560: GRADUATE SEMINAR IN FRENCH**

3 semester hours

This course is open only to students in the graduate program. The work includes intensive individual and group study of one major au-

thor or of an important period in the development of French literature. It is directed toward the writing of a major paper in thesis form.

EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION 5 3 semester hours  
(For description see page 133.)

EDUCATION 312: FRENCH FOR THE ELEMENTARY SCHOOL 3 semester hours  
(For description see page 119.)

## Department of Music

ABRAHAM A. SCHWADRON, *Ms. A. D.*, (Boston University),  
Associate Professor, Chairman

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

JOSEPH S. CEO, *Mus. M.*, (Illinois), Instructor

GEORGE E. KENT, *Mus. M.*, (New England Conservatory of Music), Instructor

JOHN PELLEGRINO, *Mus. M.*, (University of Miami), Instructor

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 numbering 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 — choir, orchestra, instrumental and vocal ensembles. Individual arrangements for applied musical study should be made with the Department Chairman.

All Music courses and musical activities 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 203: ELEMENTARY MUSIC THEORY 3 semester hours

Fundamentals of scale construction, intervals, syllables, clefs,

rhythms, and form are studied with stress placed on musical acuteness through ear-training, sight-singing, and dictation.

MUSIC 204: HARMONY 3 semester hours

A detailed study of the principles of harmony is made with emphasis on chordal structure, inversions, progressions, non-harmonic tones, and chromaticism of the common-practice period. Experiences in writing and playing original harmonic accompaniments, in creating melodies to given texts, and in hearing and analyzing representative musical compositions are also provided.

MUSIC 301: CHORAL CONDUCTING 3 semester hours

This course is designed to analyze the techniques of the art of conducting and the study of voices, voice testing, rehearsal techniques, choral interpretation, score reading, and concepts of program building.

MUSIC 302: TWENTIETH CENTURY MUSIC 3 semester hours

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

MUSIC 304: OPERA 3 semester hours

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

MUSIC 306: COUNTERPOINT 3 semester hours

A detailed study is made of 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.

MUSIC 307: BASIC COMPOSITION 3 semester hours

Primarily for the advanced music minor, this course consists of a study of creative musical techniques of composition in the smaller forms. Extensive experience in form and analysis, and a culminating composition are also included.

Prerequisite: Music 306 or consent of instructor.

MUSIC 311: LITERATURE OF MUSIC PRIOR TO BACH 3 semester hours

This is an historical and critical study of the development of the musical arts from ancient beginnings through the Middle Ages and

the Renaissance. Plainchant, polyphony, sacred and secular music, and problems in early notation are examined within the changing socio-aesthetic patterns.

MUSIC 312: LITERATURE OF MUSIC FROM MONTEVERDI TO WAGNER 3 semester hours

This course includes a study of vocal and instrumental literature from the High Renaissance to the Post Romantic period. Lectures, readings, recordings, and scores are utilized to illustrate the dynamics of musical change and development.

EDUCATION 341: METHODS AND MATERIALS IN MUSIC EDUCATION (3) 2 semester hours

(For description see page 120.)

PIANO I 2 semesters, a, b. (Elementary) No credit  
PIANO II 2 semesters, a, b. (Intermediate)

Basic experience is offered in playing melodies and rhythms with correct chordal accompaniment. *Either* Piano I *or* Piano II is required in the Early Childhood Curriculum unless, through audition, the student can prove adequacy in performance. Each course meets twice weekly for two consecutive semesters.

## Department of Speech

ADELAIDE PATTERSON, Ed.D., (Rhode Island College), Professor Emerita  
GRACE D. HEALEY, Ed.M., (Boston University), Associate Professor, Chairman  
JOSEPH D. GRAHAM, A.M., (Teachers College, Columbia), Associate Professor  
PHILIP C. JOYCE, A.M., (Emerson), Assistant Professor  
ELLA L. SMITH, M.F.A., (Yale), Instructor

The Department of Speech offers Speech 101-102, 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 307 for students in all curriculums. Each student in the minor must complete a non-credit requirement by participating in an approved major production or per-

formance in at least one of the following areas: adult or children's play, choric speech, reading theatre, recital, debate, and discussion.

### Proficiency

Fundamentals of Speaking is a General Education course required of all undergraduates. This requirement may be met through course work or through demonstration of proficiency in an oral examination administered by the Speech Department. Application for such an evaluation should be made to the Chairman of the Speech Department during Freshman Orientation Week, or at such other time as designated by the Chairman of the Speech Department. Students whose proficiency is approved will be allowed to omit Speech 101 and 102.

### COURSE DESCRIPTIONS

SPEECH 101-102: 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. Two semesters.

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: STYLES AND TECHNIQUES FOR ACTING 3 semester hours

Theories and styles for acting are studied through lectures, discussion, and application in scenes chosen from classic and contempo-



rary dramas. Vocal and physical techniques for interpretation are also developed through practice and demonstration.

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.

**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

The course is designed to provide the student with a knowledge of the rise and development of the theatre as an institution. A study is made 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: PLAY PRODUCTION AND DIRECTION** 3 semester hours

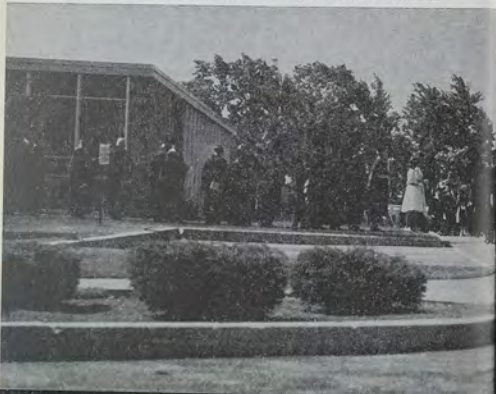
This course combines theory and practice in play selection, script editing, organizing production units, casting, and directing. Students will be required to prepare production books and to direct selected scenes for class presentation.

Prerequisite: Speech 201.

**EDUCATION 344: METHODS AND MATERIALS IN SPEECH EDUCATION**

{3} 2 semester hours

(For description see page 121.)



## 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 who are planning (1) to enter the Elementary Education Program or (2) to major in the sciences or mathematics are restricted in the General Education science courses they may elect. 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  
GEORGE C. HARTMANN, Ph.D., [University of Rhode Island], Associate Professor  
THEODORE LEMESHKA, A.M., [Brown], Associate Professor  
JAMES C. FISHER, Ph.D., [Cornell], Assistant Professor

FAY A. LAWSON, M.S., [Maine], Assistant Professor  
IRA J. LOUGH, M.A.T., [Brown], Assistant Professor  
HENRY N. McCUTCHEON, A.M., [William and Mary], Assistant Professor  
ADRIENNE R. CONLEY, A.M., [Connecticut], Instructor  
ELIZABETH A. CORRIGAN, A.M., [Boston 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. 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 to the Chairman of the Biology Department directly or through the Admissions Officer. 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. Biology 103 is restricted to those students in the Elementary Education programs who have chosen six credits in Physical Science to satisfy the General Education requirement in science. Biology 103 will be offered every semester.

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 is offered under the jurisdiction of the Honors Committee of the College.

Admission to either a major or a minor in biology requires a grade index of 2.00 (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 2.00 in biology at any time, are doubtful prospects for success in this field and should consult their advisers about the wisdom of continuance.

The major in biology includes Biology 105-106 or Biology 201-202, 302 or 310, 317, 330, 340, 360, and four credits in courses on the 300 or 400 level.

Electives may be selected from Biology 270, 312, 316, 325, 350, 402, 425, 431, 433, or 491-494. 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 or senior and junior high school education students includes Biology 201 or 202, 316 or 318, 310 or 317, and 330. Biology 270 and 312 are also recommended for Secondary 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.

#### The Master of Arts in Teaching Program

The Department of Biology offers master of arts in teaching programs to provide elementary and secondary school teachers with greater depth in subject matter. These programs are arranged in various ways to suit the needs of individual candidates. Details will be worked out in consultation with advisers from the Graduate Division and the Department of Biology.

#### 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.

Designed for Elementary Education students who select Physical Science, 6 credits, and Biology, 3 credits, Biology 103 cannot be substituted for Biology 101 or 102. Admission of other students is subject to the approval of the Department Chairman.

##### 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 4 semester hours

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, Biology 105-106, or proficiency examination.

##### 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 lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, Biology 105-106, or proficiency examination.

##### BIOLOGY 270: BIOLOGICAL INVESTIGATION 4 semester hours

This course introduces students to an understanding of the theory



and practical application of investigative procedures in modern biology.

Four lecture hours or the equivalent.

Prerequisite: 12 hours of credit in biology beyond Biology 101-102.

**BIOLOGY 301: COMPARATIVE VERTEBRATE ANATOMY** 4 semester hours

Comparison of the anatomy and the functions of the vertebrates from the evolutionary point of view will be presented in this course. Detailed dissection of selected representatives from five classes of vertebrates will be included in the laboratory.

Two lectures and two three-hour laboratory periods.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**BIOLOGY 302: PLANT PHYSIOLOGY** 4 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.

Three hours of lecture and one three-hour laboratory period.

Prerequisites: Biology 202 or Biology 106, and preferably Organic Chemistry and Physics.

*Book 303 - Genetics -*  
**BIOLOGY 310: MICROBIOLOGY** 4 semester hours

The following topics are considered in this course: study of micro-organisms and their relationship to health and diseases; effective methods of destruction; specific applications of serological and immunological principles; applications to sanitation of water, milk, food, and sewage disposal. Field trips are included.

Two hours of lecture periods and two three-hour laboratory periods.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**BIOLOGY 312: BIOLOGICAL MICROTÉCHNIQUES** 4 semester hours

This course is designed to present essential microtechniques in biology. Emphasis will be placed on preparation of microscope slides of plants and animals.

Two lecture periods and two three-hour laboratory periods.

Prerequisites: Biology 101-102 or 105-106 and one 200 or 300 biology course.

*815 - Physiology*  
**BIOLOGY 314: FIELD BIOLOGY** 4 semester hours

Field and laboratory work is devoted to the study of plant and animal life in various habitats.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**BIOLOGY 317: ANIMAL PHYSIOLOGY** 4 semester hours

The functions of the animal body are studied with emphasis on

fundamental physiological processes, such as photoplasmic organisms, permeability, metabolism, movement, and reproduction. Laboratory work will include experimentation on selected animals.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 106 or 201.

**BIOLOGY 318: 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 lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102, 105-106, or 201-202.

**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 lecture periods.

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 lecture periods and one three-hour laboratory period.

Prerequisite: Biology 101-102, 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.

Prerequisite: Biology 101-102, or 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; also Animal Developmental Biology and Genetics preferred.

**BIOLOGY 360: SENIOR SEMINAR** 4 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 lecture periods per week.

**BIOLOGY 401: 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 phyto-genetic position are considered. The laboratory consists of dissections and experiments on selected invertebrate types.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 201.

**BIOLOGY 402: MYCOLOGY** 4 semester hours

This course introduces the student to the morphology, taxonomy, and economic importance of the fungi. Laboratory periods will generally consist of a detailed study of representative organisms; but techniques of isolation, pure culture, and maintenance of pure culture will be described.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 202.

**BIOLOGY 435: 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 lecture periods and one three-hour laboratory period.

Prerequisite: Biology 101-102, 105-106, or 201-202, and preferably Organic Chemistry.

**BIOLOGY 428: CELLULAR PHYSIOLOGY** 4 semester hours

The course emphasizes the functions of the various components of the cells with the inclusion of energy transformations and characteristic activities of specialized cells such as muscle contraction, nerve conduction, and secretion.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 106 or 201-202, and Biology 302 or 317; Organic Chemistry or Physics preferred.

**BIOLOGY 431: HUMAN ANATOMY** 4 semester hours

The study of the human organism with respect to the gross anatomy of the organ systems will be undertaken with special emphasis on osteology, myology, angiology, and neuroanatomy. Laboratory work includes detailed dissection of the cat.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Biology 101-102 or 105-106; Biology 301 desirable but not essential.

**BIOLOGY 435: HUMAN PHYSIOLOGY** 4 semester hours

The course stresses the functions of the body processes and the interrelationship of the physiology of the organ systems. Laboratory will include experiments involving manometric measurements and kymograph work, as well as basic physiological experiments utilizing suitable laboratory animals and human subjects.

Three lecture periods and one three-hour laboratory period.

Prerequisite: Biology 431; open to others by permission only.

**BIOLOGY 491-494: PROBLEMS IN BIOLOGY** 1-4 semester hours

Students examine the experimental aspects and recent advances in different fields of biology and are required to initiate research projects and to submit papers on the work accomplished. A maximum of 4 credits may be earned in the sequence of Biology 491-494.

Prerequisites: Two 300 biology courses or approval by the Department Chairman.

**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION** (5) 3 semester hours  
(For description see page 133.)

## BIOLOGY MAJOR

### LIBERAL ARTS

#### First Year

Chemistry 101-102 or 103-104

#### Third Year

Biology 301, 302, or 317

Biology 310

Biology 340

Physics

#### Second Year

Biology 105-106 or 201-202

Chemistry 201

#### Fourth Year

Biology 330

Biology 360

Biology elective

SECONDARY EDUCATION

First Year  
Chemistry 101-102 or 103-104

Second Year  
Biology 105-106 or 201-202  
Chemistry 201

Third Year

Division A  
Biology 301 or 302  
Biology 310 or 340

Division B  
Biology 301 or 302  
Biology 310 or 340  
Physics

Fourth Year

Division A  
Biology 340 or 310  
Biology 317  
Biology 330  
Biology 360  
Physics

Division B  
Biology 340 or 310  
Biology 317  
Biology 330  
Biology 360

ELEMENTARY EDUCATION

First Year  
Biology 101-102 or 105-106  
or  
Physical Science 101-102

Second Year  
Biology 105-106 or 201-202  
Physical Science or Biology  
101 or Biology 103

Third Year  
Biology 301 or 302  
Biology 310 or 340  
Biology 330

Fourth Year  
Biology 316 or 318  
Biology 325 or 340  
Biology 304, 312, 350 or 360

BIOLOGY MINOR

A. LIBERAL ARTS OR SECONDARY EDUCATION CURRICULUM 21 credit hours

First Year  
General Education Requirement in Science:  
Preferred in the 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  
Biology 316 or 318

Fourth Year  
Biology 330  
Biology 325 or 360

B. ELEMENTARY EDUCATION CURRICULUM

18 credit hours

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 316 or 318

Fourth Year  
Biology 325 or 360

Department of Mathematics

- PHILIP M. WHITMAN, Ph.D. (Harvard), Professor, Chairman  
ROBERT F. STEWARD, Ph.D. (Auburn), Professor  
FRANK B. CORREIA, Ph.D. (Colorado), Associate Professor  
EDMUND B. GAMES, M.S. (Purdue), Assistant Professor  
HOWARD SAMUEL HALL, Ed.M. (Pennsylvania State), Assistant Professor  
JOHN NAZARIAN, A.M. (Brown, Illinois), Assistant Professor  
PATRICK J. O'REGAN, A.M. (Fordham, Illinois), Assistant Professor  
MANUEL RENASCO, JR., M.S. (University of Rhode Island), Assistant Professor  
ROBERT J. SALHANY, M.S. (New York, University of Rhode Island), Assistant Professor  
EILEEN T. TORMEY, A.M. (Boston University), Assistant Professor  
HENRY P. GUILLOTTE, A.M. (Illinois), Instructor  
BERNICE L. SCHULTE, A.M. (Indiana), 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 Admissions Officer.

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.

Students granted, in writing by the Chairman of the Mathematics Department, proficiency in any other courses countable toward the mathematics major shall receive credit toward graduation for such courses provided that proficiency is confirmed either by formal examination in the Advanced Placement Program (see page 22) or by passing with grade C or better the next course in sequence.

#### 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 2.00 (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 or minor a student must have, at the end of the sophomore year, a cumulative index in mathematics courses of at least 1.69 (1.64 for the minor for Elementary Education students). Students meeting these minimum requirements but having a cumulative index less than 2.00 in mathematics courses at any time are doubtful prospects for success in this field and should consult their advisers 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 excluding Math. 340. 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 excluding Math. 340. 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	First Year	Second Semester
Math. 103		Math. 104
Chem. 103 (4 credits)		
	Second Year	
Math. 212 (4 credits)		Math. 313 (4 credits)
Physics 103 (4 credits)		Physics 104 (4 credits)
	Third Year	
Math. 314 (4 credits)		Math. 324 or 326
Math. 341		Math. elective (Liberal Arts and B divisions of Education curriculums)
	Fourth Year	
Math. 333		Math. 334
Math. elective (A divisions of Education curriculums)		Math. elective

#### Master of Arts in Teaching

The Department of Mathematics offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in detail in the Graduate Bulletin.

#### Honors Program

An honors program in mathematics has been designed to offer challenges, beyond those found in the usual course offerings, to superior undergraduate students who are majoring in mathematics. Upon successful completion of the program, a student will be awarded the degree of Bachelor of Arts with "Honors in Mathematics."

General requirements for departmental honors programs are stated on page 47. Any student who is interested in enrolling in this program should consult with the Chairman of the Mathematics Department before registering for Mathematics 314.

### 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.

Prerequisite: Mathematics 101, or consent of Department chairman.

**\*\*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 se-

meter, this course is intended primarily for prospective mathematics majors.

Prerequisite: Three units of college preparatory mathematics and approval by the Mathematics Department.

