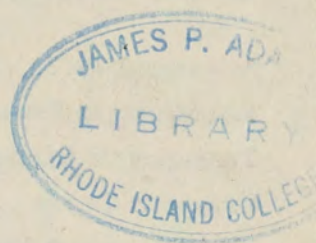


CATALOG FOR 1924—1925

**Rhode Island
College of Education
Bulletin**



ENTRANCE REQUIREMENTS

THE NEED FOR TRAINED TEACHERS

**THE PRACTICAL NATURE OF AN
EDUCATION FOR TEACHING**

COURSES OF STUDY

**PURPOSE AND VALUE OF
THE HENRY BARNARD SCHOOL**

Bulletin No. 24

Issue for February, 1925

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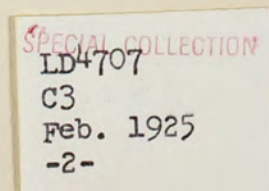
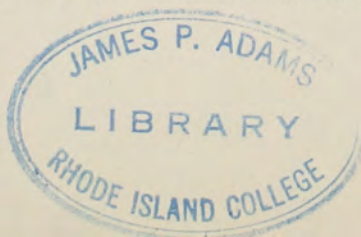
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EMMA GRACE WHITEKNACT, Grade 5.
MABEL TILLINGHAST GARDNER, Grade 4.
LINA FINNEY BATES, Grade 3.
EMMA GRACE PIERCE, Grade 2.
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MARY MAGDALEN KEEGAN, Assistant, Grades 2 and 3.
MARY ANNIE LOUISE EASTON, Kindergarten.
FLORENCE MERRILL BUDLONG, Children's School.
DOROTHY HOPKINS, Assistant.

STATE TRAINING SCHOOLS

- ANNIE SCANLON, Bristol, Walley School.
 ELIZABETH MARY PICHÉ, Burrillville, Harrisville School.
 ELLA LOUISE KING, Central Falls, Garfield Street School.
 ELISABETH BROWNELL CARPENTER, Cranston, Meshanticut Park School.
 MABEL RUSSELL STEVENSON, Cumberland, Clark Street School.
 NELLIE MAE REED, East Providence, Grove Avenue School.
 MARTHA ALTHEA CRANDALL, Newport, Coggeshall School.
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 MINNIE ESTELLE NILES, Doyle Avenue, Providence.
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 CATHERINE MARY MURRAY, Webster Avenue, Providence.
 MONICA MARY HOYE, Oxford Street, Providence.
 SARAH MABELLE WILBER, West Kingston School, South Kingstown.
 MARY VERONICA QUIRK, Joyce Street School, Warren.
 FANNIE RANDALL YOUNG, Bayside School, Warwick.
 MRS. JESSIE STANDISH BERRY, Quarry Hill School, Westerly.
 ELIZABETH CECELIA McELINN, Arctic School, West Warwick.
 MAISIE QUINN, Natick School, West Warwick.
 ELIZABETH MAY FORD, Pothier School, Woonsocket.

SPECIAL INSTRUCTORS IN LIBRARY TRAINING, 1924-1925

- ALICE ISABEL HAZELTINE, A. B., Supervisor of Young People's Reading,
 Providence Public Library. Children's Reading.
 CLARENCE EDGAR SHERMAN, B. S., Assistant Librarian of the Prov-
 idence Public Library. Book Selection.

**SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY
CLASSES, 1924-1925**

- EMERSON L. ADAMS, A. M., Assistant Commissioner of Education.
WILLIAM A. BALDWIN, formerly Principal, Hyannis Normal School.
HELEN M. COOPER, Assistant Director of Physical Training, Providence.
MARY A. DONOVAN, State Critic, Thayer Street Grammar School.
MARY C. GREENE, Supervisor of Special Schools, Providence.
BENJAMIN T. LELAND, A. M., State Supervisor of Industrial Education
-

SPECIAL INSTRUCTORS IN SUMMER SCHOOL, 1925**IN ADDITION TO MEMBERS OF THE REGULAR FACULTY**

- GAETANO CAVICCHIA, A. B., Assistant Professor of Romance Languages,
Brown University.
MARY A. DONOVAN, State Critic, Thayer Street School.
ALBERT O. GOODALE, A. B., Instructor in Psychology, Salem Normal
School.
WILLIAM T. HASTINGS, A. M., Associate Professor of English, Brown
University.
WALTER A. KENYON, Ph. D., Biology Department, Hamline University.

