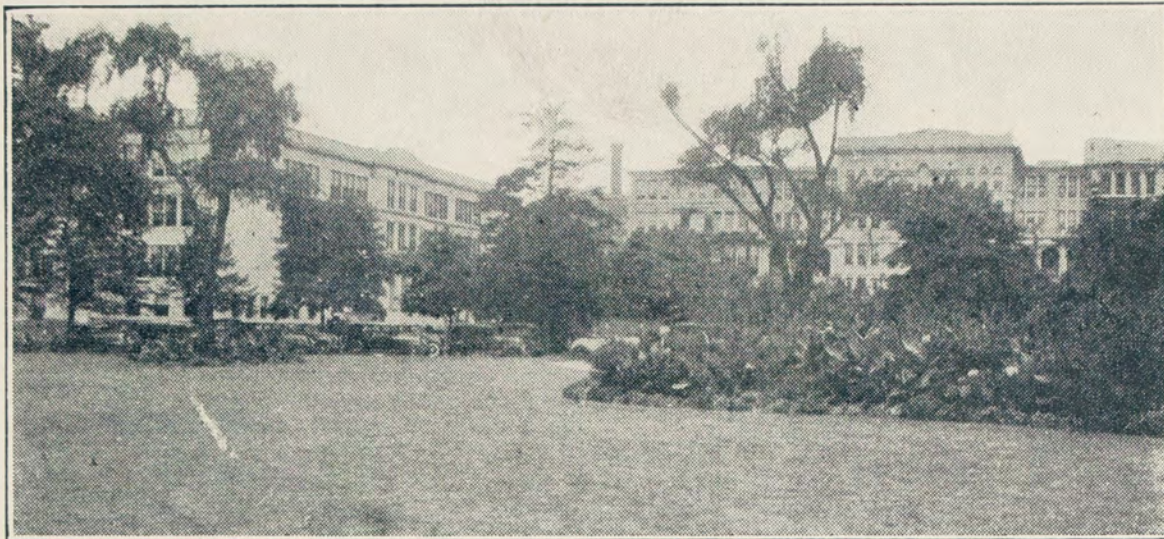


CATALOG FOR 1932 - 1933

ANNOUNCEMENTS FOR 1934-1935



**Rhode Island
College of Education
Bulletin**

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

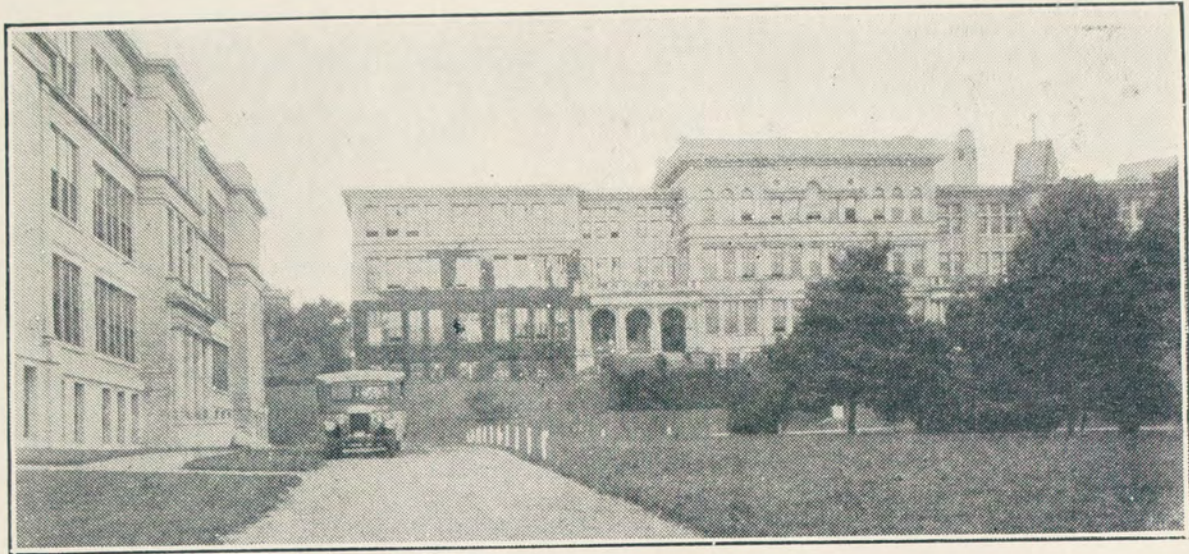
COURSES OF STUDY

ENTRANCE REQUIREMENTS

THE HENRY BARNARD SCHOOL

Bulletin No. 63

Issue for January, 1934



CALENDAR FOR 1933-1934

OPENING OF FALL TERM.....	<i>Monday, September 11, at 10 A. M.</i>
AFTERNOON CLASSES BEGIN.....	<i>Thursday, September 21</i>
SATURDAY CLASSES BEGIN.....	<i>Saturday, September 23</i>
COLUMBUS DAY.....	<i>Thursday, October 12</i>
MEETINGS OF R. I. INSTITUTE OF INSTRUCTION.....	<i>October 26-28</i>
ARMISTICE DAY.....	<i>Saturday, November 11</i>
FIRST QUARTER ENDS.....	<i>Friday, November 17</i>
THANKSGIVING RECESS.....	<i>November 30-December 2</i>
CHRISTMAS RECESS.....	<i>December 23-January 1, Inc.</i>
FIRST SEMESTER ENDS.....	<i>Friday, January 26</i>
SECOND SEMESTER ENDS.....	<i>Thursday, February 1, at 10 A. M.</i>
WASHINGTON'S BIRTHDAY.....	<i>Thursday, February 22</i>
GOOD FRIDAY.....	<i>March 30</i>
END OF THIRD QUARTER.....	<i>Friday, April 6</i>
SPRING RECESS.....	<i>April 7-14</i>
EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS.....	<i>Monday, May 21, at 2 P. M.</i>
MEMORIAL DAY.....	<i>Wednesday, May 30</i>
COMMENCEMENT EXERCISES.....	<i>Tuesday, June 26, at 10 A. M.</i>
OPENING OF TERM IN SEPTEMBER.....	<i>Monday, September 10</i>
AFTERNOON CLASSES BEGIN.....	<i>Tuesday, September 18</i>
SATURDAY CLASSES BEGIN.....	<i>September 22</i>

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- THOMAS HERBERT ROBINSON, A.B. (Brown), A.M. (Trinity), A.M. (Brown), Professor of English.