**\*\*MATHEMATICS 109: TOPICS IN MODERN MATHEMATICS** 3 semester hours

This is a study of the foundations of modern mathematics: logic, proofs and the nature of proof, mathematical induction, permutations and combinations, probability, and topics from elementary algebra. Similar to Math. 107 in topics covered but less demanding of up-to-date preparation, this course is designed to precede the M.A.T.-Elementary program. Not countable in any program except by special consent.

Prerequisite: High school algebra and geometry, and consent of instructor.

**\*\*MATHEMATICS 207: ELEMENTS OF GEOMETRY** 3 semester hours

Selected topics from Euclidean, non-Euclidean, projective, and analytical geometry are studied. Emphasis is on the role of axioms, accuracy of definitions, constructions, graphing. Some development of the concepts of vectors. Many of the topics will be approached intuitively. Designed for the M.A.T.-Elementary program, this course is not countable in other programs except by special consent.

Prerequisite: Math. 101-102, 104, 107, or 109.

**\*\*MATHEMATICS 208: ELEMENTS OF ALGEBRA** 3 semester hours

This course considers fundamental concepts of simple algebraic systems such as groups; algebra of sets. Concepts of elementary algebra, functions, relations, graphs, and the development of the real number system are treated in the context of the theory of sets. Designed for the M.A.T.-Elementary program, this course is not countable in other programs except by special consent.

Prerequisites: Math. 101-102, 104, 107, or 109.

**\*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: Math. 101-102, 104, 107, or 109.

**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 dif-



ferential and integral calculus. Derivatives of algebraic and trigonometric functions are treated.

Prerequisite: Mathematics 104, 107, or 211.

**\*MATHEMATICS 216: PROGRAMMING FOR DIGITAL COMPUTERS** 3 semester hours

A study is made of principles and methods of programming for digital computers and relevant characteristics of the machines, with applications in education and other areas. Writing and testing actual programs is an integral part of the course.

Prerequisite: Mathematics 104, 107, 211, or (with the consent of the instructor) 102.

**\*MATHEMATICS 221: INDUSTRIAL MATHEMATICAL 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, 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, 221, 104, or 107.

**\*\*MATHEMATICS 209: MATHEMATICAL PROBLEM ANALYSIS** 3 semester hours

Designed for teachers of mathematics, this course emphasizes the concepts involved in choosing a mathematical model in which to set up the problem, and on the actual setting up of the problem. Problems analyzed will be chosen from algebra, geometry, trigonometry, probability, logic, number theory, and applications. The level of difficulty of the problems and their analysis will reach well beyond that of secondary mathematics, to provide a broad base for the teaching of problem analysis as well as giving the student confidence in his own ability to handle problems. Designed for the M.A.T.-Junior High and M.A.T.-Elementary programs, the course is not countable in other programs except by special consent.

Prerequisites: Math. 109 and trigonometry, or Math. 104, 107, or 211.

**MATHEMATICS 313: CALCULUS AND ANALYTIC GEOMETRY, II** 4 semester hours

A continuation of Mathematics 212, this course treats the analyti-

cal 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 314: 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: COMPUTER MATHEMATICS** 3 semester hours

A study of numerical methods, the course includes an introduction to digital computers and their programming. Numerical methods include interpolation and numerical differentiation and integration. Uses of computers in business and education are considered.

Prerequisite: Mathematics 212, 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, 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, 107, or 211.

**MATHEMATICS 333: ABSTRACT 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: ABSTRACT 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 340: 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. The course is intended for non-majors; students may not receive credit in both this course and Mathematical Statistics (Mathematics 341 or 342).

Prerequisite: Mathematics 102, 104, or 107.

**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 at the discretion of the instructor, this course is intended for seniors.

Prerequisite: Mathematics 314 or 333 or consent of the instructor.

**MATHEMATICS 346: SEMINAR IN MATHEMATICS** 3 semester hours

This course consists of selected topics in advanced mathematics, which will be determined in part by the needs and interests of the students. It is required of all honors students in mathematics. Open to other students only by consent of the instructor.

**MATHEMATICS 411 and 412: ADVANCED**

CALCULUS, I and II 3 semester hours each

These courses include 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 sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.

Prerequisite: Mathematics 314.

**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION (5)** 3 semester hours

(For description see page 133.)

## Department of Physical Sciences

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

RENATO E. LEONELLI, Ed.D., (Boston University), Professor

KENNETH E. BOST, A.M., (Wisconsin), Assistant Professor

ARTHUR L. LAFERRIERE, Ph.D., (University of Rhode Island), Assistant Professor

J. GEORGE O'KEEFE, Ph.D., (Brown), Assistant Professor

JOHN E. PETERSON, M.N.S., (Worcester Polytechnic Institute), Assistant Professor

VINCENT T. TRAINOR, Ph.D., (Connecticut), Assistant Professor

ANTHONY J. CARCIERI, M.A.T., (Stanford), 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 to take summer course work in mathematics. The extra course required is Mathematics 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, 201, 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 105-106, 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, 313, 324, 333, 358 or 341, and a mathematics elective which counts toward a mathematics major. If the student takes Mathematics 103-104 as his General Education course, Mathematics 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 Mathematics 326 instead of Mathematics 324.

The Physics minor is offered only to those students majoring in Mathematics. The requirements for the Physics minor are Chemistry 103-104, and Physics 103-104, 301, 303, and 304. It is recommended that students elect to take the minor in Physics only after consultation with the Chairmen of both the Mathematics Department and the Physical Science Department.

Students enrolled in either the General Science or Physical Science curriculum should note carefully the required educational sequence shown on pages 107-109.

Education 310 which immediately precedes Student Teaching

(Ed. 321) is the Practicum course. That portion of the Practicum dealing with the methods and materials of instruction in General Science and Physics is taught by a faculty member of the Physical Science Department.

#### SEQUENCE FOR GENERAL SCIENCE

Subject	Cr. Hrs.	Subject	Cr. Hrs.
<b>First Semester</b>		<b>Second Semester</b>	
Math. 101 or 103	3	Math. 102 or 104	3
Chem. 103	4	Chem. 104	4
English 101	2	English 102	2
Humanities 103	3	Humanities 104	3
Modern Language 103	3	Modern Language 104	3
Phy. Ed. and Health	1	Phy. Ed. and Health	1
Speech 101	1	Speech 102	1
*Ed. 101a, b.	---	*Education 101a, b.	---
	17		17
<b>Third Semester</b>		<b>Fourth Semester</b>	
Math. 211	3	Math. 212	4
Biology 105	4	Biology 106	4
Humanities 105	3	Humanities 106	3
Psych. 200	3	Soc. Sci.	3
Music or Art	3	Ed. 200	3
Phys. Ed.	½	Phys. Ed.	½
Ed. 101c	1		---
	17½		17½
<b>Fifth Semester</b>		<b>A Division</b>	
Math. 313	4	Math. 324	3
Practicum	3	Student Teaching	9
Ed. 300	3		---
Electives (2)	6		12
	16		12
<b>Seventh Semester</b>		<b>Eighth Semester</b>	
Physics 103	4	Physics 104	4
Sci. Elective	3 or 4	Math. 358 or 341	3
Math. 333	3	Sci. Elective	3 or 4
Ed. 302	3	Math. Elective	3
Adv. Seminar	1	Elective	3
	14 or 15		16 or 17

\*Will be assigned either fall or spring semester.

## B Division

Fifth Semester		Sixth Semester	
Math. 313	4	Math. 324	3
Physics 103	4	Physics 104	3
Sci. Elective	3 or 4	Ed. 300	3
Elective	3	Practicum	3
		Elective	3
	14 or 15		15
Seventh Semester		Eighth Semester	
Math. 333	3	Math 358 or 341	3
Student Teaching	9	Math. Elective	3
		Ed. 302	3
		Adv. Seminar	1
		Sci. Elective	3 or 4
		Elective	3
	12		16 or 17

## SEQUENCE FOR PHYSICAL SCIENCE

Subject	Cr. Hrs.	Subject	Cr. Hrs.
First Semester		Second Semester	
Math. 103	3	Math. 104	3
English 101	2	English 102	2
Humanities 103	3	Humanities 104	3
Mod. Lang. 103	3	Mod. Lang. 104	3
Chem. 103	4	Chemistry 104	4
Phys. Ed. and Health	1	Phys. Ed. and Health	1
Speech 101	1	*Education 101a, b.	1
*Education 101a, b.	—	Speech 102	1
	17		17
Third Semester		Fourth Semester	
Math. 212	4	Math. 313	4
Physics 103	4	Physics 104	4
Humanities 105	3	Humanities 106	3
Psych. 200	3	Soc. Sel.	3
Music or Art	3	Ed. 200	3
Phys. Ed.	½	Phys. Ed.	½
Ed. 101c	1		—
	18½		17½

\*Will be assigned either fall or spring semester.

## A Division

Fifth Semester		Sixth Semester	
Math. 314	4	Math. 316	3
Chem. 201	6	Student Teaching	9
Practicum	3		
Ed. 300	3		
	—		—
	16		12
Seventh Semester		Eighth Semester	
Physics 301	3	Chem. 302	4
Physics 303	3	Physics 304	4
Ed. 302	3	Electives (2)	6
Adv. Seminar	1		
Electives (2)	6		
	—		—
	16		14

## B Division

Fifth Semester		Sixth Semester	
Math. 314	4	Math. 316	3
Chem. 201	6	Physics 303	3
Physics 301	3	Ed. 300	3
Elective	3	Practicum	3
	—	Elective	3
	16		—
	16		15
Seventh Semester		Eighth Semester	
Ed. 321	9	Chem. 302	4
Elective	3	Physics 304	4
	—	Ed. 302	3
	—	Adv. Seminar	1
	—	Elective	3
	12		—
	12		15

## COURSE DESCRIPTIONS

## 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 lecture periods and one two-hour laboratory period.



**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.

Two semesters. Three lecture periods and one three-hour laboratory period.

Prerequisite: Math. 212 completed or taken concurrently.

**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.

Two lecture periods and one two-hour laboratory period.

Prerequisite: Physics 104.

**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.

Three lecture periods.

Prerequisite: Physics 104.

**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.

Two lecture periods and one two-hour laboratory period.

Prerequisites: Physics 104 and Math. 313.

**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 are studied.

Three lecture periods.

Prerequisites: Physics 104 and Math. 316 (or concurrently).

**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 Un-

certainty Principle. Also considered are some aspects of nuclear physics: natural radioactivity, nuclear reactions, binding energies, and cosmic rays.

Three lecture periods and one three-hour laboratory period.

Prerequisites: Physics 104, 201, 202; and Math. 316.

**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.

Two lecture periods and one two-hour laboratory period.

Prerequisites: Physics 202 and Math. 314.

**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 astro-physics, 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 lecture periods and one two-hour laboratory period.

**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 lecture periods and one two-hour laboratory period.

**EDUCATION 310: PRACTICUM FOR SECONDARY EDUCATION** (5) 2 semester hours  
(For description see page 133.)

**EDUCATION 340: METHODS AND MATERIALS IN SCIENCE EDUCATION**

**(3) 2 semester hours**

(For description see page 120.)

## 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 lectures periods and one two-hour laboratory period.

### CHEMISTRY 103-104: GENERAL CHEMISTRY

8 semester hours

Topics include structure and geometry, chemical reactivity, energy, bonding, periodicity, equilibria, acid-base systems, and thermodynamics. As in Chemistry 101-102, emphasis is placed upon mental models and the corresponding empirical observations. Problem solving based on the mole concept is also stressed. This course cannot be taken for credit if Chemistry 101-102 has previously been taken.

Two semesters. Three lecture periods and three hours of laboratory.

### 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.

One semester. Four lecture periods and four hours of laboratory.

Prerequisite: Chemistry 103-104, or 101-102 with permission from the department head.

### 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.

Two lecture periods and three hours of laboratory.

Prerequisite: Chemistry 103-104.

### CHEMISTRY 205-206: ORGANIC CHEMISTRY

8 semester hours

This is a two-semester course on the structure and reactions of compounds ranging from the simple methane series to complex heterocyclic compounds. Emphasis is placed upon important functional groups and upon general types of organic reactions. Mechanisms are treated as an integral part of the development. The laboratory is planned to correlate closely with the theoretical treatment.

Two semesters. Three lecture periods and three hours of laboratory.  
Prerequisite: Chemistry 101-102.

### CHEMISTRY 302: PHYSICAL CHEMISTRY

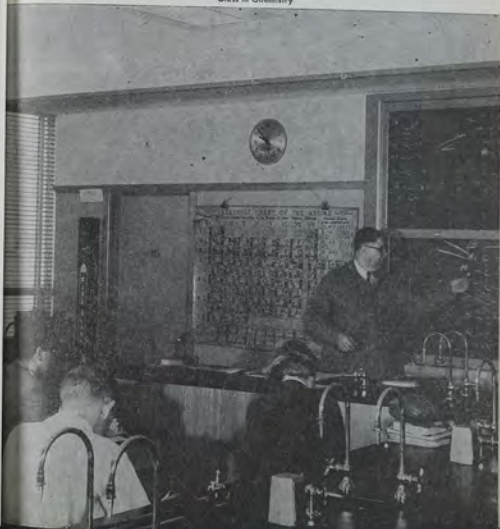
4 semester hours

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.

Three lecture periods and three hours of laboratory.

Prerequisites: Chemistry 103-104; Mathematics 316; Physics 103-104.

Class in Chemistry



## DIVISION OF PROFESSIONAL STUDIES

MYRON LIEBERMAN, Ph.D., (Illinois), Assistant Dean for Professional Studies  
MARY T. THORP, Ed.D., (Boston University), Distinguished Professor of Education

The Division of Professional Studies includes the following departments:

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

The Director of Laboratory Experiences and the Principal of the Henry Barnard School are also responsible to the Assistant Dean for Professional Studies in the total program of professional education.

### *Department of Elementary Education*

ELIZABETH COOLING, Ed.D., (Kansas), Professor, Chairman  
S. ELIZABETH CAMPBELL, Ed.D., (Harvard), Professor  
HELEN F. KYLE, Ed.D., (Boston University), Professor  
GERTRUDE T. HANLEY, Ed.M., (Boston University), Associate Professor  
GERALDINE A. CARLEY, Ed.M., (Rhode Island College), Assistant Professor  
COLEMAN MORRISON, Ed.D., (Harvard), Assistant Professor  
RAYMOND PICOZZI, Ed.D., (Boston University), Assistant Professor

The Department of Elementary Education prepares students to teach in the elementary grades. Upon graduation, students who take the Elementary Education Program are eligible for the Rhode Island Provisional Elementary Certificate, which is valid for six years and authorizes the holder to teach in grades kindergarten through eight, except where grades seven and eight are part of a junior or senior high school. Students who wish to teach kindergarten through grade two should take the Early Childhood Education Program. Elementary

majors who minor in Special Education are eligible to teach elementary classes and either the mentally retarded, the emotionally disturbed, or the physically handicapped.

The curriculum in Elementary Education includes 62 semester hours of required general and liberal education (the 48 hours required of all Rhode Island College students and 14 more which are particularly important for elementary teachers), 30 hours in a professional sequence, a 30-hour major or an 18-hour minor, and electives to make a total of 126-128 hours for graduation. For the Bachelor of Arts degree, a student takes 30 hours in an academic major and 6 hours of electives. For the Bachelor of Science degree, a student takes 18 hours in a minor and 18 hours of electives. Because most elementary teachers teach several subjects, the B.S. in Ed. degree program is usually more appropriate, but elementary majors who wish to pursue a particular subject in depth should take the program leading to the B.A. degree.

Academic majors for B.A. degree candidates are available in biology, English, French, history, mathematics, and social science. Minors for B.S. degree candidates are available in art, biology, English, French, geography, history, mathematics, music, psychology, social science, special education, and speech. Specific requirements for majors or minors are determined by the departments which offer them.

The following patterns indicate the normal sequence of courses for students enrolled in an elementary education program. Slight variations are necessary for students taking certain majors or minors. These variations are indicated in the departmental descriptions concerned. At the end of the freshman year, students are assigned to A or B sections to facilitate subsequent placement and supervision of student teachers in public schools.

CURRICULUM IN ELEMENTARY EDUCATION, DIVISION A

First Year			
Course	Cr. Hours	Course	Cr. Hours
English 101: Freshman English	2	English 102: Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3
Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education 101M, 101W, or 103	1	Physical Education 102M, 102W, or 104	1
Education 101a, b: Professional Orientation	—	Education 101a, b: Professional Orientation	—
	16		16

Second Year			
Psychology 200: General Psychology	3	Education 200: Foundations of Education I	3
Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
English 210: Children's Literature	2	Science*	3
Physical Education 201M, 201W, or 203	½	Physical Education 202M, 202W, or 204	½
Education 101c: Prof. Orientation	1	Education 342: Methods and Materials in Physical Education	2
Art 201: Visual Arts in Society	3	Geography 201: Introd. to Geography	3
Major, Minor, or Elective	6	Major, Minor, or Elective	3
Piano Ia or IIa (Early Child. majors only)	—	Piano Ib or IIb (Early Child. majors only)	—
	18½		17½

\*Will be assigned either fall or spring semester.

\*Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.