Rhode Island College of Education

ITS PURPOSE AND ITS WORK

The chief purpose of Rhode Island College of Education is declared, in the Act of the General Assembly which established the College, to be "the preparation of teachers, supervisors, and superintendents for service in the public schools of Rhode Island." In accordance with this design every effort has been made, first, to secure the most desirable candidates for admission to the College, both men and women, and second, to establish such courses of study as shall lead to the best possible preparation for the work in view.

All work is intended to be of college grade, and for a selected group of high school graduates working towards a definite end. The various courses are all planned so that four years of work may lead to a degree. The completion of a part of this work, however, or what has been known as the Junior Course, leads to a state certificate for teaching in the public schools. The different courses are fully explained in the later pages of this bulletin.

In addition to the daily work for regular students, the College of Education has endeavored in every way possible to extend opportunities for advanced study to the teachers of the State. During the year 1924-25 these courses given outside of school hours, or on Saturdays, or in the Summer Session, have numbered over 90, with 2300 hours of class work. Seven of these courses were given in the more distant parts of the State. For the last two years nearly one half of all the public school teachers in the State have attended each year, at least one of these twenty-hour or thirty-hour courses. Many teachers are already well on their way towards the completion of a four-year course and a well-earned degree.

Another feature of interest is to be found in the coming in recent years of men students, most of whom are taking the full four-year course. At present there are sixteen men in attendance, doing excellent work and fitting themselves for positions of great usefulness.

It should be noted that the primary purpose in establishing four-year courses is not for the preparation of high school and college teachers or supervisors, although many of the graduates will hold such positions. The College will not lose sight of the fact that the most important

teaching is often in the elementary grades or the kindergarten. The thing that is desired is that every teacher shall first of all be thoroughly prepared for his work. This means vastly more than the mere mastery of the knowledge to be taught. It means more than a text-book knowledge of the mind of the child and of the art of teaching. The laboratory experience of constant association with classes of children and with successful teachers of children is a vital part of the preparation for teaching, in whatever grade or school that teaching is to be done. There are abundant reasons for believing that this experience should begin in the early years of the college course, whether the later teaching is to be in the kindergarten or in the college, and that the kind of preparation which gives first the mastery of the subject to be taught, and after that the instruction in the art of teaching, is too apt to stress the first at the expense of the second.

Its Clinics and Laboratories

In order that the training for teaching may be as practical as possible, the College of Education maintains educational clinics and laboratories, which are believed to be as important for its purposes as are the clinics and laboratories of other professions.

The Henry Barnard School is used as a model and demonstration school and for the preliminary training of student-teachers. It is also used for a careful study of educational processes and methods. The methods developed in this school are already proving their great value in the education of children.

The system of training schools in use in Rhode Island is the result of a progressive development through many years, and has been given high commendation by those who are familiar with the methods in use in other states. Through no other part of the course does the student make such vital progress as during the half-year spent in the training schools.

The Practical Nature of an Education for Teaching

The value of the preparation for teaching given at the College of Education is sufficiently indicated by the success of its graduates. Not one in a hundred fails to make good as a teacher. In fact the half-year in the training schools gives a sufficient evidence of the ability to succeed. Success, in turn, leads to continuance in the profession. A study of the Rhode Island graduates of former years shows an average teaching

experience of at least fifteen years each, and recent classes are keeping well up to this standard.

The education given is practical from the very beginning of the course, and would be a practical preparation for leadership in any field of usefulness. A study of the following statements should indicate the reasons for this belief.

1. It begins with an analysis of the process of learning. To master the art of teaching one must first learn how to learn.
2. It includes a careful study of that body of knowledge known as the fundamentals, and it is through the use of such knowledge that one's education is commonly judged.
3. It is more than a study about something. Students must learn to do and to be, as well as to think and to know.
4. Its subject matter has to do with the ideas and ideals of everyday life.
5. An essential feature of such an education is the development of initiative, resourcefulness, and leadership.
6. Whatever one wishes to accomplish with or through others, he is successful in securing the desired results in proportion as he knows how to teach. A good leader is necessarily a good teacher.
7. It is a definite preparation for success, and carries with it at all times an assurance of ability to succeed.
8. It gives a preparation for most significant usefulness, for training the rising generation for citizenship. No other calling offers greater opportunity for service to one's own generation and to the generations of the future.