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- DORIS EVONNE TRAVER, A.B. (Bates), Instructor in Romance Languages.
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- BERTHA MAY BELL ANDREWS, B.S., in Ed. (Boston Normal School of Gymnastics) A.M. (Teachers College), Instructor in Physical Education.
- RUTH VELMA HUTCHINSON, B.S. in Ed. (Framingham), Instructor in Home Economics.
- DORIS DWINEL ALDRICH, Ph.B. (Brown), Registrar.
- GLADYS STOCKING COGGINS, Assistant Registrar.
- ALFA LORETTA SMALL, A.A.G.O., Pianist.
- ROSE SNELL, Ed.B. (R. I. College of Education), Assistant Librarian.
- FRIEDA MAXINE BAXT, B.C.S., Clerk.

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HENRY BARNARD SCHOOL

ROLAND HENRY CHATTERTON, B.S. (R. I. State College), A.M. (Boston University),
Principal.

JUNIOR HIGH SCHOOL

MARY AGNES McARDLE, Algebra, History, and Literature.

WINIFRED ELLEN GLEASON, Ed.B., Ed.M. (R. I. College of Education), History
and Geography.

INEZ ESTELLE JORDAN, Ed.B. (R. I. College of Education), Mathematics and English.

WILLIAM EDWARD SLOANE, Manual Training.

MARY JOSEPHINE FEELEY, Ed.B. Ed.M., (R. I. College of Education), A.M. (Mid-
dlebury), English.

JOHN GAMMONS READ, B.S. (Massachusetts State College), A.M. (Brown), Science.

RUTH VELMA HUTCHINSON, B.S. in Ed. (Framingham), Household Arts.

HORMISDAS FREDERICK TELLIER, Ed.B. (R. I. College of Education), French,
Mathematics.

ELEMENTARY GRADES

LINA FINNEY BATES, Grade 4.

MABEL TILLINGHAST GARDNER, Grade 4.

THERESA BARONE, Ed.B., Ed.M. (R. I. College of Education), Grade 2.

