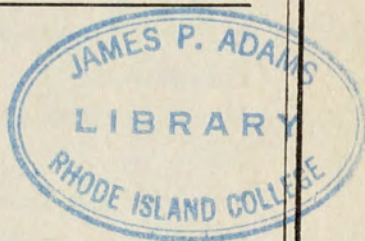


CATALOG FOR 1927-1928

Rhode Island
College of Education
Bulletin



PURPOSE AND VALUE

THE NEED FOR TRAINED TEACHERS

THE PRACTICAL NATURE OF AN
EDUCATION FOR TEACHING

COURSES OF STUDY

ENTRANCE REQUIREMENTS

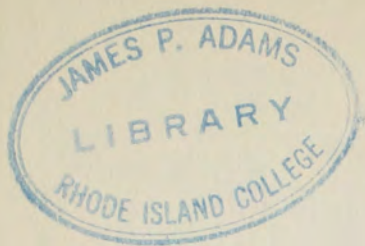
THE HENRY BARNARD SCHOOL

Bulletin No. 36

Issue for June, 1927

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

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CALENDAR FOR 1927-28

Examination for Admission, Monday, May 23, at 2 P. M.

SUMMER SESSION. *Tuesday, July 5, to Friday, August 12*
OPENING OF TERM. *Monday, September 12*
AFTERNOON CLASSES BEGIN. *Tuesday, September 20*
SATURDAY CLASSES BEGIN. *Saturday, September 24*
COLUMBUS DAY. *Wednesday, October 12*
MEETING OF RHODE ISLAND INSTITUTE OF INSTRUCTION
Thursday and Friday, October 27 and 28
FIRST QUARTER ENDS. *Friday, November 18*
THANKSGIVING RECESS. *Thursday and Friday, November 24 and 25*
EXAMINATION FOR ADMISSION. *Monday, December 12*
CHRISTMAS RECESS. *December 26 to January 2 inclusive*
FIRST TERM ENDS. *Friday, January 27*

SECOND TERM BEGINS. *Thursday, February 2*
AFTERNOON CLASSES BEGIN. *Tuesday, February 7*
WASHINGTON'S BIRTHDAY. *Wednesday, February 22*
GOOD FRIDAY. *Friday, April 6*
SPRING RECESS. *April 9 to 14 inclusive*
ARBOR DAY. *Friday, May 11*
EXAMINATION FOR ADMISSION. *Monday, May 21 at 2 P. M.*
MEMORIAL DAY. *Wednesday, May 30*
COMMENCEMENT. *Tuesday, June 26*
SUMMER SESSION. *Monday, July 2 to Friday, August 10*
OPENING OF TERM, 1928. *Monday, September 10*

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PROFESSOR FRANK E. WAITE

FACULTY OF INSTRUCTION

Arranged by groups in the order of appointment.

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

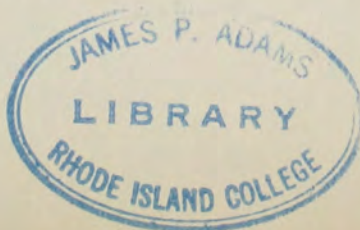
CLARA ELIZABETH CRAIG, Ed. M., Professor of Practice and Director of Training.

- ROBERT MARSHALL BROWN, A. M., Professor of Geology and Economic Geography.
- GRACE ELECTA BIRD, A. M., Ph. D., Professor of Educational Psychology.
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- FRANK EARL WAITE, A. M., Professor of History of Education and the Philosophy of Education.
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- MARY AMALIA WEBER, A. M., Professor of Mathematics.
- MARION DODGE WESTON, A. M., Ph. D., Professor of Biology and Nature Study.
- ADELAIDE PATTERSON, B. L. I., Professor of Public Speaking.
- THOMAS HERBERT ROBINSON, A. M., Professor of English.
- ²GAETANO CAVICCHIA, A. B., Professor of Romance Languages.
- EMILY ALLYN, Ph. D., Substitute Professor of History.
- ¹HATTIE MAY FINLAY, A. M., Professor of Romance Languages.
- HARRIET LUCIA SHERMAN, Professor of Art Education.
- MILDRED EVELYN BASSETT, A. M., Professor of American History.
- WILLIAM ALPHEUS BALDWIN, B. S., Lecturer in Ethics.
- HARRY HOUSTON, Supervisor of Penmanship.
- MARY ELLEN MAKEPEACE, Librarian.
- ELIZABETH GILLESPIE WILLIAMS, Instructor in Home Economics.
- *RUTH MABEL RANGER, B. L. I., Ed. B., Instructor in English Literature and Public Speaking.
- NEVA LESLIE LANGWORTHY, Ed. B., Instructor in Physical Education.
- AMY ADWYNA THOMPSON, A. B., Instructor in Rhetoric and English Composition.
- HELEN LOUISE HILL, A. B., Ed. M., Instructor in History.
- GRACE WINTHROP OSBORNE, Instructor in Physical Education.
- ¹RUTH ELLEN GREENE, Ed. B., Associate Librarian.
- ALICE LOUISE THORPE, A. B., Instructor in English Composition and Grammar.
- LILLIAN ETHEL SWAN, Instructor in Art.