The Need for Trained Teachers

There is still a serious need for trained teachers, even in Rhode Island, which is outranked by no other state in the average amount of preparation given to all its teachers. This need is shown partly by the number of untrained teachers still in the schools, and partly by the crowded condition of many of the schools of the State, due to the inability to secure teachers and to the lack of school accommodations. It will be many years before the need throughout the country can be met. Every state is now asking for "A trained teacher and a fair chance for every child."

GENERAL REQUIREMENTS FOR ADMISSION

Candidates for admission must be graduates of approved four-year courses in approved secondary schools, with not less than fifteen standard units of credits. Each must also be recommended for admission by the principal of the secondary school from which he graduated, and by the superintendent of schools of the town or city in which he lives. The superintendent is authorized to nominate a definite number of candidates and of alternates, the number depending upon a reasonable share of the fixed quota. Only students so nominated may be admitted to the competitive test given by the College.

For the year 1925-26 these tests will be given as follows:

For admission in September, 1925, on Monday, June 22, at 2 P. M.

For admission in February, 1926, on Monday, January 11, at 2 P. M.

For admission in September, 1926, on Monday, June 28, at 2 P. M.

Admission will be determined by the College on the basis of the competitive test, the high school record, the personal fitness record as submitted by the high school, and the superintendent's rating. Until the new building is completed, less than one hundred can be admitted at the beginning of each half-year. These should manifestly represent the best choice that can possibly be made, that they may become the most earnest and efficient teachers for our schools.

All applications for admission should therefore be made through the secondary schools to the superintendent of the town or city in which the candidate lives, as the preliminary selection will be made by him.

No one can be admitted who does not agree to teach in the public schools of Rhode Island for at least two years after having attended the College, unless excused from this requirement by the Trustees.

High School Courses Recommended

The College of Education has consistently refused to dictate specific courses as necessary for admission. Its belief has been that this matter should be left as far as possible to the high schools themselves. The value of a course should be judged by its product. The high schools should be allowed to face the responsibility for the character and efficiency of their students. A subject should be studied for its value rather than as a preparation for a set examination.

As a result of experience, it is recommended that the high school course include the following:

- An equivalent of the college entrance requirements in English.
- Successful study of at least one foreign language for at least two years.
- Laboratory courses in both physics and chemistry.
- At least two years of work in history.
- The usual course in high school mathematics.
- An equivalent of four periods a week for a year in drawing.
- Some elementary training in music.

Such review of the fundamentals of the elementary schools as may be needed to insure a good working knowledge of these essentials.

Students desiring to enter the Library Course should show special aptitude in language and in literature.

Students desiring to enter the Kindergarten-Primary Course must pass an examination in music, both vocal and instrumental.

All students are expected to be able to read music.

COURSES AND DEGREES

Requirements for the Degree of Master of Education

The candidate must hold a bachelor's degree from an institution approved by the Trustees.

The candidate must submit evidence of his successful experience in teaching for three years.

For the completion of the course, advanced study equivalent to fifteen hours a week for one year will be required.

Not more than one fourth of the time specified may be accounted for by the preparation of a thesis on an approved subject.

The subject and outline of the thesis must be approved by the Faculty of Instruction, and must be presented for such approval at least four months before the date of graduation.

Courses to be pursued must be related to the end in view, and must be approved by the Faculty of Instruction.

All work shall be done in residence unless otherwise provided for by concurrent action of the Trustees and Faculty.

All work to be accepted must be performed with distinction.

Requirements for the Degree of Bachelor of Education

The degree of Bachelor of Education will be conferred upon the successful completion of any one of the following courses.

1. The four-year course, complete in itself.
2. The senior course of one and one-half years, following the junior course of two and one-half years.
3. A two-year course for graduates of approved two-year normal school courses.
4. A one-year course for graduates of approved colleges.
5. Two years will in some cases be granted towards the completion of a four-year course to those who have completed two years of approved work in approved colleges.

The Complete Four-Year Course

This course has been planned for students who expect to continue their studies for at least three years. In this it has been found possible to give more time in the first years to work in English, to freshman college mathematics, to history, modern language, and other subjects, at the same time distributing the courses in education over a longer period than is possible under the former plan. The half-year of work in the training schools may be placed in the sixth instead of in the fifth semester. Students in this course may thus begin to teach after completing the first three years of the course, if they desire to do so.