MARY FRANCIS McGUINNESS, Grade 1.

EMMA GRACE PEIRCE, Ed.B., Ed.M. (R. I. College of Education), Grade 2.

MARY ANNIE LOUISE EASTON, Ed.B., Ed.M. (R. I. College of Education), Children's
School.

MARY TUCKER THORP, Ed.B. (R. I. College of Education), Ed.M. (Boston Uni-
versity), Grade 6.

HELEN MARIE TRIGGS, Ed.B. (R. I. College of Education), Grade 6.

ISABEL MARTHA WOODMANCY, Grade 5.

MARY MAGDALEN KEEGAN, Ed.B. (R. I. College of Education), Grade 3.

DOROTHEA COKER MORGAN, Assistant.

PRUDENCE DEAN FISH, Ed.B. (R. I. College of Education), Grade 1.

MARJORIE LINCOLN BEAN, Ed.B. (R. I. College of Education), Grade 5.

MARIAN AGNES MacMILLAN, Ed.B. (R. I. College of Education), Children's School.

MARY CAMILLA McINERNEY, Ed.B. (R. I. College of Education), Physical Education.

MIRIAM COPLAN, Ed.B., Grade 3.

EDITH MAY PETTIT, Clerical Assistant.

STATE TRAINING SCHOOLS

MARGUERITE BROGAN, Byfield School, Bristol.

ELIZABETH MARY PICHE, Harrisville School, Burrillville.

BERTHA AGNES BURNHAM, Central Street School, Central Falls.

JENNIE WINCHESTER PHILLIPS, Thornton School, Cranston.

MABEL RUSSELL STEVENSON, Garvin Memorial School, Valley Falls, Cumberland.

NELLIE MAE REED, Grove Avenue School, East Providence.

MARTHA ALTHEA CRANDALL, Coggeshall School, Newport.
 ELIZABETH BALDWIN, Garden St. School, Pawtucket.
 GERTRUDE BURDEN HECKMAN, Baldwin Street School, Pawtucket.
 ANNA JOSEPHINE BURNS, Prospect Street School, Pawtucket.
 ETHEL MILDRED HILL, Fairlawn School, Pawtucket.
 MARY ELIZABETH LINCOLN, Althea Street School, Providence.
 MARGARET MADELINE COLTON, Grove Street School, Providence.
 ANNIE LOUISE MUNNEGLE, Jenkins Street School, Providence.
 GERTRUDE CHARLOTTE MILLER, Oxford Street School, Providence.
 CATHERINE ELIZABETH McCORMACK, Ed.B., Ph.B. (Brown), Regent Avenue School,
 Providence.
 LUCY WOODRUFF HOUSE, Temple Street School, Providence.
 MARY ANN DONOVAN, Ed.B. (R. I. College of Education), Thayer Street School,
 Providence.
 MAVIS CLAIRE DUNN, Thomas A. Doyle School, Providence.
 KATHERINE MARY MURRAY, Webster Avenue School, Providence.
 LAURA JEANETTE CRUMLEY, Vineyard Street School, Providence.
 HELEN JOSEPHINE O'BRIEN, Windmill Street, Providence
 MARY VERONICA QUIRK, Main Street School, Warren.
 MARY ANNA GALIANO, Bayside School, Warwick.
 JESSIE STANDISH BERRY, Bradford School, Westerly.
 ELIZABETH CECILIA McELINN, Arctic School, West Warwick.
 MARY ALICE CANAVAN, Providence Street School, West Warwick.
 LENA FORD, Harris School, Woonsocket.

JUNIOR HIGH SCHOOL CRITIC TEACHERS

CATHERINE MARY GIBBONS, Bridgham School, Providence. (Mathematics.)
 EILEEN LOUISE SMITH, Esek Hopkins School, Providence. (Social Studies.)
 ALICE MARY KINYON, George J. West School, Providence. (English.)
 DORA SHERMAN, Ed.B. (R. I. College of Education), George J. West School, Providence. (Science.)
 ELIZABETH LOUISE JENNEY Samuel Slater Junior High School, Pawtucket.
 (Mathematics.)
 JENNIE ELIZABETH CASHMAN, Slater Junior High School, Pawtucket. (English)
 MARY MARTHA LEE, Central Junior High School, East Providence. (Mathematics.)
 MRS. KATHERINE L. BLODGETT, Nathan Bishop School, Providence (Latin)
 MAYBEL E. BRIGGS, North Kingstown Junior High School, Wickford (English)
 JOHN F. HORGAN, West Warwick Junior High School (General Science)
 ELIZABETH READ, Goff Memorial School, Pawtucket (General Science)
 MARGARET M. SULLIVAN, Roger Williams Junior High School, Providence (Latin)

