

CATALOG FOR 1930 - 1931

**Rhode Island
College of Education
Bulletin**

**A BRIEF OUTLINE OF THE WORK OF
THE COLLEGE OF EDUCATION**

COURSES OF STUDY

ENTRANCE REQUIREMENTS

THE HENRY BARNARD SCHOOL

Bulletin No. 53

Issue for December, 1930

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CALENDAR FOR 1931-1932

COMMENCEMENT FOR THE YEAR 1930 TO 1931

Tuesday, June 23 at 10 A. M.

OPENING OF FALL TERM.....*Monday, September 14, at 10 A. M.*

AFTERNOON CLASSES BEGIN.....*Thursday, September 17*

SATURDAY CLASSES BEGIN.....*Saturday, September 19*

COLUMBUS DAY.....*Monday, October 12*

MEETINGS OF R. I. INSTITUTE OF INSTRUCTION.....*October 29-31*

ARMISTICE DAY.....*Wednesday, November 11*

FIRST QUARTER ENDS.....*Friday, November 20*

THANKSGIVING RECESS.....*November 26-28*

CHRISTMAS RECESS.....*December 24-January 2*

FIRST SEMESTER ENDS.....*Friday, January 29*

SECOND SEMESTER BEGINS*Thursday, February 4, at 10 A. M*

AFTERNOON CLASSES BEGIN.....*Tuesday, February 9*

SATURDAY CLASSES BEGIN.....*Saturday, February 13*

WASHINGTON'S BIRTHDAY.....*Monday, February 22*

GOOD FRIDAY.....*Friday, March 25*

END OF THIRD QUARTER.....*Friday, April, 8*

SPRING RECESS.....*April 11-16*

EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS

Monday, May 18, at 2 P. M

MEMORIAL DAY.....*Monday, May 30*

COMMENCEMENT EXERCISES.....*Tuesday, June 28, at 10 A. M.*

OPENING OF TERM IN SEPTEMBER.....*Monday, September 12*

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MABEL RUSSELL STEVENSON, Garvin Memorial School, Valley
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MARY ELIZABETH McCABE, East Street School, Pawtucket.

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Pawtucket (History and Civics).

CHARLOTTE STILLMAN LARKIN, Westerly Junior High School,
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*Until March 30, 1931

†Since March 30, 1931

BUILDING AND GROUNDS

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SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES, 1930-1931

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ALTHEA MAYOR JENCKS, State Supervisor of Home Classes in
Americanization.

MARGUERITE TULLY, A. M., Assistant in Department of Re-
search and Guidance in charge of educational tests and
measurements, Providence.

WALTER H. BUTTERFIELD, Director of Music in the Providence
Public Schools.

A BRIEF OUTLINE OF THE WORK OF RHODE ISLAND COLLEGE OF EDUCATION

This number of the Bulletin gives in a brief form some of the significant facts regarding Rhode Island College of Education and its work. Bulletin No. 51 gives a more extended account of the plan of admission to the College. Bulletins issued twice a year give lists of the Afternoon and Saturday classes for teachers. A bulletin soon to be issued will give a descriptive list of the various courses of instruction offered by the College. The present number is therefore limited to the annual lists and statistics, with brief statements regarding the work of the College. These statements seem especially appropriate at this time, as the present year marks the end of ten years of college work since its formal installation in 1921, and sixty years since the re-establishment of the Normal School in 1871.

SIGNIFICANT FACTS

Rhode Island College of Education was given the legal status of a college by an Act of the General Assembly April 22, 1920. The total attendance of students for that year was 277, with approximately 500 teachers attending one or more of the classes for teachers. There were 338 children in the Henry Barnard School.

For the year 1930-31 the attendance has been 642, with 1700 teachers attending the special classes for teachers, and nearly 600 pupils in the Henry Barnard School.

In 1920 there were 73 students who completed the 2½ year course of that time. In 1931 there are 142 candidates completing the four-year course for the degree of Bachelor of Education, and four candidates for the degree of Master of Education.