*On leave of absence for 1926-27.

¹Until June, 1927.

²Beginning July, 1927.



WENDELA CHRISTINA CARLSON, Ed. B., Instructor in Nature Study and Penmanship.

¹EDWARD HARRISON CORNISH, A. B., Instructor in Mathematics.

ELIZABETH RUSSELL POWER, Ed. B., Assistant Instructor in Music.

DORIS DWINEL ALDRICH, Ph. B., Registrar.

GLADYS STOCKING COGGINS, Assistant Registrar.

ALFA LORETTA SMALL, Pianist.

TRAINING DEPARTMENT

CLARA ELIZABETH CRAIG, Ed. M., Director.

EMMA JOSEPHINE CRAIG, Assistant Director.

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MARY AGNES McARDLE, Grade 8.

INEZ ESTELLE JORDAN, Grade 7.

MARY TUCKER THORP, Grade 6.

WINIFRED ELLEN GLEASON, Grade 5.

MABEL TILLINGHAST GARDNER, Grade 4.

LINA FINNEY BATES, Grade 3.

EMMA GRACE PEIRCE, 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.

DOROTHEA ELIZABETH COKER, Assistant.

STATE TRAINING SCHOOLS

ANNIE SCANLON, Walley School, Bristol.

ELIZABETH MARY PICHÉ, Harrisville School, Burrillville.

MARGARET ISABEL ROBERTSON, Washington St. School, Central Falls.

JENNIE WINCHESTER PHILLIPS, Thornton School, Cranston.

MABEL RUSSELL STEVENSON, Clark Street School, Valley Falls, Cumberland.

NELLIE MAE REED, Grove Avenue School, East Providence.

FREELOVE MARY PLACE, Carr School, Jamestown.

MARTHA ALTHEA CRANDALL, Coggeshall School, Newport.

¹Until September, 1927.

- MARY ELIZABETH McCABE, East Street School, Pawtucket.
 GERTRUDE BURDEN HECKMAN, Nathanael Greene School, Pawtucket.
 MARY ELIZABETH LINCOLN, Althea Street School, Providence.
 EDITH GREENE FREEMAN, Bridgham School, Providence.
 MINNIE EDITH NILES, Thomas A. Doyle School, Providence
 MARGARET MADELINE COLTON, Grove Street School, Providence.
 ANNIE LOUISE MUNNEGLE, Jenkins Street School, Providence.
 GERTRUDE CHARLOTTE MILLER, Oxford Street School, Providence.
 CATHERINE ELIZABETH McCORMACK, Ed. B., Regent Avenue School,
 Providence.
 LUCY WOODRUFF HOUSE, Temple Street School, Providence.
 MARY ANNE DONOVAN, Ed. B., Thayer Street School, Providence.
 KATHERINE MARY MURRAY, Webster Avenue School, Providence.
 ANNIE THERESA TURNER, Willow Street School, Providence.
 SARAH MABELLE WILBER, Peace Dale School, South Kingstown.
 MARY VERONICA QUIRK, Joyce Street School, Warren.
 FANNIE RANDALL YOUNG, Bayside School, Warwick.
 JESSIE STANDISH BERRY, Quarry Hill School, Westerly.
 ELIZABETH CECELIA McELINN, Arctic School, West Warwick.
 MASIE ELIZABETH QUINN, Natick School, West Warwick.
 ANNA GERTRUDE LOUISE MEAKIN, Pothier School, Woonsocket.

SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES, 1926-1927

(In addition to members of the regular Faculty.)

