

CATALOG FOR 1929—1930

**Rhode Island
College of Education
Bulletin**

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

Bulletin No. 49

Issue for February, 1930

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CALENDAR 1930-1931

COMMENCEMENT FOR THE YEAR 1929 TO 1930

Tuesday, June 24, at 10 A. M.

OPENING OF FALL TERM..... *Monday, September 8, at 10 A. M.*

AFTERNOON CLASSES BEGIN..... *Tuesday, September 16*

SATURDAY CLASSES BEGIN..... *Saturday, September 20*

COLUMBUS DAY..... *Monday, October 13*

MEETINGS OF R. I. INSTITUTE OF INSTRUCTION

October 30—November 1

FIRST QUARTER ENDS..... *Friday, November 14*

THANKSGIVING RECESS..... *November 27-29*

CHRISTMAS RECESS..... *December 20-27*

NEW YEAR'S DAY..... *Thursday, January 1*

FIRST TERM ENDS..... *Friday, January 23*

SECOND TERM BEGINS..... *Thursday, January 29 at 10 A.M.*

AFTERNOON CLASSES BEGIN..... *Tuesday, February 3*

SATURDAY CLASSES BEGIN..... *Saturday, February 7*

WASHINGTON'S BIRTHDAY..... *Monday, February 23*

END OF THIRD QUARTER..... *Thursday, April 2*

GOOD FRIDAY..... *Friday, April 3*

SPRING RECESS..... *April 3-11*

EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS

Monday, May 18, at 2 P. M.

MEMORIAL DAY..... *Saturday, May 30*

COMMENCEMENT EXERCISES..... *Tuesday, June 23, at 10 A. M.*

OPENING OF TERM IN SEPTEMBER.. *Monday, September 14, 1931*

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Rhode Island College of Education

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.

The students to be admitted are selected with great care, and are abundantly supplied with books and all necessary materials without any charge either for tuition or for any other purpose, except that they are under agreement to teach for three years in the public schools of the State.

The courses of the College are also open without charge to all teachers of the State. Afternoon and Saturday classes are especially arranged for this purpose. Teachers may here secure the necessary credits for teachers' certificates, or they may complete courses leading to either the Bachelor's or the Master's degree in Education.

The History of Rhode Island College of Education

Rhode Island was the fifth state to establish a normal school, and one of the first twenty states to give the status of a college to its institution for the preparation of its teachers. It is still one of the very few states offering its courses freely to teachers even to the extent of a full year of graduate work. It is perhaps out-ranked by no other state in the following details:

1. In the scope, value, and length of service of its various types of facilities for practical observation, demonstration, experimental and constructive investigation, and practical experience in teaching in the public schools.

2. In equalization of cost of travel for students from all parts of the State. Since 1871 there has been refunded to each student coming from a distance of over five miles a large share of his necessary traveling expenses.

3. In granting to all students absolute freedom even from incidental expenses.

4. In its plan of selective admission through the acceptance on a competitive basis of a fair quota from every town and city sending candidates for admission. Because of this it enlists the best efforts

of superintendents and of high school principals in an attempt to secure, each for his own town and city, the most desirable future teachers.

These points are named because, so far as we can ascertain, they are unique, and because they are greatly to the credit of the generosity of the people of this State, of their spirit of fair dealing, and of their appreciation of the value of the professional preparation given.

The Normal School, established in 1854, maintained a vigorous existence until the close of the Civil War. Then for various reasons its classes were suspended, and not reconvened until 1871. After that the growth in numbers and in value was rapid. By 1893, through contract with the City of Providence, model schools for observation and demonstration, and training schools for practical experience in teaching, were opened in one of the public school buildings. In 1898 the present main building of the College was opened. In this the entire first floor was given to what is now called the Henry Barnard School, a school for the study of the education of children, for practical demonstrations of class teaching, and, to a slight extent, for student participation in teaching. The so-called training schools were by that time provided for in widely scattered public school buildings. Since 1898 these have been established in every city and in nearly all of the larger towns of the State. With the opening of the new building for the Henry Barnard School in 1928 the College was able to occupy the entire main building, and at the same time the facilities for observation and for the study of the education of children were greatly enlarged. On other pages of this Bulletin will be found an account of the remarkable work that is being done by the Henry Barnard School, and of its value to the College and to the State, as well as to the cause of education generally.

In all of the early normal schools the course of instruction was short. In some of them it was at first only six weeks in length. In many the requirement is still only two years, even though most of them offer possible courses of three and four years, and in a very few the requirement for a diploma, as in Rhode Island, is already four years.

This State was one of the first to advance to two and one half years. From 1896 to 1926 this was the requirement in Rhode Island, except that until 1910 a very few were allowed to shorten this to two years by attaining high rank in special examinations.