SENIOR HIGH SCHOOL CRITIC TEACHERS

SABRA M. ANDERSON, Central High School, Providence (English)
 RUTH M. TOWLE, Central High School, Providence (Commercial Subjects)
 MILDRED FAGAN, Burrillville High School, Pascoag (French)
 MABEL R. NOYES, Rogers High School, Newport (English)
 JAMES A. MURPHY, Woonsocket High School (Science)

BUILDING AND GROUNDS

BENJAMIN C. POTTER, Superintendent of Buildings and Grounds.
 JEAN P. HOWES, Jr., Assistant Engineer.

SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES 1932-1933

HELEN M. COOPER, Supervisor of Physical Education, Providence Public Schools.
ALTHEA MAYOR JENCKS, State Supervisor of Home Classes in Americanization.
RAYMOND W. PERRY, Ed.M., State Supervisor of Industrial Education.
MARGUERITE TULLY, A.M., Assistant in Department of Research. Providence
School Dept.
JAMES L. HANLEY, A.M., Principal of Bridgham Junior High School.

RHODE ISLAND COLLEGE OF EDUCATION

This number gives in a brief form some of the significant facts regarding Rhode Island College of Education. It includes the annual lists and statistics, with brief statements regarding the work of the College, its course of study, methods of admission, the Henry Barnard School, the Training Schools, and other needed information.

The College of Education dates from an Act of the General Assembly, passed April 22, 1920. It is the successor of Rhode Island Normal School, founded in 1854, although such a school had been authorized nine years earlier, under Henry Barnard. This State was the fifth to establish such a school. Its existence has been continuous except that in the depression following the Civil War, 1866-71, provision for the education of teachers was made through grants to private academies.

In the early days of normal schools all courses were brief. It is said that those in the first normal schools were only six weeks in length. Those in this State have always ranked well with the courses elsewhere in the country, and since 1895 required courses in Rhode Island have probably been longer than in most, if not in nearly all other states. Since that date 2½ years has been the minimum course for high school graduates, except that for a few years a few students were excused, on the basis of a rigid examination, from the work of the first half-year. In 1920 the four-year course became optional. Since 1926 the minimum for certification has been three years, but the minimum for any kind of a diploma has been four years. Dating from 1932 the minimum for professional certification is four years of approved college work. Although members of the Class of 1932 could have secured teachers' certificates after the end of their junior year, only 2% of them withdrew to teach instead of completing the course for a degree.

In recent years the College has admitted each year a few graduates of other colleges for a course of one year. The first half of the year is spent at the College in a study of the required courses in education, the work of the Henry Barnard School, and such subjects as will be needed in the teaching of the second half-year. The second half-year is spent as student-teachers in the junior or senior high schools, under critics appointed for this purpose. The number of such students to be accepted is at present limited to ten each year.

The College Equipment. The main building 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." It is still an excellent and beautiful building, set in attractive grounds near the State House.

The new building of the Henry Barnard School was first used in 1928. This has recently been commended as "one of the very best Demonstration Schools in the entire country." This building is equipped with an elevator, which has an automatic control from every floor, and is sufficiently large for use in moving classes as needed.

Library facilities are excellent. More than 35,000 volumes of valuable books are owned by the College. The main library and reading room contains about 10,000 volumes. A special reserve library has about 2,000 volumes set aside as needed for required reading. The Henry Barnard School has a library of its own, and each department has its special library.

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 laboratory or demonstration school, and the regular classes in the actual public schools. The laboratory or demonstration school is the Henry Barnard School on the College campus. The so-called training schools are now located in approximately one half 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.

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 lunch room 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 illustrative 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 of 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.