The course in freshman mathematics is the modern Mathematical Analysis, a most practical course, including the elements of trigonometry, analytical geometry, and calculus, with abundant applications to the solution of problems of importance to every student. A workable knowledge of algebra and geometry will be found necessary as a prerequisite.

The work of the four years has been outlined as follows:

<i>First Semester</i>	<i>Total hours</i>	<i>Second Semester</i>	<i>Total hours</i>
Education. Introduction, including		Art. Principles.....	40
Hist. and Conf.....	60	Education. Psychology and Con-	
Oral English.....	60	ference.....	80
Geography.....	60	English Grammar, Rhetoric, and	
Health, including Hygiene.....	60	Composition.....	60
History, American.....	60	Geography, Economic.....	60
Library Science 1.....	20	Health.....	40
Mathematical Analysis.....	60	History, American.....	40
		Mathematical Analysis.....	60
		Science. Botany.....	60

<i>Third Semester</i>		<i>Total hours</i>	<i>Fifth Semester—Concluded</i>		<i>Total hours</i>
Education. Elementary Ed. and Conference.....		60	Ethics.....		40
English Literature.....		60	English Literature.....		40
European History.....		60	Health Education.....		40
Health Education.....		60	Rhode Island Education.....		40
Modern Language.....		60	Sociology.....		60
Music.....		40	<i>Sixth Semester</i>		
Penmanship.....		20	Full time in the Training School.....		40
Science. Biology.....		60	<i>Seventh Semester</i>		
<i>Fourth Semester</i>			Education. American.....		40
Economics.....		60	“ Psychology.....		60
Education. Principles and Conference.....		60	“ Practice.....		40
Health Education.....		60	Elements of Language.....		40
Law and Government.....		40	Health Education.....		40
Mathematics. Methods.....		40	Literature.....		60
Modern Language.....		60	Practical Law.....		40
Public Speaking.....		40	<i>Eighth Semester</i>		
<i>Fifth Semester</i>			Education. Comparative.....		40
Education. Management.....		40	“ Practice.....		40
Education. Practice and Conference.....		120	History of Civilization.....		40
			Political Science.....		60
			Electives during the course, 180 hours.		

The Junior and Senior Courses

The Junior Course of 2½ years leads to a State certificate for teaching in the public schools. The Senior Course is for those who have completed the Junior Course, and leads to the degree of Bachelor of Education and to a certificate valid in any public school in the State.

The Junior Course has been outlined as follows:

Courses in Education, 280 hours.		English, Gram. Comp. Rhet..	80 hours
Educational Psychology.....	60 hours	“ Literature.....	60 “
Elementary Education.....	40 “	Geography.....	60 “
History of Education.....	40 “	“ Economic.....	40 “
Principles of Education.....	40 “	History.....	100 “
Professional Ethics.....	20 “	Law and Government.....	40 “
Rhode Island Education.....	40 “	Library Science.....	20 “
School Management.....	40 “	Mathematics.....	60 “
Other required courses, 820 hours.		Natural Science.....	120 “
Art.....	60 hours	Manual Arts.....	20 “
English, Public Speaking....	100 “	Music.....	60 “

Observation, conferences, demonstration, participation, 180 hours.	Cooking..... 20 hours
	Geology..... 40 "
Teaching in the training schools, one full half-year.	History..... 80 "
	Mathematics..... 100 "
	Manual Art..... 40 "
Electives, 240 hours.	Music..... 60 "
	Science..... 80 "
To be chosen with the approval of the Faculty from the following list.	Sewing..... 20 "
Art..... 80 hours	Public Speaking..... 40 "
	English..... 60 "

The Senior Course of 1½ Years

This course is for those who have completed the full junior course of 2½ years, or 2½ years of equivalent work in other teachers' colleges or normal schools. It includes the following:

Advanced educational psy- chology..... 80 hours	Political science..... 60 hours
English literature..... 80 "	Ethics..... 20 "
Economics..... 60 "	History of civilization..... 40 "
Sociology..... 60 "	Health education..... 40 "

The remainder of the senior course consists of 520 hours of elective studies, selection to be made subject to the approval of the President. The elective plan will permit either specialization with emphasis upon particular subjects, or a wider selection aiming at broader preparation for general teaching. The field of elective study is indicated in the following tentative list, readjustment and changes to be made as experience develops further needs and possibilities.

