

CATALOG FOR 1925—1926

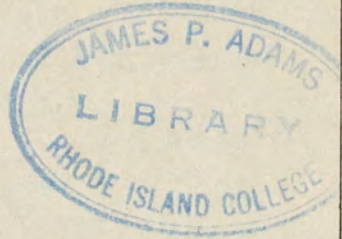
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**Rhode Island  
College of Education  
Bulletin**

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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

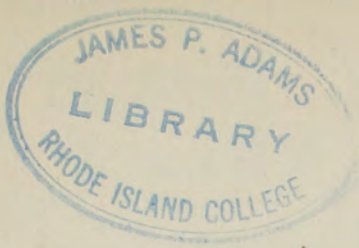
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**Bulletin No. 31**

**Issue for June, 1926**

ISSUED IN OCTOBER, DECEMBER, FEBRUARY, APRIL AND JUNE OF EACH YEAR

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## CALENDAR FOR 1926-27

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**Examination for Admission, Monday, May 24, at 2 P. M.**

SUMMER SESSION. . . . . *Tuesday, July 6, to Friday, August 13*  
OPENING OF TERM. . . . . *Monday, September 13*  
AFTERNOON CLASSES BEGIN. . . . . *Tuesday, September 21*  
SATURDAY CLASSES BEGIN. . . . . *Saturday, September 25*  
COLUMBUS DAY. . . . . *Tuesday, October 12*  
MEETING OF RHODE ISLAND INSTITUTE OF INSTRUCTION  
*Thursday and Friday, October 28 and 29*  
ARMISTICE DAY. . . . . *Thursday, November 11*  
FIRST QUARTER ENDS. . . . . *Friday, November 19*  
THANKSGIVING RECESS. . . . . *Thursday and Friday, November 25 and 26*  
EXAMINATION FOR ADMISSION. . . . . *Monday, December 13 at 2 P. M.*  
CHRISTMAS RECESS. . . . . *December 25 to January 1 inclusive*  
FIRST TERM ENDS. . . . . *Friday, January 28*

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SECOND TERM BEGINS. . . . . *Thursday, February 3*  
AFTERNOON CLASSES BEGIN. . . . . *Tuesday, February 8*  
WASHINGTON'S BIRTHDAY. . . . . *Tuesday, February 22*  
GOOD FRIDAY. . . . . *Friday, April 15*  
SPRING RECESS. . . . . *April 11 to 16 inclusive*  
ARBOR DAY. . . . . *Friday, May 13*  
EXAMINATION FOR ADMISSION. . . . . *Monday, May 23 at 2 P. M.*  
MEMORIAL DAY. . . . . *Monday, May 30*  
COMMENCEMENT. . . . . *Tuesday, June 28*  
SUMMER SESSION. . . . . *Tuesday, July 5 to Friday, August 12*

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### FACULTY OF GOVERNMENT

THE PRESIDENT AND DIRECTOR OF TRAINING, *ex officio*

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Arranged by groups in the order of appointment.

JOHN LINCOLN ALGER, A. M., Ed. D., Professor of Ethics and Education.

CLARA ELIZABETH CRAIG, Ed. M., Professor of Practice and Director of Training.

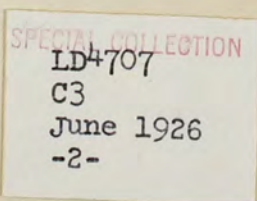
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- GRACE ELECTA BIRD, A. M., Ph. D., Professor of Educational Psychology.
- CHARLES CARROLL, LL. B., A. M., Ph. D., Professor of Law, Government and Rhode Island Education.
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- FRANK EARL WAITE, A. M., Professor of History of Education and the Philosophy of Education.
- <sup>1</sup>MARY LILLIAN STEVENSON, A. M., Professor of History.
- MARY AMALIA WEBER, A. M., Professor of Mathematics.
- MARION DODGE WESTON, A. M., Ph. D., Professor of Botany and Elementary Science.
- ADELAIDE PATTERSON, B. L. I., Professor of Public Speaking.
- <sup>2</sup>THOMAS HERBERT ROBINSON, A. M., Professor of English.
- HATTIE MAY FINLAY, A. M., Professor of Romance Languages.
- HARRIET LUCIA SHERMAN, Professor of Art Education.
- MILDRED EVELYN BASSETT, A. M., Professor of History.
- EMILY ALLYN, Ph. D., Substitute Professor of History for 1926-27.
- WILLIAM ALPHEUS BALDWIN, B. S., Lecturer in Ethics.
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- AMY ADWYNA THOMPSON, A. B., Instructor in English.
- <sup>3</sup>SUSAN HELEN JAMES, B. S., Instructor in Library Science.
- HELEN LOUISE HILL, A. B., Instructor in History.
- GRACE WINTHROP OSBORNE, Instructor in Physical Education.
- RUTH ELLEN GREENE, Ed. B., Associate Librarian.
- ALICE LOUISE THORPE, A. B., Instructor in English.
- LILLIAN ETHEL SWAN, Instructor in Art Education.
- WENDELA CHRISTINA CARLSON, Ed. B., Instructor in Penmanship and in Biology.
- <sup>2</sup>EDWARD H. CORNISH, A. M., Instructor in Mathematics.
- HARRY HOUSTON, Supervisor of Penmanship.

<sup>1</sup> On leave of absence to teach for 1926-27 in Constantinople.

<sup>2</sup> Beginning in September, 1926.

<sup>3</sup> To July, 1926.



- <sup>3</sup>AMY ANGELA DEMERY, Assistant Instructor in Mathematics.  
<sup>3</sup>AGNES EMILY BARLOW, Assistant Instructor in Physics and Chemistry.  
 ELIZABETH RUSSELL POWER, Assistant Instructor in Music.  
 ALFA LORETTA SMALL, A. A. G. O. Pianist.  
 DORIS DWINEL ALDRICH, Ph. B., Registrar.  
 GLADYS STOCKING COGGINS, Assistant Registrar.

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### TRAINING DEPARTMENT

- CLARA ELIZABETH CRAIG, Ed. M., Director.  
 EMMA JOSEPHINE CRAIG, Assistant Director.

#### HENRY BARNARD SCHOOL

- MARY AGNES MCARDLE, Grade 8.  
 \*INEZ ESTELLE JORDAN, Grade 7.  
 †DOLLY BLANCHE NERNEY, Grade 6.  
 \*MARY TUCKER THORP, Grade 6.  
 WINIFRED ELLEN GLEASON, Grade 5.  
 †EMMA GRACE WHITEKNACT, Grade 5.  
 MABEL TILLINGHAST GARDNER, Grade 4.  
 LINA FINNEY BATES, Grade 3.  
 EMMA GRACE PIERCE, Grade 2.  
 THERESA BARONE, Ed. B., Grade 1.  
 MARY FRANCES MCGUINNESS, Grade 1.  
 MARY MAGDALEN KEEGAN, Assistant, Grades 2 and 3.  
 MARY ANNIE LOUISE EASTON, Kindergarten.  
 FLORENCE MERRILL BUDLONG, Children's School.  
 †DOROTHY HOPKINS, Ed. B., Assistant.  
 \*DOROTHEA ELIZABETH COKER, Assistant.