In 1920 there were no college graduates enrolled as regular students. In 1931 there are 18.

An unusual feature for the present year is that approximately 50% of the entire student body has been enrolled in the junior and senior classes.

Other outstanding features are described in the following paragraphs:

1. Admission. The plan of admission allows to each town and city a definite quota. Selection is made with the co-operation of high school principals and of superintendents. It includes a careful examination by the College, including a physical examination by the College Physician. The entrance examination is held at the College in May of each year for the selection of the students for admission in the following September. Selective admission has

been continuous since 1913 except from 1919 to 1922. The quotas have been in effect since 1925. A further description of the plan will be found in Bulletin No. 51 for June, 1930.

2. Course of Study. The course of study is largely fixed for the first two years, including the background of a liberal college education. It includes at least a year of college mathematics in addition to college courses in English, history, modern language, and other studies. At the end of this period, the student, with the advice of the Faculty, and with a view to the need for teachers in different types of positions, is able to select as a part of the work for the third and fourth years those subjects which will best aid in giving a suitable preparation for success in the chosen field. Students are not prepared for positions which are not likely to exist, and they must demonstrate their ability before they may be selected for a given type of work.

3. The Demonstration and Training Schools. Since 1893 this State has insisted upon two forms of contact with the public schools as a part of the preparation for teaching. It uses both the model or demonstration school, and the regular classes in the actual public schools. The model or demonstration school has become the Henry Barnard School on the College campus. The so-called training schools are now located in 47% of all the towns and cities in the State. Except in the very large junior high schools it is not expected that there will be more than one critic teacher in any building. To each critic is assigned one or two rooms, and a student-teacher is placed in each room as a responsible teacher for a full half-year, under the direction of the critic who gives full time to this work. This period includes much study of the subjects to be taught, and requires the demonstration of complete success for each candidate for the college degree. These training centers are so located that nearly every student can be placed within the environment in which he is expected to teach after graduation.

4. The Henry Barnard School. The Henry Barnard School is a public school under the direct control of the College. The building has 26 classrooms, in addition to a special demonstration room, a large auditorium, ample rooms for the various forms of manual training and home economics, and a large and well-equipped lunchroom where the pupils have lunch with their teachers. The course at present includes the junior high school, but rooms are available for a senior high school as well. Here each college student maintains regular contact through his entire course with school life of the best type that can be secured. This school should give inspiration through the contact with children and with master teachers, and through the quality of the work seen. It serves as a meeting place for theory and practice, and as a source of illus-

trative material for class discussions. Here new ideals and methods are evaluated, and here are demonstrated the possibilities of public school teaching. Here the student is given a most favorable opportunity for his first efforts at class teaching. This school is more than a clinic for demonstrating approved work, it is also a laboratory for the development of better ideals and methods for teaching.

About one half of the pupils of this school are from a city district. The others come from all parts of the State on the payment of tuition. For the transportation of the pupils from distant parts of the City the College owns a large bus, and uses several taxicabs in addition.

5. Classes for Teachers. The classes for teachers represent an important part of the work of the College. Approximately one-third of all the public school teachers of the State, including many supervisors and principals, and many high school teachers, are enrolled each year in these classes. Sessions are now held from 4:30 to 6 on Tuesdays and Thursdays, and on Saturdays from 9:30 until 12:30, throughout the school year, with a few classes each year in other parts of the State. In addition there are groups of teachers each week spending Friday forenoons in the Henry Barnard School.

6. The School Year. The length of the school year corresponds with the year of the public schools in this State, and is therefore much longer than in most colleges. It is nearly 40 weeks in length, and programs are so planned that classes begin work on the opening day.

7. Degrees. The degrees given by the College are Ed. B., and Ed. M., for bachelors and masters of education. The master's degree is given only after a year of graduate work and three years of successful teaching. Graduates of other colleges, after completing the State requirements in education, including the courses required for all teachers and the half-year of teaching under a State critic, are given the degree of Bachelor of Education. After a year of approved graduate work and the completion of three years of successful teaching, the degree of Master of Education is awarded.