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

Rhode Island College of Education

Its History

Rhode Island College of Education, established by Act of the General Assembly in 1920, is the direct successor of the Rhode Island Normal School, founded in 1854. Except for the discontinuance of this school from 1865 to 1871, its progress has been constant and its history significant. Originally, as was the case with other early normal schools, its course was short, and its work included a part of what is now accomplished in the high schools. It has been among the first to lengthen courses of study, to provide adequate facilities for observation, demonstration, and practical experience in teaching as a part of its curriculum, to admit candidates on a sound selective basis, and to equalize opportunities for students from all parts of the state by paying a large share of traveling expenses, and by admitting a fair quota from every town and city. Its course is now four years in length. For the present students are allowed to begin teaching after completing three years of the course, with the understanding that the fourth year may be completed by attending the afternoon, Saturday, or Summer classes.

With the completion of the new building for the Henry Barnard School, during the coming year, the facilities for observation, demonstration, experimental investigation, and student participation in teaching and in the care of children, will be greatly increased. Larger numbers of students may be admitted to the College of Education. The increased size of the Henry Barnard School will allow the extension of its present course to include a high school.

Its Purpose

As stated in the Act of the General Assembly which established the College, 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, every effort has been made to arrange the work of the College so that the public schools will be supplied with thoroughly trained men and women who have at the same time enjoyed the cultural advantages that accompany collegiate education. Those students who are to be admitted are selected with great care, as they are to be public school teachers of the State.

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".

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.

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.

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.

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.

What the Henry Barnard School Is

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.

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 school-

rooms 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.

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 a 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.

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, Pawtucket 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.

For the future a somewhat larger number may be accepted for admission in the fall term, and a few may be accepted in advance for admission in February. The December examination will then be continued only for students graduating from the high schools in the middle of the year.

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 1927-8 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, 1928, on Monday, December 12, 1927.

For admission in September, 1928, on Monday, May 21, 1928.

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.

Expenses

There is no charge for tuition for residents of Rhode Island. To equalize the advantages for students from all parts of the State, each resident student living more than five miles from the College shares in the distribution of an annual appropriation of \$6,000. The distribution is made in proportion to the distance traveled and to the student's attendance.

Textbooks and supplies are furnished without charge.

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 has been but a single course of study, four years in length, leading 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 the entire course, although state certificates for teaching may for the present continue to be given after three 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 as 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*Seventh Semester*

Education. Advanced educational Psychology.....	3
Education. Practice in special field.....	2
Economics.....	3
English. Advanced Literature.....	3
Health Education. Advanced School Hygiene.....	2
Practical Law.....	2
Electives.....	2 to 4

Eighth Semester

Education. History of Education.....	3
Education. Special practice.....	2
History of Civilization.....	2
Political Science.....	3
Electives.....	6 to 8

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 the beautiful. Elective, 2 hours a week.

52. Advanced Drawing. Charcoal—pose, still-life, and landscape. Elective, 2 hours a week.

53. Advanced Drawing. Water color, tempera, and pencils as mediums. Figure work, composition, and design. Elective, 2 hours a week.

54. Practical Art I. Various kinds of lettering, titles, cover designs, posters, book-plates. Elective, 2 hours a week.

55. Practical Art II. Problems in costume design and home decoration for the grammar grades and junior high schools. Elective, 2 hours a week.

56. Mechanical Drawing. Problems in working drawings, patterns, house plans and elevations. Elective, 2 hours a week.

57. Practical Art III. Constructive design and hand work. Elective, 2 hours a week.

Economics

31. An introductory course including a study of the influences and principles which fundamentally determine the conditions of modern economic life. The course will also include a study of the relation of economic activities and problems to educational, political, and social welfare. 3 hours a week for one semester.

51. Advanced Economics. The course will include the study of selected special subjects in economics. The purpose is to give the student a better understanding of the more important activities and interests of present day economic life and to show the relation of these to the interests and activities which are found in geography, civics, vocational studies and history. 2 hours a week.

Education

20, 14, 5, and 15. Introduction to education and conferences, observation, and demonstration. 20 hours of general introduction to education, 30 hours of conferences with the Director of Training, and 30 hours of observation and demonstration. A study of children from the kindergarten through the eighth grade, with a direct study of methods and results. 1 hour a week. First four semesters.

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 view 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 aims, purposes, materials and methods of modern elementary class-room instruction. 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 conditions generally accepted as favorable, for classroom instruction and school efficiency. 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. 1 hour a week. Elective for advanced students with the approval of the President.

57. Psychology of the Preschool Child. A practical study of the early conditioning of behaviour with reference to social adjustment of the very young child. 1 hour a week, elective.