#### STATE TRAINING SCHOOLS

- ANNIE SCANLON, Bristol, Walley School.  
 ELIZABETH MARY PICHÉ, Burrillville, Harrisville School.  
 MARGARET M. ROBERTSON, Broad Street School.  
 JENNIE WINCHESTER PHILLIPS, Cranston, Thornton School.  
 MABEL RUSSELL STEVENSON, Cumberland, Clark Street School.  
 NELLIE MAE REED, East Providence, Grove Avenue School.  
 FREELOVE MARY PLACE, Jamestown School.

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<sup>3</sup>To July, 1926.

†To July, 1926.

\*Beginning September, 1926.

MARTHA ALTHEA CRANDALL, Newport, Coggeshall School.  
 MARY ELIZABETH McCABE, Pawtucket, East Street School.  
 CHRISTINE DUNWOOD COOKE, Pawtucket, Nathanael Greene School.  
 EDITH GREENE FREEMAN, Bridgham Street, Providence.  
 LUCY WOODRUFF HOUSE, Temple Street, Providence.  
 CATHERINE ELIZABETH McCORMACK, Ed. B., Regent Avenue, Providence.  
 MINNIE ESTELLE NILES, Doyle Avenue, Providence.  
 ANNIE TERESA TURNER, Willow Street, Providence.  
 MARGARET MADELINE COLTON, Grove Street, Providence.  
 MARY ANN DONOVAN, Thayer Street, Providence.  
 MARY ELIZABETH LINCOLN, Althea Street, Providence.  
 ANNIE LOUISE MUNNEGLE, Jenkins Street, Providence.  
 CATHERINE MARY MURRAY, Webster Avenue, Providence.  
 GERTRUDE CHARLOTTE MILLER, 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.  
 ANNA GERTRUDE LOUISE MEAKIN, Pothier School, Woonsocket.

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### SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES, 1925-1926

EMERSON L. ADAMS, A. M., Assistant Commissioner of Education.  
 AGNES M. BACON, State Director of Americanization.  
 HELEN M. COOPER, Assistant Director of Physical Training, Providence.  
 RAYMOND W. PERRY, State Supervisor of Industrial Education.

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### SPECIAL INSTRUCTORS IN SUMMER SCHOOL, 1926

In Addition to Members of the Regular Faculty.

GAETANO CAVICCHIA, A. M., Assistant Professor of Romance Languages,  
Brown University.  
 MAUDE L. HARRIS, A. M., Salem State Normal School.  
 ALICE F. HIGBEE, A. B., Rogers High School, Newport.  
 HORACE M. REYNOLDS, A. M., Department of English, Brown University.  
 LEON H. ROCKWELL, A. M., Salem Normal School.

# Rhode Island College of Education

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## 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 preparation given to its teachers. The 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, due to the inability to secure teachers and to the present lack of school accommodations. It is shown also by unsatisfactory conditions in schools, by undue retardation of pupils, and by failure to inspire them to their highest efforts. Poor teaching is costly in human material and in economic progress. It will be many years before the need can be fully met throughout the country. Every state is now asking for "A trained teacher and a fair chance for every child".

Preparation for teaching is more than a college education. It is more than a study about something. Students must learn to do and to be, as well as to think and to know. Preparation for teaching must develop initiative, resourcefulness, and leadership, essential qualities in any college education, but especially necessary for the teacher. It is also a definite preparation for success, for it is defective if it does not give its students an assurance of ability to succeed. It gives a preparation for most significant usefulness in 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 Purpose and Progress of Rhode Island College of Education

The chief purpose of Rhode Island College of Education is "the preparation of teachers, supervisors and superintendents for service in the public schools of Rhode Island". In accordance with this design, as given in the Act of the General Assembly establishing the College, every effort has been made to perfect each detail of the College work. This includes the course of study, and the teaching in college classes, as well as the observation in the Henry Barnard School and a practical experience in the State training schools. It includes also careful study of the selection of students for admission, in order that the students admitted may be those best fitted to become the teachers of the State.

In all these directions, important advances have been made during the year 1925-26. The course of study, always subject to careful scrutiny and to progressive development, has been thoroughly revised. Plans for the improvement of observation and training have resulted in the beginning of construction on the long needed new building for the enlargement of the Henry Barnard School. The method of selection of candidates for admission has for several years been a subject of serious study. With the hearty cooperation of superintendents of schools, a well-developed plan has been adopted for the selection of the required number of the strongest candidates from every town and city in the State.

The College Faculty is also greatly strengthened by the recent addition of two more men. Mr. Thomas H. Robinson, a graduate of Brown, with advanced work in Yale, Harvard and Columbia, comes to the College of Education as Professor of English. Mr. Edward H. Cornish, of Cornell, is to be an Instructor in Mathematics. Each has been doing notable work in his own field. Mr. Cornish comes with the background of the traditions of the excellent Normal School at Cortland, N. Y. Professor Robinson, in addition to his work in English, is familiar with the teaching of this subject in the elementary school as well as in the high school.

### **The Preparation of Teachers**

Rhode Island College of Education, in common with most of the state institutions for the preparation of teachers, believes that the course of study should be such as to give a sufficient breadth of cultural training, and that along with this and throughout the entire college course there should be a definite study of teaching, of children, and of public schools and public school systems. It also believes that the problems of teaching are best studied in the elementary schools.

Education for teaching means vastly more than mere mastery of the knowledge to be taught, and 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, whatever the grade or school in which the 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. Too many teachers, deprived of this association, become teachers of subjects rather than teachers of children.

The schools for observation and training will be described first, and the course of study more fully outlined in the later pages of this Bulletin.



Rhode Island is fortunate in that for more than thirty years it has been developing its different types of schools for this laboratory study. These have now become the Henry Barnard School—for observation, demonstration, and critical study of methods—and the system of training schools throughout the entire state for practice teaching.

### THE HENRY BARNARD SCHOOL

Since 1898 this school has been located in the present college building, where it now occupies eleven classrooms. With the increased numbers of recent years these rooms are now needed for the college classes. At the same time much larger accommodations are needed for the purposes for which the Henry Barnard School is used. The new building being erected on the College Campus is to contain twenty-four classrooms, with a small auditorium which must also serve for a gymnasium, and a special room for the demonstration of classwork, together with the necessary rooms for the various practical arts. The demonstration room is to be constructed with raised seats around three sides of the room, as in a hospital clinic. Here 200 observers may follow minutely the progress of a class demonstration.

The functions of the Henry Barnard School may be summed up as follows:

1. It furnishes an opportunity for the students of the College of Education to see good teaching, and it gives a worthy ideal to the prospective teacher. From the beginning to the end of their course students are given a close acquaintance with this school through observation, conferences, and practical experience with the teaching problems.