8. Expenses. There is no charge of any kind for students who are admitted as residents of Rhode Island. Books and supplies are furnished without cost to the student. Students living in Rhode Island and at a distance of more than five miles from the College draw a mileage allowance which pays a large share of the cost of travel. This practice was established in 1871.

THE COLLEGE EQUIPMENT

The main building of the College was first used in 1898. It was planned and equipped with the avowed purpose 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 provisions for the education of their children." It is still an excellent and a beautiful building, set in attractive grounds near the State House. It is now fairly modern in every respect, and its newly painted interior and an expected new system of lighting, will add much to its beauty and to its value.

The new building of the Henry Barnard School, now in its third year of use, is planned and equipped for its special purpose. Its rooms are larger than the standard public school rooms in order that space may be provided for visitors. The work-rooms, while not yet fully equipped, are ample in size and well planned. In addition to the auditorium seating about 600, with its excellent stage equipment, the demonstration room furnishes a smaller auditorium for use as needed. This room, which was built from original plans, gives abundant opportunity for the demonstration of class-work to large classes of students or to groups of visitors. Raised banks of seats for the observers are built around the outside of three low walls of a schoolroom of standard size, so that any public school class may carry on its regular work sufficiently removed from the spectators for the comfort of its pupils, and yet so near that every observer may see and hear all the details of the exercise. There are blackboards on all sides of the children's portion of this room, giving ample opportunity for individual work on the part of each child.

The heating plant is in a separate building. The heating and ventilating system includes, both for the College building and the Henry Barnard School, automatic heat control for every room, and forced ventilation.

Both buildings are equipped with elevators. That in the Henry Barnard building is automatic in its control from every floor, and is sufficiently large for use in moving classes from floor to floor as needed.

Library facilities are excellent. More than 35,000 volumes of valuable books are owned by the College. The main library contains the periodicals and about 10,000 volumes around the walls of a large reading room. The special reserve library usually has about 2,000 volumes set aside for use by students as required reading for class work. These books may be taken from the room only for use outside of college hours. Each department of the College, and each room of the Henry Barnard School also has its own library, and there is a central library for the Henry Barnard building. In addition there are in other rooms many valuable books for occasional use as needed.

THE INVESTIGATION OF EDUCATIONAL PROBLEMS

The College of Education, like other institutions of its kind, is constantly seeking to discover, both through its own efforts and through the work of others, the best possible methods for use in teaching. For many years it has given particular attention to the development of materials of instruction and methods of teaching through the use of which a child may gain much more than the usually expected results. An ability to read and to write may be secured through the use of any good method. What is needed is far more important than this. It is a habit of work, a power to do things for himself, and a belief in his own ability to accomplish desired results. To secure these important ends the College has attacked first the problem of allowing the child to teach himself to read, to write, and to use simple numbers correctly.

In the home the child learns the use of words through his own efforts, gaining new words as he needs them. In school he has usually been set to do what he was told to do. He learned lists of words, and was drilled upon his knowledge of these and upon his number combinations in the expectation that he would gradually be able to use them. If the method could be reversed, and he could teach himself to write the words he wished to use, to read the books in which he is interested, and to develop at his own rate and for himself an ability to spell and to use numbers, much would be gained, both in immediate accomplishment and in potential ability to master other subjects as he needed to use them.

In the search for methods for the accomplishment of this purpose, much valuable and original error-control material has been developed in the Henry Barnard School. Through the use of this all children so taught have been making such progress as had at first seemed impossible. It is found that all children very easily teach themselves to read and to write, even long before the usual time for children to enter school. It is found that class drills and forced study may be entirely eliminated, at least in all the early stages of the child's progress. Work becomes a pleasure and compulsion unnecessary. Young children, like many older people, prefer to be able to do things for themselves. They do not like to be helped any more than is necessary. The methods here used have merely utilized this self-help.