Third Year

Education 305 or 306: Practicum	5	Education 320: Student Teaching	9
Education 340: Methods and Materials in Art Ed.	2	Education 300: Foundations of Education II	3
Education 341: Methods and Materials in Music Ed.	2	Major, Minor, or Elective	3
Major, Minor, or Elective	6		—
	15		15

Fourth Year

Education 302: Foundations of Education III	3	History 203: U.S. History	3
Social Science**	3	Music 201: Survey of Music	3
Major, Minor, or Elective	9	Major, Minor, or Elective	9
	15		15

\*\*Social Science 301, or any 200 course in Anthropology, Economics, Political Science, or Sociology.

CURRICULUM IN ELEMENTARY EDUCATION, DIVISION B

First Year			
Course	Cr. Hours	Course	Cr. Hours
English 101: Freshman English	2	English 102: Freshman English	2
Speech 101: Fundamentals of Speaking	1	Speech 102: Fundamentals of Speaking	1
Humanities 103: Western Culture	3	Humanities 104: Western Culture	3
Language	3	Language	3
Science*	3	Science*	3
Mathematics	3	Mathematics	3
Physical Education 101M, 101W, or 103	1	Physical Education 102M, 102W, or 104	1
	—	Education 101a, b: Professional Orientation	—
	16		16



Second Year			
Psychology 200: General Psychology	3	Education 200: Foundations of Education I	3
Humanities 105: Western Culture	3	Humanities 106: Western Culture	3
Physical Education 201M, 201W, or 203	½	Science*	3
Education 101e: Prof. Orientation	1	Physical Education 202M, 202W, or 204	½
Geography 201: Introd. to Geography	3	English 210: Children's Literature	2
Major, Minor, or Elective	6	Art 201: Visual Arts in Society	3
Piano Ia or IIa (Early Child. majors only)	.....	Major, Minor, or Elective	3
		Piano Ib or IIb (Early Child. majors only)	.....
	16½		17½

Third Year			
Education 342: Methods and Materials in Physical Education	2	Education 305 or 306: Practicum	5
History 203: U.S. History	3	Education 340: Methods and Materials in Art Education	2
Music 201: Survey of Music	3	Education 341: Methods and Materials in Music Education	2
Major, Minor, or Elective	9	Major, Minor, or Elective	6
	—		—
	17		15

Fourth Year			
Education 320: Student Teaching	9	Education 302: Foundations of Education III	3
Education 300: Foundations of Education II	3	Social Science**	3
Major, Minor, or Elective	3	Major, Minor, or Elective	9
	—		—
	15		15

\*Biology 101-102 or 105-106 and Physical Science 105, or Physical Science 101-102 and Biology 103.

\*\*Social Science 301, or any 200 course in Anthropology, Economics, Political Science, or Sociology.

### COURSE DESCRIPTIONS

(Note: For additional courses, consult the 1963-64 Graduate Bulletin.)

#### EDUCATION 305: PRACTICUM IN EARLY CHILDHOOD EDUCATION

[7] 5 semester hours

This course includes a study of educational programs for pre-school and primary pupils and an analysis of curriculum materials and classroom procedures used to orient young children to school activities and to introduce them to reading, other language arts, social studies, and arithmetic. Five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard School. Group and individual conferences are required.

Prerequisites: Education 200; Piano I or II, or proficiency in piano; and English 210.

#### EDUCATION 306: PRACTICUM IN ELEMENTARY EDUCATION [7] 5 semester hours

This course is an overview of elementary school instruction, including systematic examination of methods, materials, and subject matter in reading, other language arts, social studies, and arithmetic. Five hours per week of college class instruction and two hours' observation and participation in the Henry Barnard School. Group and individual conferences are required.

Prerequisites: Education 200, English 210.

#### EDUCATION 312: FRENCH FOR THE ELEMENTARY SCHOOL 3 semester hours

This course covers the aims, principles, methods, and problems of teaching a second language. It includes observation and participation in the Henry Barnard School. Discussions are led by language specialists in the Henry Barnard School and College instructors.

#### EDUCATION 320: STUDENT TEACHING IN ELEMENTARY SCHOOL

6, 9, or 12 semester hours

This course involves teaching in a public school classroom under the joint supervision of a certified cooperating teacher and a College supervisor. Students observe the calendar of the school to which they are assigned and gradually assume responsibility for a class or a set of classes. Students qualified to teach French in elementary school are assigned whenever possible to classrooms where French is being offered.

Undergraduates in the regular elementary and early childhood education programs earn 9 semester hours in student teaching. Students with a minor in special education earn 6 hours in a regular classroom and 6 hours in a special education classroom.\*

\*See *Special Education* 303.

Prerequisites: Adequate health; a cumulative index of 2.00 by mid-semester prior to student teaching; passing grades in professional sequence and special field, if any (special education or French); adequate performance in a practicum; proficiency in operation of audio-visual equipment.

Students in the Intensive Teacher Education program spend full time in student teaching and earn 12 hours of undergraduate credit. They return bi-weekly to campus, in late afternoon, for a seminar.

Prerequisites: Completion of 18 hours of approved professional courses; approval by ITE adviser.

Master of Arts in Teaching candidates in Plan IV (see Graduate Bulletin) spend full time in student teaching and earn 12 hours of undergraduate credit.

Prerequisites: Completion of 18 hours of approved professional courses; approval by the professional adviser.

#### EDUCATION 340: METHODS AND MATERIALS IN ART EDUCATION

[3] 2 semester hours

This course includes children's art expression, methods and materials used in guiding creative expression, and opportunities to experiment with a variety of art media suitable for the elementary school. Experience with crayon, paint, chalk, plasticine, paper construction, and scrap materials is included.

#### EDUCATION 341: METHODS AND MATERIALS IN MUSIC EDUCATION

[3] 2 semester hours

This course covers basic elementary music theory and methods and materials suitable for music classes in the elementary grades.

#### EDUCATION 342: METHODS AND MATERIALS IN PHYSICAL EDUCATION

[3] 2 semester hours

This course covers basic principles of physical education programs for elementary schools. It includes experience in teaching movement through games, rhythms, and self-testing activities suitable for various age levels.

#### EDUCATION 343: METHODS AND MATERIALS IN SCIENCE EDUCATION

[3] 2 semester hours

This course is devoted to research and trends related to physical science in the elementary grades. It includes an analysis of science series, supplementary texts, and visual aids. Key science demonstrations are individually undertaken. The course is recommended for students in Elementary and Early Childhood Education.

#### EDUCATION 344: METHODS AND MATERIALS IN SPEECH EDUCATION

[3] 2 semester hours

This course covers fundamental principles and techniques for improving basic voice and articulation skills and applying them in talks, discussions, choral speaking, and creative and formal dramatics. The integration of speech with class and extra-class activities is emphasized. Types of speech problems and techniques for correction of simple articulatory defects are included.

#### EDUCATION 404: MODERN THEORIES OF ARITHMETIC INSTRUCTION

3 semester hours

This course includes a study of a number systems, examination of current texts and related materials, construction of aids to clear arithmetical concepts, and a review of research underlying new methods in arithmetic instruction.

#### EDUCATION 431: EARLY CHILDHOOD EDUCATION—PART I

3 semester hours

This course includes the historical development of the kindergarten movement, relationships between preschool and primary school programs, materials and methods in literature, story telling, social studies, science, mathematics, art, and music (including rhythms and dramatic play). Emphasis is placed on guiding natural response for creative expression and readiness for school experiences.

#### EDUCATION 406: EARLY CHILDHOOD EDUCATION—PART II

3 semester hours

This course includes criteria for organization and administration of preschool programs, equipment, planning the school day, provisions for health and safety, instruments for evaluating, recording, and reporting pupil progress, parent education, the establishment of adult-child and child-child relationships, and cooperation with community agencies.

Prerequisite: Education 431.

#### EDUCATION 408: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

3 semester hours

This course provides a comparison of current methods in oral and written communication, handwriting, spelling, and listening. There is attention to analysis and correction of basic difficulties, means for increasing opportunities for creative expression in writing and drama, and correlation of language arts with other activities and school subjects.

#### EDUCATION 410: HEALTH AND SAFETY EDUCATION

3 semester hours

This course includes a consideration of body functions, health and safety hazards, and care of injuries. Recommendations for health

education from appropriate professional organizations are also included.

**EDUCATION 419: SCIENCE IN THE ELEMENTARY SCHOOL** 3 semester hours

This course emphasizes recent research and curriculum trends in science education. Laboratory experiences, demonstrations, and use of visual aids are also included.

**EDUCATION 420: THE FUNCTION OF PHONICS** 3 semester hours

This course covers methods and techniques for teaching phonetic elements and rules as aids to better reading, speech, and spelling. Devices, games, and work-sheets valid for use as supplementary material are also discussed.

**EDUCATION 421: ART IN THE ELEMENTARY SCHOOL** 3 semester hours

This course is devoted to the role of the teacher in creative activity programs. Understanding of art expression in children's work and evaluation of its worth are emphasized.

**EDUCATION 424: MUSIC IN THE ELEMENTARY SCHOOL** 3 semester hours

This course is an overview of desirable sequences of music activities and experiences. Analysis and evaluation of methods of making musical programs enjoyable and meaningful are included.

**EDUCATION 426: REVIEW OF RESEARCH IN ELEMENTARY READING**

3 semester hours

This course is an analysis and evaluation of research in elementary reading. It is recommended particularly for students expecting to undertake a research problem in reading.

**EDUCATION 428: SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

3 semester hours

This course deals with objectives, content, and organization of social studies, analysis and evaluation of textbooks and other materials, the unit method and its alternatives, and the development of permanent interest in social issues.

**EDUCATION 434: READING IN THE ELEMENTARY SCHOOL** 3 semester hours

This course covers materials and methods for various phases of reading programs: readiness, vocabulary development, word attack, comprehension, study skills, visual and auditory practice, interpretation of reading content, construction of study aids, testing, and organization of leisure reading programs.

**EDUCATION 438: DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES**

3 semester hours

This course focuses upon the nature, causes, and correction of

remedial reading problems. It emphasizes the utilization of diagnostic instruments and instructional materials.

**EDUCATION 480: WORKSHOP IN ELEMENTARY EDUCATION** 2 semester hours

This course consists of a concentrated study of selected problems under the direction of specialists, consultants, and group leaders. Problems will be announced in current bulletins. Offered in summer only.

**EDUCATION 481: INTENSIVE TEACHER ELEMENTARY EDUCATION SUMMER PROGRAM** 9 semester hours

This course is a concentrated introduction to elementary curriculum and methodology for students in the ITE program.

**ADMINISTRATION 500: THE ELEMENTARY SCHOOL PRINCIPAL** 3 semester hours

This course covers the role of a principal in democratic administration, with emphasis upon human relations. Organizations, personnel practices and policies, legal rights and responsibilities, evaluation of pupil progress, and building good school-community relationships are included.

Prerequisite: 9 hours of approved administration courses.

**EDUCATION 505: ELEMENTARY SCHOOL CURRICULUM** 3 semester hours

This course deals with theories of curriculum development and the relationships between philosophy of education and curriculum organization. Methods, techniques, group work, and content fields as aspects of curriculum are also included.

**ADMINISTRATION 505: SEMINAR IN ELEMENTARY ADMINISTRATION AND SUPERVISION** 3 semester hours

This course is an analysis of administrative and supervisory problems of school principals as reported in current research. It is recommended for students expecting to undertake a research problem in administration or supervision.

**ADMINISTRATION 510: ORGANIZATION AND ADMINISTRATION OF ELEMENTARY EDUCATION** 3 semester hours

This course is a survey of the elementary school: its objectives, its relationships to society, and its organizational patterns. The course is recommended for classroom teachers as well as for prospective administrators.

**EDUCATION 520: CONTEMPORARY METHODOLOGY—PART I** 3 semester hours

This course covers recent and significant developments in teaching reading, other language arts, arithmetic, and social studies. The focus is upon curriculum theory and its effect on methodology. Open to candidates admitted to the Program for Cooperating Instructors.

EDUCATION 821: CONTEMPORARY METHODOLOGY—PART II 3 semester hours

This course covers recent and significant developments in teaching physical education, science, and music. Implications from research data for curriculum are discussed. Open to candidates admitted to the Program for Cooperating Instructors.

EDUCATION 822: CONTEMPORARY METHODOLOGY—PART III 3 semester hours

This course covers recent and significant developments in teaching art, speech, and children's literature. Implications from research data for curriculum are discussed. Open to candidates admitted to the Program for Cooperating Instructors.

EDUCATION 829: REMEDIAL READING CLINIC 6 semester hours

This course is devoted to the diagnosis and treatment of reading difficulties in elementary school. Lectures, demonstrations, and clinical periods providing help for children through small group techniques and individual tutoring are included. Offered in summer only.

EDUCATION 843: SEMINAR—SPECIAL PROGRAM FOR

COOPERATING INSTRUCTORS 3 semester hours

See the bulletin *The Cooperating Instructor in the Student Teaching Program*.

## Department of Special Education

HARRY S. NOVACK, Ph.D. (Syracuse), Professor  
ERIC DENHOFF, M.D. (Vermont), Adjunct Professor  
MAURICE W. LAUFER, M.D. (Long Island), Adjunct Professor  
ISOBEL EDWARDS, Ed.D. (Teachers College, Columbia), Assistant Professor  
JAMES D. NEWMAN, A.M. (Middle Tennessee State), Assistant Professor

The Department of Special Education offers a minor of 18 hours in special education which can be achieved in one of three areas: (1) the mentally retarded, (2) the emotionally disturbed, or (3) the physically handicapped. The minor in Special Education is available to students taking the Early Childhood Education or the Elementary Education program.

The 18-hour minor in Special Education does not qualify the student for certification in the area of special education. For such certification, students must complete a 24-hour program in special education. This program includes the 18-hour minor, Education 200, and one additional course taken as a free elective which meets certification requirement in special education.

Students taking a minor in one of the above three areas complete

the Elementary Education sequence except that in student teaching, the student has two assignments: (1) one quarter of nine weeks in an elementary school, earning 6 credits and (2) one quarter of nine weeks in a special education classroom including a seminar conducted by a special education College supervisor, earning an additional 6 credits.

Students completing a program in special education are eligible for the Rhode Island Provisional Certificate in Special Education. The required courses and recommended sequences in the special education programs include the following courses:

Semester	Mentally Retarded	Credit Hours	Emotionally Disturbed	Credit Hours	Physically Handicapped	Credit Hours
<b>A Divisions</b>						
3rd	Sp. Ed. 300	3	Sp. Ed. 300	3	Sp. Ed. 300	3
4th	Sp. Ed. 301	3	Sp. Ed. 305	3	Sp. Ed. 308	3
5th	Sp. Ed. 302	3	Sp. Ed. 307	3	Sp. Ed. 309	3
6th	Sp. Ed. 303	6	Sp. Ed. 303	6	Sp. Ed. 303	6
7th	Sp. Ed. 404	3	Sp. Ed. 306	3	Sp. Ed. 410	3
8th	Sp. Ed. 401*	3	An elective* from: Sp. Ed. 301	3	An elective* from: Sp. Ed. 301	3
<b>B Divisions</b>						
4th	Sp. Ed. 300	3	Sp. Ed. 308	3	Sp. Ed. 305	3
5th	Sp. Ed. 301	3	Sp. Ed. 310	3	Sp. Ed. 310	3
6th	Sp. Ed. 302	3	Sp. Ed. 408	3	Sp. Ed. 408	3
7th	Sp. Ed. 303	6	Sp. Ed. 409	3	Sp. Ed. 409	3
7th	Sp. Ed. 404	3				
8th	Sp. Ed. 401*	3				

Curriculum patterns indicating how a minor in special education fits into the Elementary Education programs for A and B divisions may be obtained from academic advisers or from the faculty in Special Education.

All students who meet Elementary Education requirements with a minor in special education satisfy the requirements for a Rhode Island Provisional Certificate in Elementary Education.

### COURSE DESCRIPTIONS

SPECIAL EDUCATION 100: INTRODUCTION TO THE 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, physi-

\*Necessary for certification but not necessary for the minor.



cal, and emotional differences among children. Necessary school and community adjustments will be considered for children who are mentally retarded, physically handicapped, brain-damaged, socially inadequate, slow learners, or gifted. This is the introductory course required of all students in Special Education.

**SPECIAL EDUCATION 301: PSYCHOLOGY OF MENTAL SUBNORMALITY** 3 semester hours

There will be an intensive study of the growth and development of mentally retarded individuals in our society; the meaning and concepts of retardation; and its causes and preventions. Comprehensive study and analysis will be made of the problems of classification and identification of mental defectives.

Prerequisite: Special Education 300.

**SPECIAL EDUCATION 302: CURRICULUM AND METHODS OF TEACHING THE EDUCABLE MENTALLY RETARDED** 3 semester hours

Students will 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 environments, and use core curriculum are the basic considerations of this course. Observation of demonstration teaching is required.

Prerequisite: Special Education 301.

**SPECIAL EDUCATION 303: STUDENT TEACHING IN SPECIAL EDUCATION** 6 semester hours

One quarter is spent teaching special education classes under the joint supervision of an experienced teacher and a College supervisor. The student assumes increasing responsibility for the class to which he is assigned.

Prerequisites: Education 320, Special Education 300, and six hours of appropriate special education courses, or consent of instructor.

**SPECIAL EDUCATION 305: PSYCHOLOGY OF BEHAVIOR DISORDERS** 3 semester hours

The focus of this course will be to delineate 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.

Prerequisite: Special Education 300.