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 at 4:30 on Tuesdays and Thursdays, and on Saturdays at 9:20, 10:25 and 11:30, throughout the school year. In addition there are groups of teachers each week spending Friday forenoons in the Henry Barnard School. A summer session, under the State Board of Education, gives still further opportunities for teachers in service.

The College Year. The length of the year corresponds with that of the public schools in this State. It is approximately 40 weeks in length. Programs are largely planned in advance, so that class work may begin on the opening day of each semester.

THE INVESTIGATION OF EDUCATIONAL PROBLEMS

A careful study of present conditions and of possible improvements in the teaching process should be a part of the work of every college for the professional education of teachers. It is not enough merely to attempt to utilize the best of what has been gained elsewhere. There is still abundant opportunity for improvement.

The College of Education is especially well equipped for practical experimentation. It is closely connected with the school systems of the entire State, and in addition has for forty years been developing its own demonstration school, not merely as an illustration of the best to be found elsewhere, but as a deliberate attempt to place the education of children in a public school upon the highest possible basis.

Our faculty has grown into a belief that in the last analysis the real school is within the child himself, and that too many educators are losing sight of this ideal in the mechanics of the systems they are erecting for the purpose of teaching him. Methods now vie with each other in regard to the ease and rapidity of the teaching process, but it is still too largely a teacher-directed process. It is not strange that at the same time we are hearing that many students have never learned to do independent work. Too many of the modern methods depend to a large extent on direct aid from the teacher, or on such a skilful presentation that before the child realizes what he is doing he has learned the desired lessons.

The teachers of our Henry Barnard School have attacked the problem in a different way. Here with a minimum of direct aid from the teacher, and with almost entire freedom from customary class drills and exercises, each pupil teaches himself even to read and to write, quietly, effectively, individually, and at his own rate. Of even greater value than the early acquirement of the necessary skills is the power each has gained for independent thought, and the consciousness of ability to do things for himself. At the same time the average achievement is far ahead of that expected for pupils of the same range of ability.

It has further been found that even those whose early tests indicated subnormality have proved that they are able to do better than average work. Of the 170 pupils in grades 2 to 9 who had begun their school life in this school there were 50 whose early tests gave intelligence quotients below 100, with an average for the group of 90.5. At the time of the last tests in these grades the average educational quotient for this group was 108.5. Even the lowest quartile was 101. Only 12 of the 50 were found to be older chronologically than educationally, and in only two cases was the E.Q. lower than the I.Q.

In recent tests the entire second grade averaged approximately 20 months younger than the standard age for their achievement. Progress has been so rapid that it has been found necessary to introduce other subjects into the curriculum. The study of French is begun in the first grade, and continues throughout the course.

Some of the chief factors in accomplishing these results have been found in the original error-control materials developed at the College, through the use of which the children are able to do independent work, thus actually teaching themselves, correcting their own errors, working at their own rate without loss of time, and gaining pleasure in individual achievement.

Bulletins regarding this work are available for those who wish them.

REQUIREMENTS FOR ADMISSION

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 in this state 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.

The College of Education exists for the purpose of preparing a sufficient number of teachers for the best possible service in the public schools. It is not a college for all who may wish to attend, or who may hope in this way to become teachers.

Therefore it is expected that all students admitted, even to the entrance tests, will have given through their work in the high schools sufficient evidence of highest character and personality, and of outstanding ability, both physical and mental. Only those having obtained highest scholarship in the secondary schools will be recommended for admission. To allow large numbers to compete by admitting them to the entrance tests will lead only to disappointment to many who could have been warned in advance that there would be no opportunity for them to enter.

Many students should be advised as to difficulties presented by disqualifying physical conditions, or by lack of needed personality factors. Each year students who are tone-deaf seek admission, although there is usually no opportunity for them as teachers in the elementary schools, and not in the high schools unless there are compensating advantages. Every year many students have come to the entrance tests with serious eye defects which should have been corrected long before. Astigmatism is sometimes responsible for a low rank in a competitive test. Corrected vision should give freedom from the strain of astigmatism, and should give a power of at least 20/40, preferably a minimum of 20/30, *for each eye*. A teacher must have a clear vision of his entire room as well as of his own desk.

Hearing must be normal for both ears. All physical conditions should be such as would be approved for the work and for the environment. No student should be recommended who is not believed to have the qualities needed in a person who may later be given a responsible position as teacher in the public schools of his home town or city.