In 1926 the minimum became three years for a professional certificate from the State, and four years for any diploma from the College. After 1932 no professional certificate will be issued except for a minimum of four years of professional preparation for teaching. Until that time students may still begin teaching after three years of study, although more than one half of them are

remaining for the fourth year, and the proportion is rapidly increasing.

The College Equipment

The main building of the College of Education, erected in 1897, was planned and equipped with the avowed purpose, on the part of the Commission having charge of its construction, of making it "in all respects the best of its kind, that it might stand as a pledge of the State's interest in education, and an incentive to the municipalities in their future provision for the education of their children." It is still an excellent and a beautiful building, with an unusually fine equipment. After the changes to be made during the summer of 1930 it will be as thoroughly modern as most of the buildings more recently erected. The new heating plant in a building by itself, the automatic control of room temperatures, the modern electric fans for ventilation, the attractive surroundings, and the valuable equipment, the gymnasium, shower baths, lockers, libraries and laboratories, all aid in the formation of an inspiring college home.

The main library contains about 10,000 of the most valuable of the 35,000 volumes owned by the College. Another 2,000 volumes for special use in class work are housed in the special reserve library. The Henry Barnard School has its own library, and each of the college departments and each room in the Henry Barnard School is well equipped with a wide range of textbooks and supplementary reading needed for class use. Among the volumes in the library will be found such books of especial value as the Murray Oxford Dictionary, the new Dictionary of American Biography, the *Silva of North America* by Charles Sprague Sargent, and the *Smithsonian North American Wild Flowers*, by Mary Vaux Walcott.

THE HENRY BARNARD SCHOOL

This school is now organized to care for children from three years of age through the grades of the Junior High School. Its building, which is thoroughly modern, practically fireproof, and with automatic heat control and the best possible ventilation, is adapted for still further expansion of classes to include the entire range of instruction through the Senior High School. About one half of its children come from the adjoining city district which has for more than thirty years sent its children here. The rest come from other towns or from the homes of citizens in other parts of the City or State, on the payment of the moderate tuition charged. They include the children of many of the men best known in the professional and public life of the State. From certain parts of the

City children are brought to the School in the College bus, under the care of College Seniors, at a slight added expense. By a recent vote of the Trustees the children of teachers may be admitted at half the regular tuition rates, in order that in this way the work of the school may be more widely studied by educators. The number of children to be admitted must always be restricted to the capacity of the building, and for some of the classes a waiting list has already been established.

During recent years remarkable progress has been made in this school under the able leadership of its Director, Professor Clara E. Craig.

The following paragraphs are from an article in the March, 1930, number of the *Elementary School Journal*, by Dr. Grace E. Bird, of the College of Education. The article is headed, "A Successful Experiment in Child Education."

"For many years the Rhode Island College of Education has been studying and criticizing its own teaching, diagnosing its own difficulties, testing results, applying remedial measures, and refining its methods. Especially is this statement true of the laboratory and demonstration department—the Henry Barnard School. The process has been psychological.

"In the acquisition of skill, the aim is to see that each step in the initial stages of a habit is thoroughly understood by the learner. In this way the waste of continuous trial and error is reduced to a minimum. Also, an effort is made to develop each habit in the way in which it is to be practiced. This procedure obviates the necessity of constant unlearning, relearning, and the formation of counter habits. Finally, every transfer value in learning is utilized, whether it be the 'conscious ideal' or other 'affective' stimulation, 'identical elements,' or expectancy based on previous knowledge of conditions.

"Pupils may enter the kindergarten of the Henry Barnard School at the age of three, four, or five. They find the schoolrooms equipped with many attractive incentives to work. Among these are large script letter and word forms made by the teachers by dusting carborundum powder on melted glue applied to cardboard with a brush. These forms and other materials are conspicuously placed within the children's reach to invite the children to use them spontaneously. Normal children naturally investigate the rough surface of the letter and word forms and are soon ready to be shown their proper use. The children are then taught how to move the first two fingers lightly over the carborundum letters and words. By this means, they gain a tactual-kinaesthetic-visual-auditory impression of the symbols. They are taught to look intently, trace precisely, and at the same time say the sound distinctly. The one-letter stage is a simple and brief entrance into a procedure which begins almost immediately to deal with larger

units. The progressive sounding, seeing, and tracing of word forms carry over to the construction of words and sentences with a large movable alphabet, even before the pupils have learned all the individual sounds. The pupil's attention is not focused on single letters to the exclusion of words, phrases, and sentences.

"Because the models which the children study are correct in form, their first impressions are accurate. Correct form is thus observed in the initial stages of reading.