2. Plans for teaching may here be tested and criticised on the basis of experience. Illustrative material is furnished for class discussions. This school is to the College of Education what the clinic is to the school of medicine.

3. It furnishes under the most helpful and encouraging conditions an opportunity for the young teacher to begin the practice teaching. Here, in a most stimulating environment, and with little responsibility for the general discipline of the room, the student's first effort may be given to a masterly presentation of the 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 good discipline. It follows that the young teacher is here trained to emphasize the essential matters, and is ready for the next step in his preparation, the training school.

4. It aids in determining the fitness of the student for the more difficult task of the training schools.

5. It is a meeting place for theory and practice in the College 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. It aids in keeping the work of the College on the right basis by constantly magnifying the practical instead of the purely theoretical.

6. It furnishes the means through which the College may present, as far as possible, its ideal of a satisfactory public school, and an illustration of the methods and courses recommended. 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. On the other hand, it should endeavor to show how a course that is truly efficient in its results may at the same time be conducted with reasonable economy.

7. It provides opportunity for the study and evaluation of new ideas which seem to give special promise of educational worth. In this direction alone it has more than proved its value. Further details regarding this work will be found in Bulletin Number 21 on methods of teaching reading and writing to beginners. 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 difficulties for themselves, able to think and ready in expressing their thoughts in writing, eager to read and to learn through reading.

By contract with the City of Providence, 300 children may be admitted from the city district adjoining the College. Other children from outside the district may be admitted, if there is room for them, on the payment of a moderate tuition. For the coming year this tuition will be at the rate of \$75. a year.

## THE TRAINING SCHOOLS

The training schools are established by contract with the local school authorities in every city and in most of the larger towns of the State. The critic teachers for these schools are nominated by the Trustees of the College, and elected by the school committees of the towns or cities in which the schools are located. Each critic teacher is given charge of two schoolrooms that are, as far as possible, like all the other schoolrooms in the system; and a student teacher is assigned to each room for a full half-year. The buildings in which these schools are placed vary in size from two to thirty rooms, but there is never more than one critic teacher in a building. The grades chosen are selected so that if possible there is at least one full grade between the two chosen, in order to make sure that each represents a fair sample of a real public school.

Here the 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. They learn to master the work of one grade and to teach with due regard for the development of the individual child, and they gain that close contact with child life which can best be secured through an intimate knowledge of one's own pupils. A fair knowledge of all grades is gained in the Henry Barnard School. The training-school is not the place for giving a little of many kinds of teaching. It is rather a place for performing one task thoroughly, for discovering the possibilities of one class of children, and for giving the student an opportunity to demonstrate to his own satisfaction, as well as to the satisfaction of his teachers that he can really succeed as a teacher.

Results show that students seldom fail to gain in this half-year a genuine love for their pupils and for their work, and the happiness that comes from an assurance of success in one's chosen profession.

## THE COURSE OF STUDY

All work is intended to be of college grade, and for a selected group of high school graduates working towards a definite end. Beginning in September, 1926, there will be but a single course of study, four years in length, which will lead to the degree of Bachelor of Education. Through electives in the later years of this course students may prepare themselves for special kinds of teaching, for the kindergarten, the primary grades, the higher grades, the Junior High School, for teaching special subjects in the Junior or Senior High School, or for supervision of various kinds.

Added study and experience may also lead to the degree of Master of Education.

As far as possible all students will be expected to complete at least three years of this course of study, although state certificates for teaching may for the present continue to be given after two and one half years where students are unable to remain longer before beginning to teach.

It should be noted that the primary purpose in establishing a four-year course is not the preparation of high school and college teachers, although many of the graduates will hold such positions. The College will not lose sight of the fact that the most important teaching is in the elementary grades or in the kindergarten. The thing that is desired is that every teacher shall be of the right mental and moral calibre, and shall be prepared for most efficient work in a chosen field. Careful preparation is at least as important in the field of primary education as in the work of the high school teacher. It is, however, recognised that every teacher may, through natural gifts or special ability, excel in a particular field. So far as is possible this field should be discovered for each student, and should be cultivated, even though necessity may dictate work of a different kind.

## 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.
2. The senior course of one and one-half years, following the former 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.

Two years credit 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.

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 a reasonable amount of the work of the regular 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 two years at the College of Education.

### The Course of Study

Outline of the course of study by semesters.

The figures represent hours per week for the semester.

#### First Year

<i>First Semester</i>	<i>Second Semester</i>
Art. General Principles.....2	Education. Psychology.....3
Education. Introduction and conferences.....1	Education. Conference and observation.....1
English. Grammar & composition....2	English. Composition & rhetoric.....3
Geography.....3	Geography. Economic.....2
Health Education (2 hours gymnasium).3	Health. Gymnasium.....2
History, American.....3	History, American.....2
Library Science.....1	Mathematical Analysis.....3
Mathematical Analysis.....3	Penmanship (Manual Arts).....1
Public Speaking.....2	Science. Botany.....3
Total hours per week.....20	Total hours per week.....20

## Second Year

<i>Third Semester</i>	<i>Fourth Semester</i>
Education. Elementary Education . . . . . 2	Education. Principles . . . . . 2
Education. Conference and observation . . . . . 1	Education. Conference and observation . . . . . 1
Health Education. Gymnasium . . . . . 2	Health Education. (Gymnasium 2) . . . . . 3
Literature. American . . . . . 3	Law and Government . . . . . 2
Modern Language . . . . . 3	Literature. English . . . . . 2
Music. Public School . . . . . 2	Mathematics. Method & history . . . . . 2
Public Speaking . . . . . 2	Modern Language . . . . . 3
Science. Biology . . . . . 3	Sociology . . . . . 3
Electives . . . . . 2 or 3	Electives . . . . . 2 or 3
Total hours per week . . . . . 20 to 21	Total hours per week . . . . . 20 to 21

## Third Year

<i>Fifth Semester</i>	<i>Sixth Semester</i>
Education. Management . . . . . 2	Training Schools
Education. Practice and conference . . . . . 5	
Ethics . . . . . 2	
Health Education. Gymnasium . . . . . 2	
History, European . . . . . 3	
Rhode Island Education . . . . . 2	
Electives . . . . . 3 to 5	
Total hours per week . . . . . 19 to 21	

## Fourth Year

<i>Seventh Semester</i>	<i>Eighth Semester</i>
Education. Advanced educational Psychology . . . . . 3	Education. History of Education . . . . . 3
Education. Practice in special field . . . . . 2	Education. Special practice . . . . . 2
Economics . . . . . 3	History of Civilization . . . . . 2
English. Advanced Literature . . . . . 3	Political Science . . . . . 3
Health Education. Advanced School Hygiene . . . . . 2	Electives . . . . . 6 to 8
Practical Law . . . . . 2	
Electives . . . . . 2 to 4	
Total hours per week . . . . . 17 to 19	Total hours per week . . . . . 16 to 18

Total number of hours per week, in addition to the half-year of training, required for the Bachelor's degree, 134 to 140.