The number of students to be admitted from each section of the State depends upon the probable need for teachers in that section, as well as upon the number of thoroughly qualified applicants. A definite quota for each city and for each town or group of towns is fixed by the Trustees of the College for each year. Admission to the entrance tests at the College is granted by the Superintendent of Schools after a preliminary selection from among the possible candidates. He may nominate for admission to the entrance tests not more than twice the number of candidates in his assigned quota. The final selection for admission to the College will be made by the College through its study of the applicants and of the records of their work.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION

The degree of Bachelor of Education is conferred upon candidates who have completed with credit the prescribed four-year course, including the half-year of training, and upon a selected list of graduates of other colleges upon the completion with credit of one year of approved work, including the necessary courses in education and the half-year of training.

This degree cannot be granted until after the completion of at least one year of work at the College of Education.

ADMISSION FOR GRADUATES OF OTHER COLLEGES AND FOR STUDENTS WITH ONE OR MORE YEARS OF COLLEGE WORK

A limited number of graduates of other colleges will be accepted each year. It is expected that not more than ten will be accepted for 1934-35. These will be selected as representatives of the different sections of the State, and according to the evident need for teachers in the high schools of the State. Those selected will spend the first half of the year at the College pursuing the necessary studies and becoming acquainted with the methods used in the Henry Barnard School. For the second semester they will be student-teachers in the junior or senior high schools. On the successful completion of the work the degree of Bachelor of Education will be given.

There are already many applicants for admission with the quota for 1934-35. Others wishing to be considered should consult their superintendents and the President of the College.

Those bringing less than the required four-years of approved credits from other colleges present a special problem, for the degree of the College of Education cannot be given merely as a mark of the completion of four years of college work. It must represent, in addition to the expected achievement in academic subjects, an ability based on a sufficient acquaintance with the schools and with approved methods of teaching. The College prefers four years of such contacts. It will, however, endeavor to deal justly with cases as they arise, although it cannot promise full credit for work done elsewhere, or to admit students beyond the limits of assigned quotas.

Candidates wishing to present one or two years of college credit should make application for admission, if at all, with the quotas of their own towns or cities, through the regular entrance tests in May.

This degree cannot be granted until after the completion of at least one year of work at the College of Education.

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, advanced study equivalent to fifteen hours a week for one year will be required. The minimum of such requirement must be four hundred and fifty net clock hours.

The candidate must present a thesis on an approved subject, and not more than one fourth of the time specified may be accounted for the preparation of the same.

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.

AN OUTLINE OF THE COURSE OF STUDY

The figures indicate the number of semester hours per week for each subject. The outline is made by years rather than by semesters, as the work for each semester varies slightly for the different sections of the class, although all are expected to complete the requirements within the year. All units are credited equally, even when varying in difficulty. The student is judged by the completion of the program agreed upon by the faculty advisers. Credit hours, therefore, include work upon the gymnasium floor as well as in the classroom.

Electives are chosen with due regard to the needs of the student and to the requirements of the type of teaching for which he is being prepared. The range of electives offered is wide, and the list too long for inclusion in this brief bulletin. Much of the advanced work needed as preparation for teaching or supervising in various subjects or types of educational work is available for the selected student through elective courses. It will be noted that most of the electives are available only in the latter part of the course.

FIRST YEAR

Art. General principles	2
Education. Introduction and conferences	2
Educational Psychology	3
English. Grammar, composition, rhetoric	5
Geography. Physiographic and economic	5
Health. Physical education, including one hour of lectures	5
History. American	5
Library Science. An introduction to the use of the library	1
Mathematics. General. Freshman college mathematics	6
Penmanship	1
Public speaking	2
Science. Botany	3
Total, 20 hours per week for each semester	

SECOND YEAR

Education. Observation, demonstrations, conferences	2
Philosophy of education	2
Principles of education	2
Health education	5
History. European	3
Law and government	2
Literature. English and American	5
Mathematics. History and methods of teaching	2
Modern Language. Selected according to need	6
Music. Public school music. Fundamentals and methods	2
(Before admission to this class students must pass a test in the elements of written music. Instruction in music is also given in the chorus singing of all students in the regular assembly periods in every year.)	
Public Speaking	2
Science. Biology	3
Electives	4
Total, 20 hours per week for each semester	

THIRD YEAR, FIRST SEMESTER

Education. History of education	2
Education. Participation and conference	6
Education. Rhode Island education	2
Education. School management	2
Ethics. Professional ethics	2
Health education	2
Electives	4
Total, 20 hours per week for one semester.	