"To gain the necessary motor control for writing, the children trace around patterns in the form of flat models of such common and interesting objects as birds, animals, and candlesticks or other household articles. Then, with colored pencils, they fill in the spaces with orderly strokes. Their own outlines furnish the limits beyond which they must not go. The tracing models are large in size, appropriate in form, and graded in difficulty. They lead the children to the easy fluent, sidewise movement across the page characteristic of legible handwriting. The random use of the pencil—in other words, the scribbling tendency—is directed and controlled.

"Soon after tracing letters and filling in the tracing models, the children go to the blackboard and experiment in writing. Rapidly—often within two or three weeks—they acquire sufficient ability to express their own ideas. They are encouraged to use whatever words they need without the interference of any set vocabulary. The ideal of the school is to help the children to help themselves.

"The skill in handwriting acquired is utilized by the children in the free activity of writing on the blackboard and on paper, always as a means of expressing their own thoughts rather than as an exercise in copying any prescribed combination of words. The transfer from writing to the mastery of the printed page is rapid and successful. As soon as the children begin to read books, they are given primers containing both print and script. They are also permitted to learn the use of the typewriter. The transition from script to print by these means is found to be much swifter and more effectual than the old-fashioned transition from print to script.

"Each child is practically self-taught through self-criticism, with a minimum of direction from the teacher. The environment is sufficiently stimulating to catch his attention, to hold his interest, and to get results. He is working with a medium which is to him play material. It is presented in such an orderly sequence as to focalize the habit of reading and writing with the least possible waste of time and energy. Every success on the part of the child is evident to both himself and others, thus furnishing the affective tone necessary to arouse and sustain further effort.

"The lock step of ordinary instruction is broken by giving ample opportunity for individual initiative. No child is unduly hin-

dered, urged, or hurried. Imitation of the more industrious and energetic pupils, satisfaction in attainment and in deserved approbation, and pleasure in activity as such obviate the necessity of driving on the part of the teacher. Moreover, opportunity for unusual individual achievement is given. Indeed, in the Henry Barnard School, happy industry is the most conspicuous general habit. It is acquired through the transfer of many specific, satisfaction-giving habits clearly comprehended and mastered without drudgery. Among other noteworthy evidences of industry on the part of the children, the writer has a photograph of more than two hundred *n*'s voluntarily copied on the blackboard by a four-year-old child teaching himself to perfect the writing of that letter. Children of kindergarten age read an average of six books before they reach the first grade. The range in number of books read is from one to forty, the number of pages read averaging one hundred, including illustrations.

"In this day of experimental evidence results are necessary to substantiate methods. Accordingly, the achievement of the children in the Henry Barnard School has been carefully investigated by means of standard tests administered and scored with the least possible inaccuracy."

It will be sufficient to state here that Dr. Bird found as a result of these tests, that the median attainment for grades 2 to 8 taken as a whole placed these children $12\frac{1}{2}$ months above the standards for the country as a whole, while their ages were seven months younger than those accepted as standards. In other words, these children were practically twenty months ahead of their age-grade standards. This, however, is not the most important part of the gain. It is found that retardation here is practically unknown, and that the "spirit of work and of co-operation" was everywhere manifest.

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 Trustees of the College and elected by the school committees

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

Here the student teachers are trained,—not by making them assistants or substitutes, or by giving them small groups of children,—but by placing them in charge of regular schools under such conditions as they will meet after graduation. They learn to master the work of one grade and to teach with due regard for the development of the individual child, and they gain that close contact with child life which can best be secured through an intimate knowledge of one's own pupils. A fair knowledge of all grades is gained in the Henry Barnard School. The training school is not the place for giving a little of many kinds of teaching. It is rather a place for performing one task thoroughly, for discovering the possibilities of one class of children, and for giving the student an opportunity to demonstrate to his own satisfaction, as well as to the satisfaction of his teachers that he can really succeed as a teacher.

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

At the present time expansion is being made to include the Junior High Schools in the system of training. Four such schools were established in Providence in January, 1930, and others will be established for September. The student here is assigned to teach a special subject, working with an expert teacher so that some classes are taught by the teacher and some by the student. This training is given throughout one semester of the senior year. It is expected that for this purpose the training of the junior year will be reduced to a half-term of nine or ten weeks, leaving a more intensive training for the senior period, which will include a careful professional study of the subject taught. It may be expected that still further expansion will soon take place to include also certain subjects in the Senior High Schools.

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 conditions of many schools. It is shown also by unsatisfactory results, 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 elementary 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 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. Preparation for teaching must develop initiative, resourcefulness, and leadership, essential qualities in any college education, but especially necessary for the teacher. It must also be 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.

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 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 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 "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 1931 the date will be May 18.

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. Applications should be forwarded directly by the high school principals, but it is evident that only those of very 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.

- Rank in the list of nominations.
- Scholarship as shown by the high school records.
- Personal fitness for teaching as shown by the records.
- Physical efficiency, as shown by the physical examination.
- 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.