63. Psychology of School Subjects. An analysis of the psychological processes involved in the various subjects of the curriculum. A consideration of economical methods of study. Elective, one hour a week.

64. Psychology of Exceptional Children. A clinical study of children of both superior and inferior mentality, including disciplinary problems with a view to both diagnosis and remedial measures. Elective, one hour a week.

65. Mental Hygiene. The principles of mental health with special applications to personal problems. One hour a week.

66. Vocational Psychology. The application of psychological principles to the problems of vocational guidance and selection. Elective, one hour a week.

67. Psychology of the Secondary School Age. A study of the emotional, social, and intellectual adjustment of pupils of high school age. Elective, one hour a week.

58. School Administration. A study of school organization and administration in the United States. For advanced students. One hour a week.

61. Comparative Education. A survey of modern educational systems and organizations of selected countries throughout the world. For advanced students. One hour a week.

62. Principles of Secondary Education. The principles underlying the organization of the field of secondary education with especial emphasis upon the latter half or senior high school division. For undergraduate Seniors or for teachers desiring work in this field. 2 hours 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. This course is a systematic review of essential facts. It emphasizes training for accuracy and effectiveness in speech and writing. 2 hours a week, first semester.

13. Composition and Rhetoric. This course consists of a series of exercises for free and intelligent expression of ideas through oral and written language. 3 hours, second semester.

11. American Literature. This is a general course in American literature for the purpose of securing for the student 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 in the literature of Great Britain from earliest times to the present. 2 hours, fourth semester.

31. Advanced Literature. An advanced study of literature is made by the students, with special emphasis on principles of literary criticism and problems of teaching 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, elective.

52. Standard Literature. A study of the world's classics. Elective, 2 hours a week. (Not to be offered in 1927-8).

56. Advanced Public Speaking: Elementary Principles of Argumentation and Debating. Practice in Parliamentary Law. Elective.

57A. Problems of Teaching English in Secondary Schools, Grades 7 to 12, inclusive. Part I, Composition and Usage. Elective for Juniors and Seniors. 2 hours, one semester.

57B. Problems of Teaching English in Secondary Schools, Part II. Literature. Elective for Juniors and Seniors. 2 hours, one semester.

58A. Problems in Teaching English in Elementary Schools, Grades 1 to 6, inclusive. The following phases of the work will be studied: objectives, materials, activities, methods, tests and minimum essentials. Part I, Composition and Usage. Elective for Sophomores, Juniors, Seniors. 3 hours a week.

58B. Problems in Teaching English in Elementary Schools, Part II., Literature. Elective for Sophomores, Juniors, Seniors. 3 hours a week.

60A. Advanced Composition. Part I, The Essay. Elective for Sophomores, Juniors, and Seniors. 2 hours, one semester.

60B. Advanced Composition. Part II, The Short Story. Elective for Sophomores, Juniors, and Seniors.

61. Shakespeare. A study of outstanding plays will be made largely from the point of view of appreciative teaching in the classroom. Elective for Juniors, Seniors. 2 hours a week. (Not to be offered in 1927-1928).

62. Technique of the Drama. Elective for Juniors and Seniors. 2 hours a week.

63. The English and American Novel. Elective for Juniors and Seniors. 2 hours a week.

64. Contemporary Literature. This course is cultural. It is essentially a course in recreational reading. It will be conducted informally as a seminar. The content of the material will be changed from semester to semester. Students may elect the course without repetition of subject-matter. Elective for Sophomores, Juniors, and Seniors. One hour a week.

65. English and American Poetry. Elective for Juniors and Seniors. 2 hours.

66. Research in English. The work of this course will be individualized. Each student will work independently on a problem of research. Elective for Seniors and Graduates. One hour a week.

67. Seminar in English. One subject will be investigated each semester. Subjects will be changed. Students may elect the course from semester to semester without fear of duplicating subject-matter. Subjects will be selected after the instructor has become acquainted with the students in the course. Elective for Seniors and Graduates. One hour a week.

68. Thesis. It is expected that every student who is working for his Ed. M. degree with emphasis on English will elect this course. No regular classwork will be conducted. Each student will meet an instructor in conference one hour a week. Elective for graduates. One hour a week for two semesters.