The electives to be chosen are for the differentiation of courses, and must have the approval of the President.

Periods (or hours) for class work, are 55 minutes in length.

## Outline of Course of Study by Subjects

### Art

12. General Principles. An introductory course for all students. First Semester, 2 hours a week.
51. Art Appreciation. A brief course in the history of art and in the study and appreciation of pictures and their composition. Elective, 2 hours a week.
52. Advanced Drawing. Largely charcoal and water color. 2 hours a week.
53. Advanced Drawing. Figure work, composition, and design. 2 hours a week.
54. Practical Art I. Lettering, poster making, titles, design. 2 hours a week.
56. Mechanical Drawing. 2 hours a week.

### Economics

31. The principles which fundamentally determine the conditions of modern economic life. The relation of economic problems in present day American life to civic and social welfare. 3 hours a week.

### Education

- 20, 14, 5, and 15. Introduction, conferences, observation, and demonstration. One hour a week for the first four semesters. 10 hours of general introduction to education, 30 hours of conferences with the Director of Training, and 40 hours of observation and demonstration. A study of children from the kindergarten through the eighth grade, with a direct study of methods and of results.
9. Participation in the regular work of grades 1 to 8, with daily conferences with the professional teachers of these grades or with the Director of Training. 5 hours a week, fifth semester.
11. Practical Training. A full semester in charge of a regular city or a country schoolroom, under the direct supervision of a critic teacher. Three days of the semester are spent at the College in conferences with the various members of the faculty. Full time, sixth semester.
- 33 and 34. Practice in special field. For two hours a week during the seventh and eighth semesters students will be given special problems or assignments in accordance with their particular needs or the work for which they are making special preparation.
21. Elementary Educational Psychology. An introductory study of human behavior as a basis for work in educational psychology, and an elementary course in the psychology of the learning process from the standpoint of the teacher. 3 hours a week, second semester.
35. Advanced Educational Psychology. A course in educational tests and measurements designed to give the student a working knowledge of instruments for measuring the child's progress, with a review of the results of experimental studies on methods of teaching and learning the school subjects. 3 hours a week seventh semester.
19. Elementary Education. A study of the ideals, purposes, materials, and methods of the elementary schools. 2 hours a week, third semester.
17. Principles of Education. The fundamental laws of teaching. 2 hours a week, fourth semester.
13. School Management. A study of the means of securing conditions favorable to instruction. 2 hours a week, fifth semester.

7. Rhode Island Education. Rhode Island school law and administration. History of public education in the State. Analysis of the common and statute laws governing schools. Interpretation by courts and school officers. Principles of school law and administration. 2 hours a week, fifth semester.
36. History of Education. An intensive course in the history of the great movements in education and their influence on the present time. 3 hours a week, eighth semester.
59. Education of Children. A study of the processes and results developed from the experimental work in the kindergarten and elementary classes of the Henry Barnard School. A discussion of the purpose and functioning of free school activities in their relation to the teaching of the common school subjects, to projects, drill, and discipline. Demonstrations and lectures. Elective for advanced students, and for skilled teachers of the primary grades and supervisors who are considering the use of the same methods in their own schools. 3 hours a week.
52. Mental Diagnosis. Practice in determining the mental and physical status of children by means of tests, examination, and the collection of other data. Attendance at the clinic. 3 hours a week. Elective for advanced students with the approval of the President.
60. Junior High School Administration. A study of present tendencies in junior high school organization and administration. 2 hours a week.
54. Educational Seminar. An advanced course for those desiring to do special work in child education. The course proceeds in connection with educational experiments with children from three to seven years of age. Conferences, observation, experimentation, reports. 4 hours a week. Elective for advanced students of primary education.
61. Comparative Education. A study of modern education and educational systems throughout the world. For advanced students only. 2 hours a week.
58. School Administration. For advanced students only. 1 hour a week.

### English

- 2 and 9. Public Speaking. Two courses for developing ability in the use of the voice. Accurate moulding and placing of the speech elements, breath control, tone placing and tone projection. Drill in natural oral expression based upon the speaker's understanding of the subject matter, his emotional response, and his attitude toward the audience. 2 hours a week, first and third semesters.
4. Grammar and Composition. A systematic review of the essential facts. Training for accuracy and effectiveness in speech. 2 hours, first semester.
13. Composition and Rhetoric. Exercises for free and intelligent expression of ideas through oral and written language. 3 hours, second semester.
11. American Literature. A general course in American Literature for the purpose of securing a wider acquaintance with books and for developing a keener appreciation of literary qualities, and study of literature for children. 3 hours, third semester.
14. English Literature. A general course. 2 hours, fourth semester.
31. Advanced English Literature. An advanced study of English and American Literature. 3 hours, seventh semester.



51. Advanced Public Speaking. Story-Telling and Dramatization. The art of story-telling. Grading and adaptation of children's literature. Dramatization, with practical work with children. 2 hours a week.
52. Standard Literature. A study of the world's classics. 2 hours a week.
57. Methods of Teaching English in Secondary Schools. 2 hours a week.
58. Literature for the Elementary Schools. An advanced study of materials and methods. 2 hours a week.
59. Contemporary Literature. 2 hours a week.

### Ethics

2. Professional Ethics. The principle of ethics, with practical applications to personal problems and to the problems of the schoolroom. Personal and professional codes of ethics. Ethics for children. 2 hours a week, fifth semester.

### Geography

2. A Physiographic Introduction to Geography. The relation of people to environments. Geographic control of human occupations. 3 hours, first semester.
5. Economic Geography. Commercial and economic development as influenced by physical features. 2 hours, second semester.
51. Commercial Geography. A study of production and trade as influenced by the natural environment. The business of each continent and of the larger subdivisions, including industries, shipment, and exchange of products. Types of trade relations and problems of exchange. 2 hours a week.
52. Problems in Teaching Geography. A study of the technique of teaching with types of presentation applied to the various continents. A critical study of the materials and processes of selection according to the age and maturity of the pupils. Suggestions on the accessories of teaching. 2 hours a week.
53. Geology. Outline of historical geology. Important phases of dynamical and structural geology. Rock weathering and soil formation. 2 hours a week.
54. Mineralogy. Outline of historical geology. 1 hour a week.
55. Principles of Political Geography. 1 hour a week.
56. Regional Geography. 1 hour a week.

### Health Education

- 1, 2, 3, 4, 7. Practical instruction in marching, gymnastics, dancing, games, and athletics. A study of play and recreation for children. Playground supervision. Practice with children. 2 hours a week, first five semesters.
5. Practical hygiene. 1 hour, first semester.
6. School hygiene. The practical work of the teacher in caring for the physical welfare of the children. 1 hour fourth semester.
31. Advanced School Hygiene. 2 hours a week, seventh semester.
51. Plays and Games. An added study dealing especially with the plays and games of the elementary school period and their significance. 1 hour a week.