COURSES AND DEGREES

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, to students who 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, recognized 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.

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
The figures represent hours per week for semester

First Year

Art. General Principles.....2	Health Education.....5
Education. Introduction and conferences.....2	History. American.....5
Education. Psychology.....3	Library Science.....1
English. Grammar and composition.....2	Mathematical Analysis.....6
English. Composition and rhetoric.3	Penmanship (Manual Arts).....1
Geography.....5	Public Speaking.....2
	Science. Botany.....3

Total hours a week for each semester, 20

Second Year

Education. Elementary Education.....2	Literature, American.....3
Education. Conference and observation.....2	Literature, English.....2
Education. Principles.....2	Mathematics. Method and History.....2
Health Education.....5	Modern Language.....6
History. European.....3	Music. Public School.....2
Law and Government.....2	Public Speaking.....2
	Science. Biology.....3
	Electives.....4 to 6

Total hours a week for each semester, 20 to 21

Third Year

Education. Management.....2	Ethics.....2
Education. Practice and conference.....6	Health Education.....2
Education. History of Education..3	Rhode Island Education.....2
	Electives.....3 to 5

Total hours a week for one semester, 20 to 22

Teaching in the Training Schools, 10 or 20 weeks.

Students having 10 weeks in the Training Schools will spend the other 10 weeks of the semester at the College, studying on double time a part of the required work of the Senior year.

Fourth Year

Economics.....3	Health Education. Advanced School Hygiene.....2
Education. Advanced Educational Psychology.....3	History of Civilization.....2
Education. Practice in special field.....4	Political Science.....3
English. Advanced Literature.....3	Practical Law.....2
	Sociology.....3
	Electives.....8 to 12

Total hours a week for one semester, 16 to 18

Students who have had only 10 weeks in the training schools during the Junior year will spend a full semester of the Senior year in intensive work in a special field in the training school.

COURSES OF INSTRUCTION

Courses numbered 1-30 are required for lower classes; 31-50, requirements for upper classes; over 50, electives, most of which are limited to upper classes only. Some of the electives are offered only as needed, others for alternate terms or years.

Art

12. General Principles. An introductory course for all students. First Semester, 2 hours a week.

51. Art Appreciation. A brief course in the history of art and in the study and appreciation of pictures and their composition. Elective, 2 hours a week.

52. Advanced Drawing. Largely charcoal and water color. 2 hours a week.

53. Advanced Drawing. Figure work, composition, and design. 2 hours a week.

54. Practical Art I. Lettering, poster making, titles, design. 2 hours a week.

56. Mechanical Drawing. 2 hours a week.

57. Practical Art III. 2 hours a week.

58. Blackboard Sketching. 2 hours a week.

Economics

31. Economics. I. Fundamental principles. II. Current problems in our economic life; their relation to public welfare. III. Recent progress in economic thought and economic life. 3 hours a week.

51. Advanced Economics. 1 hour a week.

Education

20, 14, 5, and 15. Introduction, conferences, observation, and demonstration. One hour a week for the first four semesters. 10 hours of general introduction to education, 30 hours of conferences with the Director of Training, and 40 hours of observation and demonstration. A study of children from the kindergarten through the eighth grade, with a direct study of methods and of results.

9. Participation in the regular work of grades 1 to 8, with daily conferences with the professional teachers of these grades or with the Director of Training. 5 hours a week, fifth semester.

11. Practical Training. A full semester in charge of a regular city or a country school room, 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. Readjustment of this course is now proposed so that it may include a possible 10 weeks in the Junior year, and 20 weeks, including an intensive study of the subject taught, in the Senior year.

33 and 34. Practice in special field. For two hours a week during the seventh and eighth semesters students will be given special problems or assignments in accordance with their particular needs or the work for which they are making special preparation.

21. Elementary Educational Psychology. An introductory study of human behavior as a basis for work in educational psychology, and an elementary course in the psychology of the learning process from the standpoint of the teacher. 3 hours a week, second semester.

35. Advanced Educational Psychology. A course in educational tests and measurements designed to give the student a working knowledge of instruments for measuring the child's progress, with a review of the results of experimental studies on methods of teaching and learning the school subjects. 3 hours a week, seventh semester.

13. School Management. A study of conditions generally accepted as favorable for classroom instruction and school efficiency. 2 hours a week.

19. Elementary Education. A study of the aims, purposes, materials and methods of modern classroom instruction. 2 hours a week.

17. Principles of Education. The fundamental laws of teaching. 2 hours a week, fourth 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.