Ethics

Ethics 2. Professional Ethics. The course in ethics has the double purpose of giving aid to the student as he becomes more intelligent regarding his own problems,

and of helping him to understand how to encourage the children who may be committed to his care to grow into good citizenship. Each student investigates the development of his own personal ideas, attributes, and habits, and tries to understand how he is being gradually transformed from day to day. The course includes a study of the methods of teaching citizenship, of personal and professional codes of ethics, and of ethics for children. In the afternoon and Saturday classes this course may be given in two parts, I. and II. 2 hours a week, fifth semester.

Geography

2. The Physical Environment. A physiographic introduction to economic and regional geography. The relation of peoples to their environment. Geographic controls of human occupation. 3 hours, first semester.

5. Economic Geography. Commercial and economic development as influenced by physical features. 2 hours a week, second semester.

52A. Problems in Teaching Geography. A study of teaching with types of presentation applied to various continents. A critical study of the materials and processes of selection of topics and problems for the elementary grades (III. to VI.) 2 hours a week, elective.

52B. Problems of Teaching Geography, Upper Grades and Junior High School. 2 hours a week, elective.

53. Geology. Outline of historical, dynamic, and structural geology. To be offered second semester, 1927-1928. Elective, 2 hours a week.

54. Mineralogy. Elective, one hour a week.

55. Principles of Political Geography. The application of the study of the physical environment and of the study of peoples to a state or nation. To be offered second semester, 1928-1929. One hour a week, elective.

56. Regional geography. Intensive study of typical regions of Europe and the United States. First semester, 1927-1928. Elective, one hour a week.

Health Education

1, 2, 3. Practical instruction in marching, gymnastics, dancing, games, and athletics. A study of play and recreation for children. 2 hours a week, first three semesters.

4. Theory of Physical Education: anatomical mechanism of movement, methods of teaching. Lectures and practice with class mates. 2 hours a week, fourth semester.

5. Practical Hygiene. Elementary anatomy and physiology, including study of the circulatory, respiratory, digestive, excretory, and nervous systems of the body. One hour a week, first semester.

6. School and Personal Hygiene. Emphasis is placed on teaching of personal health habits, study of preventable physical defects, eye and ear examinations, nutritional problems of school children, recognition and control of communicable diseases, effect of drugs and patent medicines, accident prevention and first aid. School room lighting, heating, ventilating, furniture. Sanitation of building and playground. Classroom work is augmented by visits to clinics, laboratories, playgrounds, social service health centers. One hour a week, fourth semester.

7. Practical teaching in marching, folk dancing, advanced group games. One hour a week, fifth semester.

32. Advanced School Hygiene. A more detailed and intensive study of function and structure of special organs of body. Microscopic examination of simple cells and tissues. Study and application of Mendel's Law of Heredity. Elementary bacteriology. One hour a week, fifth semester.

8. Practical teaching and coaching of games and athletics. Advanced gymnastics. One hour a week, seventh semester.

33. Methods of teaching Health Education in elementary and secondary schools. Practice with children. Extension courses, practice with classmates. One hour a week, seventh semester.

History

5. American History. This course includes a brief survey of the European background of American history, and exploration and colonization by European nations, followed by a more detailed study of the development of the English colonies, the organization of the United States, territorial expansion, and national development along political, economic, and social lines through the period of reconstruction (1877). 3 hours a week, first semester.

6. American History. National development from 1877 to the present, including a study of the United States as a World Power. The history of social, economic, and political problems of the present, and the organization of subject-matter are considered. 2 hours a week, second semester.

7. European History. General outline of development from 1787 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.

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.

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, elective.

57. Contemporary History. Elective for advanced students. 2 hours a week.

59. English History. Elective for advanced students. 2 hours a week.

60. Rhode Island History. Emphasis is placed upon colonial development and the part played by the state in the Revolutionary period, with attention also to outstanding constitutional and industrial developments during the national period. An attempt is made to show how material concerning the state may be used to enrich and vitalize the study of American history.

Household Arts

51. Cooking. Demonstrations and conferences on the principles of cooking. Elective, 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. Elective, one 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, elective.

Library Science

1. A brief outline of the more common books of reference found in school libraries and public 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 his future teaching. One hour a week, first semester.

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, 5. Mathematical Analysis. Combined course in college mathematics using a modern text. 3 hours a week, first and second semesters.
6. Methods. Review of essentials. Discussion of classroom procedure. 2 hours a week, fourth semester.
54. Mathematics for the Junior High School. A consideration of the content and presentation of the arithmetic, algebra, intuitive geometry, and numerical trigonometry recommended as suitable mathematical material for pupils in Grades 7, 8, and 9. Elective, one hour a week.
- 1E. Arithmetic for Teachers. One hour a week for 20 weeks.

