

CATALOG FOR 1928—1929

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# Rhode Island College of Education Bulletin

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HISTORY AND PURPOSE

THE NEED FOR TRAINED TEACHERS

THE PRACTICAL NATURE OF AN  
EDUCATION FOR TEACHING

COURSES OF STUDY

ENTRANCE REQUIREMENTS

THE HENRY BARNARD SCHOOL

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Bulletin No. 44

Issue for February 1929

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# CALENDAR

1929  
1930

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EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS

*Monday, May 20, at 2 P. M.*

COMMENCEMENT FOR THE YEAR 1928 TO 1929

*Tuesday, June 25, at 10 A. M.*

OPENING OF FALL TERM.....*Monday, September 9*  
AFTERNOON CLASSES BEGIN.....*Tuesday, September 17*  
SATURDAY CLASSES BEGIN.....*Saturday, September 21*  
MEETINGS OF R. I. INSTITUTE OF INSTRUCTION....*October 24 to 26*  
FIRST QUARTER ENDS.....*Friday, November 15*  
THANKSGIVING RECESS.....*November 28 to 30*  
CHRISTMAS RECESS.....*December 20 to 28*  
FIRST TERM ENDS.....*Friday, January 24*

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SECOND TERM BEGINS.....*Thursday, January 30*  
AFTERNOON CLASSES BEGIN.....*Tuesday, February 4*  
END OF THIRD QUARTER.....*Friday, April 4*  
SPRING RECESS.....*April 5 to 13*  
GOOD FRIDAY.....*Friday, April 18*  
EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS

*Monday, May 19, at 2 P. M.*

MEMORIAL DAY.....*Friday, May 30*  
COMMENCEMENT EXERCISES.....*Tuesday, June 24, at 10 A. M.*  
OPENING OF TERM IN SEPTEMBER.....*Monday, September 8*

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degree.

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Four-year course at Rhode Island School of Design followed by  
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WINIFRED ELLEN GLEASON, Grade 7. Work completed for Ed. B. degree.

MARY TUCKER THORP, Grade 6. Work completed for Ed. B. degree.

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MARGARET ISABEL ROBERTSON, Broad Street School, Central Falls

JENNIE WINCHESTER PHILLIPS, Thornton School, Cranston.

NELLIE MAE REED, Grove Avenue School, East Providence.

MARTHA ALTHEA CRANDALL, Coggeshall School, Newport.

MARY ELIZABETH McCABE, East Street School, Pawtucket.

GERTRUDE BURDEN HECKMAN, Baldwin Street School, Pawtucket.

LUCY WOODRUFF HOUSE, Temple Street School, Providence.

CATHERINE ELIZABETH McCORMACK, Ed. B., Regent Avenue School, Providence.

MINNIE EDITH NILES, Thomas A. Doyle School, Providence.

ANNIE THERESA TURNER, Willow Street School, Providence.

MARGARET MADELINE COLTON, Grove Street School, Providence.

MARY ANN DONOVAN, Ed. B., Thayer Street School, Providence.

MARY ELIZABETH LINCOLN, Althea Street School, Providence.

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LAURA JEANETTE CRUMLEY, Vineyard Street School, Providence.  
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MARY VERONICA QUIRK, Joyce Street School, Warren.  
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JESSIE STANDISH BERRY, Quarry Hill School, Westerly.  
ELIZABETH CECILIA McELINN, Arctic School, West Warwick.  
MARY ALICE CANAVAN, Natick School, West Warwick.  
ANNA GERTRUDE LOUISE MEAKIN, Pothier School, Woonsocket.

**SPECIAL INSTRUCTOR FOR SUMMER SCHOOL, 1928**

ALBERT O. GOODALE, A. B., formerly Professor of Education, Tufts University.

**SPECIAL INSTRUCTORS FOR AFTERNOON AND  
SATURDAY CLASSES, 1928-1929**

HELEN M. COOPER, Supervisor of Physical Education, Providence.  
RAYMOND W. PERRY, Ed. B., State Supervisor of Industrial Education.  
MARY C. GREENE, Supervisor of Special Schools, Providence.

# 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. From 1871 to 1906, in addition to the Normal course, a preparatory course was provided for selected non-high school graduates who could not otherwise attend such a school. After 1906 no new students were admitted to this course, and the last of those registered were provided for at State expense in city high schools. Until 1894 the two-year normal course might be completed in one year by a few selected graduates of a few approved high schools. After that date the minimum requirement was two years for all, gradually changing to two and one half years. In 1920 the four-year course leading to a degree was established for those desiring it, and in 1926 this became the only course in the College, although students may still be permitted to begin teaching after the completion of three years of this course, with the understanding that the fourth year will soon be completed either in the regular sessions or in the classes for teachers maintained by the College.

Rhode Island has been among the first in the country to lengthen its required courses, 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.