51. Education of Children. A study of the processes and results developed from the experimental work in the kindergarten and elementary classes of the Henry Barnard School. A discussion of the purpose and functioning of free school activities in their relation to the teaching of the common school subjects, to projects, drill, and discipline. Demonstrations and lectures. Elective for advanced students, and for skilled teachers of the primary grades and supervisors who are considering the use of the same methods in their own schools. 3 hours a week.

52. Mental Diagnosis. Practice in determining the mental and physical status of children by means of tests, examination, and the collection of other data. Attendance at the clinic. 3 hours a week. Elective for advanced students with the approval of the President.

53. Junior High School Administration. A study of present tendencies in junior high school organization and administration. 2 hours a week.

58. School Administration. An elementary course dealing with school organization and administration in the United States. 1 hour a week.

61. Comparative Education. A survey of modern educational systems and organization of selected countries throughout the world. 1 hour a week.

57. Genetic Psychology. 1 hour a week.

62. Principles of Secondary Education. 2 hours a week.

63. Psychology of the Elementary School Subjects. 1 hour a week.

64. Psychology of Exceptional Children. 1 hour a week.

65. Mental Hygiene. 1 hour a week.

66. Vocational Psychology. 1 hour a week.

67. Psychology of the Secondary School Age. 1 hour a week.

English

2 and 9. Public speaking. Two courses for developing ability in the use of the voice. Accurate moulding and placing of the speech elements, breath control, tone placing and tone projection. Drill in natural oral expression based upon the speaker's understanding of the subject matter, his emotional response, and his attitude toward the audience. 2 hours a week, first and third semesters.

4. Grammar and Composition. A systematic review of the essential facts. Training for accuracy and effectiveness in speech. 2 hours, first semester.

13. Composition and Rhetoric. Exercises for free and intelligent expression of ideas through oral and written language. 3 hours, second semester.

11. American Literature. A general course in American Literature for the purpose of securing a wider acquaintance with books and for developing a keener appreciation of literary qualities, and study of literature for children. 3 hours, third semester.

14. English Literature. A general course. 2 hours, fourth semester.
31. Advanced English Literature. An advanced study of English and American Literature. 3 hours, seventh semester.
51. Advanced Public Speaking. Story-Telling and Dramatization. The art of story-telling. Grading and adaptation of children's literature. Dramatization, with practical work with children. 2 hours a week.
56. Argumentation and Debating. 1 hour a week.
- 57A. Secondary School English. Composition. 2 hours a week.
- 57B. Secondary School English. Literature. 2 hours.
- 58A. Elementary School English. Composition. 3 hours a week.
- 58B. Elementary School English. Literature. 3 hours a week.
- 60A. Advanced Composition. The Essay. 2 hours a week.
- 60B. Advanced Composition. The Short Story. 2 hours a week.
61. Shakespeare. 2 hours a week.
62. The Technique of the Drama. 2 hours a week.
63. The English and American Novel. 2 hours a week.
64. Current Literature. 1 hour a week.
65. Modern English and American Poetry. 2 hours a week.
66. Research in English.
67. English Seminar. 2 hours a week for full year.
68. Thesis. For Master's Degree.
69. Classical Background of Literature. 2 hours a week.
70. Tests and Measures in English. 2 hours a week.
71. Advanced reading in English. Limited.
72. English Poetry of the Nineteenth Century. 2 hours a week.
73. Intermediate Composition. 2 hours a week.
74. Children's Literature. 2 hours a week.

Ethics

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

Geography

2. Physiographic Introduction to Geography. Land forms; climatic belts; natural resources; oceanic influence. Study of these topics as applied to Rhode Island.
5. Economic geography. The study of communities and how they make a living. Particular emphasis on United States and Europe.
52. Problems in Teaching Geography. A study of the technique of teaching with types of presentation applied to the various continents. A critical study of the materials and processes of selection according to the age and maturity of the pupils. Suggestions on the accessories of teaching. 2 hours a week.
53. Geology. Outline of historical geology. Important phases of dynamical and structural geology. Rock weathering and soil formation. 2 hours a week.
54. Mineralogy. Outline of historical geology. 1 hour a week.
55. Principles of Political Geography. 1 hour a week.
56. Regional Geography. 1 hour a week.

Health Education

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

History

5. History of the United States. The aim of this course is to emphasize the fundamentals of United States history and to broaden the outlook by showing it in its relation to its European background. 3 hours a week, first semester.
6. American History. 2 hours a week, second semester.
31. History of Civilization. This course offers an outline of world development, with special emphasis on the evolution of the present social and economic order. 2 hours a week, eighth semester.
7. European History. General outline of development from 1815 to the present time. A special study is made of the development of modern nations, the growth of democracy, and modern industrial organization. 3 hours a week, fifth semester.
57. Contemporary History. For advanced students. 2 hours a week.
59. English History. For advanced students. 2 hours a week.
53. Problems in the Teaching of United States History. The nature and treatment of historical material, with examples chiefly from American history. Study of the nature of a record on which history is based; the laws of historical criticism, the selection and use of historical material. 2 hours a week.
60. History of Rhode Island. 2 hours a week.
61. Latin American History. A brief survey of the history of Latin American countries tracing their history, government, social and economic development and showing also the international relations of these countries growing out of the Monroe Doctrine, Pan-Americanism, and the World War. 2 hours a week.
62. History of the Balkans and the Near East in Modern Times. 2 hours a week.
63. Teaching of History in the Junior High School. The nature and treatment of historical material. Methods and practical suggestions for teachers.