Modern Language

- 1, 2. Modern Language. A year's work in French, Italian, or Spanish. 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, third and fourth semesters.
- 51-54. Further study of language may be carried as an elective course. 3 hours a week.

Music

10. Public School Music. The theory of music and its application in singing and writing music. Methods of teaching music in the elementary and secondary schools. 2 hours a week, third semester.
51. Music Appreciation. A study of the different types of instrumental and vocal music with illustrations by means of the piano and the phonograph. The course is designed to help students understand and enjoy music. Some attention is given to methods of teaching music appreciation to children. Elective, one hour 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, elective.
53. Training for Music Supervisorship. 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, elective.

54. History of Music. A survey of music from early times to the present. Musical illustration by means of the piano and phonograph. Elective one hour a week.

55. Science of Music. A continuation of Elementary Harmony. Elective, one 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. One 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.

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. It is given 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. Elective, 2 hours a week.

61. Astronomy. A brief introduction to the science. (To be offered first semester, 1928-1929.) One hour a week, elective.

63. Teaching Nature Study in the Elementary Schools. Practice in the Henry Barnard Schools. Elective.

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, 1927, these courses were attended by 1,604 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 1,604 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 given during the college year 1925-26, and to be given in the summer session of 1927 is as follows:

Daily program for 6 weeks, beginning July 5, 1927

- 9:20—Geology. Professor Brown.
 *Rhode Island Education. Professor Carroll.
 Elementary Italian. Professor Cavicchia.
 Fundamentals in Arithmetic. Mr. Cornish.
 Education of Children. Professor Craig.
 Art on the Elementary School. Miss Swan.
 Junior High School Organization. Professor Waite.
 Algebra. Professor Weber.
- 10:20—Junior High School Geography. Professor Brown.
 Law and Government. Professor Carroll.
 Italian Conversation. Professor Cavicchia.
 *Elementary Educational Psychology. Mr. Cornish.
 Education of Children. Professor Craig.
 Public Speaking. Miss Ranger.
 Construction. Miss Swan.
 *Principles of Education. Professor Waite.
- 11:20—Fundamentals in Geography. Professor Brown.
 Political Science. Professor Carroll.
 Advanced Italian. Professor Cavicchia.
 Education of Children. Professor Craig.
 Music Appreciation. Professor Hosmer.
 Art Appreciation. Miss Swan.
 *History of Education. Professor Waite.
 Algebra. Professor Weber.

*Required for professional certificates.

- 12:20—Advanced Educational Psychology. Mr. Cornish.
 Fundamentals in English. Miss Ranger.
 Elementary Hygiene. Dr. Ross.
 Advanced Economics. Professor Sinclair.
 *School Management. Professor Tuttle.
 Junior High School Mathematics. Professor Weber.
- 1:20—Plane Geometry. Professor Hosmer.
 Fundamentals in English. Miss Ranger.
 Methods of Teaching English in Junior and Senior High School.
 Professor Robinson.
 Advanced Hygiene, Part I. Dr. Ross.
 Economics I. Professor Sinclair.
- 2:20—Public School Music. Professor Hosmer.
 Elementary School English. Professor Robinson.
 Advanced Hygiene, Part II. Dr. Ross.
 Economics II. Professor Sinclair.
 *Elementary School Practice. Professor Tuttle.

A general idea of what may be offered during the year 1927-8 will be gained from the following lists of the courses given during the last academic year, 1926-7. A bulletin will be issued in the summer listing the courses to be expected in 1927-8.

Afternoon Classes, First Semester, 1926-7

Tuesdays at 4:30.

- Professor Allyn, Contemporary History.
 Professor Bassett, History of Rhode Island.
 Professor Bird, Advanced Educational Psychology.
 Mr. Cornish, Physical Education for Men.
 Professor Finlay, Elementary Italian.
 Professor Robinson, Teaching English in Elementary Schools.
 Professor Ross, Practical Hygiene.
 Professor Sinclair, Sociology I.
 Professor Waite, Junior High School Methods.
 Professor Weber, History of Arithmetic and of the Teaching of
 Arithmetic.
 Professor Weston, Laboratory Biology.

Thursdays at 4:30.