It would be impossible in these pages to give any complete account of the progress of the experimental study of these methods. It is sufficient here to say that this has been far beyond all expectations. It is true that this school has its unusual children. Most schools have. There are here children of less than six who will read and write with at least the ease, accuracy, and comprehension, of the average child in the middle grades of the average school. The value of the methods used lies not even largely in the fact that some children can secure such results. It lies rather in the fact

that no child fails to secure very creditable progress or to gain the power to help himself in his later studies. For all the children so prepared through a long series of years the achievements have been far beyond those of the past, and it is needless to say that the children have been most happy in their work.

Children are not usually expected to enter the third grade until they are at least eight years of age. Here the average will be much younger, and all the children in this grade will be well prepared for their work. In fact they will have gained as an added accomplishment a slight but usable knowledge of French, for it has been necessary to add this enrichment to their school course in order to satisfy their eager and alert minds. Even the many types and kinds of activities provided by the usual modern school do not afford sufficient challenge to their efforts.

It is found that children with intelligence quotients even below the point where continued interest in reading may be expected, children who are sometimes said to be unable to learn to read and to write, will under the methods here used learn these arts without any delay in the process.

The statements here made are chosen from the work of the lower grades, but the same ideals would apply in all. Self-teaching, self-responsibility, accuracy in thought and in expression, the development of individual power and of individual appreciation of values, must enter into the school progress in all grades and with every student.

In all the classes in this school there are practically no children, who entered the school not later than the second grade, who are seriously over age, and no children who are seriously below the nationally accepted median standards in any subject. On the contrary, the average child may be expected to be able to complete, if desired, the ordinary elementary school course in two years less than the standard time under present conditions throughout the country, and to do this with an excellent preparation for the work of the higher grades.

To a person unacquainted with the possibilities of conducting school work along the lines indicated it often seems that such ideals cannot apply to the ordinary public school. The Henry Barnard School is, however, a public school with large classes of children of all grades of ability. It has conducted its experiments with a view to demonstrating the possibility and entire practicability of the use of its methods in any school, and is thoroughly convinced that its results can be attained in any school with economy and with great efficiency under teachers who are prepared for this work and in sympathy with its ideals and methods.

Important work is being done by this school through the Friday morning demonstrations to visiting teachers and school officials. To save the time of the children from unnecessary interruption, and also to serve as a basis for later observation and discussion,

the demonstrations usually begin with a series of moving pictures representing the steps through which each child learns how he may teach himself, including the means through which he may learn to check and to evaluate his own work. From time to time new pictures are added illustrating the development of different phases of the work.

The State is to be congratulated on the remarkable work in this school which has been done by its Director, Professor Clara E. Craig. Her clear vision, her sincerity of purpose, and her earnest devotion to this work, are largely responsible for the results attained.

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.

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 Bachelor of Education

The degree of Bachelor of Education will be conferred upon the successful completion of the prescribed four-year course.

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.

No degree will be granted until after the completion of at least one year of work at the College of Education.

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 the student with the aid of his teachers may select wisely the subjects needed for an approved purpose.

Requirements for the Degree of Master of Education

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

He must submit evidence of 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.

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, First Semester

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

Third Year, Second Semester, and Fourth Year

Teaching in the Training Schools for one fullsemester, usually the second semester of the third year or the first semester of the fourth year. Also the following courses at the College:

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

REQUIREMENTS FOR ADMISSION

Those interested in the details of the plan for admission of candidates should ask for Bulletin 51. Candidates must be graduates of approved secondary schools, with the usual college entrance requirements, including algebra and geometry. If not graduates they must demonstrate that they have received an equivalent education.

Each must declare his intention to complete the four-year course of professional preparation for teaching, and must sign a pledge to teach 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 from all candidates, with no serious difficulties of any kind.

The entrance tests are held at the College at 2 o'clock on the Monday nearest to May 21 of each year.

A definite quota for membership in the College is assigned to each town or group of towns, and to each city. Applicants should consult their high school advisers early, as admission to the College entrance tests is only on recommendation by the superintendents of schools for their own towns and cities.