Household Arts

51. Cooking. Demonstrations and conferences on the principles of cooking. 2 hours a week.
52. Sewing. A course planned for the teacher who may be required to teach sewing as a part of the regular grade work. Practice in the elementary stitches and principles of construction, with some machine work. 1 hour a week.
53. Advanced Sewing. Instruction in the use of patterns and in the cutting, fitting and making of garments. For students who have completed an elementary course in sewing here or elsewhere, or who have a good working knowledge of garment making and of machine stitching. Students provide their own materials. 2 hours a week.

Kindergarten

1. Study of children between the ages of three and six years of age and their educational needs. Equipment, materials and activities of a modern kindergarten. 3 hours.
2. Participation in the activities of the Henry Barnard Kindergarten, followed by class conferences with the instructors. 5 hours.
3. Teaching in the kindergarten training schools, with conferences. 10 hours.

Library Science

1. Designed to instruct the student in the use of the card catalog and the most important reference books. One hour a week.
51. School Library Essentials. A study of the most important reference works, the fundamentals of cataloging, and problems concerning library work in schools. One hour a week.

Manual Arts

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

Mathematics

- 4 and 5. Mathematical Analysis. Combined course in college mathematics using the modern text books in mathematical analysis. 3 hours a week, first and second semesters.
6. History and Philosophy of Number. Rapid reviews of essentials. Discussion of the problems of the classroom. 2 hours, fourth semester.
54. Mathematics for the Junior High School. One hour a week.
55. Advanced Mathematical Analysis. Mainly analytic geometry. Prerequisite: Mathematics 4 and 5, or the equivalent. 2 hours a week.
56. Solid Geometry. Demonstration of the main theorems with applications in problems. 2 hours a week.
57. College Algebra. Selected topics in advance of the subject matter usually included in high school algebra.

Modern Language

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

Music

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

10. Public School Music. A study of theory and its applications. Control in essentials. Methods of teaching music. 2 hours a week, third semester.

- 51. Music Appreciation, including history of music. 2 hours a week.
- 52. Elementary Harmony. This course is intended to develop the power to recognize by sight and hearing chords and chord progressions. It includes also transposition and the composition and harmonization of original melodies. 2 hours a week.
- 53. Training for Music Supervisorship. The conducting of choruses, gleeclubs, and orchestras; discussion of current musical topics; a consideration of the relations existing between the supervisor and school officers and teachers; observation and practice work in the grades and high schools. 2 hours a week.
- 54. The History of Music. For advanced students of music. 1 hour a week.
- 55. Science of Music. For advanced students of music. 1 hour a week.

Political Science

- 1. Law and Government. A study of the relations of the citizen to the state and to his fellow citizens. Official public organization for government and administration of public affairs. 2 hours, fourth semester.
- 32. Practical Law. A short course in the principles of common law. The law that everyone should know. 2 hours a week, seventh semester.
- 33. Political Science. A critical study of the origin and fundamental principles of government, with applications to and illustrations from ancient and modern governmental agencies. Effect of the theory of the state and political and social philosophy upon political thought and the development of the state. Analysis of modern tendencies and present day political problems with a comparative study of modern governments. 3 hours a week, eighth semester.
- 34. The Constitution and Government of Rhode Island. 1 hour a week.
- 53. International Law. 2 hours a week.

Science

- 9. Botany. Life histories, economic importance, adjustment to surroundings, identification in the field. This course includes a brief study of common trees and flowers. 3 hours a week, second semester.
- 10. Biology. An elementary course with due consideration to conditions which affect human welfare. This course includes a brief study of birds and of insects. 3 hours a week, third semester.
- 53. Physics. An elementary course in the principles of the science with applications according to the needs of the student. 5 hours including laboratory work, 3 hours of credit.
- 54. Chemistry. An elementary course similar in its nature to the course in physics. 5 hours a week including laboratory work, 3 hours of credit.
- 52. Nature Leadership. This course is designed for those who have a special interest in leadership in the study of nature. It aims to familiarize students with the fundamental principles of nature games and recreation, and to provide practice in planning and carrying out constructive recreation. This course is only for those who are fitting themselves for leaders in nature study and scout work. 2 hours a week.
- 55. Paleontology. A study of the development of plant and animal life through the geologic ages, with special reference to the coal period formations of the Narragansett Basin. 2 hours a week.
- 58. Bird Study. One hour a week.
- 59. Tree Study. One hour a week.