- Professor Allyn, Modern European History.
 Professor Bassett, Teaching History.
 Professor Bird, Elementary Educational Psychology.
 Professor Brown, Astronomy I.
 Professor Carroll, The Constitution of Rhode Island.
 Professor Finlay, Elementary Italian.
 Professor Hosmer, Music Appreciation.
 Professor Robinson, Advanced Literature.
 Professor Sinclair, Sociology II.

Second Semester

Mondays at 4:15.

- Mr. Perry, Industrial Hygiene, beginning February 7, 1927.
 Mr. Perry, Industrial Art, beginning March 14, 1927.

Tuesdays at 4:30, beginning February 8, 1927.

Professor Allyn, History of Civilization.
 Professor Brown, Advanced Political Geography.
 Professor Finlay, Elementary Italian.
 Professor Patterson, Advanced Public Speaking.
 Professor Robinson, American Literature.
 Miss Swan, Elementary Drawing.
 Professor Waite, Junior High School Organization.
 Professor Weston, Nature Leadership.

Thursdays at 4:30, beginning February 10, 1927.

Professor Allyn, Contemporary History.
 Mr. Baldwin, Advanced Ethics.
 Professor Bassett, Rhode Island History.
 Professor Bird, Advanced Educational Psychology.
 Professor Carroll, Rhode Island Education.
 Professor Finlay, Advanced Italian.
 Professor Hosmer, History of Music.
 Professor Robinson, English in the Junior High School.
 Professor Waite, Principles of Secondary Education.

Saturday Classes

- 9:30—Mr. Baldwin, Professional Ethics.
 Professor Bassett, History of Rhode Island.
 Professor Carroll, Rhode Island Education.
 Professor Craig, Education of Children.
 Professor Finlay, Elementary French.
 Professor Sinclair, Advanced Economics.
 Professor Tuttle, Comparative Education.
 Professor Waite, History of Education.
 Professor Weber, Arithmetic for Teachers.
- 10:30—Mr. Baldwin, Advanced Ethics.
 Professor Carroll, Law and Government.
 Professor Finlay, Advanced French.
 Professor Robinson, English in the Junior High School.
 Professor Sherman, Art Appreciation.
 Professor Sinclair, Economics I.
 Professor Tuttle, Elementary School Practice.
 Professor Waite, Junior High School Methods.
- 11:30—Mr. Adams, School Management.
 Professor Allyn, Contemporary History.
 Professor Bassett, American History II.
 Professor Robinson, Advanced Literature.
 Professor Sherman, Advanced Drawing.
 Professor Weber, Algebra.
- 12:30—Professor Allyn, The History of Civilization II.
 Professor Finley, Elementary Italian.
 Professor Sinclair, Economics II.
 Professor Weber, Mathematics for the Junior High School.

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.

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.

By contract with the City of Providence, 300 children may be admitted to the Henry Barnard School 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.

List of Seniors and Juniors

CANDIDATES FOR THE DEGREE OF MASTER OF EDUCATION

Winnifred Browne
Helen Louise Hill

Theodore Kambour

CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION

Mary Kathryn Behan
Charity Alberta Bailey
Elizabeth Boutelle
John Francis Brown
Hortense Case Burdon
Margaret Veronica Connell
Florence Esther Cooper
Mary Ann Donovan
Emily Marie Dunne
Charles Owen David Ethier
Milton Avery Leonard

Eileen Marie MacMannus
Helen Margaret McCombe
Marie Madonna McMullen
Florence Gertrude Nolan
Agnes Marie Palizza
Hartwell Gordon Pilkington
Edith Inez Poole
Elizabeth Russell Power
*Wilfred Victor Roberts
Samuel William Thomas, 2d

STUDENTS IN SENIOR COURSE

Hazel Adeline Brown
Maria Libera Camardo
Dorothea Elizabeth Coker
Ruth Olin Edwards

Elizabeth Norman Johnson
Mary Josephine Mulligan
Olga Maria Vicario
Mary Margaret Waterman

JUNIORS

Lydia Frances Bailey
Marion Eileen Clarke
Lillian Marie Cook
Gertrude Mary Margaret Denicourt
Norma Llewellyn Eddy
Reta Mae Follett
Mary Margaret Keeffe
Ida Gertrude Kenyon
Hazel Prudence King
Mary Martha Lee
Catherine Mary Cullen Locke

Mary Agnes Lynch
Elizabeth Frances McCabe
Flora Evelyn McCulloch
Anna Cecelia McMahon
Eileen Rosemond O'Connor
Evelyn Louise Pratt
Harriet Platt Sherman
Eleise Gertrude Speedwell
Lillian Marjorie Theinert
Edith Rose Trigueiro

*To complete work during the summer session.