With the opening of the new Henry Barnard School our facilities for observation, demonstration, experimental investigation, and student participation in teaching and in the care of children, have been greatly increased, and at the same time eleven classrooms in the College building have been released for the use of College classes. The new building includes the space equivalent of thirty-five classrooms, including its rooms for manual training and domestic science; and in addition has a large and well equipped auditorium, lunchroom, kitchen, and playroom, and a special demonstration room in which it is possible to present approved forms of teaching to large classes of observers. This, in addition to the fifty-four classrooms in the public schools in all parts of the state, used as training schools, gives an equipment well adapted for practical purposes in the preparation of our teachers.

The equipment of the College includes excellent laboratories for the sciences, a well equipped gymnasium, including shower baths and

lockers, and a beautiful assembly hall and libraries. The main library and reading room contains 10,000 volumes, including many sets of especial value, such as the Murray Oxford Dictionary, the new Dictionary of American Biography as issued, the Smithsonian North American Wild Flowers, by Mary Vaux Walcott, and the Silva of North America, by Charles Sprague Sargent. In the Special Reserve Library there are 2000 volumes for special use in connection with class work. Several of the college departments have extensive department libraries. The Henry Barnard School has its own library. There is a Publishers' Exhibit Library of about 1200 volumes. The total number of volumes owned by the College is in excess of 35,000.

### **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 a 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. This need is shown partly by the number of untrained teachers still in the schools, and partly by the crowded condition of many schools. It is shown also by unsatisfactory conditions, 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 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 final teaching is done. There are abundant reasons for believing that this experience should begin in the early years of the college course, whether the later teach-

ing 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.

Education for 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.

For more than thirty years this state 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**

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 problem.

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 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 the most of the larger towns of the State. The critic teachers for these schools are nominated by the Trustee 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.

### **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 middle of September. 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 1927-28 these courses were attended by 1,497 teachers and students. This number does not include any of our own college students, although some of these attended such classes. Almost all of the 1,497 were teachers in service in Rhode Island. The number includes a few teachers from outside the State and a few students from other colleges. The number of class hours attended by these teachers averaged 50 hours per person.

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.

### **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 qualifications. As admission is on a competitive basis, and the selection is for 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 year, according to the number of his public schools and his need for teachers. Where a section of the state is not sufficiently represented, desirable candidates from other towns may be accepted to represent the state at large.

The preliminary selection by the superintendent will be based on scholarship, personality, and probable fitness for teaching. For 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 "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 will be given in the Assembly Hall at the College of Education at two o'clock on the Monday nearest to May 21 of each year.

For 1929 this will be May 20.

For 1930 the date will be May 19.

### 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. The Trustees may, however, at their discretion admit students of unusual promise on the payment of tuition at the rate of \$200 a year. 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, for teaching special subjects in the Junior or Senior High Schools, 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 on the completion of the first three years of the course, 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 and 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 a different kind of teaching for a career.

## 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, advance 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 the prescribed four-year course, the Senior course of one and one-half years following the former junior course of two and one-half years, or a one-year course for graduates of high standing from 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 or normal schools.

Those who wish to teach in the kindergarten and primary grades only are given special preparation and training in the kindergarten and primary grades, as a part of their Elective courses.

Most of the elective subjects are placed in the later years of the course in order that both the student and his teachers may select wisely the subjects needed for an approved purpose.

## 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 and composition..2	English. Composition and 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	History, European.....3
Modern Language.....3	Law and Government.....2
Music. Public School.....2	Literature, English.....2
Public Speaking.....2	Mathematics. Method and history..2
Science. Biology .....3	Modern Language.....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	Full Time in the Training Schools
Education. Practice and conference.....5	
Education, History of Education...3	
Ethics.....2	
Health Education.....2	
Rhode Island Education.....2	
Electives.....3 to 5	
—	
Total hours per week.....19 to 21	



**English**

	hrs.
2, 9. Public Speaking, each.....	2
4. Grammar and Composition.....	2
11. American Literature .....	3
14. English Literature .....	2
31. Advanced English Literature...	3
51. Story Telling and Dramatization	2
56. Argumentation and Debating...	1
57A. Secondary School English. Composition .....	2
57B. Secondary School English. Literature .....	2
58A. Elementary School English. Composition .....	3
58B. Elementary School English. Literature .....	3
60A. Advanced Composition. The Essay .....	2
60B. Advanced Composition. The Short Story .....	2
61. Shakespeare .....	2
62. Technique of the Drama.....	2
63. The English and American Novel .....	2
64. Current Literature .....	1
65. Modern English and American Poetry .....	2
66. Research in English.	
67. English Seminar—for year.....	2
68. Thesis. For Master's degree.	
69. Classical Background of Literature. ....	2
70. Tests and Measures in English..	2
71. Advanced Reading in English. Limited.	