THIRD YEAR, SECOND SEMESTER, and FOURTH YEAR

Teaching in the Training Schools for one full semester, 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
Education. Advanced educational psychology	3
Education. Practice in special field	4
English. Advanced literature	3
Health Education. Theory and practice	2
History of civilization	3
Political science	3
Practical law	2
Sociology	3
Electives	7 to 11

Total hours per week for each semester, 16 to 18

AWARDED THE DEGREE OF MASTER OF EDUCATION

Florence Thelma Butler	Helen Frances Horton
Mary Evangeline Fairman	Mary Martha Lee
Davis E. Hill	William Henry Valentine

AWARDED THE DEGREE OF BACHELOR OF EDUCATION**Senior Class**

Margery Lee Bailey	Ruth Virginia Emmons
Marcella Mary Louise Barlow	Ruth Russell Everett
Margaret Ellen Baron	Grace Eleanor Farnum
Eleanore Velia Barone	Kathryn Gabrielle Farrell
Margaret Claire Barrett	Elizabeth Martina Feeney
Dorothy May Bentley	Eileen Frances Fitzpatrick
Hannah Mildred Bergel	Helen Margaret Fitzsimmons
Grayce Zetta Bertolacini	Veronica Frances Fleming
Cecilia Agnes Bliss	Anna Morgan Flynn
Helen Sweet Bowen	Catherine Agnes Fortin
Helen Margery Boyle	Mary Edith Fox
Marguerite Brennan	Allura Annand Frame
Zara Ruth Brody	Evelyn Edith Frey
Barbara Clare Bromley	Catherine Kelly Friel
Anna Wait Brownell	Mary Angela Gerhard
Anita Buratti	Catherine Esther Glynn
Ruby Mary Caporaso	Mary Gloria Gonsalves
Catherine Mary Carey	Ellen Victoria Gorski
Mary Esthsr Carmone	Berneice Estelle Greenway
Eleanor Grace Carroll	Isabel Arlene Hancock
Helen Marie Carroll	Emma Adelaide Caroline Harson
Mary Virginia Cashman	Margaret May Hathaway
Velma Marie Castrovillari	Agnes Frances Haven
Catherine Teresa Cauley	Evelyn Veronica Hebert
Jane Teresa Clark	Ruth Evelyn Henderson
Mary Catharine Condon	Mildred Elizabeth Hennessey
Grace Emily Conley	Mildred Virginia Hicks
Mary Josephine Connors	Helen Catherine Himes
Hazel Elizabeth Cornell	- Fred Barker Hutchins
Sarah Deluty	- Joseph Lewis Itchkawich
Mary Frances Duffy	Ann Rita Jenkins
Miriam Alice Duffy	Marjorie Anthony Johnson
Louise Margaret Dunn	Llewellyn Lloyd Jones
Ruby Cecelia Dunn	Dorothea Letitia Kay
Catherine Mercedes Durkin	Ursula Virginia Kay
Emma Frances Durkin	Anna Veronica Keefe
Cathleen Margaret Dwyer	Hope Keller
Ruth Frances Dyer	Bertha Mae Kenyon