**SPECIAL EDUCATION 306: EDUCATIONAL PLANNING FOR THE SOCIALLY AND EMOTIONALLY DISTURBED CHILD** 3 semester hours

Specific problems of the negativistic child, the child who con-

stantly daydreams, and the acting-out child will be discussed with illustrations from the participating students' own experiences. The modification of such deviant behaviors will be demonstrated in accordance with psychological and sociological principles.

Prerequisite: Special Education 305.

**SPECIAL EDUCATION 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 as a member of the team working with the child.

Prerequisite: Special Education 305.

**SPECIAL EDUCATION 308: PSYCHOLOGY OF THE 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 adjustive processes. The interrelation of the necessary services ancillary to education and training are emphasized through group conferences.

Prerequisite: Special Education 300.

**SPECIAL EDUCATION 309: CURRICULUM AND METHODS FOR THE PHYSICALLY 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.

Prerequisite: Special Education 308.

**SPECIAL EDUCATION 310: SHOP AND CRAFT ACTIVITIES FOR TEACHERS OF THE EXCEPTIONAL CHILD** 3 semester hours

Shop and classroom arts and crafts, activities specifically related to the problem of developing manipulative skills, are presented to prospective teachers of exceptional children. Individual and group activities employing these skills in the form of projects are adapted to the specific needs and capabilities of the exceptional child.

Prerequisite: Special Education 300.

**SPECIAL EDUCATION 401: 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 on a complete program for the adolescent retardate including educational guidance, occupational guidance, and social guidance.

Prerequisite: Special Education 302.

**SPECIAL EDUCATION 402: MATERIALS AND METHODS FOR TEACHING BRAIN-DAMAGED CHILDREN** 3 semester hours

Methods of recognizing brain-damaged children and adapting teaching procedures and curriculums to meet their needs are discussed. Results of recent research have made available new and successful methods as a basis for realistic educational provisions. Visiting consultants serve as resource people.

Prerequisite: Special Education 302, 306, or 309.

**SPECIAL EDUCATION 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 the trainable child. Organization of classes for the severely retarded, parent counseling, and evaluation of pupil progress are also covered.

Prerequisite: Special Education 302.

**SPECIAL EDUCATION 406: ADMINISTRATIVE PROBLEMS IN THE EDUCATION OF EXCEPTIONAL CHILDREN** 3 semester hours

An advanced course designed for persons who are interested in the administration of programs for children who are mentally handicapped. The needs of children who are designated as being trainable, educable, emotionally disturbed, slow learners, and brain-damaged are emphasized. The problems discussed are those that face administrators in relation to school and community planning for these children. National and local consultants and resource people participate in this seminar course. Consent of instructor required for admission.

**SPECIAL EDUCATION 407: READINGS AND RESEARCH IN SPECIAL EDUCATION** 3 semester hours

This course is specifically designed for those who anticipate writing a Master's Thesis in Special Education. Individual and group programs of readings help each member explore and develop a pertinent problem for investigation. Consent of instructor required for admission.

**SPECIAL EDUCATION 408: TEACHING READING TO THE MENTALLY RETARDED** 3 semester hours

This course reviews the literature pertaining to the teaching of reading to the mentally retarded, the development of programs of reading instruction, the place for developmental and functional reading, and commercially and teacher-prepared reading materials for the retardates.

**SPECIAL EDUCATION 409: SPEECH AND HEARING HANDICAPPED SCHOOL CHILDREN** 3 semester hours

The purpose of this course is to acquaint teachers with speech and hearing problems of school children. Causes and therapies of such problems as articulation, voice disorders, stuttering, and hearing loss are studied. Special emphasis is directed toward classroom techniques used in helping the speech handicapped, mentally retarded child.

Prerequisite: Special Education 300.

**SPECIAL EDUCATION 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.

Prerequisite: Special Education 308.

**SPECIAL EDUCATION 411: NATURE AND NEEDS OF SCHOOL FAILURES** 3 semester hours

This course is designed for professional personnel in school systems and other agencies concerned with the large group of children who fail to meet school expectations. A framework is established within which causes for such failures can be recognized. Solutions to the problems of the slow learners, the educationally retarded, and the "ungraded" child are examined, studied, and discussed. Specific methodologies and programming are given major attention. Visiting consultants are available as resource people.

**SPECIAL EDUCATION 412: CHARACTERISTICS AND NEEDS OF GIFTED CHILDREN** 3 semester hours

This course is devoted to methods for recognizing intellectually gifted children and adapting teaching procedures and curriculums to meet their needs. It includes a study of organizational practices for the education of gifted children and of the research concerning their psychological growth and development.

**SPECIAL EDUCATION 400: WORKSHOP IN SPECIAL EDUCATION**

6 semester hours

Topics vary from year to year. Open only to graduate students and advanced undergraduates.

**SPECIAL EDUCATION 501: PSYCHO-EDUCATIONAL PROBLEMS OF EXCEPTIONAL CHILDREN**

3 semester hours

This course is devoted to procedures for diagnosing educational problems and learning disabilities stemming from neurophysiological and psychological dysfunction. Techniques for correction or amelioration of these problems and disabilities will be developed.

Prerequisite: Special Education 402 or consent of instructor.

**SPECIAL EDUCATION 560: PRACTICUM IN OBSERVATION, PARTICIPATION, AND SUPERVISION OF PROGRAMS FOR MENTALLY RETARDED CHILDREN**

3 semester hours

Students are required to spend two full days a week in assignments. Time is spent in classes for the mentally retarded in the public schools, at the State Institution for retarded children, in preschool classes for the retarded which are operated by private agencies, and in occupational training centers. Students also participate in program planning with individual teachers and as supervisor-trainees in specific areas of the State. Trainees, under supervision, are responsible for the coordination of activities for the retarded in the areas assigned. Hours to be arranged. Consent of instructor required for admission.

**SPECIAL EDUCATION 561: DIFFERENTIAL DIAGNOSIS OF DEVELOPMENTAL PROBLEMS**

3 semester hours

These clinical observations and participations are available only to graduate students. Students meet weekly with a full team evaluation group to diagnose and plan programs for children referred to clinics because of physical and educational problems. They are required to submit detailed reports of observations, together with suggestions for educational placement and programming. Hours to be arranged. Consent of instructor required for admission.

**SPECIAL EDUCATION 580: WORKSHOP IN SPECIAL EDUCATION**

6 semester hours

Topics vary from year to year. Open only to graduate students.

## *Department of Secondary Education*

RUSSELL MEINHOLD, Ph.D. (Connecticut), Professor, Coordinator

MARY M. KEEFFE, Ph.D. (Fordham), Professor

THOMAS G. KING, Ed.D. (Wayne State), Professor

RITA L. COUTURE, A.M. (Middlebury), Associate Professor

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

CARMELA E. SANTORO, A.M. (Brown), Associate Professor

PAUL ANGHINETTI, A.M. (Boston University), Assistant Professor

DONALD W. OMMEN, A.M. (Illinois), Assistant Professor

PATRICK J. O'REGAN, A.M. (Fordham, Illinois), Assistant Professor

VINCENT TRAINOR, Ph.D. (Connecticut), Assistant Professor

Students interested in teaching at the secondary level can specialize in biology, English, French, history, mathematics, social science, physical science, or industrial arts. 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 qualifies graduates of Rhode Island College to teach in grades seven through twelve in the State of Rhode Island.

Because of the way many junior high schools are organized and the greater vocational opportunities at this level, 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 students to teach both science and mathematics in the junior high school.

Students who intend to become secondary school teachers should examine the specific course requirements for each teaching major. These requirements are usually included with the information about each department. Students should also discuss their plans with the Coordinator of Secondary Education and the appropriate department chairman.

### SECONDARY EDUCATION PROFESSIONAL SEQUENCE

The following patterns indicate the normal sequence of professional courses for students following the secondary education curriculum. Students should study the material pertaining to the department offering their teaching major to ascertain whether any variations are necessary in their programs.

First Semester		Division A		Second Semester	
Course	Cr. Hours	First Year	Course	Cr. Hours	
Education 101a, b: Professional Orientation	---	Second Year			
Education 101c: Professional Orientation	1	Education 200: Foundations of Education I		3	
Third Year					
Education 310: Practicum in Secondary Education or Education 308: Practicum in Ind. Arts Education	3	Education 321: Student Teaching in Secondary Schools		9	
Education 200: Foundations of Education II	3	Fourth Year			
Education 302: Foundations of Education III	3				
Education 360: Senior Seminar in Secondary Education	1				

First Semester		Division B		Second Semester	
Course	Cr. Hours	First Year	Course	Cr. Hours	
Education 101e: Professional Orientation	1	Education 101a, b: Professional Orientation			
Second Year					
Education 101e: Professional Orientation	1	Education 200: Foundations of Education I		3	
Third Year					
Education 310: Practicum in Secondary Education or Education 308: Practicum in Ind. Arts Education	3	Education 310: Practicum in Secondary Education or Education 308: Practicum in Ind. Arts Education		3	
Education 300: Foundations of Education II	3	Education 300: Foundations of Education II		3	

Fourth Year	
Education 321: Student Teaching in Secondary Schools	9
Education 302: Foundations of Education III	3
Education 360: Senior Seminar in Secondary Education	1

### COURSE DESCRIPTIONS

(Note: For additional courses consult the 1963-64 Graduate Bulletin.)

#### EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION

(4) 3 semester hours

This course comprises three major instructional units involving observation of accepted practices in industrial arts education, principles and practices of teaching industrial arts, and initial participation in the teaching of industrial arts.

Three class periods plus one laboratory period per week.

#### 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. Under the guidance of College and laboratory school instructors, students prepare lessons and work with individual pupils, small groups, and classes of secondary school pupils. Each student takes this course under the direction of his major department.

#### EDUCATION 311: DEVELOPMENTAL READING IN SECONDARY SCHOOLS

3 semester hours

This course deals with individualized reading programs in secondary schools. Topics considered include the higher reading skills; physical and mental factors involved in reading; students' interests and needs; appraising reading ability; providing suitable reading materials; and the contribution of the principal, teacher, librarian, and guidance workers to the improvement of reading.

#### EDUCATION 321: STUDENT TEACHING IN SECONDARY SCHOOLS

9 or 12 semester hours

This course involves 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 and a College supervisor. The student assumes increasing responsibility for classroom instruction and for extra-class activities expected of a teacher in his subject field. The student also participates in a weekly seminar concerned with his teaching experiences.



Prerequisites: Adequate health; a cumulative index of 2.00 by the end of the first quarter of the semester prior to student teaching; passing grade in required courses; adequate performance in a practicum. Also, every student enrolled in a teacher-education curriculum must demonstrate his ability to operate audio-visual equipment with proficiency before the end of the semester in which he applies for student teaching.

EDUCATION 380: SENIOR SEMINAR IN SECONDARY EDUCATION (2) 1 semester hour

This course is a review of the total professional sequence. The student takes this seminar in the semester following his student teaching.

EDUCATION 429: METHODS AND TOPICS IN MODERN SECONDARY MATHEMATICS 3 semester hours

Methods and topics include modern foundations; 'modern' materials; SMSG, UICSM, Ball State, Boston College, and University of Maryland methodologies; roles of logic, algebraic structure, geometry, history, and symbolism in the modern secondary curriculum.

Prerequisite: At least two years of college mathematics or special permission of the instructor.

EDUCATION 440: MODERN MATHEMATICS — ILLINOIS PLAN, PART I 3 semester hours

This course is intended primarily for junior or senior high school teachers of mathematics and will acquaint them with the materials and methods of the University of Illinois Committee on School Mathematics First Course. Opportunities are provided for the discussion of newer approaches to the teaching of mathematics and will include a careful study and working out of the problems and exercises presented in the UICSM First Course, Units 1-4.

EDUCATION 441: MODERN MATHEMATICS — ILLINOIS PLAN, PART II 3 semester hours

This course is a continuation of Education 440 and consists of Unit 5 of the University of Illinois Committee on School Mathematics Program. There is a detailed study of such topics as relations and their properties, functions and their applications, variable quantities, and linear and quadratic functions.

Prerequisite: Modern Mathematics — Illinois Plan, Part I.

## Laboratory Experiences

S. ELIZABETH CAMPBELL, Ed.D., (Harvard), Professor, Coordinator of Student Teaching

The Division of Laboratory Experiences offers every student preparing to teach, a variety of opportunities to observe, analyse, and participate in teaching and related aspects of the work that teachers do. Laboratory experiences for most students preparing to teach include Professional Orientation, a practicum in the instructional theory of the specialization, and 9 semester hours of student teaching. Different requirements apply to students enrolled in special programs or who minor in special education.

Faculty in all divisions of the College participate in the supervision of the laboratory experiences of students, both on and off campus. Teaching in the campus laboratory school is under the immediate supervision of the Henry Barnard School Faculty. For their student teaching, students are assigned to selected Cooperating Schools throughout the State. In these schools, their work is supervised jointly by Rhode Island College Faculty and Cooperating Instructors and Cooperating Teachers.

In 1961, the College reduced the number of semester hours devoted to professional education. At the same time, it instituted a program to prepare Cooperating Instructors who could assume responsibility for some of the instruction that had been dropped from the on-campus course work. Cooperating Instructors are certified Cooperating Teachers who have received the Master's degree and subsequently completed an 18-hour program of advanced studies at Rhode Island College.

Normally, two student teachers are assigned to each classroom supervised by a Cooperating Instructor. The Cooperating Instructor is responsible for providing the required instruction in conjunction with his supervision of student teaching.

COOPERATING INSTRUCTORS AND TEACHERS  
1963 - 1964

BARRINGTON

Eloise Dunbar (Mrs. Andrew), Cooperating Instructor, Ed.M.,  
Rhode Island College  
Neil J. Aronne, A.B., Providence College  
Charles Baker, A.B., Providence College  
J. Arthur Bergeron, Ed.B., Rhode Island College  
Louise DelSanto, Ed.M., Boston University  
Arnold Durfee, Ed.B., Rhode Island College  
Veims Fleury (Mrs. Paul), Ed.M., Harvard University  
James T. Jones, M.S., Queens College  
Mrs. Elizabeth H. Lewis, Ed.B., Rhode Island College  
Gino Ricciotti, A.B., Providence College  
Albert Sunderland, A.B., Hobart College

BRISTOL

Salvatore Annarummo, Ed.M., Boston College  
Claire Correia (Mrs. Joseph), A.B., Marygrove College  
Margaret Dwyer, Diploma, Westfield State College  
James Gromling, B.S., Millersville State College  
Dorothy King (Mrs. Joseph), Ed.B., Rhode Island College  
Mary Larice, Ed.B., Rhode Island College  
Santa Matrone, A.B., Providence College  
Margaret Murphy, Ed.B., Rhode Island College  
Joseph Securo, Ed.M., Rhode Island College  
Jean Vermette, Ed.B., Rhode Island College

BURRILLVILLE

Marian Boylan (Mrs. Patrick), Ed.B., Rhode Island College  
Freda Collins (Mrs. Daniel), Ed.M., Boston University

CENTRAL FALLS

Gertrude Rivard, Cooperating Instructor, A.M., Boston College  
Mary D. McKenna (Mrs. Joseph), Ed.B., Rhode Island College

COVENTRY

M. Gertrude Anderson (Mrs. Howard), B.L.I., Emerson College  
Oliver Collard, Ed.M., Fitchburg State College  
Paul Laferriere, A.B., Providence College  
Allen Moores, A.B., Houghton College  
Gloria S. Phillips (Mrs. William V.), A.M., Hunter College

CRANSTON

Edith Barlow, Cooperating Instructor, Ed.M., Rhode Island College  
Florence A. Boyer, A.M., Columbia University

M. Frances Campbell (Mrs. A. L.), Ed.B., Rhode Island College  
Walter Campbell, A.B., Stonehill College  
Irene Connors (Mrs. John J.), Ed.B., Rhode Island College  
Elena DiCola, Ed.B., Rhode Island College  
Helen Donahue (Mrs. Frank L.), Ed.B., Rhode Island College  
Thomas Donnelley, M.S., Columbia University  
Joseph E. Dwyer, A.B., Providence College  
Susan J. Eastwood (Mrs. Robert), Ed.B., Rhode Island College  
Frank Fiorito, A.B., Providence College  
Emma J. Gilmartin, Ed.B., Rhode Island College  
Irene B. Gray (Mrs. John J.), Ed.B., Rhode Island College  
Bertha Hill (Mrs. Vernon A.), A.M., Brown University  
Mary Howe, Ed.B., Rhode Island College  
Charles F. Johnson, A.B., Concordia College  
Joseph A. Kennedy, A.B., Providence College  
Zenas Kevorkian, M.S., University of Rhode Island  
Chester A. Kisel, A.B., Brown University  
Katherine Lindquist (Mrs. Lawrence), A.B., Northern Baptist  
Theological Seminary

Nancy Mackey (Mrs. Charles C., Jr.), A.B., Albertus Magnus  
College

Gertrude Madden, Diploma, Bridgewater State College  
Joseph P. McSweeney, A.B., Providence College  
John O'Rourke, Ed.B., Rhode Island College  
Angelo Precoplo  
Dora G. Prendergast (Mrs. Phillip H.), Ed.B., Rhode Island College  
Joseph Rouleau, A.B., Providence College  
Charlotte Salisbury (Mrs. Charles L.), Ed.B., Rhode Island College  
Lillian Sanford (Mrs. William A.), B.S., University of Rhode Island  
Charles Sears, Ed.B., Rhode Island College  
Emilda L. Sullivan (Mrs. Andrew A.), Rhode Island College  
Mary Trombi (Mrs. John), Ed.B., Rhode Island College  
Edward Turill, B.S., University of Rhode Island  
Mary Waterman, Ed.B., Rhode Island College  
George Wilson, Ed.M., Rhode Island College