### History

5. History of the United States. The aim of this course is to emphasize the fundamentals of United States history and to broaden the outlook by showing it in its relation to its European background. 3 hours a week, first semester.

6. American History. 2 hours a week, second semester.

31. History of Civilization. This course offers an outline of world development, with special emphasis on the evolution of the present social and economic order. 2 hours a week, eighth semester.

7. European History. General outline of development from 1815 to the present time. A special study is made of the development of modern nations, the growth of democracy, and modern industrial organization. 3 hours a week, fifth semester.

52. Modern European History. This course covers the main lines of development politically, socially, and economically from 1871 to the present time. Special emphasis will be laid on industrial development, colonial expansion and international relations, and diplomacy which led to the Great War. The problems of reconstruction facing the world today. 2 hours a week.

57. Contemporary History. For advanced students. 2 hours a week.

59. English History. For advanced students. 2 hours a week.

53. Problems in the Teaching of United States History. The nature and treatment of historical material, with examples chiefly from American history. Study of the nature of a record on which history is based; the laws of historical criticism, the selection and use of historical material. 2 hours a week.

60. History of Rhode Island. 2 hours a week.

### Household Arts

51. Cooking. Demonstrations and conferences on the principles of cooking. 2 hours a week.

52. Sewing. A course planned for the teacher who may be required to teach sewing as a part of the regular grade work. Practice in the elementary stitches and principles of construction, with some machine work. 1 hour a week.

53. Advanced Sewing. Instruction in the use of patterns and in the cutting, fitting and making of garments. For students who have completed an elementary course in sewing here or elsewhere, or who have a good working knowledge of garment making and of machine stitching. Students provide their own materials. 2 hours a week.

### Kindergarten

51. Study of children between the ages of three and six years of age and their educational needs. Equipment, materials and activities of a modern kindergarten. 3 hours.

52. Participation in the activities of the Henry Barnard Kindergarten, followed by class conferences with the instructors. 3 hours.

53. Teaching in the kindergarten training schools, with conferences. 5 hours.

### Library Science

1. A brief outline of the more common books of reference found in school libraries, special instruction in the use of the card catalog and in the arrangement of a library,

for the use of the student while in college and in her future teaching. First semester. 1 hour a week.

#### Manual Arts

1. Penmanship. Practical work and methods of teaching. 1 hour, second semester.
51. Manual Training. Problems in wood for teachers of upper grade boys. Principles of wood working tools. 1 hour a week.
52. Hand Work. Various problems of the handicrafts, according to the need of the students. 1 hour a week.

#### Mathematics

- 4 and 5. Mathematical Analysis. Combined course in college mathematics using the modern text book in mathematical analysis. 3 hours a week, first and second semesters.
6. History and Philosophy of Number. Rapid reviews of essentials. Discussion of the problems of the classroom. 2 hours, fourth semester.
53. Arithmetic of Commerce. 2 hours a week.
54. Mathematics for the Junior High School. 1 hour a week.

#### Modern Language

- 1 and 2. Modern Language. A year's work in modern language. This may be either advanced work in a language already studied, or a language with which the student is not already familiar. In either case the work must be intensive and of college value. 3 hours a week.
- 51 to 54. Further study of language may be carried as an elective course. 3 hours a week, third and fourth semesters.

#### Music

Every student is expected to read and write music. An examination in this will be given at the end of the first semester. Students failing to pass the examination will be required to take a special course in this subject during the second semester. Every student will be expected to take part in the chorus singing at the morning exercises.

10. Public School Music. A study of theory and its applications. Control in essentials. Methods of teaching music. 2 hours a week, third semester.
51. Music Appreciation, including history of music. 2 hours a week.
52. Elementary Harmony. This course is intended to develop the power to recognize by sight and hearing chords and chord progressions. It includes also transposition and the composition and harmonization of original melodies. 2 hours a week.
53. Training for Music Supervisors. The conducting of choruses, glee clubs, and orchestras; discussion of current musical topics; a consideration of the relations existing between the supervisor and school officers and teachers; observation and practice work in the grades and high schools. 2 hours a week.
54. The History of Music. For advanced students of music. 1 hour a week.
55. Science of Music. For advanced students of music. 1 hour a week.

#### Political Science

1. Law and Government. A study of the relations of the citizen to the state and to his fellow citizens. Official public organization for government and administration of public affairs. 2 hours, fourth semester.

32. Practical Law. A short course in the principles of common law. The law that everyone should know. 2 hours a week, seventh semester.

33. Political Science. A critical study of the origin and fundamental principles of government, with applications to and illustrations from ancient and modern governmental agencies. Effect of the theory of the state and political and social philosophy upon political thought and the development of the state. Analysis of modern tendencies and present day political problems with a comparative study of modern governments. 3 hours a week, eighth semester.

34. The Constitution and Government of Rhode Island. 1 hour a week.

### Science

9. Botany. Life histories, economic importance, adjustment to surroundings, identification in the field. This course includes a brief study of common trees and flowers. 3 hours a week, second semester.

10. Biology. An elementary course with due consideration to conditions which affect human welfare. This course includes a brief study of birds and of insects. 3 hours a week, third semester.

53. Physics. An elementary course in the principles of the science with applications according to the needs of the student. 5 hours including laboratory work, 3 hours of credit. Required of students who have not had a course in physics in the high school.

54. Chemistry. An elementary course similar in its nature to the course in physics. Required of students who have not had chemistry in the high school, and who have not had Science 53 in the College of Education. 5 hours a week including laboratory work, 3 hours of credit.

52. Nature Leadership. This course is designed for those who have a special interest in leadership in the study of nature. It aims to familiarize students with the fundamental principles of nature games and recreation, and to provide practice in planning and carrying out constructive recreation. This course is only for those who are fitting themselves for leaders in nature study and scout work. 2 hours a week.

55. Paleontology. A study of the development of plant and animal life through the geologic ages, with special reference to the coal period formations of the Narragansett Basin. 2 hours a week.

61. Astronomy. A brief study of the science of astronomy. 1 hour a week.

62. Teaching Science in Secondary Schools. 1 hour a week.

### Scouting

51. Training for Leadership in Scouting. 2 hours a week.

### Sociology

31. The chief aim is the interpretation of the fundamental principles of human association. The course will include both the general principles of sociology and the application of these principles to education. 3 hours a week.

## COURSES FOR TEACHERS IN SERVICE

An important part of the work of the College of Education is that of providing classes for teachers in service in all parts of the State. This includes not only special classes for untrained teachers, but also advanced work for normal school graduates and courses in education for graduates of other colleges.

These courses are maintained through the summer session of six weeks, in afternoon classes throughout the college year, and in a series of Saturday classes running for twenty weeks beginning about the first of October. In addition, courses are given by members of our faculty in various parts of the State as far as this is possible. During the year ending July 1, 1926, these courses were attended by 1,754 teachers and students. This number does not include any of our own regular college students, although some of these attended such classes. Almost all of the 1,754 were teachers in service in Rhode Island. The number includes a few teachers from outside the State and a few students from other colleges.