Theory and practice in the ed- ucation of children from 3 to 7 years of age..... 80 hours	Geography of commerce and industry..... 60 hours
Genetic psychology..... 60 "	Geographical literature..... 40 "
Mental diagnosis..... 60 "	Geology..... 40 "
History of American educa- tion..... 40 "	Mineralogy..... 20 "
Comparative education..... 40 "	Astronomy..... 40 "
Story telling and dramatiza- tion..... 40 "	Nature study..... 80 "
Advanced literature..... 40 "	Physics, advanced..... 60 "
Library science..... 40 "	Chemistry, advanced..... 60 "
Arithmetic of commerce..... 40 "	Modern European history... 80 "
History of arithmetic and of the teaching of arithmetic.. 40 "	American history..... 120 "
Mathematics..... 80 "	Literature of history..... 40 "
	Modern foreign language... 120 "
	Art appreciation, including history of art..... 40 "
	Music appreciation, including history of music..... 40 "

Other Junior Courses

The Kindergarten-Primary Course. Those who wish to teach in the kindergarten and primary grades only are given special preparation and training in the kindergarten and primary grades, in the place of 500 hours of the work of the regular junior course.

The Library Training Course. Library students substitute 860 hours of library courses in place of an equivalent amount of work in the regular course.

The Co-operative Course. Students who wish to spend the last two years of a four-year course at the State College will be given as much as possible of the regular work in education, including the half-year of training, in the two years at the College of Education.

Other Senior Courses

Students who have completed two-year courses in normal schools, or two years of approved work in approved colleges, will be given two years of advanced work, including the necessary courses in education and training.

Graduates of approved colleges may receive the degree of Bachelor of Education after one year of special preparation for teaching.

Those who have completed the kindergarten-primary or library training courses may receive the degree of Bachelor of Education, with certificates limited to their particular fields, on the completion of the necessary advanced courses.

THE TRAINING SCHOOLS

The training schools are established by contract with the local authorities. The schools used for training purposes are indicated by the list of critic teachers given in this catalog. Critic teachers are nominated by the Trustees of the College and elected by the School Committees in the towns in which they serve. Each critic in the regular grades is given charge of two rooms, with the usual number of children and a student teacher is assigned to each room.

The buildings in which the training schools are located range all the way from two to thirty rooms in size.

The Rhode Island system of training schools embodies to a remarkable extent the recommendations of the "Report of the Committee of Fifteen on the Training of Teachers." After the first preliminary teaching in the Observation School, student teachers are trained, not by making them assistants or substitutes, or by giving them small groups of children, but by placing them in charge of regular schools under such conditions as they will meet after graduation. Here during the five months of training they are thrown on their own resources to a large extent. They learn to master the

work of one grade and to teach with due regard for the development of the children; and they gain that close contact with child life, so essential to a good teacher, which can be gained only by one who is in charge of his own school.

THE HENRY BARNARD SCHOOL

The Henry Barnard School, on the first floor of the college building, comprises a kindergarten (Children's School), and eight grades, with one room for each. Most of the children come from the city district adjoining the building. Others from outside the district may be admitted on the payment of a moderate tuition, if there is room for them. A new building for this school is to be erected as soon as possible, leaving the entire present building for the College students.

The functions served by the Henry Barnard School are as follows:

1. It furnishes opportunity for the students of the College of Education to see good teaching. It supplies illustrative material for class discussion on methods. Lesson plans may here be tested and criticised from experience, instead of on a theoretical or imaginary basis. It is to the college what the clinic is to the school of medicine. It helps to keep the work of the college on the right basis by constantly magnifying the practical instead of the theoretical. It gives a worthy ideal to the prospective teacher.

2. It furnishes under the most helpful and encouraging conditions an opportunity for the young teacher to begin the practice teaching. For one hour of the day the school may be used for this work. The rest of the day the children spend under the regular grade teachers. By having this preliminary practice so closely connected with the study of methods, something more is added to the discussions than could be gotten from observation alone. At the same time the student has an opportunity to do his first teaching in a most stimulating environment, and with little responsibility for the general discipline of the room. His first effort may thus be given to a masterly presentation of his subject unhampered by needlessly disturbing conditions. He gains confidence in his own ability, learns to be critical of himself and to accept criticism from others, and in a measure gets the professional point of view, which is, essentially that by continued endeavor and the wise use of aids of various sorts, it is possible to improve continually in skill and in general teaching ability. He is brought to a recognition of the fact that good teaching is fundamental to discipline. It follows that the young teacher is here trained to emphasize the essential matters, and is well fitted for the next step in his preparation, the training school.