**Ethics**

2. Professional Ethics .....	2
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**Geography**

2. The Physical Environment.....	3
5. Economic Geography .....	2
52B. Problems in Teaching Geogra- phy in Jr. High School.....	2
53. Geology .....	2
54. Mineralogy .....	2
55. Political Geography .....	2
56. Regional Geography .....	2

**Health Education**

	hrs.
1, 2, 3. Gymnasium work for 3 semesters .....	2
4. Physical Education Theory.....	2
5. Practical Hygiene .....	1
6. School Hygiene .....	1
7, 8. Practical Teaching for 2 semesters .....	1
32. Advanced School Hygiene.....	1
33. Health Education Methods.....	1
54. Bacteriology .....	2

**History**

5. American History to 1877.....	3
6. American History, 1877 to present time.....	2
7. European History .....	3
31. History of Civilization.....	2
53. Problems in Teaching U. S. History .....	2
57. Contemporary History .....	2
59. English History .....	2
60. Rhode Island History.....	2
61. Latin American History.....	2

**Modern Languages**

1, 2. French, Italian, or Spanish for one year.....	3
51-54. Further study of language as elective .....	3

**Music**

10. Public School Music.....	2
51. Music Appreciation .....	1
52. Elementary Harmony .....	2
53. Training for Music Supervisor- ship .....	2
54. History of Music .....	1
55. Advanced Harmony .....	1

**Political Science**

1. Law and Government.....	2
32. Practical Law .....	2
33. Political Science.....	3
52. Constitution and Government of Rhode Island .....	1
53. International Law.....	2

<b>Household Arts</b>		<b>Science</b>	
51. Cooking .....	2	9. Botany .....	3
52. Sewing .....	1	10. Biology .....	3
53. Advanced Sewing .....	2	52. Nature Leadership .....	2
<b>Kindergarten Work</b>		53. Physics .....	4
1. Theory, 3rd sem.....	2	54. Chemistry .....	4
2. Participation and conferences...	5	58. Bird Study .....	1
3. Practice .....	10	59. Tree Study .....	1
<b>Library Science</b>		61. Astronomy .....	2
1. Use of the Library.....	1	63. Nature Study in Elementary Schools	
<b>Manual Arts</b>		64. Advanced Botany .....	2
1. Penmanship .....	1	65. Advanced Biology .....	2
51. Manual Training.....	1	<b>Scouting</b>	
52. Hand Work .....	1	51. Training for Leadership in Scouting .....	2
<b>Mathematics</b>		<b>Sociology</b>	
4, 5. Mathematical Analysis.....	3	31. Fundamental Principles of Sociology and application to Education .....	3
6. Methods .....	2		
54. Junior High School Math.....	1		
55. Trigonometry .....	2		

## 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, and the hour from 9 to 10 is the most important of the day.*

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 lunch room is maintained, subject to the general control of the President, at which wholesome lunches may be obtained, at the cost of food and 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 now to over \$4,000, has been given by alumni and friends, and includes 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 advanced degrees in education.

By contract with the City of Providence, children may be admitted to the Henry Barnard School from the city district adjoining the College. Others 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 in the elementary grades, \$100 in the Junior High School, and \$125 in the Senior High School.

1927-1928

#### CANDIDATE FOR THE DEGREE OF MASTER OF EDUCATION

Elizabeth Marion Payne

#### CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION

Lydia Frances Bailey	Hazel Prudence King
Florence Lucille Buckley	Mary Martha Lee
Maria Libera Camardo	Catherine Mary Cullen Locke
Marion Eileen Clarke	Mary Agnes Lynch
Anna Frances Considine	Elizabeth Frances McCabe
Lillian Marie Cook	Anna Cecelia McMahan
Gertrude Mary Margaret Denicourt	Mary Josephine Mulligan
Helen Alice Condon	Eileen Rosemond O'Connor
Mary Ellen Cox	Elizabeth Hannah Orme
Mary Annie Louise Easton	Emma Grace Peirce
Norma Llewellyn Eddy	Raymond Wilson Perry
Mary Carpenter Emerson	Evelyn Louise Pratt
Ruth Olin Edwards	Marcella Claire Ryan
James Patrick Flynn	Helen Frances Sadlier
Theresa Regina Flynn	Harriet Platt Sherman
Reta Mae Follett	Eleise Gertrude Speedwell
Cora May Hill	Lillian Marjorie Theinert
Elizabeth Norman Johnson	Edith Rose Trigueiro
Grace Kaufman	Ellen Agnes Vance
Mary Margaret Keeffe	Olga Maria Vicario
	Lewis M. Wager