These courses furnish an important means for keeping the teachers of the State in touch with the work of other teachers and at the same time they furnish an opportunity for advanced study and for special preparation for filling different positions. That the opportunity is appreciated is amply attested by the teachers themselves.

The list of subjects during the college year 1925-26, and the summer session of 1926, is as follows:

### **Tuesdays at 4:30, beginning September 22, 1926.**

Professor Brown, Regional Geography.  
Professor Finlay, Elementary Spanish.  
Professor Sinclair, Economics I.  
Professor Stevenson, Contemporary History.  
Professor Waite, Junior High School Methods.  
Professor Weber, History of Arithmetic and of Teaching of Arithmetic.  
Miss Bassett, Problems in Teaching History.

### **Thursdays at 4:30, beginning September 24, 1926.**

Miss Bassett, American History III.  
Professor Carroll, Practical Law.  
Professor Finlay, Elementary Spanish.  
Professor Hosmer, Music Appreciation.  
Professor Ross, Folk Dancing.  
Professor Sinclair, Economics II.  
Professor Stevenson, Modern European History I.

### **Saturdays, beginning September 26, 1926. 20 Sessions.**

9:30—Mr. Baldwin, Ethics.  
Miss Bassett, History of Rhode Island.  
Professor Carroll, Rhode Island Education.  
Professor Craig, Education of Children.  
Professor Finlay, Elementary French.  
Professor Tuttle, Elementary School Practice.  
Professor Waite, History of Education.  
Professor Weber, Mathematics for Junior High School.

- 10:30—Mr. Baldwin, Ethics.  
 Professor Carroll, Political Science II.  
 Professor Finlay, Methods of Teaching French.  
 Professor Sinclair, Sociology I.  
 Professor Tuttle, Comparative Education.  
 Professor Waite, Junior High School Methods.
- 11:30—Mr. Adams, School Management.  
 Miss Bassett, American History III.  
 Professor Bird, Advanced Educational Psychology.  
 Professor Stevenson, Contemporary History.  
 Professor Weber, Geometry, 2 hours.
- 12:30—Professor Bird, Educational Psychology.  
 Professor Finlay, Elementary Italian.  
 Professor Sinclair, Sociology II.  
 Professor Stevenson, History of Civilization I.  
 Professor Weber, Geometry (continued)

**Tuesdays at 4:30, beginning February 9, 1927.**

- Professor Brown, Geology.  
 Professor Carroll, Rhode Island Education.  
 Professor Finlay, Elementary Spanish (continuation of first semester).  
 Professor Patterson, Advanced Public Speaking.  
 Professor Sinclair, Sociology I.  
 Professor Stevenson, History of Civilization II.  
 Professor Waite, Principles of Education.

**Thursdays at 4:30, beginning February 11, 1927.**

- Mrs. Bacon, Americanization.  
 Mr. Baldwin, Elementary Ethics.  
 Miss Bassett, Rhode Island History.  
 Professor Finlay, Elementary Spanish.  
 Professor Hosmer, History of Music.  
 Professor Sinclair, Sociology II.  
 Professor Tuttle, Comparative Education.  
 Professor Weber, History of Arithmetic.

**Daily Program of Summer Session, July 6 to August 13, 1926**

- 9:20—Advanced Political Geography. Professor Brown.  
 Law and Government. Pol. Sci. rS. Dr. Carroll.  
 Elementary Italian. Professor Cavicchia.  
 Education of Children. Limited. Professor Craig.  
 Fundamentals of English. Miss Harris.  
 American Literature. Advanced. Professor Reynolds.  
 Elementary Drawing. Miss Swan.  
 Junior High School Methods. Advanced. Professor Waite.

- 10:20—Teaching Geography. Professor Brown.  
Practical Law. Pol. Sci. 51S. Dr. Carroll.  
Italian Conversation. Professor Cavicchia.  
Education of Children (continued). Professor Craig.  
Elementary French. Professor Finlay.  
Elementary Composition. Miss Harris.  
Public School Music Methods. Professor Hosmer.  
Advanced English Composition. Professor Reynolds.  
Advanced Psychology. (Jr. High School age.) Mr. Rockwell.  
Advanced Drawing. Miss Swan.  
Principles of Education. Professor Waite.
- 11:20—Rhode Island Education. Dr. Carroll.  
Advanced Italian. Professor Cavicchia.  
Education of Children (continued). Professor Craig.  
Recent American History. Advanced. Miss Higbee.  
Music Appreciation. Professor Hosmer.  
History of Education. Professor Waite.
- 12:20—Fundamentals in Geography. Professor Brown.  
Contemporary Poetry. Professor Reynolds.  
Elementary Educational Psychology. Mr. Rockwell.  
Health Methods for Grades 6 to 9. Dr. Ross.  
Advanced Economics. Professor Sinclair.  
Practical Art. Advanced. Miss Swan.  
Methods in Arithmetic. Professor Weber.  
Elementary Botany. Dr. Weston.
- 1:20—Intermediate French. Professor Finlay.  
Junior High School English. Miss Harris.  
American History. Middle Period. Miss Higbee.  
Music. Training the Ear. Professor Hosmer.  
Psychology. Tests and Measures. Mr. Rockwell.  
Advanced Hygiene. Dr. Ross.  
Sociology I. Professor Sinclair.  
Current History. Advanced. (4 weeks). Professor Stevenson.  
Fundamentals in Arithmetic. Professor Weber.  
Advanced Biology. Dr. Weston.
- 2:20—Advanced French. Professor Finlay.  
Fundamentals in History. Miss Hibbee.  
Sociology II. Professor Sinclair.  
History of Civilization. (4 weeks). Professor Stevenson.  
Junior High School Mathematics. Professor Weber.

## REQUIREMENTS FOR ADMISSION AND METHOD OF SELECTION OF CANDIDATES

Each candidate for admission must be a graduate of an approved four-year course in an approved secondary school, with not less than fifteen standard units of credit, or must demonstrate that he has received an equivalent education.

As to the high school course to be pursued, the College of Education has always chosen to leave the selection largely to the high schools themselves, believing that these schools should be allowed to assume the responsibility for the character and efficiency of their students. The College also believes that every subject should be studied for its value, rather than as a preparation for record of ranking in that subject. It is evident, however, that certain subjects must be included if the student is to be prepared for the necessary courses in the College. Among these requirements are:

The usual preparation in English.

Satisfactory work in history.

The regular college preparatory work in mathematics.

Beginning in 1927 all students must present at least a satisfactory course in algebra, and in 1928 and thereafter students must be well prepared in both algebra and geometry.

Other courses strongly recommended are the following:

Laboratory courses in both physics and chemistry.

An equivalent of four periods a week for a year in drawing.

Such reviews of fundamentals as may be found advisable for all students.

Successful study of at least one foreign language for at least two years.

All students are expected to be able to read music and to write it from memory and from dictation.