CUMBERLAND

John F. Brown, Jr., Maryknoll Seminary  
Mary Butler (Mrs. Joseph), Diploma, Framingham State College  
John DeGoes, A.B., Providence College  
James Emidy, Ed.M., Rhode Island College  
Robert Jacobs, A.S., Roger Williams Junior College  
Adrienne Lavallee (Mrs. Wilfred), A.B., Providence College

**EAST PROVIDENCE**

Ethel Johnson, Cooperating Instructor, Ed.M., Rhode Island College  
 Priscilla Alden, A.M., Brown University  
 Roberta Benoit, Ed.B., Rhode Island College  
 John R. Crawley, Ed.M., Rhode Island College  
 Walter A. Crocker, Ed.B., Rhode Island College  
 George Currier, B.S., University of Rhode Island  
 William E. Davis, M.S., University of Rhode Island  
 Arthur Elmasian, A.B., Providence College  
 Warren Geraghty, B.S.E.E., University of Rhode Island  
 Raymond Keough, A.B., Providence College  
 Ralph E. Miller, Jr., Ed.B., Rhode Island College  
 Carroll McCleary, B.S., Colby College  
 Herbert McClellie, Ed.M., Bridgewater State College  
 Elizabeth O'Connor (Mrs. Edwin G.), Ed.B., Rhode Island College  
 Sheila O'Donnell, Ed.M., Rhode Island College  
 M. Jean Pacheco, Ed.B., Rhode Island College  
 Doris Potter (Mrs. Harold E.), B.S., University of Rhode Island  
 Adrian Plante, A.B., Brown University  
 Ruth Reitman (Mrs. Charles), M.A.T., Brown University  
 Frank Saraceno, Ed.M., Rhode Island College  
 Elin Smith, Ed.B., Rhode Island College  
 George Thompson, A.M., Brown University  
 Kenneth Walker, Ed.M., Rhode Island College

**LITTLE COMPTON**

Lois Almy, Ed.B., Rhode Island College  
 Fred Love, B.S. in Ed., Fitchburg State College  
 Janet G. Wilbur (Mrs. Bernard), Diploma, Mt. St. Mary College

**MIDDLETOWN**

Isabel Higgins (Mrs. Charles), Ed.B., Rhode Island College  
 Kenneth E. Kerr, A.B., Providence College

**NEWPORT**

Marie Piotrowski (Mrs. George S.), B.S., New Jersey State College  
 Sidney Williams, Ed.B., Rhode Island College

**NORTH KINGSTOWN**

Emma Allen, Ed.B., Rhode Island College  
 Louis Legris, A.B., Providence College  
 James A. MacInnes, Rhode Island College  
 Ralph T. Vale, Ed.B., Rhode Island College

**NORTH PROVIDENCE**

Edna Nevins, Cooperating Instructor (Mrs. Vincent), Ed.M.,  
 Boston University  
 Petrina Caccia (Mrs. Joseph), Ed.B., Rhode Island College  
 Felix Gallogly, A.B., Providence College  
 Marie C. Kelley, Ed.M., Rhode Island College  
 Lois Marino (Mrs. Giovanni), Ed.B., Rhode Island College  
 Lorena Murphy (Mrs. Walter), Ed.B., Rhode Island College  
 Esther Walker, Ed.B., Rhode Island College

**NORTH SMITHFIELD**

John E. Brann, Fitchburg State College

**PAWTUCKET**

Beatrice Donovan, Cooperating Instructor, Ed.M., Bridgewater  
 State College  
 James V. Carty, Ph.B., Providence College  
 John Converse, Ed.M., Rhode Island College  
 Edward Galuska, Ed.M., Boston University  
 Walter Littlefield, Ed.M., Rhode Island College  
 Edward Monaghan, Ed.M., Rhode Island College  
 Edward Molloy, Jr., Ed.B., Rhode Island College  
 Marilyn O'Connor, Ed.M., Rhode Island College

**PROVIDENCE**

Anita Buratti, Cooperating Instructor, Ed.M., Rhode Island College  
 Raymond Creegan, Jr., Cooperating Instructor, Ed.M., Rhode  
 Island College  
 Lucy DiSarro, Cooperating Instructor, Ed.M., Rhode Island College  
 A. Madeline Garvey, Cooperating Instructor, Ed.M., Rhode Island  
 College  
 Grace Arnold, Ph.B., Brown University  
 Helen Ashworth, Ed.B., Rhode Island College  
 Joseph Andreozzi, A.B., Providence College  
 Anne J. Bourke, Ed.M., Boston University  
 Louis Carrier, A.B., Champlain College  
 Raymond J. Chartier  
 Mary Cullinan, Ed.B., Rhode Island College  
 Mary Dee, B.S., University of Rhode Island  
 Mary Donnelley, Ed.B., Rhode Island College  
 James Dolan, Ed.B., Rhode Island College  
 Robert Farley, A.B., St. John's College  
 Louis Fillipelli, A.B., Providence College  
 Lester Friedman, Ph.B., Brown University  
 Addie Gage, Ed.D., Rhode Island College

Mary Gledhill, Ed.B., Rhode Island College  
Charles Heeder, Ed.B., Rhode Island College  
William Kaiser, B.S., Bemidji College  
Frances Kelley, A.B., Emmanuel College  
Dorothy King, Ed.B., Rhode Island College  
Raymond Lamore, Ed.M., Boston College  
Mary A. Lynch, Ed.B., Rhode Island College  
Anthony Marino, Ed.B., Rhode Island College  
John G. Marmaras, Ed.B., Rhode Island College  
H. Francis McKenzie, B.S., University of Rhode Island  
Beatrice McNamee, Ed.B., Rhode Island College  
Eleanor McPhillips, Ed.B., Rhode Island College  
Claire Murphy, 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  
James E. O'Connor, Ph.B., Providence College  
Roy Pearson, Ed.B., Rhode Island College  
Earl C. Perrin, Rhode Island School of Design  
Mary E. Powers, Ed.M., Rhode Island College  
Alfred Pullano, Ed.M., Rhode Island College  
Mary D. Riley, B.S., Boston College  
Eileen Ryan, Ed.B., Rhode Island College  
Raquel Shapiro (Mrs. Nathan), Ed.B., Rhode Island College  
Rose Valley, Ed.B., Rhode Island College

#### SCITUATE

George MacDonald, Ed.B., Rhode Island College  
Harvey Ralsner, M.S., Yeshiva University  
Joseph Rock, Ph.B., Providence College

#### SMITHFIELD

Frances D'Angelo, Cooperating Instructor, Ed.M., Rhode Island College  
Harold Conlon, Ed.B., Rhode Island College  
Kathleen T. Connor, Ed.B., Rhode Island College  
John Custer, Ed.M., Bridgewater State College  
Eleanor Tyng (Mrs. Dudley), B.S., Springfield College

#### WARREN

Janet Craig, Ed.B., Rhode Island College

#### WARWICK

Elmer Anderson, Ed.B., Rhode Island College  
Theodore Curtis, Ed.M., Rhode Island College

Salvatore DelPrete, A.B., Boston College  
Joseph DelVecchio, A.M., University of Rhode Island  
Mrs. M. Louise Grant, Ed.B., Rhode Island College  
Norma Gregory (Mrs. Douglas), Ed.M., Rhode Island College  
John Gunson, B.S.A., Rochester Institute of Technology  
Edward Hart, A.B., Providence College  
Richard Jefferson, B.E. in Ind. Arts, Fitchburg State College  
Findley Kerr, Fitchburg State College  
Olive S. Kimball (Mrs. Albert), Ed.B., Rhode Island College  
John Lepry, A.B., Providence College  
Richard Mainey, Ed.B., Rhode Island College  
Dennis McAuliffe, A.M., Boston University  
George McLaughlin, A.B., Providence College  
Mary Moss (Mrs. Charles), A.B., Trinity College  
Bertha Mournighan (Mrs. James), A.M., Brown University  
Jean Mullen (Mrs. Walter), B.S., Notre Dame University  
Catherine Murray, Ed.M., Rhode Island College  
Carmel Scardera, Ed.B., Rhode Island College  
Harriett Stone (Mrs. Raymond), A.B., Brown University  
Julia Van Hoecke (Mrs. Michael), Ed.M., Rhode Island College  
Denise Warburton, A.B., Salve Regina College  
John Wilson, Ed.B., Rhode Island College

#### WEST WARWICK

Mildred I. Davis, A.M., Bates College  
Albert D'Andrea, A.B., Providence College

#### WESTERLY

Gladys Burdick, Ed.B., Rhode Island College  
Anthony Exposito, Ed.B., Rhode Island College  
Emilio Falola, Ed.B., Rhode Island College  
Thelma Carcione (Mrs. Vincent F.), Ed.B., Rhode Island College  
Hazel R. Prescott (Mrs. Thomas), Ed.B., Rhode Island College

#### WOONSOCKET

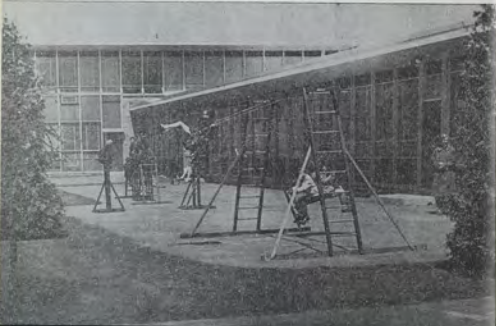
Maurice Aubin, Ed.M., Boston University  
Ruth Campbell, Diploma, Worcester State College  
Jules Gadoury, Ed.B., Rhode Island College  
Catherine Higgins, Ed.B., Rhode Island College  
Pauline T. Lantner (Mrs. Herman), Ed.B., Rhode Island College  
Anna C. Mulligan, Ed.B., Rhode Island College  
Charlotte B. Nadeau, Ed.B., Rhode Island College  
Katherine O'Day (Mrs. John), Ed.B., Rhode Island College





Classroom, Children's School, Henry Barnard School

Play Area, Henry Barnard School



## 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

The Henry Barnard School is the campus laboratory school for Rhode Island College. As such, its chief function is to serve teacher-education programs of the College. In addition, it offers the College faculty facilities for educational research and experimentation. These functions require a sound educational program for pupils in adequate numbers at various stages of growth and development. The school enrolled approximately 700 pupils in grades from the Children's School through the Junior High School during the 1963-64 school year.

### CHILDREN'S SCHOOL

AGATHA B. LAYALLEE, Ed.M., (Rhode Island College), Associate Professor  
PRUDENCE D. FISH, Ed.M., (Rhode Island College), Assistant Professor  
THERESA D. FLAHERTY, A.M., (Teachers College, Columbia), Assistant Professor  
RUTH B. WHIPPLE, A.M., (Tufts), Assistant Professor  
ESTHER B. FELDMAN, Ed.B., (Rhode Island College), Instructor  
ROSE C. MERENDA, A.B., (Emmanuel), Instructor  
JANE E. MOSER, Ed.M., (University of Rochester), Instructor  
MILDRED B. NUGENT, Ed.M., (Rhode Island College), Instructor

### ELEMENTARY SCHOOL

MARY G. COLTON, Ed.M., (Rhode Island College), Associate Professor  
KATHLEEN F. KELLEY, Ed.M., (Rhode Island College), Associate Professor  
HELEN M. TRIGGS, Ed.M., (Rhode Island College), Associate Professor  
MARY DAVENPORT, M.S., (Cornell), Assistant Professor  
ISABEL M. McGUINNESS, Ed.M., (Rhode Island College), Assistant Professor  
ELIZABETH B. CAREY, Ed.M., (Rhode Island College), Instructor  
SYLVIA RINALDI, Ed.B., (Rhode Island College), Instructor  
CYNTHIA A. TALBOT, Ed.B., (Rhode Island College), Instructor

## JUNIOR HIGH SCHOOL

- HARRIET V. ZURLINDEN, A.M., (Columbia), Associate Professor, Science  
WALTER J. BLANCHARD, A.B., (University of Rhode Island), Assistant Professor,  
Social Science  
BARBARA BURNS, Ed.M., (Boston University), Assistant Professor, Mathematics  
JEROME R. MCCARTHY, Ed.B., (Rhode Island College), Assistant Professor,  
Mathematics-Science  
HELEN W. WILLIAMS, A.M., (University of Michigan), Assistant Professor,  
English  
JOHN E. KELLEY, B.S., (Tufts), Instructor, Mathematics

## SPECIAL SUBJECTS

- AVIS G. MARDEN, Ed.D., (Boston University), Professor, Director of Guidance  
ANNE R. MULLANEY, Ed.M., (Rhode Island College), Associate Professor  
Special Education  
BYRON C. TILLOTSON, A.M., (Middlebury), Associate Professor,  
Modern Languages  
ELISA F. DONAVENTURA, Ed.M., (Rhode Island College), Assistant Professor,  
Special Education  
HOPE L. MACANDREW, B.S. in Art Ed., (Rhode Island School of Design),  
Assistant Professor, Art  
FRANCES L. MCKENNA, R.N., A.M., (Teachers College, Columbia), Assistant  
Professor (Nurse-Teacher)  
HELEN M. MURPHY, Ed.M., (Boston University), Assistant Professor, Physical  
Education  
VIOLA PETERSON, A.M., (Western Reserve), Assistant Professor, Music  
RICHARD L. THORNTON, M.S., (Springfield), Assistant Professor, Physical  
Education  
ELSIE S. HABERCOM, Ed.M., (Boston University), Instructor (Library)  
RUTH A. KULICK, B.S., (University of Rhode Island), Instructor, Home Economics  
PAULETTE L. LETENDRE, B.S. in Ed., (Bridgewater State College), Instructor,  
Modern Languages

## Department of Health and Physical Education

- FANNIE H. MELCER, Ed.D., (New York University), Professor, Chairman  
ROBERT L. BROWN, Ed.M., (Springfield), Professor  
BILLIE ANN BURRILL, M.S., (Smith), Associate Professor  
EDWARD S. BOGDA, Ed.M., (Rutgers), Assistant Professor  
PATRICIA MOORE, A.M., (New Mexico Highlands), Assistant Professor  
ROBERTA S. BENNETT, A.M., (Teachers College, Columbia), Instructor  
THOMAS J. SHEEHAN, A.M., (Ohio State), Assistant Professor  
DORIS J. HLAYSA, B.S., (Cortland College of Education), Instructor  
MARY E. MINES, B.S., (University of North Carolina), Instructor  
DONALD PURETZ, A.M., (New York University), Instructor

Physical Education courses numbered 301 or higher are electives designed primarily to strengthen the program in elementary education. However, eighteen hours of such electives are available to all students, whether or not they are enrolled in elementary programs.

## COURSE DESCRIPTIONS

(Note: For additional courses, consult the 1963-64 Graduate Bulletin.)

### PHYSICAL EDUCATION 101W: BASIC CONCEPTS IN MOVEMENT EDUCATION (Women) (2) 1 semester hour

This course is an introduction to the development of perceptual motor learning. Consideration is given to the perceptual basis of motor learning and its role in effective movement. Application of these concepts is made to diversified motor patterns through the media of rhythms and a team sport. Related health concepts include (1) physical fitness, (2) exercise, rest, and fatigue, (3) posture, and (4) nutrition.

### PHYSICAL EDUCATION 102W: CONCEPTS IN MOVEMENT EDUCATION (Women) (3) 1 semester hour

This course covers the scientific principles and concepts underlying effective movement. Application of these concepts and the perceptual basis of motor learning is made to patterns involving external objects and complex spatial awareness (a team sport and gymnastics). Concepts related to community health are included.

### PHYSICAL EDUCATION 103W-104W (3): PHYSICAL EDUCATION 203W-204W (2): ADAPTED PHYSICAL EDUCATION (Women) 3 semester hours

These courses are for medically restricted students who cannot take the regular physical education classes. The courses include a

diversified program of developmental activities, games, dance, and sports suited to the capabilities and limitations of these students. Concepts of personal and community health are included. The courses are taken in place of Physical Education 101W-102W, 201W-202W. Eligibility is determined by the Chairman of the Physical Education Department after consultation with the College Physician. Four semesters.

**PHYSICAL EDUCATION 101M-102M: FUNDAMENTALS OF PHYSICAL EDUCATION AND HEALTH (Men) 3 2 semester hours**

This course covers basic fundamentals of movement and their application to everyday activities and sports. Related health concepts such as total fitness, exercise, fatigue, and rest are presented. Selected areas of community health are also covered. Two semesters.

**PHYSICAL EDUCATION 103M-104M (3):  
PHYSICAL EDUCATION 203M-204M (2): ADAPTED PHYSICAL EDUCATION (Men) 3 semester hours**

These courses are for medically restricted students who cannot take the regular physical education classes. The courses include a diversified program of developmental activities, games, dance, and sports suited to the capabilities and limitations of these students. Concepts of perceptual motor learning and health are the same as those in the standard course. Students are selected on the basis of their scores in the Placement Tests and on the recommendation of either the College Physician or the Chairman of the Physical Education Department. Four semesters.