College graduates desiring to enter should make early application for admission. Only graduates of high standing and of approved personality can be accepted. Nominations for all such admission should come from the superintendents of schools in the localities in which the candidates expect to teach.

Final acceptance depends on the need for teachers, and on ability and character, as well as upon physical fitness for the work.

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, 1931

Candidates for the Degree of Master of Education

Mary Annie Louise Easton, Ed.B., 145 Wesleyan Ave., Providence
 Theresa Regina Flynn, Ed.B., 29 Laurel St., Pawtucket
 Ethel May Howerton, A.B., 101 Benefit St., Providence
 Emma Grace Peirce, Ed.B., 145 Wesleyan Ave., Providence

Candidates for the Degree of Bachelor of Education

Petrina Evelyn Angelone, 14 Hall St., Providence
 Helen Rita Ashworth, 447 Academy Ave., Providence
 Phebe Arnold, 41 Waldo St., Pawtucket
 George Henry Blackwell, Jr., 3684 Pawtucket Ave., Riverside
 Anna Teresa Bliss, 124 Winter St., Woonsocket
 Kathryn Dorothy Bracq, 11 Bergen St., Providence
 Gladys Augusta Brickley, 20 Mary Ave., East Providence
 Madeline Clark Briggs, 168 Park Place, Woonsocket
 Eva Buonanno, 583 Laurel Hill Ave., Cranston
 Ida Josephine Buonanno, 583 Laurel Hill Ave., Cranston
 Sarah Elizabeth Campbell, 26 Mary St., Central Falls
 Catherine Mary Casserly, 25 Huxley Ave., Providence
 Leda Luna Ciasullo, 120 Wendell St., Providence
 Ruth Catherine Clifford, 65 Pinehurst Ave., Providence
 Mabel Harriet Clough, 149 Magnolia St., Auburn
 Honoria Gertrude Coleman, 112 Sheldon St., Providence
 Mary Elizabeth Conway, 138 Granite St., Westerly
 Lillian Anastasia Cooney, 21 Phoenix St., Central Falls
 Miriam Coplan, 39 Mt. Hope Ave., Providence
 Ethel Mary Cronin, 18 Croade St., Warren
 Edward Hugh Cunningham, Ph.B., 137 Briggs St., Providence
 Louisa Dalby, 503 Huntington Ave., Providence
 Mary Davenport, 278 Central St., Central Falls
 Clarice Mary Davis, 45 Haile St., Warren
 Margaret Regina Deery, 58 Bainbridge Ave., Providence
 Angela De Palma, 550 Charles St., Providence
 Beulah Helen Diggle, 671 Providence St., West Warwick
 Mary Elizabeth Donnelly, 1027 Chalkstone Ave., Providence
 Catherine Christine Dooley, 40 Ruth Ave., Phillipsdale
 Elizabeth Gladys Dwyer, 92 Burton St., Bristol
 Evelyn Madora Earnes, 763 Park Ave., Woonsocket
 Mary Dorothy Escobar, Bristol Ferry
 Lois May Esten, 26 King St., Manton
 Ruth Alice Fairbrother, Sayles Ave., Pascoag
 Rosalie Victoria Falciglia, 65 Ledge St., Providence
 Rose Fasano, 26 Bay View Ave., Bristol
 Margaret Mary Feeley, 149 Indiana Ave., Providence
 Rosemary Frances Finnegan, 649 Smith St., Providence
 Anna Frances Flynn, 10 Mayflower St., Providence
 Mary Elizabeth Germani, 136 Brook St., Pawtucket
 Elsie Gibson, New London Ave., West Warwick
 Edna Payne Gilmore, 155 Summit Ave., Providence
 Esther Goldsmith, 21 Camp St., Providence
 Helen Garfield Gooding, 74 Sweet Briar Ave., East Providence
 Anna Margaret Goodwin, 57 Fifth St., East Providence
 Mary Alice Gore, 338 Prairie Ave., Providence