Mary Louise Kershaw	Mary Frances Murray
Dorothy Hughes King	Mary Serena Murray
Evelyn Harriet Wong King	Ruth Amanda Murray
Lucy Hurley Knauer	Pauline Ervena Nelson
Dorothy Elizabeth Larson	Marie Catherine O'Brien
Agatha Barbara Lavallee	Cathryn Grace O'Neil
Rudolph Lionel Lavault	Mabel Irene O'Reilly
Alice Thelma Ledwidge	Eva Alice Pascone
Fay Logee	Ethel May Peabody
Eleanore Lowe	Alice Eveline Pearson
Helen Dean Luther	Louise Gertrude Pelrine
Jeanette Louise Lyman	Laura Viola Place
Frances Margaret Lyneh	Irving Ernest Podrat
Mary Margaret Lyons	Faith Drusilla Potter
Nora Elizabeth Lyons	Martha Lucy Rawlings
Helen Marie McCabe	Mary Louise Reilly
Katherine Theresa Hope McCrillis	Elizabeth Miller Ross
Irine Josephine McDonnell	Helen Estelle Scott
Helen Kathryn McGill	Mildred Eleanor Sharkey
Esther Marie McHugh	Mary Alice Sheahan
John Blanchard McInnes	Mary Elizabeth Sheehan
Mary Cecilia McLaughlin	Gerturde Marie Sheridan
Lillian Frances McMahan	Helen Dorothea Slattery
Mary Dolores McMann	Elsie Lavinia Slinn
Doris Elizabeth McVay	Dorothy Teresa Slocum
Maybelle Wilson Magee	Helen Cameron Smith
Anna Elizabeth Maguire	Elizabeth Frances Spencer
Avis Gladding Marden	Regina Frances Stanley
Mary Josephine Marren	Frances Elizabeth Steffy
Laura Leonora Martin	Esther Louise Stephenson
Julia Maziarz	Gladys May Tinkham
Nellie Anna Mikus	Elvie Lydia Viskari
Gertrude Rita Monahan	Cora Josephine Warren
Mary Eugenia Moran	Vera May Whitcomb
Constance Emily Morin	Margaret Estelle Whitford
Anna Mary Moroney	Ruth Amelia Williams
Gertrude Teresa Mulholland	Dorothy Anne Wilson
Ruth Ida Mumford	Lillie Ellen Wood
Catherine Louise Murphy	Adele Linda Younis
Mary Ethel Murphy	Charlotte Hilda Zimmerman

Teachers Completing Course

Marjorie Lincoln Bean	Edna Anna Julia McLaughlin
Irl Robert Clarke	Mary Agnes Maloney
Monica Ellen Cumiskey	Elizabeth Mary Josephine Moakler
Mary Ellen Darcy	Frances Edith Norton
Anna Frances Fallon	George Wilfred Orford
Mary Magdalen Keegan	Pearl May Tillinghast Remington
Gertrude Veronica Loughran	Elizabeth Faith Riley
Rose Lupo	Rowena Claire Tierney
Mary Agnes McCabe	Bradford Crowell Trowt
Marguerite Angela McElroy	Ruth Carleton Warner
	Isabel Martha Woodmancy

Graduates of Other Colleges

Ralph Lowe Ainscough, A.B.	Edward Joseph Flanagan, A.B.
Margaret Jenkins Arnold, A.B.	Francis Vincent Marrah, Ph.B.
Joel Sebastian Carlson, Ph.B.	James Aloysius Parker, B.S.
Edward Francis Donnelly, A.B.	*Selma Marion Rosen, A.B.
Jerome Layton Fisher, Ph.B.	Hormisdas Frederick Tellier

**To complete work during Summer Session.*

add '97.

GENERAL INFORMATION

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 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.

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.

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.*

STATISTICS FOR 1932-33

Degrees Granted:	
Master of Education.....	6
Bachelor of Education—	
College Seniors.....	156
Teachers in Service.....	21
Graduates of Other Colleges.....	10
	187

ATTENDANCE FOR THE YEAR

Graduates of Other Colleges.....	10	
Seniors.....	156	
Juniors.....	135	
Sophomores.....	118	
Freshmen.....	135	
Special Students.....	15	
Withdrawn during the year.....	8	
	577	

Afternoon and Saturday Classes.

First Semester.....	1166	
Second Semester.....	1218	
	2384	
Names counted more than once.....	530	1854

College Registration, without duplicates.....	2431
Pupils in the Henry Barnard School.....	604

Total in College and Henry Barnard School.....	3035
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As Training Schools for the year the College used 56 classrooms in 32 different Public School Buildings. These were located in all of the cities of the State and in 7 of the larger towns.

TOTAL NUMBER OF GRADUATES

Master of Education, 1924-1933.....	30
Graduates of Four-Year Course, 1922-1933.....	753
Number completing Junior Courses, 1871-1926.....	3483
Graduates of City Training Course, 1891-1902.....	390
Number completing Normal Course, 1854-1865.....	62
	4718
Total.....	4718
Less number counted more than once.....	162
	4556
Total number of persons.....	4556