**PHYSICAL EDUCATION 201M-202M: INDIVIDUAL SPORT ACTIVITIES (2) 1 semester hour**

This course is a continuation of the freshman program with emphasis on the practical application of movement fundamentals in individual sports. It is designed to equip students with activities that can be used for leisure-time pursuits. Two semesters.

Prerequisites: Physical Education 101M-102M.

**PHYSICAL EDUCATION 201M&W-202M&W: MOVEMENT EDUCATION—APPLICATION OF CONCEPTS (2) 1 semester hour**

Students select one or two activities in sports and/or dance. Concepts of perceptual motor learning are broadened in conjunction with the development of greater proficiency in selected activities. Related social and fine arts concepts are stressed. Most activities are co-educational. Two semesters.

Prerequisites: Appropriate 100 level Physical Education courses.

**PHYSICAL EDUCATION 301: HISTORY OF PHYSICAL EDUCATION 3 semester hours**  
This course is an historical analysis of physical education with

emphasis on the significant contributions that have affected current elementary school physical education programs. This analysis provides the context for the study of current physical education principles and practices in the elementary school.

**PHYSICAL EDUCATION 302: CAMPING AND RECREATIONAL LEADERSHIP 3 semester hours**

This course is devoted to the history and philosophy of recreation. The course includes theory and laboratory experience related to camping and recreation for children, and a survey of camping and recreational activities in Rhode Island. Students select one area for study in depth.

**PHYSICAL EDUCATION 303: HEALTH METHODS AND MATERIALS FOR THE ELEMENTARY SCHOOL 3 semester hours**

This course covers principles, practices, procedures, and materials for instruction in health in the elementary school. Stress is placed on environment, research, and health legislation.

**PHYSICAL EDUCATION 304: CHOREOGRAPHY 3 semester hours**

This course provides experience in group choreography on two levels: (1) dance appropriate to performance by children and (2) dance appropriate to performance by adults for children. It includes advanced theory and methods of teaching rhythms, creative and folk dance for children, skill in rhythmic dictation, use of poetry, prose, and music for accompaniment. One lecture and four laboratory hours each week.

Prerequisite: One year of modern dance or equivalent.

**PHYSICAL EDUCATION 305: MOVEMENT EXPERIENCE IN INTERMEDIATE GRADES 3 semester hours**

This course is an intensive study of advanced theory and methods of using organized forms appropriate to the intermediate grades. Neuro-muscular activities and coordinated group activities in games of complex organization are included. Two lectures and two laboratory hours each week.

**PHYSICAL EDUCATION 306: FOUNDATIONS OF MOVEMENT 3 semester hours**

This course is based on a Gestalt concept of movement. The component factors of anatomy, mechanics, and physiology are interrelated as they affect the dynamics of human motion.

Prerequisites: Physical Education 202 and 312 or permission of instructor.

**PHYSICAL EDUCATION 400: SCHOOL ATHLETIC PROGRAMS 3 semester hours**  
This course covers athletic programs within the framework of

physical education in public education. Programs and trends are studied from the viewpoint of both principles and administration. Techniques of coaching in selected major sports and current research pertaining to athletic training and the treatment of sports injuries are included.

EDUCATION 342: METHODS AND MATERIALS IN PHYSICAL

EDUCATION

(3) 2 semester hours

(For description see page 120.)

### Department of Industrial Arts Education

THOMAS G. KING, Ed.D., (Wayne State University), Professor, Chairman

RICHARD P. ANDERSON, M.S., (Connecticut), Assistant Professor

JAMES P. O'SHEA, A.M., (Montclair State), Assistant Professor

WILLIAM F. KAISER, B.S., (Bamidji State), Instructor [Part-time]

JOHN MARMARAS, Ed.S. in Voc.-Ind. Ed., (Rhode Island College), Instructor [Part-time]

RALPH E. MILLER, Ed.S. in Voc.-Ind. Ed., (Rhode Island College), Instructor [Part-time]

GEORGE WILSON, Ed.M., (Rhode Island College), Instructor [Part-time]

In September 1959, Rhode Island College instituted a program to prepare teachers in junior and senior high school industrial arts. The program recognized that teachers of industrial arts, like all other teachers, must have a strong general education as well as technical knowledge and skill. The Rhode Island College program emphasizes the acquisition of the needed technical skill and knowledge through laboratory experiences. Since drafting, basic design, and the graphic arts are the media of communication in industrial arts, extensive work is offered in these areas.

The student preparing for a B.S. in Industrial Arts Education must fulfill all the General Education requirements except the one in foreign languages. In addition, he must complete the 23-hour sequence in Professional Education for secondary school teachers and 21 hours of academic electives. The recommended sequence in Industrial Arts is as follows:

First Semester		Second Semester	
Course	Cr. Hours	Course	Cr. Hours
Ind. Arts 170: Electricity, I	3	Ind. Arts 231: Crafts, I	3
Ind. Arts 130: Basic Design	2	Ind. Arts 190: Power	
Ind. Arts 110: Technical		Mechanics, I	3
Drawing, I	2		

Second Year

Ind. Arts 140:		Ind. Arts 241:	
Woodworking, I	3	Woodworking, II	3
Ind. Arts 211: Technical		Ind. Arts 100: Theory and	
Drawing, II	2	Organization of Industrial	
Ind. Arts 120: Graphic		Arts	3
Arts, I	3		

Third Year

Ind. Arts 180:		Ind. Arts 281:	
Metalworking, I	3	Metalworking, II	3
Ind. Arts 116:		Ind. Arts 312: Technical	
Architectural Drawing, I	2	Drawing, III or	
		Ind. Arts 217: Architectural	
		Drawing, II	2

Fourth Year

Ind. Arts 342:	
Woodworking, III or	
Ind. Arts 382:	
Metalworking, III	3

### 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, and stairs. Students plan and draw floor plans, elevations, and sections. 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, routing procedures, and 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 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.

EDUCATION 308: PRACTICUM IN INDUSTRIAL ARTS EDUCATION

(4) 3 semester hours

(For description see page 133.)

## Department of Philosophy

THOMAS J. HOWELL, Ph.D., (Brown), Associate Professor  
FRANK S. WILLISTON, A.M., (Syracuse), Assistant Professor

### COURSE DESCRIPTIONS

(Note: For additional courses, consult the 1963-64 Graduate Bulletin.)

#### PHILOSOPHY 200: PROBLEMS OF PHILOSOPHY 3 semester hours

This course involves an examination and evaluation of beliefs about 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 ways of reasoning appropriate to the justification of these beliefs.

#### PHILOSOPHY 205: INTRODUCTION TO LOGIC 3 semester hours

This course covers 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 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 ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered.

#### PHILOSOPHY 300: HISTORY OF PHILOSOPHY IN AMERICA 3 semester hours

This is a survey of philosophy in America from the colonial period to 1960. 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.

#### EDUCATION 302: FOUNDATIONS OF EDUCATION III 3 semester hours

(For description see page 156.)

#### EDUCATION 416: MAJOR WORKS IN PHILOSOPHY OF EDUCATION 3 semester hours

(For description see page 157.)

## Department of Psychology

EUGENE DUTTON, Ph.D., (Chicago), Professor, Chairman  
FRANK J. DEIGNAN, Ed.D., (Boston University), Associate Professor  
RAYMOND H. HOLDEN, Ed.D., (Boston University), Associate Professor  
LENORE D. DeLUCIA, Ph.D., (Brown), Assistant Professor  
SISTER JEAN de MILAN, S.G.C., Ph.D., (Boston College), Assistant Professor  
SPENCER DeVAULT, Ph.D., (Michigan State), Assistant Professor  
MORTON FELIX, Ph.D., (Connecticut), Assistant Professor  
M. SHELLAGH GILMORE, Ed.M., (Boston College), Assistant Professor  
MORTON SILVERMAN, Ph.D., (Syracuse), Instructor (Part-time)

The Department of Psychology offers a minor of 18 hours for students in all curriculums. The minor includes Mathematics 340. It is strongly recommended that 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. Minimum requirements for a minor in psychology are listed below.

Second Year	
Psychology 200	Education 200
Mathematics 340	Psychology 206
Third Year	
Psychology 301	One elective in Psychology
Psychology 304	if in Education Division B
Fourth Year	
Psychology 300	One elective in Psychology
	if in Education Division A

### COURSE DESCRIPTIONS

(Note: For additional courses, consult the 1963-64 Graduate Bulletin.)

#### PSYCHOLOGY 200: GENERAL PSYCHOLOGY 3 semester hours

This survey is designed to introduce the student to the methods, principles, and concepts of psychology as a science. Basic facts and theories are presented as a general overview of human and animal behavior with emphasis on experimental methods.

Prerequisite to all other courses in Psychology.

#### EDUCATION 200: FOUNDATIONS OF EDUCATION I 3 semester hours

(For description see page 155.)

Prerequisite: Psychology 200.

**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.

Prerequisite: Psychology 200.

**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.

Prerequisite: Psychology 200.

**PSYCHOLOGY 301: HISTORY AND SYSTEMS OF PSYCHOLOGY** 3 semester hours

This course is a survey of modern psychology from the viewpoint of its antecedents. Emphasis is on the great historical questions and controversies, the biographies of outstanding psychologists, and psychological "schools" and systematic theories.

Prerequisite: Psychology 200.

**PSYCHOLOGY 302: 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.

Prerequisites: Mathematics 340 and Psychology 200.

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

This course is concerned with the methods of the experimental psychologist and the drawing of inferences from experimental data. Laboratory sessions include classical experiments and an original research project. Concentration is on research related to learning. With laboratory.

Prerequisites: Mathematics 340 and Psychology 200.

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

This course is also aimed at the exploration of experimental designs for testing hypotheses and drawing inferences from experimental data. Emphasis is placed on research related to sensory and perceptual processes. Each student will plan and carry out an independent research project. With laboratory.

Prerequisites: Mathematics 340 and Psychology 200.

**PSYCHOLOGY 308: PERSONALITY** 3 semester hours

A critical study is made of the determinants of personality de-

velopments, the various theoretical approaches to the study of personality, and methods of appraising personality.

Prerequisites: Education 200 and Psychology 206.

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

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

Prerequisite: Psychology 308.

**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 experimental procedures.

Prerequisites: Mathematics 340 and Psychology 200.

**PSYCHOLOGY 399: SENIOR SEMINAR IN GENERAL PSYCHOLOGY** 3 semester hours

This course is a concentrated review and generalization of undergraduate learning experiences in psychology. It involves discussion sessions, position papers, and individual research projects.

Prerequisites: Senior standing, prior and concurrent registration in a total of at least six other courses in psychology, and a minimum quality-point index of 2.25 in previously completed psychology courses.

## Divisional Courses

The following courses are also offered by the Division of Professional Studies; however, because the faculty who usually teach these courses are not part of a formally organized department of the College, the courses are listed as divisional courses.

**EDUCATION 101A, 101B, 101C: PROFESSIONAL ORIENTATION** 3 semester hours

Phase 101A deals with modern school organization and equipment; 101B, with the American public school system; and 101C, with lesson planning.

**EDUCATION 200: FOUNDATIONS OF EDUCATION I** 3 semester hours

An analysis is made of basic psychological concepts of particular importance to education; general principles of human development including the biological bases of behavior; cognitive, social, and personality developments; and the measurement of psychological growth.

This course may be counted in the professional education sequence or in the psychology minor, but not in both.

Prerequisite: Psychology 200.

**EDUCATION 300: FOUNDATIONS OF EDUCATION II** 3 semester hours

This course is devoted to Rhode Island education in the context of the interrelationships between American education and key social forces, organizations, and movements. It covers the basic constitutional and legal aspects of education, the political dynamics of education, the educational impact of race relations, the influence of religious organizations and schools, the dynamics of school finance and educational investment, and the role of business, labor, and other groups.

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

This course is devoted to the historical development of selected educational theories, practices, institutions, and policies.

**EDUCATION 302: FOUNDATIONS OF EDUCATION III** 3 semester hours

This course includes a philosophical analysis of key educational concepts such as the purposes of education, academic freedom, authority, indoctrination, equality of educational opportunity, and professional autonomy. Individual and institutional approaches to selected educational concepts, issues, and theories are included.

**EDUCATION 304: AUDIO-VISUAL INSTRUCTIONAL MATERIALS** [4] 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 recording 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, two-hour laboratory per week.

**EDUCATION 401: JUVENILE DELINQUENCY** 3 semester hours

Topics considered are the nature of the predelinquent and the delinquent child, the factors commonly associated with delinquent and predelinquent behavior, and the prevention and control of delinquent behavior.

**EDUCATION 407: EDUCATIONAL SOCIOLOGY** 3 semester hours

Educational problems are studied in the light of their sociological backgrounds. Emphasis is placed upon various problems relating to social structures and processes as reflected in classrooms, social climates, groups and grouping arrangements, teacher social roles, and evaluation and measurement.

**EDUCATION 413: RHODE ISLAND EDUCATION** 3 semester hours

This course covers the history of education in Rhode Island. The laws which govern the conduct of our schools are explained and discussed. (Open to teachers holding emergency and provisional certificates.)

**EDUCATION 415: MAJOR WORKS IN PHILOSOPHY OF EDUCATION** 3 semester hours

This course is an analysis of major works in the philosophy of education, such as Plato's *Republic*, St. Augustine's *De Magistro*, Rousseau's *Emile*, and John Dewey's *Democracy and Education*. Contemporary periodical literature in Philosophy of Education is included. Students are required to formulate a philosophical position on one of the problems of education.

Prerequisite: One semester course in Philosophy; or Education 302, completed or taken concurrently; or status as a candidate for an advanced degree in education.

**EDUCATION 417: THE ROLE OF TELEVISION IN EDUCATION** 3 semester hours

This course is devoted in part to an exploration of the impact of television on the curriculum and on the instructional environment. Television is analyzed as an aid in the classroom with reference to both closed and open-circuit operations. Actual experience in preparing and presenting a TV lesson, as well as experience in operating television cameras and equipment, is included.

**EDUCATION 482: WORKSHOP IN EDUCATION** 6 semester hours

Topics vary from year to year.

**EDUCATION 502: FUNDAMENTALS OF RESEARCH** 3 semester hours

This course emphasizes the fundamental principles and techniques of basic research in the field of education. Practical exercises in handling a wide variety of research problems from initial formulation to a finished report in thesis form are included.



## DIVISION OF SOCIAL SCIENCES

MARION I. WRIGHT, A.M., (Clark), 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 in 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 are given, as well as interdisciplinary offerings.

### Department of Geography

MARION I. WRIGHT, A.M., (Clark), Professor  
CHESTER E. SMOLSKI, A.M., (Clark), Assistant Professor  
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	Group II
Geography 301	Geography 310
Geography 302	Geography 311
Geography 303	Geography 312
Geography 304	Geography 313
Geography 305	Geography 314
Regional interdisciplinary courses Africa, etc.	

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. Note that Geography 201 is the prerequisite of all other courses in Geography.

## 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. This course serves as a prerequisite of *all other courses in Geography*.

Offered every semester. Three lecture periods and 1 laboratory period.

### 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. Two lecture periods and 2 laboratory periods.

### 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, economics, and population patterns are emphasized. The areas of South America, Middle America, and Caribbean America are discussed each in turn.

**GEOGRAPHY 306: 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: ECONOMIC GEOGRAPHY**

3 semester hours

An analysis of man's economic activities and their variation over the earth's surface makes up the content of this course. Emphasis will be placed on the production, exchange, and consumption of agricultural, mineral, and industrial resources, as related to economic growth and resource development.

**GEOGRAPHY 312: HISTORICAL GEOGRAPHY OF THE 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), Professor, Chairman  
 CATHERINE M. CONNOR, A.M., (Columbia), Professor Emerita  
 MARTIN B. HORAN, A.M., (Columbia), Professor  
 CLAUDIA L. SALLEY, Ph.D., (Michigan), Professor  
 CARMELA E. SANTORO, A.M., (Brown), Associate Professor  
 EVELYN M. WALSH, Ph.D., (Brown), Associate Professor  
 JOHN E. BROWNING, A.M., (Michigan), Assistant Professor  
 NORMAN W. COOKE, A.M., (Minnesota), Assistant Professor  
 ANTHONY H. HULL, A.M., (Oxon), Assistant Professor  
 AILEEN S. KRADITOR, Ph.D., (Columbia), Assistant Professor  
 KENNETH LEWALSKI, Ph.D., (Chicago), Assistant Professor  
 DONALD OMMEN, A.M., (Illinois), Assistant Professor  
 ARMAND J. PATRUCCO, A.M., (Columbia), Assistant Professor  
 DORIS W. DASHEW, A.M., (Radcliffe), Instructor  
 ARA E. DOSTOURIAN, A.M., (Fordham), Instructor  
 SALLY JEAN MARKS, A.M., (North Carolina), Instructor

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. An Honors program is offered for superior students who are majors in History. The Department of History offers work for graduate students leading to the degree of Master of Arts in Teaching. This program is described in full in the Graduate Catalog and in brief below.

The major includes History 201-202; 6 hours in the History of the Non-Western World selected from History 207, 307, 308, 211, 311, 312; 15 hours selected from history courses at the 300 level including 6 hours in Ancient and European History; and 3 hours of seminar, either History 361 or 362. The cognate requirement or recommendation may be met in either of the following ways: (1) 6 hours in each of two fields selected from Anthropology, Economics, Geography, Philosophy, Political Science, or Sociology; or (2) a minor in Social Sciences or in any single social science discipline.