Bertha Theresa Gorman, 12 Summer Ave., Central Falls
 Katherine Theresa Gregory, 8 Howard Ave., Pawtucket
 Mary Frances Griffin, Sayles Ave., Pascoag
 Abby Myrtle Grinnell, 63 West Hilton St., Tiverton
 Esther Ida Grossman, 146 Pearl St., Providence
 Beatrice Marie Guilbault, Spring St., Pascoag
 Julia Mary Gutowski, 69 Cutler St., Warren
 Helen Frances Hackett, 857 Atwells Ave., Providence
 Esther Margaret Hallington, 7 Brayton St., East Greenwich
 Ruth Greenwood Hamilton, 254 Washington St., Providence
 Mary Frances Hanley, 44 Tower St., Pawtucket
 Dorothy Frances Hayes, 28 Marlborough Ave., Providence
 Mary Josephine Hayes, 28 Marlborough Ave., Providence
 Helen James Hendrick, Lafayette
 Virginia Stokes Hollihan, 1 Rhode Island Ave., Providence
 Ethel Bernice Jackson, 10 School St., Newport
 Edith Wilhelmina Johnson, Clay Court, Newport
 Lucy Howard Kee, Long Lane, Warren
 Barbara Kenyon, Alton
 Julia Mary King, 41 Berkely Ave., Newport
 Alice Bertha Kohl, 277 Friendship St., Providence
 Ruth Frances Leonard, 46 Ninth St., East Providence
 Alice May Liberty, 136 Denver St., Pawtucket
 Rose Cecile MacAndrew, 150 Arnold Ave., Edgewood
 Catherine Madeline McCarthy, 408 Orms St., Providence
 Ruth Eileen McCauley, 362 Second Ave., Woonsocket
 Alice Carroll McCormick, 324 Taunton Ave., East Providence
 Mary Veronica McDougall, 37 Legris Ave., Pawtucket
 Margaret Theresa McGarrigle, 180 Cowden St., Central Falls
 Marguerite Mary McGraw, First Ave., East Greenwich
 Mary Camilla McInerney, 4 River St., Valley Falls
 Claire Marie McKenna, 75 Plenty St., Providence
 Loretta Ruth McKenna, 1328 Douglas Ave., North Providence
 Edward Francis McLaughlin, B.S., 101 Ocean St., Providence
 Mary Eleanor McMahan, 267 California Ave., Providence
 Beatrice Mary McNamee, 249 Washington Ave., Providence
 Mary Gerard McNulty, 173 Rochambeau Ave., Providence
 Mary Ellen Makepeace, 289 Wayland Ave., Providence
 Rose Mamigonian, 11 Cole St., Pawtucket
 Ezekiel Martinelli, Ph.B., 480 Hartford Ave., Providence
 Ruth Caroline Mathewson, 38 Radcliffe Ave., Providence
 Marion Louise Milan, 1582 Westminster St., Providence
 Eleanor Viola Miller, 234 Alabama Ave., Providence
 Ruth Elizabeth Monahan, 80 Wisdom Ave., Providence
 Dorothea Ide Moore, A.B., 30 John St., East Providence
 Mildred Frances Moriarty, 26 Dunedin St., Cranston
 Margaret Monica Barbara Mulholland, 57 Waterman St., Valley Falls
 Marion Elizabeth Mulvaney, 59 Eighth St., Providence
 Gertrude Veronica Barbara Murphy, 795 Harris Ave., Woonsocket
 Mary Barbara Murray, 82 Abbott St., Providence
 May Rita Murray, 202 Sabin St., Pawtucket
 Rosemary Margaret Murray, 144 Wood St., Providence
 Mary Angela Nestor, 710 North Main St., Providence
 Mary Evelyn O'Brien, 7 Geldard St., Valley Falls
 Elizabeth Munroe Oldham, A.B., 184 Taunton Ave., East Providence
 Margaret Maguire Orme, 19 Preston St., Providence
 Ruth Avis Paddock, 15 Glen Road, Providence
 Kathryn Lillian Patt, Capron Road, Stillwater
 Bessie Percy, 44 Ledward Ave., Westerly