61. Astronomy. An elementary course. Description of the celestial sphere and heavenly bodies. Observation and study of planets and constellations. 2 hours a week.

63. Nature Study in Elementary Schools. 2 hours a week.

64. Advanced Botany. 2 hours a week.

65. Advanced Biology. 2 hours a week.

66. General Science. One hour a week.

67. Inorganic Nature. The preparation for elementary observations in weather lore, mineralogy, geology, and astronomy, presented as an aid in general science studies. 2 hours a week.

Scouting

51. Training for Leadership in Scouting. 1 hour a week.

Sociology

31. Sociology. I. General principles of human association. II. The relation of the principles of sociology 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 have been maintained in afternoon classes throughout the year, and in a series of 20 sessions of Saturday classes.

For the coming year it is proposed that there shall be two series of Saturday classes as of the afternoon classes, and that the number of sessions shall in each case be reduced and the period lengthened, as it is believed that in this way teachers may to better advantage come from the more distant parts of the State to attend these classes. A bulletin of the courses to be offered will be issued in the Summer.

List of courses given during the year 1929-1930

First Semester, 1929-1930

Mondays at 7 o'clock

Vocational Teacher Training, Mr. Perry

Physical Education for Teachers, Miss Cooper

Tuesdays at 4:30

Political Geography, Professor Brown.

Beginners' French, Miss Loughery.

Debating, Professor Patterson.

Block Printing, Mr. Perry.

Development of Shakespeare as a Dramatic Artist, Professor Robinson

School Management, Professor Tuttle.

Mathematical Analysis, Miss Waldron.

Thursdays at 4:50

Advanced Ethics, Mr. Baldwin.
Beginners' French, Miss Loughery.
Public Speaking, Professor Patterson.
Music Appreciation, Professor Hosmer.
Methods of Presentation in Teaching Shop Work, Mr. Perry.
The Improvement of Instruction through the Use of Educational and
Psychological Tests, Miss Tully.
Mathematical Analysis, Miss Waldron.
Plane Trigonometry, Professor Weber.

Fridays at 2 o'clock

The Psychology of Childhood. Professor Bird.

Saturdays at 9:30

Professional Ethics, Part I, Mr. Baldwin.
Elementary Psychology, Professor Bird.
Rhode Island Education, Professor Carroll.
Dante in English, Professor Cavicchia.
Special Pupils in Special Classes, Miss Greene.
Problems of Supervision, Mr. Parkinson.
Blackboard Drawing, Professor Sherman.
History of Civilization, Part I, Professor Stevenson.
Junior High School Education, Professor Waite.

Saturdays at 10:30

Professional Ethics, Part II, Mr. Baldwin.
Advanced Educational Psychology, Professor Bird.
Law and Government, Professor Carroll.
Elementary French, Professor Cavicchia.
Economics, Part I, Professor Sinclair.
History of the Balkans and Near East in Modern Times.
History of Education, Professor Waite.

Saturdays at 11:30

Elementary Italian, Professor Cavicchia.
Adult Immigrant Education, Mrs. Jencks.
General Science for Teachers, Mr. Jones.

Saturdays at 11:30

Problems of the Village and Rural School, Mr. Parkinson.
Advanced Drawing, Professor Sherman.
Economics, Part II, Professor Sinclair.
Problems of Teaching History in the Junior High School, Professor
Stevenson.

Second Semester

Tuesdays at 4:30

Geology, Professor Brown.
French Literature, Part I, Tragedy, Professor Cavicchia.
School Library Essentials, Miss Cuzner.
Adult Immigrant Education, Miss Jencks.
Beginners' French, Miss Loughery.
Debating, Professor Patterson.
Introduction to the Study of Shakespeare, Part II, Professor Robinson.
Costume Design and Home Decoration, Professor Sherman.
Elementary Education, Professor Tuttle.
Mathematical Analysis, Miss Waldron.

Tuesdays at 7 o'clock

Shop Drawing and Blue Print Reading, Mr. Perry.

Thursdays at 4:30

Professional Ethics, Part I, Mr. Baldwin.
 Rhode Island Education, Professor Carroll.
 American History, Part I, Miss Hill.
 History of Music, Professor Hosmer.
 Beginners' French, Miss Loughery.
 Story Telling and Dramatization, Professor Patterson.
 Problems in Secondary School English, Professor Robinson.
 School Administration, Professor Tuttle.
 Principles of Education, Professor Waite.
 Mathematical Analysis, Miss Waldron.