The minor includes 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 Year	Second Semester
History 201 Non-Western History (choice)	History 202 Non-Western History (choice)	
	Third Year	
History (choice) History (choice) Cognate	History (choice) *History (choice) Cognate	
	Fourth Year	
*History (choice) Cognate	*History (choice) 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. Note that all 300 level history courses require appropriate 100 or 200 level courses as prerequisites; the sequence in Western Culture serves as prerequisite to all courses in Ancient and European History, while the 200 level courses in Non-Western and in United States History serve as prerequisites for work in those areas.

#### MASTER OF ARTS IN TEACHING PROGRAM

The program in history for the Master of Arts in Teaching degree is available to candidates who are presently certified to teach and also to candidates who are seeking certification. For those candidates who are presently certified, the credit-hour requirement in history may range from 12 to 21 hours of course work; the professional requirement entails 9 credit hours. For those candidates seeking certification, only 12 hours of course work are available in history while 18 hours are required in the professional area, with 3 hours for elective. For all candidates, History 501, either History 561 or History 562, and a master's essay (without credit) are required.

#### COURSE DESCRIPTIONS

##### General Education and Professional Courses

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

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

reaching the middle of the seventeenth century. Materials used include both primary historical sources and secondary historical literature. Two semesters.

This course, together with English 201-202, satisfies the General Education requirement in Western Culture until 1967.

HUMANITIES 103-104-106-106: THE DEVELOPMENT OF WESTERN CULTURE 12 semester hours  
(For description see page 71.)

EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION (5) 3 semester hours  
(For description see page 133.)

#### Ancient and European History

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 fields of government and law, literature and art, and 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 developing 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, East Asia, 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 308: 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 parts 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 EAST ASIA IN MODERN TIMES** 3 semester hours

The focus of this course is on the revolutionary changes which have occurred in Asia from 1600 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 202: 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 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** 2 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 348: ECONOMIC HISTORY OF THE UNITED STATES** 3 semester hours

This is a study of the development of the American economy with special emphasis on the 19th and 20th centuries. Both historical and

economic insights will be applied to the experience of the United States in an analysis of those forces which have shaped and are shaping the American economic system. (Accepted for credits in Economics.)

Prerequisite: History 201-202 or 203 and Economics 201 or 202, or by permission of the instructor.

**HISTORY 351: THE CIVIL WAR AND RECONSTRUCTION** 3 semester hours

This course includes an analysis of the developments leading to the Civil War, a study of the efforts of the Union and the Confederacy on the military and home fronts, and an examination of the effects of the war on North and South, including special consideration of the continuing problems of racial adjustments.

**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 Courses

**HISTORY 261: 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 342: 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.

Prerequisite: Restricted to undergraduate seniors who have had suitable course work and who have the consent of an instructor. Request to participate in a reading course should be made in writing

to an instructor by the end of the quarter of the semester preceding the one in which the student expects to take the reading course.

**HISTORY 501: HISTORIOGRAPHY** 3 semester hours

Main emphasis is placed upon an introduction to the theories and types of history and the various schools of historical thought. Offered each fall and spring semester.

**HISTORY 541: GRADUATE SEMINAR IN EUROPEAN HISTORY** 3 semester hours

Study in a seminar develops greater knowledge of materials for history, of method of research, and of skill in solving problems of analysis and exposition. Offered each spring semester.

Prerequisite: History 501 and consent of department chairman.

**HISTORY 562: GRADUATE SEMINAR IN UNITED STATES HISTORY** 3 semester hours

Study in a seminar develops greater knowledge of materials for history, of methods of research, and of skill in solving problems of analysis and exposition.

Prerequisite: History 501 and consent of department chairman.

**HISTORY 571: READING COURSE IN HISTORY** 3 semester hours

A reading course is available upon the completion of suitable arrangements between candidate, adviser, and instructor. Independent study under the careful guidance of an historian is the goal of a reading course.

### Department of Social Sciences

MARTIN HORAN, A.M., (Columbia), Professor

SARAH CURWOOD, Ph.D., (Radcliffe), Associate Professor

NORMAN E. GREEN, Ph.D., (North Carolina), Associate Professor

KENNETH V. LUNDBERG, Ph.D., (Wisconsin), Associate Professor

LAWRENCE W. LINDQUIST, D.Phil., (Oxon), Associate Professor

BINAPANI ROY, Ed.D., (Harvard), Visiting Associate Professor

CARMELA E. SANTORO, A.M., (Brown), Associate Professor

EUGENE H. PERRY, A.M., (Teachers College, Columbia), Assistant Professor

MARY A. QUARLES, A.M., (Kentucky), Assistant Professor

HERBERT R. WINTER, Ph.D., (University of Iowa), Assistant Professor

ROBERT A. VOGEL, A.B., (St. Lawrence), Instructor

#### 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: Principles of Economics: Macro-Economics	Economics 202: Principles of Economics: Micro-Economics
Geography 201: Introduction to Geography	Geography 201: Introduction to 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 Social Science involves 30 semester hours of work, or ten courses in the Social Sciences. For students in Liberal Arts and Secondary Education, twelve hours of cognate work in History are required. For students in Elementary Education, twelve hours of cognate work are recommended. Students who major in Social Science will need to relate their plan to fulfilling the Social Science requirement in General Education (see preceding material on this page) to their plans for the major.

Thus, with ten courses (30 hours) in the Social Science major plus one Social Science course to fulfill General Education requirements, the student will need to plan the following distribution of course work through the five disciplines or fields: Anthropology, Economics, Geography, Political Science, and Sociology.

- 3 hours One course at a 200 level in one discipline or field, to fulfill the General Education requirement.
- 18 hours Two courses each in a second, third, and fourth discipline or field.
- 12 hours Four courses in a fifth discipline or field, including one course in a seminar format.

For example, a student who identifies Sociology as the discipline

or field in which he is most interested plans a sequence of four courses in Sociology. If he identifies Political Science as the discipline or field of least interest, he takes one course in that field to fulfill his requirement in General Education. Then he takes two courses each in Anthropology, Economics, and Geography.

The cognate requirement or recommendation may be met by taking 12 hours of course work in History, including History 201-202, United States History. Elementary Education students who are candidates for the degree of Bachelor of Arts and who are majoring in Social Science will not take History 203 but will, instead, take History 201-202 and may use one course out of the ten courses of the Social Science major to do this.

A recommended sequence for the Social Science Major:

First Semester	Second Year	Second Semester
History 201 (Cognate or Required of Elementary Education)		History 202 (Cognate) Social Science Field 2
	Third Year	
Social Science Field 1 or 2		Social Science Field 1 or 2
Social Science Field 3 or 4		Social Science Field 3 or 4
General Education Requirement in Social Science		
	Fourth Year	
Social Science Field 3 or 4		Social Science Seminar
Social Science Field 4		Social Science Field 3 or 4
Cognate		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 necessitates 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 205 or any 300 course in Geography 3 semester hours
    3. Other Social Sciences 9 semester hours  
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 or 202 meets the requirement for Social Science in General Education and serves as the prerequisite for advanced courses in Economics.

**ECONOMICS 201: PRINCIPLES OF ECONOMICS;**

**MACRO-ECONOMICS**

3 semester hours

In this course the student is introduced to national income analysis as an analytical tool designed to provide understandings of a modern economy — its nature and its problems.

**ECONOMICS 202: PRINCIPLES OF ECONOMICS;**

**MICRO-ECONOMICS**

3 semester hours

This course is an introduction to price and distribution theory emphasizing the behavior of the customer and the firm in the American 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 or 202.

**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 or 202.

**ECONOMICS 303: ECONOMICS OF GOVERNMENT**

3 semester hours

An analysis is made of the role of government in a dynamic economy, including the methods and problems of financing the public sector and its impact on resource allocation, investment, production, and consumption. Attention is especially given to fiscal policy, government regulation, and the social problems of big government.

Prerequisite: Economics 201 or 202.

**ECONOMICS 321: INTERNATIONAL ECONOMICS**

3 semester hours

This course is a study of international economic theory and relations, with attention to problems of adjustment between national economies and the role of international agencies in building a world economy.

Prerequisite: Economics 201 or 202.

**ECONOMICS 322: THEORY OF ECONOMIC DEVELOPMENT**

3 semester hours

This course concentrates on an examination of the theories of economic growth, an analysis of the conditions of economic development, and a study of the process of economic growth in developed and underdeveloped countries.

Prerequisite: Economics 201 or 202.

## 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

This basic course introduces the student to the nature and functions of government and politics in modern society.

**POLITICAL SCIENCE 202: AMERICAN GOVERNMENT**

3 semester hours

The objective of this course is to examine in broad outline the

institutions and principles of American national government. Attention is given to the constitutional foundation, federalism, political parties, Congress, Presidency, Supreme Court, and civil rights.

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

The operation and structure of selected foreign governments will be examined in terms of comparative analysis. Emphasis will be placed on the more important types of government in contemporary society.

Prerequisite: Political Science 201 or 202.

**POLITICAL SCIENCE 303: INTERNATIONAL ORGANIZATION** 3 semester hours

This course is designed to acquaint the student with international and regional institutions. Consideration is given to the structure, process, and activity of these organizations with respect to the maintenance of peace, settlement of disputes, and promotion of welfare. Major emphasis is placed on the United Nations.

Prerequisite: Political Science 201 or 202.

**POLITICAL SCIENCE 313: HISTORY OF POLITICAL THOUGHT** 3 semester hours

An examination is made of the political ideas advanced by leading writers from ancient times to the eighteenth century. Special attention is focused on Plato, Aristotle, Cicero, St. Augustine, St. Thomas, Machiavelli, Bodin, and Hobbes.

Prerequisite: Political Science 201 or 202.

**POLITICAL SCIENCE 314: MODERN POLITICAL THOUGHT** 3 semester hours

A study of political theory from the eighteenth century to the present is presented. Special attention is given to Locke, Montesquieu, Rousseau, Burke, De Tocqueville, Mill, Marx, and Lenin.

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

This course meets requirements 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 subcultural 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.

**SOCIOLOGY 304: URBAN SOCIOLOGY**

3 semester hours

The major focus is on urban society in the United States. Of particular concern are such topics as the growth of cities and metropolitan areas; population characteristics; ecological organization; dysfunctional aspects of urban social structure; problems of the "city center"; and redevelopment programs.

Prerequisite: Sociology 201 or 202.

**SOCIOLOGY 306: INDUSTRIAL SOCIOLOGY**

3 semester hours

Attention is focused on the behavior of human groups in occupational situations: a study of the sociology of work relations. Objectives include an understanding of the structural characteristics of varied types of work groups, their patterns of human relations, their motivations, and the conditions of behavioral changes. Special consideration is given to the functions and dysfunctions of formal and informal organization.

Prerequisite: Sociology 201 or 202.

### *Social Science*

Courses are designated Social Science when they 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 lecture in the fields of specialization. Visiting specialists may also lecture.

**SOCIAL SCIENCE 361: SOCIAL SCIENCE SEMINAR**

3 semester hours

**EDUCATION 310: PRACTICUM IN SECONDARY EDUCATION (5)** 3 semester hours  
(For description see page 133.)



The Rhode Island College Mace was carried for the first time at the 1962 Commencement Convocation. The Mace, known as the Del Sesto Mace in honor of its donor, former Governor Christopher Del Sesto, was inspired by the figure of the Independent Man atop the State Capitol.

## THE GRADUATE DIVISION

SIDNEY P. ROLLINS, Ph.D., (Washington), Professor, Acting Director  
HARRY S. NOVACK, Ph.D., (Syracuse), Professor  
BARTHOLOMEW D. WALL, Ed.D., (Wayne State), Professor  
HAROLD H. BENJAMIN, Ph.D., (Michigan), Associate Professor  
RAYMOND W. HOUGHTON, Ph.D., (Connecticut), Associate Professor  
J. HOWARD MUNZER, Ph.D., (Michigan), Associate Professor  
ISOBEL H. EDWARDS, Ed.D., (Teachers College, Columbia), Assistant Professor  
ERIC DENHOFF, M.D., (Vermont), Adjunct Professor  
MAURICE W. LAUFER, M.D., (Long Island College of Medicine),  
Adjunct Professor

Mr. James F. Duffy, Assistant Registrar, is in charge of registration for the Graduate Division.

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.

Included herewith is a resumé of the offerings of this Division. Details of Graduate Division offerings, including requirements for admission to courses and requirements for degrees, may be found in the Bulletin of the Graduate Division. In addition to the Graduate Bulletin which is published annually, the Graduate Division publishes an announcement of courses three times a year — one for each semester and one for the Summer Session. Copies of these bulletins may be obtained by writing to the Graduate Division, Rhode Island College, 600 Mount Pleasant Avenue, Providence, Rhode Island, 02908.

### 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 College 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 of classroom experiences and current professional resources.

### Summer Session

Courses in the Graduate Division are offered in the late afternoons and evenings as well as on Saturday mornings during both semesters of the College year, and during the annual Summer Session. For many years the College has conducted summer sessions for teachers in service and for those preparing to teach. Of six weeks duration, they include offerings of graduate and undergraduate courses. In recent years there has been marked increase in attendance and a diversity in the educational backgrounds of the students. An increasing number of undergraduates have been augmenting and enriching their programs, and in some instances accelerating, by attendance in these courses. Distinguished professors from other American and foreign colleges and universities are invited to teach certain Summer Session courses.

### Degree Offerings and Programs

The following degrees are offered in the Division of Graduate Studies:

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

## 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 courses taken in achieving the bachelor's degree at a college or university approved by the Graduate Committee. For candidates who hold a degree other than an Ed.B., a prerequisite 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.

\*Offered for teachers in service only.



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.

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

**Bachelor of Science in Vocational-Industrial 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.

*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

Programs leading to the degree of *Master of Arts in Teaching* differ from the 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, M.A.T. programs are specifically designed to place their major emphasis upon the enrich-

ment of the academic backgrounds of teachers who will continue to teach. Professional courses are limited to two or three, of which one covers the latest theory and practice of teaching subject matter. Certified teachers enrolling in these programs must take two-thirds or more of their graduate work in academic areas; they must also complete two or three education courses in an area designed to aid them in gaining additional competence in professional work. Programs are available in English, history, French, social science, mathematics, and biology.

*The Master of Arts in Teaching* degree for liberal arts graduates is an extension of the present Intensive Teacher Education program which is still offered. Under the new program ITE candidates may apply their efforts toward an advanced degree as well as certification.

**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.

**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 3.00. The marking system includes three levels of work:

- A. 4 quality points, giving evidence of outstanding scholarship and initiative.
- B. 3 quality points, indicating superior work and sustained effort.
- C. 2 quality points. A limited number of credit hours will be accepted at the C level.

**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 master's degree candidate, \$15.00.

All graduate students are required to pay a Dining Center fee. For details please see page 23.

**Limitation of Courses**

A candidate for the master's degree who is engaged in full-time teaching may take no more than one master's course during each

semester of the academic year without written permission from the Director of Graduate Studies. No more than two master's courses may be taken during the 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.

#### ADVANCED COOPERATIVE GRADUATE PROGRAM LEADING TO THE SIXTH YEAR PROFESSIONAL DIPLOMA IN EDUCATION

This program permits a candidate in Educational Administration to complete one half of his work (approximately fifteen hours) leading to the Sixth Year Professional Diploma at Rhode Island College and the remainder (approximately fifteen hours) at the University of Connecticut, the awarding institution.

Application for admission to the program is made through Dr. Sidney P. Rollins, Acting Director, 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.

#### Cooperative Programs at Other Institutions

In addition to the cooperative program described above involving the University of Connecticut, Rhode Island College has entered into similar arrangements with other leading New England universities under the sponsorship of the New England Board of Higher Education. Cooperating programs leading to a Doctor of Education degree are available in School Administration at Boston University.