3. It is a meeting place for theory and practice in the school itself, offering to teachers in the different departments facilities for testing themselves and their own methods in the light of experience with the children for whom the work is intended.

4. It should illustrate for those teaching elsewhere the methods and courses recommended by the College of Education. The Henry Barnard School, as a school of observation, should be the model school through which the State may present, as far as possible, its ideal of a satisfactory public school. It should not attempt to carry on its work expensively or to include courses which may not to advantage be included in other public schools. Its aim should be to show how a course of study that is truly efficient in its results may at the same time be conducted with economy.

5. It provides opportunity for the study and evaluation of new ideas which seem to give special promise of educational worth.

A recent bulletin on the methods used in teaching reading and writing in the Henry Barnard School is available upon application.

The Children's School

The Kindergarten or Children's School is the result of several years of first-hand educational experimentation with children from three to six years of age. It is, moreover, an educational experiment in process. No estimable contribution from any worthy educational source or system is excluded. The school purposes real education from the sincere study of young children. It is coming to be recognized more and more that children under the usual school age have intellectual needs that are greatly and generally overlooked.

Elementary School

The spirit of the Children's School has propelled itself into the grades beyond. It is intended that there shall be no realizable break in the education of children as they pass from the kindergarten to the first grade or from one grade to another. The equipment and methods of instruction of the Elementary School are of the type that allows the process of education to proceed naturally and directly in a socialized environment. The Henry Barnard School is really a laboratory where it is possible to observe pedagogy in the making. Experimentation with the reading process in particular is revealing on the part of the pupils possibilities which are remarkable. Owing to the peculiar nature of the training received, the children, besides learning to read and write, have become independent workers, able to master many difficulties for themselves. They have therefore been given much freedom in the selection of their reading, and of other individual and group work as well. There is little class drill except such as is self imposed, but much individuality and spontaneity.

It has been a task of no small difficulty to find books of a suitable nature for the children of these grades, as they read eagerly and with surprising discrimination, and soon tire of books that are too easy for them.

Music

The reorganization of the course in music has been constantly progressive. Education in music begins in the Children's School. The ordinary meagre type of musical training usually accorded to young children is replaced by an enriched and happy opportunity for spontaneous music interpretation, expression, and appreciation. The pupils of the Henry Barnard School are encouraged to sing almost as freely as they talk. Both individual and chorus singing have proper place in the schedule. Abundant opportunity is given for free expression in response to rhythm. Interest in orchestral instruments is fostered by the use of a play orchestra with a child conductor. Music appreciation through active listening is an important phase of the enriched course.

Visiting Day at Henry Barnard School

Visitors to the Henry Barnard School are welcomed at all times. It is found, however, that visiting teachers desire to propose many questions as to the methods and materials in use in the Children's School and in the various grades. It is obviously impossible to give time every day to the conferences which these necessary demands involve. Since it is the desire of the College of Education that observers should receive all the attention and help which they seek, the program for **Fridays** has been arranged so as to meet this need. Friday, then, will be recognized as the most satisfactory visiting day.

GENERAL INFORMATION

The college maintains no dormitory, but those who wish to board in the city will be aided in securing accommodations. The President especially recommends the St. Maria Home on Governor street and the Young Women's Christian Association on Washington street. Students should consult the President before engaging board elsewhere, as they will be permitted to board only in places approved by him.

A school lunch room is maintained, subject to the general control of the President at which wholesome lunches may be obtained every school day. As a part of the expense of the lunch room is borne by the college, the prices are kept at the lowest point consistent with good materials and efficient service.

Text-books and ordinary supplies are furnished to all students free.

A limited amount of aid may be given to students in the upper classes through the students' loan fund. This fund, amounting to about \$1,200 has been given by graduating classes and alumni during the past few years. The fund is deposited with the State Treasurer.