1928-1929

**CANDIDATES FOR THE DEGREE OF MASTER OF EDUCATION**

Rose Alicia Butler  
 Louis Leonard Girouard  
 Raymond Wilson Perry

Alice Louise Thorpe  
 Norman Earle White

**CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION**

Alice Carpenter Armstrong  
 Dorothy Arnold  
 Anna Jeanette Barrie  
 Robert William Brooks  
 Robert William Brooks  
 Florence Thelma Butler  
 Miriam Elizabeth Callahan  
 Emma Leonora Conca  
 Ann Elizabeth Cunningham  
 Mary Gertrude Curvin  
 Elvira Marie D'Atri  
 Jennie Barbara Deebo  
 Beatrice Sylvia Demers  
 Matilda Carolina Famiglietti  
 Mary Josephine Feeley  
 Prudence Dean Fish  
 Elizabeth Morgan Fitzgerald  
 Ophelia Louise Geremia  
 Virginia Josephine Gilbane  
 Mary Helena Gill  
 Helen Russell Gilmartin  
 Winifred Ellen Gleason  
 Eunice Emerence Goyette  
 Lyall Beatrice Grogan  
 Elsie Anna May Hayden  
 Ruth Hassell

Helen Frances Horton  
 Doris Leona MacKay  
 Catherine Carroll McCabe  
 Catharine Agnes McGinty  
 Mary Eleanor McGrath  
 Grace Love Maher  
 Elizabeth Frances Milan  
 Margaret Elinor Moore  
 Evelyn Jane Moosett  
 Gertrude Evangelista Murphy  
 Marie Emma Oatman  
 Marguerite Elizabeth Plunkett  
 Grace Irene Rawlinson  
 Elizabeth Veronice Read  
 Dorothy Virginia Royall  
 Mary Margaret Shea  
 Sarah Mary Smith  
 Helen Agnes Somers  
 Eleanora Celinda Swanson  
 Eleanora Celinda Swanson  
 Mary Emilia Nunes Tavares  
 Gretchen Ora Thurber  
 Pierina Berenice Tomassi  
 Mary Tucker Thorp  
 Helen Marie Triggs  
 Lillian Louise Triplett

**SUMMARY**

	1927-8	1928-9
Candidates for Degree of Master of Education.....	1	5
Candidates for Degree of Bachelor of Education.....	41	51
Other graduate students .....		2
Other Seniors.....	10	9
Junior Classes.....	163	174
Sophomore Classes.....	166	164
Freshman Classes.....	193	167
Special Students.....		2
	-----	-----
	574	574
Withdrawn during the Year.....	17	22
	-----	-----
Total registration in daily sessions.....	595	596
Average registration by semesters.....	(518)	(550)
Summer Sessions, 1927 and 1928.....	327	256
Afternoon and Saturday Classes, Fall.....	1087	963
Afternoon Classes, Spring.....	619	665
	-----	-----
Total Registration.....	2624	2480
Less names counted more than once.....	536	419
	-----	-----
Total registration, without duplicates.....	2088	2061
Children in the Henry Barnard School and in the State Training		
	-----	-----
Schools .....	2633	5659

**TOTAL NUMBER OF GRADUATES**

Masters of Education.....	10
Graduates of four-year course, 1922-1929, inc.....	174
Number completing Junior Courses, 1871-1926.....	3483
Graduates of City Training Course, 1891-1902.....	390
Number completing Normal Course, 1854-1865.....	62
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Total .....	4,119
Less number counted twice.....	124
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Total number of persons.....	3,995

The Henry Barnard School, now occupying its new building on the Campus, is the laboratory and model school of the College of Education. Its work, therefore, must be the best that the College can provide. The citizens of the State as well as the teachers in the schools should be informed concerning the progress that has been made here during recent years. Here is a school of a modern type where the children are advancing through their own interested efforts. Its results are remarkable and unquestioned. The children here, even in the first years of school life, in addition to becoming very proficient in reading and writing, learn to think out their own problems, to do things for themselves, and to work together for group results. The joyful attitude towards work initiated in these young children continues in the advanced grades with the development of happy and productive activities. Boys and girls trained to these ideals acquire as a permanent possession that pleasure and satisfaction in intellectual and social effort which is fundamental to modern civilization as well as to our national prosperity.

Visitors are welcomed, but owing to the increasing numbers in which they are coming it has been found necessary to agree upon a visiting day. *Come on Friday mornings. The hour from 9 to 10 is most significant.*

Because of the importance of showing the various steps and processes in order, as well as the results of the work, moving pictures are being prepared. Upon request these may be shown in the various parts of the state.

The number of students registered at Rhode Island College of Education for the college year 1928-1929 was 593. The total registration for the year in all College courses, without duplicates, was 2058. This number includes about 1400 teachers in the public schools of the State.

The total number of pupils in the Henry Barnard School and in the State Training Schools was approximately 2650.

The College is now limiting its admission to the Freshman Class to 150 students a year. Those admitted are selected with great care. A definite quota, according to need, is assigned to each town and city in the State.