John Clarke Science Building



Fred J. Donovan Dining Center

## 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
- \* \* \*
- †\*Ernest C. Allison, Associate Professor of English  
A.B., Bates College; A.M., Boston University
- \*Richard F. Anderson, Jr., Assistant Professor of Industrial Arts  
B.S. in Ind. Arts, Gorham State Teachers College; M.S., University of Connecticut
- Paul V. Anghinetti, Assistant Professor of 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; Certificat 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

†Sabbatical leave, second semester, 1964-65

- Roberta S. Bennett, Instructor of Health and Physical Education  
A.B., University of Illinois; A.M., Teachers College, Columbia University
- †Rita V. Bicho, Assistant Professor of Music  
Ed.B., Rhode Island College; Ed.M., Boston University
- \*Walter J. Blanchard, Assistant Professor, Henry Barnard School (Junior High School Social Studies)  
A.B., University of Rhode Island; Ed.M., Rhode Island College
- \*Lillian D. Bloom (Mrs. Edward A.), Professor of English  
A.B., A.M., New York University; Ph.D., Yale University
- \*Edward S. Bogda, Assistant Professor of Health and Physical Education  
B.S., Arnold College; Ed.M., Rutgers University
- Elisa F. Bonaventura, Assistant Professor, Henry Barnard School (Special Education)  
Ed.B., Ed.M., Rhode Island College
- \*Kenneth E. Borst, Assistant Professor of Chemistry  
B.S., Bloomsburg State College; M.S., University of Wisconsin
- \*Robert L. Brown, Professor of Health and Physical Education, Director of Athletics  
B.P.E., Ed.M., Springfield College
- †\*John E. Browning, Assistant Professor of History  
A.B., Ohio State University; A.M., University of Michigan
- Barbara Burns, Assistant Professor, Henry Barnard School, (Junior High School Mathematics)  
Ed.B., Rhode Island College; Ed.M., Boston University
- Billie Ann 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
- Anthony J. Carcieri, Instructor of Physical Science  
Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.A.T., Stanford University
- \*Elizabeth R. Carey (Mrs.), Instructor, Henry Barnard School (Elementary)  
B.S., University of Rhode Island; Ed.M., Rhode Island College
- Geraldine A. Carley, Assistant Professor of Elementary Education  
Ed.B., Ed.M., Rhode Island College

†Sabbatical leave, second semester, 1964-65

†Leave for study, full year, 1964-65

- W. Christina Carlson, Professor, Registrar  
Ed.B., Ed.M., Rhode Island College
- J. Richard Castellucci, Instructor of Modern Languages  
A.B., Brown University; A.M., Middlebury College in France
- \*Joseph S. Ceo, Instructor of Music  
B.F.A., Carnegie Institute of Technology; Mus. M., New England Conservatory of Music
- \*Noel Chadwick, Assistant Professor of Modern Languages  
B.S., Lycée Pasteur; Diploma, LL.B., Université de Paris; A.M., Middlebury College
- Mary G. Colten, Associate Professor, Henry Barnard School (Elementary)  
Ed.B., Ed.M., Rhode Island College
- †Robert W. Comery, Professor of English  
A.B., Yale University; A.M., Ph.D., Brown University
- Adrienne R. Conley, Instructor of Biology  
A.B., Emmanuel College; A.M., University of Connecticut
- Catherine M. Connor, Professor of History, Emerita  
A.B., Radcliffe College; A.M., Columbia University
- \*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
- \*Frank B. Correia, Associate Professor of Mathematics  
B.S., United States Naval Academy; M.S., University of New Mexico; Ph.D., University of Colorado
- Elizabeth A. Corrigan, Instructor of Biology  
A.B., Manhattanville College; A.M., Boston College
- Rita L. Couture, Associate Professor of Modern Languages  
A.B., Brown University; A.M., Middlebury College; Certificat d'Etudes, Université de Grenoble, Université de Paris
- Paul V. Crawford, Instructor of Geography  
A.B., A.M., University of Oklahoma
- Dorothy M. Crompton, Assistant Professor of Art Education  
B.A.E., Rhode Island School of Design; A.M., Teachers College, Columbia University
- ††Sarah T. Curwood (Mrs.), Associate Professor of Sociology  
A.B., Cornell University; Ed.M., Boston University; Ph.D., Radcliffe College
- †Leave of absence, 1964-65.  
†Sabbatical leave, first semester, 1964-65  
\*Sabbatical leave, full year, 1964-65
- Katherine L. Cuzner, Associate Professor, Librarian in Charge of Ordering  
B.S., Simmons College; A.M., Columbia University
- \*Robert P. Danilowicz, Assistant Professor of Audio-Visual Education  
A.B., Providence College; Ed.M., Rhode Island College
- Doris W. Dashew, Instructor of History  
A.B., Vassar College; A.M., Radcliffe College
- Mary Davenport, Assistant Professor, Henry Barnard School (Elementary)  
Ed.B., Rhode Island College; M.S., Cornell University
- Mary G. Davey, Associate Professor, Director of Public Relations, Alumni Secretary  
Ed.B., Ed.M., Rhode Island College
- \*Frank J. Deignan, Associate Professor of Psychology  
A.B., A.M., Clark University; Ed.D., Boston University
- \*Lenore A. DeLucia (Mrs. Clement), Assistant Professor of Psychology  
A.B., A.M., Ph.D., Brown University
- \*John E. DeMelim, Assistant Professor of Art  
B.S., Tufts University; M.F.A., Institute Allende
- Sister Jean de Milan, S.G.C., Assistant Professor of Psychology  
A.B., Rivier College; A.M., Ph.D., Boston College
- \*Eric Denhoff, Adjunct Professor of Education  
B.S., M.D., University of Vermont
- \*Spencer DeVault, Assistant Professor of Psychology  
A.B., University of Michigan; A.M., Ph.D., Michigan State University
- \*Thomas G. Devine, Associate Professor of English Education  
A.B., A.M., Ed.D., Boston University
- \*Fred J. Donovan, Vice President  
A.B., Manhattan College; A.M., University of Detroit; Ed.D., Catholic Teachers College
- Ara E. Dostourian, Instructor of History  
A.B., College of the City of New York; A.M., Fordham University; B.D., Episcopal Theological School
- Cathryn A. Ducey, Assistant Professor of English  
A.B., Goucher College; A.M., Yale University
- \*Engene Dutton, Professor of Psychology  
A.B., A.M., Ph.D., University of Chicago
- \*Isobel Edwards (Mrs. Stanley E.), Assistant Professor of Special Education, Graduate Division  
B.S., Glasgow University; A.M., Ed.D., Teachers College, Columbia University



- \***Eather B. Feldman (Mrs. Sidney)**, Instructor, Henry Barnard School (Children's School)  
Ed.B., Rhode Island College
- \***Morton N. Felix**, Assistant Professor of Psychology  
A.B., Queens College; A.M., Ph.D., University of Connecticut
- Prudence D. Fish**, Assistant Professor, Henry Barnard School (Children's School)  
Ed.B., Ed.M., Rhode Island College
- James S. Fisher**, Assistant Professor of Biology  
A.B., Lincoln University; M.S., Pennsylvania State University; Ph.D., Cornell University
- Theresa D. Flaherty**, Assistant Professor, Henry Barnard School (Children's School)  
B.S., A.M., Professional Diploma, Teachers College, Columbia University
- \***William F. Flanagan**, Division of Graduate Studies  
A.B., Providence College; Ed.M., Rhode Island College; Ph.D., University of Connecticut
- Jocelyn A. Fortier**, Instructor of French  
A.B., College of New Rochelle; A.M., Université de Laval (Quebec)
- Dzintars Freimanis**, Assistant Professor of Modern Languages  
A.B., Phillips University; A.M., Middlebury College; Ph.D., Columbia University
- \***William C. Galge**, President  
A.B., Oberlin College; A.M., University of Chicago; Ed.D., Harvard University; Sc.D., Rhode Island College of Pharmacy and Allied Sciences; LL.D., Brown University, Providence College; Lit.D., Bryant College; Ped.D., University of Rhode Island
- \***Edmund B. Games**, Assistant Professor of Mathematics  
Graduate, U.S. Naval Academy; M.S., Purdue University
- Robert A. Gbelardi, Jr.**, Instructor of English  
A.B., University of Notre Dame; A.M., University of Chicago
- \***M. Shelagh Gilmore**, Assistant Professor of Psychology  
B.S. in Ed., Lowell State College; Ed.M., Boston College
- Joseph D. Graham**, Associate Professor of Speech  
A.B., University of Michigan; A.M., Teachers College, Columbia University
- \***Selby U. Gratton**, Director of the Library  
A.B., Barrington College; B.D., Gordon Divinity School; M.S., Simmons College
- \***Norman E. Green**, Associate Professor of Sociology, Director of Institutional Research  
Ed.B., Rhode Island College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina
- \***Frank E. Greene**, Professor of English  
Ph.B., Providence College; A.M., Boston University; Ed.D., Catholic Teachers College
- \***Nelson A. Guertin**, Associate Professor of Modern Languages  
A.B., Assumption College; A.M., Teachers College, Columbia University; Certificate d'Etudes, Université de Paris; Ed.B., Rhode Island College
- \***Henry P. Guilloite**, Instructor of Mathematics  
Ed.B., Rhode Island College; A.M., University of Illinois
- Nancy M. Gull**, Assistant Professor of English  
B.S., Oneonta State University; M.S., Albany State College
- Elizabeth Gunning**, Instructor of English  
A.B., A.M., Brown University
- \***Elsie S. Habercom (Mrs.)**, Assistant Professor, Henry Barnard School (Library)  
Ed. B., Rhode Island College; Diploma, Drexel Institute of Technology; Ed.M., Boston University
- Suzanne Haines**, Assistant Dean of Students  
A.B., University of Illinois; M.S., University of Wisconsin
- \***Howard S. Hall**, Assistant Professor of Mathematics  
B.S. in Ed., Bloomsburg State College; Ed.M., Pennsylvania State University
- Gertrude T. Hanley**, Associate Professor of Elementary Education  
Ed.B., Rhode Island College; Ed.M., Boston University
- \***George C. Hartmann**, Associate Professor of Biology  
A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island
- \***Clement J. Hasenfus**, Associate Professor, Principal, Henry Barnard School  
A.B., Boston College; Ed.M., C.A.G.S., Boston University
- \***Grace D. Healey**, Associate Professor of Speech  
B.L.L., Emerson College; Ed.M., Boston University
- Deris J. Hlavsa**, Instructor of Health and Physical Education  
B.S., Cortland College of Education, State University of New York

\*Leave of absence, 1964-65

\*Sabbatical leave, full year, 1964-65

\*Sabbatical leave, full year, 1964-65

- Raymond H. Holden, Associate Professor of Psychology  
A.B., Brown University; A.M., Yale University; Ed.D., Boston University
- Martin B. Horan, Professor of History  
A.B., St. John's University; A.M., Columbia University
- \*Raymond W. Houghton, Associate Professor of Secondary Education, Graduate Division  
A.B., A.M., Brown University; Ph.D., University of Connecticut
- \*Thomas J. Howell, Associate Professor of Philosophy  
A.B., Kenyon College; A.M., Ph.D., Brown University
- \*Anthony H. Hull, Assistant Professor of History  
A.B., A.M., (Oxon.)
- Philip Joyce, Assistant Professor of Speech  
A.B., A.M., Emerson College
- \*William E. Kaiser, Instructor of Industrial Arts Education (Part-time)  
B.S., Bemidji State College
- Mary M. Keefe, Professor of Biology  
Ed.B., Rhode Island College; A.B., Providence College; A.M., Teachers College, Columbia University; Ph.D., Fordham University
- John E. Kelley, Instructor, Henry Barnard School (Junior High School Mathematics)  
B.S., Tufts University
- Kathleen F. Kelley, Associate Professor, Henry Barnard School (Elementary)  
Ed.B., Ed.M., Rhode Island College
- \*George E. Kent, Instructor of Music  
B.S., University of Rhode Island; Mus.M., New England Conservatory of Music
- Richard A. Kenyon, Instructor of Art  
B.F.A., M.S., Rhode Island School of Design
- \*Thomas G. King, Professor of Industrial Arts Education  
B.S. in Ind. Arts Ed., M.S. in Ind. Arts Ed., Stout State College; Ed.D., Wayne State University
- \*Peter L. Koenig, Instructor of Art  
B.F.A., Massachusetts College of Art; M.F.A., Cranbrook Academy of Art
- Aileen S. Kradtler, Assistant Professor of History  
A.B., Brooklyn College; A.M., Ph.D., Columbia University
- \*Ruth A. Kulick (Mrs. Matthew J.), Instructor, Henry Barnard School (Home Economics)  
B.S., University of Rhode Island

\*Leave of absence, 1964-65

- Helen F. Kyle, Professor of Elementary Education  
B.S., Buffalo State College; Ed.M., Ed.D., Boston University
- \*Arthur Laferriere, Assistant Professor of Chemistry  
B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island
- \*Muriel A. Lash (Mrs. Donald), Instructor of English  
A.B., New York University; A.M., University of Rhode Island
- \*Maurice W. Laufer, Adjunct Professor of Education  
A.B., University of Wisconsin; M.D., Long Island University, School of Medicine
- Agatha B. Lavallee, Associate Professor, Henry Barnard School (Children's School)  
Ed.B., Ed.M., Rhode Island College
- Fay A. Lawson, Assistant Professor of Biology  
B.S., Tufts University; M.S., University of Maine
- \*William H. Lawton, Assistant Professor, Assistant Principal, Henry Barnard School  
A.B., University of South Carolina; A.M., Teachers College, Columbia University
- \*Theodore Lemeshka, Associate Professor of Biology  
A.B., A.M., Brown University
- \*Renato E. Leonelli, Professor of Physical Science  
B.S., University of Rhode Island; Ed.M., Ed.D., Boston University
- Paulette L. Letendre, Instructor, Henry Barnard School (Modern Languages)  
B.S. in Ed., Bridgewater State College
- \*Kenneth F. Lewalski, Assistant Professor of History  
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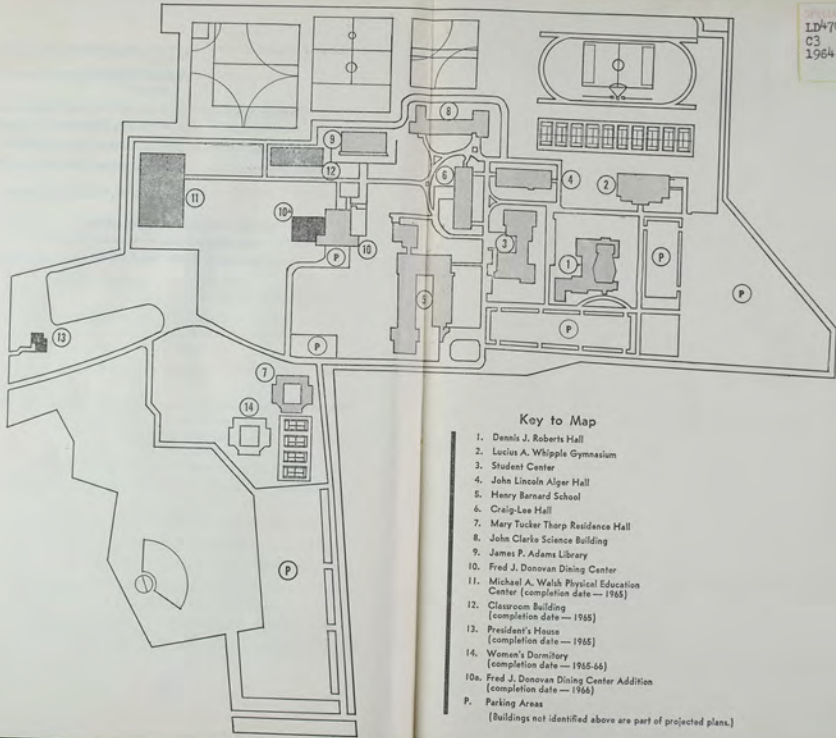
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## CORRESPONDENCE DIRECTORY

	Admissions Information	Frank A. Bucci, Admissions Officer
	Alumni, General Information	Mary G. Davey, Alumni Secretary
2	Audio-Visual Center	Robert P. Danilowicz, Director
	Bookstore	Norma G. Weeks, Manager
2	Business Office	Ernest L. Overbey, Business Manager
2		Thomas J. Geddes, Bursar
2	Curriculum Center	J. Howard Munzer, Director
	Educational Services Center	Allan B. Smith, Director
	Graduate Division	James F. Duffy, Jr., Assistant Registrar for the Graduate Division
	Henry Barnard School	Clement J. Hasenfus, Principal William H. Lawton, Assistant Principal
2	Health Services	Helen L. Keenan, R.N., College Nurse
	Intensive Teacher Education	Raymond W. Houghton, Secondary Education S. Elizabeth Campbell, Elementary Education
C		Norman H. Green, Director
P	Institutional Research	Myron Lieberman, Assistant Dean for Professional Studies
P	Laboratory Experiences	Selby U. Gratton, Director
P	Library Services	Fred J. Donovan, Vice President
	Loans	Mary G. Davey, Alumni Secretary
	Placement	James H. Bisland, III, Public Relations Officer
	Public Information	W. Christina Carlson, Registrar
P	Records, Registration	Dorothy R. Mierzwa, Dean of Students
	Scholarships	

Student Personnel Services	Dorothy R. Mierzwa, Dean of Students Suzanne Haines, Assistant Dean of Students
Student Teaching	S. Elizabeth Campbell, Coordinator of Student Teaching
Veterans' Affairs	Fred J. Donovan, Vice President
Women's Residence Hall	Suzanne Haines, Assistant Dean of Students Mrs. Ella W. Greene, Supervisor

College Telephone: TEmple 1-6600  
600 Mount Pleasant Avenue  
Providence, Rhode Island 02908



## Key to Map

1. Dennis J. Roberts Hall
  2. Lucius A. Whipple Gymnasium
  3. Student Center
  4. John Lincoln Alger Hall
  5. Henry Barnard School
  6. Craig-Lee Hall
  7. Mary Tucker Thorp Residence Hall
  8. John Clark Science Building
  9. James P. Adams Library
  10. Fred J. Donovan Dining Center
  11. Michael A. Walsh Physical Education Center [completion date — 1965]
  12. Classroom Building [completion date — 1965]
  13. President's House [completion date — 1965]
  14. Women's Dormitory [completion date — 1965-66]
  - 10a. Fred J. Donovan Dining Center Addition [completion date — 1966]
- P. Parking Areas  
[Buildings not identified above are part of projected plans.]

Date Due

<del>APR 16 1966</del>		

SPECIAL COLLECTIONS  
LD4707  
C3  
1964-66

IDENTIFICATION OF DOUBLE-SPREAD PICTURES

Pages 30-31 — James P. Adams Library

Pages 48-49 — Student Center

Pages 64-65 — Craig-Leo Hall with view of John Clarke Science Building



Teaching staff 1964-65

Full time <sup>undergrad</sup> - 168 instruction

" " <sup>grad</sup> 8

Part time - 37