Fridays at 2 o'clock

Child Psychology, Professor Bird.

Saturdays at 9:30, beginning March 29th

Education of Children, Professor Craig.

Mondays at 3 o'clock at Warwick High School

Construction of Language Curriculum for Grades 1, 2, and 3, Professor Robinson.

Courses offered by Boston University

Improvement in Teaching Arithmetic, Dr. Guy M. Wilson, Mondays at 4:15.
 Reorganization of Secondary Education, Dr. Jesse B. Davis, Thursdays at 3 o'clock.

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 shall 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.

Lunch rooms are 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 offered to students in the upper classes through the Students' Loan Fund, given by graduates and friends, now amounting to about \$2,000, and the Margaret Hill Irons Fund, given as a memorial to Mrs. Irons, for many years an honored member of the Faculty. The two funds together are now valued at \$4,500. Loans may be made to deserving students at a low rate of interest.

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 and \$100 in the Junior High School.

Graduating Classes, 1929 - 1930

Candidates for the Degree of Master of Education

Helen Mae Estes

Bertha Peckham Madsen

Candidates for the Degree of Bachelor of Education

Mildred Angela Benoit
 Alma Winifred Bishop
 Mildred Mary Bonin
 Alice Elaine Burdon
 Elizabeth Marie Canning
 Rose Amelia Capasso
 Rose Loretta Carr
 Mary Frances Casey
 Frances Cunningham
 Helen Frances Curran
 Pilazoon Daniels
 Gertrude Mary Deignan
 Katherine Frances Dolan
 Frances Eleanor Downey
 Marjorie Helena Doyle
 Lillian Frances Driscoll
 Grace Christina Duffy
 Madeline Katherine Fife
 Rosemond Gertrude Fleming
 Anna Bernadette Foley
 Mae Estelle Gilpatrick
 Rose Alexina Girouard
 Gladys Evelyn Gornall
 Devereux Christiana Greenway
 Alice Claire Hackett
 Anna Carmell Hawthorne
 Lillian Miriam Hill
 Esther Caroline Johnson
 Frank Joseph Jones, Jr.
 George Rufus Kenson
 Margaret Picken Long
 William Raymond Loughery

Florence Mildred Lovering
 Marion Luther
 Mary Josephine Lyons
 Mary Etta Agnes McBride
 Ethel Mary McDonnell
 Priscilla Audrey Marsden
 Vivian Marie Maynard
 Frederick Dexter Moulton
 Mary Cecilia Murtaugh
 Dorothy Gertrude Nass
 Beatrice Noakley
 Helen Claudia Pacheo
 Mildred Parish
 Evelyn Mary Pelrine
 Margaret Eva Porter-Shirley
 Adeline Gertrude Randall
 Helen Catherine Rieng
 Virginia Louise Rush
 Grace Irene Ryder
 Marguerite Blanche St. Martin
 Harriet Elizabeth Seelen
 Doris Mae Singleton
 Mary Agnes Smith
 Marion Cline Stanwood
 Irene Catherine Stasz
 Mary Sayles Steere
 Mary Margaret Rose Sullivan
 Marion Louise Tolman
 Sarah Virginia Viera
 Alice Leona Wells
 Ella May Williams
 Marguerite Ellen Yates

SUMMARY

Candidates for Degree of Master of Education	2	
Candidates for Degree of Bachelor of Education	63	
Graduates of other colleges.....	6	
Seniors.....	98	
Juniors.....	173	
Sophomores.....	145	
Freshmen.....	143	
Special Student.....	1	
Withdrawn to teach at end of Junior year.....	29	
Other students withdrawn during year.....	14	
Total registration in daily sessions.....	—	609
Average registration by semesters	588	
Afternoon and Saturday classes, Fall.....	918	
Afternoon and Saturday classes, Spring.....	571	
	—	1489
Less names counted more than once.....	330	
Class registration, without duplicates.....	—	1159
		—
Total College registration, without duplicates.....		1768
Number of pupils in Henry Barnard School.....	516	
Approximate number of pupils in State Training Schools.....	2830	
	—	3346
Total registration in all College classes, in Henry Barnard School, and in State Training Schools.....		5114

TOTAL NUMBER OF GRADUATES

Masters of Education, 1924-1930, inc.....	12	
Graduates of Four-Year Course, 1922-1930, inc.....	237	
Number completing Junior Courses, 1871-1926.....	3483	
Graduates of City Training Course, 1891-1902.....	390	
Number completing Normal Course, 1854-1865.....	62	
Total.....	—	4184
Less number counted twice.....		125
		—
Total number of persons.....		4059

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 have been 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 1929-1930 was 609. The total registration for the year in all College courses, without duplicates, was 1768. This number includes about 1150 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 3350.

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.