### Further Requirements

Applicants must declare their intention to complete a course in professional education and to follow teaching as a vocation. Each must also give a pledge to teach in the public schools of Rhode Island for at least three years after attendance at the College of Education unless excused therefrom by the Trustees of the College.

Good physical health will be expected of all candidates, with no serious difficulties of any kind. A candidate with defective vision should be able to read easily, with corrected vision, from a blackboard at a distance of 25 feet. Only to a limited extent may physical handicaps be offset by high personal qualifications. As admission is on a competitive basis, and the selection is for the good of the schools of the State rather than for personal gain, it is evident that physical and social qualities must be considered as well as the purely mental.

### "Candidates" and "Alternates"

A preliminary selection, before admission to the entrance examinations, is made by the superintendent of schools of the town or city in which the applicant lives. To each superintendent is assigned a definite quota for each half-year, according to the number of his public schools and his need for teachers. In general this allows two candidates for each town for each half-year. Central Falls, East Providence, and West Warwick may nominate three each, Cranston and Newport five each, Woonsocket six, Paw-



tucket nine, and Providence thirty. Where a section of the state is not sufficiently represented, desirable candidates may be allowed, within the limits of the total number to be accepted, to represent other than their own towns.

The preliminary selection by the superintendent will be based on scholarship, personality, and probable fitness for teaching. For this the principal of the high school must furnish a certified record of scholarship, a statement of personal qualifications for teaching, and a statement of belief that the applicant is of upright character and possessed of general fitness for teaching.

Each superintendent of schools may nominate "candidates" from the residents of his own town or city, to the full limit of his quota. He may also nominate an equal number to be known as "alternates", and a third list, if necessary, to be known as second alternates. These will all be given by him cards of admission to the entrance examination. Lists and records should be forwarded to the College of Education before the scheduled date for the examination.

### Dates for the Entrance Examinations

The entrance examinations for 1926-7 will be given in the Assembly Hall at the College of Education at 2 o'clock on the following dates only:

For admission in February, 1927, on Monday, December 13, 1926.

For admission in September, 1927, on Monday, May 23, 1927.

In general the dates will be the Mondays nearest to May 21 and to December 12 of each year.

### What the Entrance Examinations are

The entrance examinations include a general test of scholarship, intelligence, ability and breadth of information, a silent reading test, and a physical examination by the College Physician.

The general test is constructed for each examination in such a way as to determine as carefully as possible the student's probable ability to succeed as a teacher. It includes a study of the student's power to use quickly and accurately the knowledge he has gained in the schools. It may include any field of study commonly pursued by students. All are expected to have some knowledge of simple arithmetic and of history and geography. A fairly high standard is required in English. Each is expected to have some familiarity with the essential principles of drawing and of music, including a knowledge of the major scales in most common use. Ordinary scientific facts, current events of greatest significance, or other indications of habits of study, of work, and of thought, may find place in the tests. As the time allowed is limited, promptness in attendance is essential.

The reading test is used to indicate the student's accuracy and facility in dealing with new material.

The physical examination requires about fifteen minutes for each student. Appointments for this examination are made separately. For applicants named in the superintendent's list as "candidates" the appointments may be made in advance of the date of the entrance tests, and for "candidates" coming from the greatest distances appointments may be made for the day of the entrance tests.

Appointments for physical examinations for those listed as "alternates" will be made only in cases where the entrance tests have indicated that these students may possibly be selected for admission.

### Concerning Graduates of Schools outside of Rhode Island

A resident of Rhode Island who is a graduate of a high school outside the State should make application through the superintendent of schools of the town in which he lives.

For residents of other states there is at present little room available. It has been customary, however, to admit for each semester the one or two students with the highest records. Applications should be forwarded directly by the high school principals, but it is evident that only those of unusually high standing should be recommended for this purpose.

### Final Acceptance by the College of Education

Responsibility for the final acceptance rests with the College of Education. In making the selection, each of the following points will be given due weight.

1. Rank in the list of nominations.
2. Scholarship as shown by the high school records.
3. Personal fitness for teaching as shown by the records.
4. Physical efficiency, as shown by the physical examination.
5. Mental efficiency, as shown by the entrance tests.

It is understood that no acceptance is valid until after the successful completion of the high school course.

The need for the limitation here indicated grew out of the fact that the College was no longer able to care for all who wish to enter. With the completion of the new building it is expected that numbers will be increased to meet the growing needs of the State. The attempt has here been made to base the selection of the students upon the known qualities essential in a teacher. Scholarship alone is not a sufficient evidence of the fitness of a candidate for the responsible position of teacher.

Rhode Island College of Education believes that teaching is of sufficient importance to call for the best energies of our most carefully selected students, and for a preparation that shall be worthy of its task.

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 Athenaeum, 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 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.

## GENERAL INFORMATION

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 in the Henry Barnard School.**

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 student's loan fund. This fund, amounting to about \$1,200, given by graduating classes and friends, has recently been supplemented by the Margaret H. Irons fund, a memorial to Mrs. Irons, for many years an honored member of the Faculty.

# Graduating Classes, 1926

## CANDIDATE FOR THE DEGREE OF MASTER OF EDUCATION

Thomas Albert Cook

## CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION

Agnes Emily Barlow	Mary Frances King
Milton Pine Blackwell	Katherine Ann LaVelle
Reina Rosana Brassard	Frank Nicholas Lombardi
Catherine Agnes Campopiano	Grace Main Lowe
Elizabeth Frances Duffy	Ruth Elizabeth Lunden
Dora Harris Edwards	Helen Isabelle Maloney
Margaret Regina Ginand	Evangeline Margaret Manter
*Emerson Kay Hall.	Enid MacNair S. Moore-Brown
Alice Holden	Roberts Von Son Reed
Dorothy Hopkins	Alice Glenwood Scott
Elizabeth Whiteside Jones	Bertha May Smith
Manya Kaufman	Amelia Wise

## CANDIDATES FOR THE JUNIOR COURSE DIPLOMA

### January Group

Elvira Acquarone	Elizabeth Catherine Flynn
Dorothy Mary Alexander	Alice Loretta Claire Gladhill
Mary Kathryn Behan	Hannah Wilbor Grinnell
Frances Mae Betagh	Anna Loretta Haggerty
Kathryn Ingoldsby Boucher	Elizabeth M. Heary
Hortense Case Burdon	Dorothy Hinckley
Caroline Amanda Burton	Bertha Alice Holloway
Margaret Mary Cantwell	Mildred Solweig Iverson
Lucille Helen Carney	Doris Eleanor Jones
Mary Margaret Cashman	Grace Kaufman
Alice Catterson	Helen Frances Keenan
Teresa Elizabeth Caulfield	Irene Alice Lavell
Margaret Veronica Connell	Emily Anastasia Leonard
Janet Craig	Eileen Marie MacMannus
Beatrice Sylvia Demers	Mary Agnes McCabe
Mary Rita Doherty	Marie Marguerite McGarry
Florence Anna Downes	Eleanor Claire McPhillips
Emily Marie Dunne	Alice Gertrude McQueeney
Mary Ellen Dwyer	Mary Josephine Manning
Claire Louise Farrell	Mary Pauline Martin
Helen Josephine Farrell	Mildred Margaret Miller
Josephine Catherine Fitzpatrick	Alice Marie Miner

\*Work completed but not yet voted upon.