Catherine Avis Phillips, Putnam Ave., Harmony
Margaret Anne Quinn, 99 Sorrento St., Providence
Lucy Mary Randa, Wakefield
Helen Marie Reilley, 156 Wood St., Providence
Kenneth Dart Riley, 192 Mauran Ave., East Providence
Elizabeth Joann Roarke, 21 Harris Ave., West Warwick
Joseph Leo Rowan, Ph.B., 5 Pierce St., Westerly
Cosma Libera Ruga, 28 Tower St., Westerly
Margaret Agnes Ryder, 100 Conanicus St., North Tiverton
Mary Gertrude Rynn, 73 Boyden St., Woonsocket
Margaret Mary Salesses, 30 Dart St., Providence
Lillian Rose Shaw, 83 Greenville Ave., Manton
Harriet Lucia Sherman, 44 Angell St., Providence
Doris Elizabeth Simmons, Long Pasture Road, Little Compton
Marina Frances Siniscalchi, 77 Prospect Hill, Natick
Martin Henry Spellman, Ph.B., 3 Pleasant St., Westerly
Anna Cecilia Sullivan, 13 Bradford Ave., Newport
Irene Louise Sullivan, 83 Byfield St., Providence
Catherine Hortense Sutton, 148 Pierce St., East Greenwich
Charlotte Mae Suzman, 547 Hope St., Bristol
Lillian Ethel Swan, 19 Lambert St., Cranston
Marguerite Honorah Teubert, 147 Pomona Ave., Providence
Dorothy Mary Thornton, 52 John St., Valley Falls
Mary Rita Thornton, 1028 Main St., West Warwick
Eva Luthenia Todsén, 149 Pond St., Pawtucket
Fred Tomassi, Ph.B., 260 Atwells Ave., Providence
Anne Troberman, 160 Superior St., Providence
Angela Asunda Vallone, 1330 Cranston St., Cranston
Mary Palm Vinacco, 1134 Plainfield St., Thornton
Esther Helen Walker, 43 Alexander St., North Providence
Mary Margaret Waterman, 89 Garden St., Auburn
Alfred Wilson Whitman, A.B., 2 Tuckerman Ave., Newport
Fanny Wilde, 43 Hancock St., Pawtucket
Marion Claire Williams, 11 Braman St., Providence
Grace Alma Williamson, 5 Olympic Ave., North Providence
Hope Emeline Willis, B.S., 192 Lenox Ave., Providence
Josephine Melinda Willis, B.S., 192 Lenox Ave., Providence.

SUMMARY

Candidates for Degree of Master of Education	4	
Candidates for Degree of Bachelor of Education	142	
Graduate students.....		18
Seniors.....		170
Juniors.....		139
Sophomores.....		140
Freshmen.....		147
Special students.....		4
Students withdrawn to teach at end of Junior year.....		7
Other students withdrawn during year.....		17
Total registration in daily sessions.....	—	642
Average registration by semesters	613	
Afternoon and Saturday classes, Fall.....		1259
Afternoon and Saturday classes, Spring.....		975
		2234
Less names counted more than once.....		532
Class registration, without duplicates.....	—	1702
Total College registration, without duplicates.....		2344
Number of pupils in Henry Barnard School.....		582
Approximate number of pupils in State Training Schools.....		2870
		3452
<p>These figures include only one class for each of the junior high training schools, although in each of these there will be several times as many pupils under the care of the student-teacher.</p>		
Total registration in all College classes, in Henry Barnard School, and in State Training Schools.....		5796

TOTAL NUMBER OF GRADUATES

Masters of Education, 1924-1931, incl.....	16	
Graduates of Four-Year Course, 1922-1931, incl.....	379	
Number completing Junior Courses, 1871-1926.....		3483
Graduates of City Training Course, 1891-1902.....		390
Number completing Normal Course, 1854-1865.....		62
Total.....	—	4331
Less number counted twice.....		132
		4198
Total number of persons.....		4198