The library facilities of Providence are unusually extensive. In addition to the large and carefully selected college library, there are at the service of the student the Providence Public Library, the Providence Athenæum, the Library of the Rhode Island Historical Society, and the State Library.

The Providence Public Library offers to all students of the college, upon the same conditions as to residents of the city, the use of its large and carefully chosen collection. Departments especially valuable to the college students are the Harris Collection on Slavery and the Civil War, the Educational Study-room, the "Standard Library" of best literature, the Reference Department, and the Children's Room. The library staff co-operates heartily in making known to the students the resources of the library, both by lectures to classes and by special assistance to individuals.

Graduates from all courses in the Rhode Island College of Education may now secure admission to advanced standing in many colleges and universities, where they will receive due credit leading to degrees in education.

Mileage and Car Fares

The special fund for mileage is distributed as indicated below among the residents of the State who are entitled to free tuition. The amount each receives, up to a maximum of \$80 a semester, is proportionate to the number of days attendance

and to the distance the student must travel in coming from his home to the college. Students who reside less than five miles from the college are not entitled to mileage, unless this is ordered by the Committee on mileage for special reasons. One half of the annual appropriation for mileage is distributed at the end of each semester. Students boarding in Providence receive the same mileage as if they lived at home.

Student teachers assigned to training schools in places in which they reside receive no mileage, but may receive reimbursement for payment of car fares between their homes and Providence, or elsewhere, when such travel is required by the college.

Student teachers not residing in Providence and assigned to training schools in that city are entitled to mileage as when attending the college, but do not receive payments for car fares. Student teachers residing in Providence or the non-mileage zone and assigned to training schools in other towns are entitled to receive full remuneration for the payment of car fares between their homes and their training schools. Students whose assignments require them to come through Providence receive mileage as when attending the college and, in addition, are entitled to full remuneration for car fares from Providence to their training schools. It is expected that in other cases the student teachers will receive mileage or car fares not to exceed the cost of travel required by the college. No assignment can be made which shall incur an expense of more than fifty cents a day for car fares, exclusive of mileage, except by vote of the Trustees.

TOTAL NUMBER OF GRADUATES

Masters of Education.....	2
Graduates of four-year course, 1922-1925, inclusive.....	39
Number completing Normal Course, 1854-1865.....	62
Number completing Junior Courses, 1871-1925, inclusive.....	3 332
Graduates of City Training Course, 1891-1902.....	390
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Total.....	3,825
Less number counted twice.....	70
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Total number of persons.....	3,755

Graduating Classes, 1925

CANDIDATES FOR DEGREE OF BACHELOR OF EDUCATION

Barone, Theresa	Lufkin, Alden B.
Carlson, W. Christina	Myers, Edward J.
Connors, Mary M.	*Pender, Elizabeth L.
Elliott, Emily H.	Pesaturo, Florence F. (Mrs.)
Flanigan, Mary L.	Shanley, Edna C.
Harbeck, Jeannette D.	Smith, Louise H.
Hollen, Marie C.	Snell, Rose
Howes, Herbert H.	Stucker, Alice E.
Langworthy, Neva L.	Teplitsky, Celia
Lebeau, Josephine B.	

*Completed course January, 1925.

CANDIDATES FOR JUNIOR COURSE DIPLOMA

June, 1925

Bailey, Charity A.	Gadsby, Claribelle L.
Blackwell, Milton P.	Gahan, Anna D.
Blumenthal, Lillian	Gershman, Mollie L.
Bornstein, Tessie	Gladhill, Marguerite U.
Bromley, Mrs. Helen E. B.	Graham, Margaret M.
Burnley, Letitia E.	Griffin, Julia E.
Carroll, Alice A.	Hade, Margaret M.
Clark, Olive F.	Hall, Emerson K.
Conn, Gertrude N.	Harnedy, Julia E.
Connor, Gertrude K.	Hassell, Amy C.
Connors, Katherine H.	Hayes, Catherine A.
Coughlin, Isabel J.	Higgins, Irene B.
Coughlin, Marietta G.	Hoar, Marcia C.
Coyle, Margaret V.	Hoxsie, Lydia S.
Cullen, Mary F.	Hunt, Dorothy M.
Degnan, Katherine A.	Hutton, Edith M.
De Moranville, Aaron F.	Jones, Elizabeth W.
Donahue, Mary F.	Kaveny, Grace E.
Doorley, Mary Z.	Keller, Lila J.
Downes, Elizabeth C.	Leonard, Milton A.
Dwyer, Irene F.	McCarthy, Mary E.
Edwards, Dora H.	McElroy, Anna E.
Fogarty, Mary A.	McDonough, Gladys J.
Fortier, Jeannette L.	McDonough, Kathleen R.
Frederickson, Eleanora H.	McGann, Evelyn T.