Mary Margaret Morris  
 Margaret Frances Nerone  
 Mabel Jenks Noelte  
 Elsie May Northup  
 Mildred Frances O'Neil  
 Hartwell Gordon Pilkington  
 Freelove Mary Place  
 Elizabeth Russell Power  
 Claire Delima Racine  
 Isabelle May Reilly  
 May Louise Reynolds  
 Marion Elizabeth Riley

Margaret Mary Ryan  
 Bertha May St. Sauveur  
 Janet Reid Scott  
 Gertrude Louise Shea  
 Sadie Hilda Spiers  
 Jennie Kingsland Sunderland  
 Samuel William Thomas  
 Margaret Teresa Toole  
 Hazel Holmes Wells  
 Estelle Margaret Wholey  
 Maude Evelyn Williams

#### June Group

Annie Andrade  
 Anna May Babcock  
 Julia Yale Berlin  
 Elizabeth Boutelle  
 Ida Josephine Buonanno  
 Isabel Alice Byrne  
 Florence Louise Callanan  
 Maria Libera Camardo  
 Helen Josephine Carlson  
 Dorothy Celestine Cavanaugh  
 Dorothea Elizabeth Coker  
 Mary Louise Conca  
 Mary Magdalen Connolly  
 Irene Frances Cooney  
 Marguerite Elizabeth Cote  
 Kathryn Marguerite Cunningham  
 Grace Jeanette Daniels  
 Marguerite Frances Delahunt  
 Alice Louise Dillon  
 Grace Cecelia Dillon  
 Marion Cecilia Doherty  
 Yettie Dolberg  
 Irene Catherine Donovan  
 Mary Louise Droney  
 Mavis Claire Dunn  
 Ruth Olin Edwards  
 Mildred Rose Ellis  
 Charles Owen Ethier  
 Dorcas Rice Farnsworth  
 Mary Jane Fox  
 Helen Harden Gannon  
 Margaret Regina Ginand  
 Marion Rose Gleason  
 Anna Mary Magdalen Gottwald  
 Vida Hambly

Marion Catherine Haven  
 Elsie Anna May Hayden  
 Elizabeth Norman Johnson  
 Inez Estelle Jordan  
 Lillian Alice Kelley  
 Margaret Mary Kiernan  
 Elizabeth Paula Labbee  
 Ruth Rosetta LeBoeuf  
 Anna May Londergan  
 Martha Kathryn Mary Macdougald  
 Mary Ellen McCormick  
 Mary Agnes McKee  
 Helen Irene McVey  
 Eleanor Marie Mahoney  
 Gertrude Josephine Marshall  
 Veronica Marie Maudlsey  
 Jane Elizabeth Moran  
 Margaret Alice Rita Murphy  
 Margaret Mary Murphy  
 Margaret Mary Murray  
 Elizabeth Anne Newbauer  
 Mary Catherine O'Brien  
 Anna Gertrude O'Kane  
 Edith Inez Poole  
 Alice Eleanor Reid  
 Marguerite Laura Richard  
 Gertrude Claire Riley  
 Hope Mary Senecal  
 Doris Irene Steele  
 Josephine Madonna Storin  
 Gladys Marion Stott  
 Susan Monica Trainor  
 Kathryn Mae Umstead  
 Marion Frances Vera  
 Olga Maria Vicario

## KINDERGARTEN-PRIMARY GROUP

Mildred Erdine Barber	Lillian Grace Coppinger
Barbara Ethel Stewart	Anna Cecilia Goodwin
Isabel Martha Woodmancy	Ruth Mary Graham
	Ada Simmons Hodges
Mabel Josephine Burke	Mary Loyola O'Donnell
Harriet Louise Child	Pearl Selma Smith

## LIBRARY TRAINING GROUP

Mildred Abbott Perkins
Kathryn Chase Ray
Dorothy Arnold Wight

## SUMMARY

Received Degree of Master of Education . . . . .	1
Received Degree of Bachelor of Education . . . . .	23
Senior Course Students . . . . .	13
Received Junior Course Diploma . . . . .	137
Received Kindergarten-Primary Junior Diploma . . . . .	11
Received Library Junior Diploma . . . . .	3
Sophomore Classes . . . . .	159
Freshman Classes . . . . .	184
Special Students . . . . .	34
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Withdrawn during the Year . . . . .	565
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Total registration in daily sessions . . . . .	574
Summer Session, 1925 . . . . .	339
Afternoon and Saturday Classes, Fall . . . . .	800
Afternoon Classes, Spring . . . . .	487
Enrollment in Classes held in other towns . . . . .	148
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Total Enrollment of Students . . . . .	2348
Less names counted more than once . . . . .	420
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Number of different students enrolled . . . . .	1928
Children in the Henry Barnard School (approximately) . . . . .	400
Children in the Regular Training Schools " . . . . .	2150
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Children enrolled in all schools " . . . . .	2550

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### TOTAL NUMBER OF GRADUATES

Masters of Education.....	3
Graduates of four-year course, 1922-26, inclusive.....	62
Number completing Junior Courses, 1871-1926, inclusive.....	3,483
Graduates of City Training Course, 1891-1902.....	390
Number completing Normal Course, 1854-1865.....	62
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Total.....	4,000
Less number counted twice.....	90
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Total number of persons.....	3,910

The number of students registered at Rhode Island College of Education in 1925-6 was 574.

There were 1,754 others registered in the classes for teachers. These classes are held at 4:30 on Tuesdays and Thursdays throughout the year, from 9:30 to 1:30 on Saturday mornings for 20 weeks of the year, and in the six-weeks summer session. A few classes are also met by members of the College Faculty in different parts of the State. Most of the 1,754 are teachers in the public schools of Rhode Island.

The total registration in college courses was therefore 2,328.

In the Henry Barnard School and in the various training schools of the College of Education there were approximately 2,600 children.

The College of Education now admits one hundred students each half-year. This is about one half of the number applying for admission.

Those admitted are selected with great care, as they are expected to become the public school teachers of the State. A limited number may be admitted from each town and city. The selection is on the basis of the high school record, a personal fitness record, the superintendent's nomination, a competitive entrance test, and a physical examination by the College Physician.

With the completion of the new building now being erected on the College Campus it is expected that the number of students to be admitted can be increased in order to care for the growing need for teachers.

Eleven of the classrooms in the College Building are now used by the Henry Barnard School. This school is the pedagogical laboratory of the College of Education, and is necessary for the training of teachers. A much larger school than this is now needed, on account of the greatly increased number of students in the College. With the completion of the new building this increase will be provided for, and at the same time the classrooms now used for this purpose will be released for college classes.