Mae Louise Adams
 Mary Agnes Affleck
 Lucille Gladys Belrose
 Robert William Brooks
 Emma Leonara Conca
 Anna Frances Considine
 Ann Elizabeth Cunningham
 Mary Gertrude Curvin
 Elvira Marie D'Atri

Alice Mary Elwell
 Matilda Carolina Famiglietti
 Mary Helena Gill
 Ruth Hassell
 Evelyn Jane Moosett
 Marie Emma Oatman
 Marcella Claire Ryan
 Helen Frances Sadlier

Beatrice Boisclair
 Mildred Evelyn Boylan
 Anastasia Mary Brennan
 Florence Lucille Buckley
 Dorothea O'Neil Burke
 Anna Marie Campbell
 Eleanor Faith Caulfield
 Grace Irene Cooney
 Dorothy Winifred Coyle
 Jennie May Curtis
 Dorothy Alice Donigan
 Lucille Cecelia Duffy
 Rose Mary Fields
 Irene Anne Fitzpatrick
 Monica Catherine Fleming
 Helen Teresa Foley
 Mae Anna Geddes
 Mabel Frances Gilbert
 Helen Russell Gilmartin
 Anna Bernadette Gorman
 Mary Marcellian Hogan
 Helen Elizabeth Hurley
 Mary Frances Kelley
 Mary Catherine Kelly
 George Rufus Kenson
 Beatrice Regina Kolman
 Katherine Mary Lynch
 Marie Antoinette MacAndrew
 Alice Isabelle McCusker
 Helen Marie McGoff
 Estelle Elizabeth McGovern
 Bertha Elizabeth McKee
 Elin Sophia Malmborg

Mary Claire Meegan
 Gertrude Marie Milligan
 Carmella Marie Mondri
 Eileen Dowling Moore
 Hazel May Nettleton
 Alice Gertrude O'Neil
 Anna Adams O'Neill
 Mary Cecelia O'Neill
 Evelyn Elizabeth O'Reilly
 Elizabeth Hannah Orme
 Marie Laure Paquin
 Clare Grace Risk
 Mary Jane Ryan
 Ruth Hannah Louisa Rostedt
 Amy Frances Rodgers
 Mary Margaret Shea
 Josephine Mary Singele
 Anna Frances Sullivan
 Agnes Gertrude Sullivan
 Anne Urquhart Sullivan
 Mary Agnes Sullivan
 Florence Ethel Walsh
 Catherine Chisholm Watson
 Lorraine Nelson Wilcox

Kindergarten-Primary

Dorothy Arnold
 Myrtle Irene Lehrfeld

Library

Alva Louise Anderson
 Ida May Anderson

SUMMARY

Candidates for Degree of Master of Education	3
Candidates for Degree of Bachelor of Education	21
Senior Course Students	12
Junior Classes	156
Sophomore Classes	157
Freshman Classes	189
Special Students	8
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Withdrawn during the Year	546
Total registration in daily sessions	18
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Summer Session, 1926	336
Afternoon and Saturday Classes, Fall	1,072
Afternoon Classes, Spring	528
Enrollment in Classes held in other towns	110
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Total enrollment of students	2,610
Less names counted more than once	442
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Number of different students enrolled	2,168
Children in the Henry Barnard School	359
Children in the State Training Schools (approximately)	2,150
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Children enrolled in all schools	2,509

TOTAL NUMBER OF GRADUATES

Masters of Education	6
Graduates of four-year course, 1922-1927, inclusive	83
Number completing Junior Courses, 1871-1926	3,483
Graduates of City Training Course, 1891-1902	390
Number completing Normal Course, 1854-1865	62
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Total	4,024
Less number counted twice	112
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Total number of persons	3,912

SPECIAL COLLECTION

LD4707

C3

June 1927

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The number of students registered at Rhode Island College of Education in 1926-7 was 564.

There were 1,604 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 1,604 are teachers in the public schools of Rhode Island.

The total registration in college courses was therefore 2,168.

In the Henry Barnard School and in the various training schools of the College of Education there were approximately 2,500 children.

The College of Education now admits about two hundred students each 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.

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.

The walls and roof of the new building for the Henry Barnard School have been completed. There is to be erected during the summer a heating plant that will care for heating the main college building as well as the new building. It is expected that the entire plant will be ready for use at some time during the winter.