McGarrity, Anna W.	Scott, Hope E.
McNulty, Veronica A.	Small, Clare A.
Maloney, Helen I.	Smiley, Grace E.
Mulligan, Dorothy A.	Smith, Katherine M.
O'Hern, Margaret B.	Smith, Margaret A. B. (Mrs.)
O'Rourke, Loretta G.	Teplitsky, Celia
Orford, George W.	Tracey, Helen C.
Prendergast, Agnes L.	Walsh, Catherine G.
Quinn, Geneveive U.	White, Helen F.
Reed, Roberts Von S.	Wise, Amelia
Robinson, Ruth	Wood, Edna L.
Roegner, Dorothy D.	

KINDERGARTEN-PRIMARY COURSE

Harlow, Gertrude M.	Sheridan, May G.
Jerrett, Vida K.	Titchener, Ellen M.
Keefe, Marie L.	Toher, Helen A.
O'Connell, Elizabeth U.	Wood, Letitia L.

LIBRARY COURSE

Douglas, Mary L.	Noonan, Madelyn G.
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January, 1925

Boyle, Marie F.	Fox, Marie G.
Brennan, Margaret M.	Fry, Abbie M.
Briggs, Sibyl E.	Gaffney, Catherine E.
Brown, John F.	Gillespie, Elizabeth C.
Byron, Mary C.	Gilmour, Margaret C.
Caulfield, Estelle C.	Graham, Margaret V.
Connors, Mary E.	Grinnell, Alice E.
Cooper, Florence E.	Heffernan, Alice F.
Corrigan, Blanche I.	Hill, Julia A.
Cox, Anna M.	Holden, Alice
Cullen, Anne E.	Holland, M. Aileen
Cullen, Gertrude	Keegan, Mary M.
Daley, Ethel M.	Kelleher, Mabel L.
Desmond, Margaret C.	Kelley, C. Gertrude O.
Doyle, Marion E.	Lataille, Louise
Drury, Marguerite B.	Leonard, Mary R.
Duffy, Elizabeth F.	Lloyd, Gertrude F.
Egan, Josephine F.	Lombardi, Frank N.
Erskine, Mary E.	McAlevy, Eleanor K.
Farrell, Gertrude W.	McCabe, Rose C.
Fields, Mary P.	McCarthy, Mary L.
Fillebrown, Dorothy S.	McCaughey, Grace M. F.

McGann, Gertrude C.	Reilly, Eleanor B.
McGough, Helen A.	Russell, Anna P.
McVay, Margaret M.	Scott, Alice G.
Manter, Evangeline M.	Servais, Rose E.
Meagher, Cecilia M.	Sinnott, Barbara C.
Moan, Mildred A.	Strejcek, Helen
Morris, Regina M.	Terry, Maude C.
Mulgrew, Madeline A.	Zellermayer, Ruth E.
Murphy, Catherine A.	

KINDERGARTEN-PRIMARY COURSE

Posner, Beatrice H.	Saunders, Alida C.
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LIBRARY COURSE

Kiely, Mary F.

SUMMARY

Candidates for Degree of Bachelor of Education.....	19
Senior Course Students.....	15
Candidates for Junior Course Diploma.....	126
For Kindergarten-Primary Junior Diploma.....	10
For Library Junior Diploma.....	3
Sophomore Classes.....	147
Freshman Classes.....	202
Special Students.....	25
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Withdrawn during the Year.....	547
	14
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Total Registration in Daily Sessions.....	553
Summer Session, 1924.....	367
Afternoon and Saturday Classes, Fall.....	677
Afternoon Classes, Spring.....	322
Enrollment in Classes held in other towns.....	272
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Total.....	2,191
Less names counted more than once.....	470
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Total in all College Classes.....	2,721
Children in the Henry Barnard School.....	398
Children in the Regular Training Schools.....	2,150
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Total number of Children.....	2,548

SPECIAL COLLECTION
 LD4707
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 Feb. 1925
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