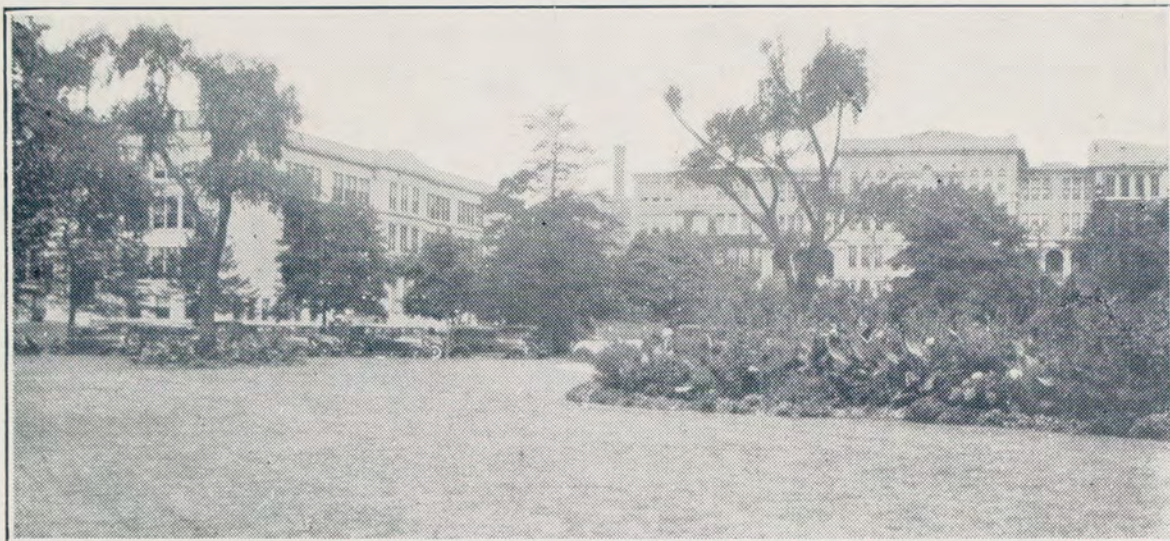


*Programs was changed in 1941 - after several  
years of study on the part of a revision committee*

# CATALOG FOR 1934 - 1935

LIST OF GRADUATES FOR 1934  
ANNOUNCEMENTS FOR 1935 - 1936



## 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. 66

PROVIDENCE, R. I.

May, 1935

**DR. S. ELIZABETH CAMPBELL**

## CALENDAR FOR 1934-1935

OPENING OF TERM.....	<i>Monday, September 10</i>
AFTERNOON CLASSES BEGIN.....	<i>Tuesday, September 25</i>
SATURDAY CLASSES BEGIN.....	<i>Saturday, September 29</i>
COLUMBUS DAY.....	<i>Friday, October 12</i>
MEETINGS OF R. I. INSTITUTE OF INSTRUCTION.....	<i>October 25-27</i>
ARMISTICE DAY.....	<i>Monday, November 12</i>
FIRST QUARTER ENDS.....	<i>Friday, November 16</i>
THANKSGIVING RECESS.....	<i>November 29 to December 1</i>
CHRISTMAS RECESS.....	<i>December 22 to January 1, Inc.</i>
FIRST SEMESTER ENDS.....	<i>Friday, January 25</i>
SECOND SEMESTER BEGINS.....	<i>Thursday, January 31</i>
WASHINGTON'S BIRTHDAY.....	<i>Friday, February 22</i>
END OF THIRD QUARTER.....	<i>Friday, April 5</i>
SPRING RECESS.....	<i>April 6-13</i>
GOOD FRIDAY.....	<i>April 19</i>
EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS..	<i>Monday, May 20, at 2 P. M.</i>
MEMORIAL DAY.....	<i>Thursday, May 30</i>
COMMENCEMENT EXERCISES.....	<i>Tuesday, June 25, at 10:30</i>

## CALENDAR FOR 1935-1936

SUMMER SESSION.....	<i>July 8 to August 16</i>
OPENING OF TERM, SEPTEMBER, 1935.....	<i>Monday, September 9</i>
<i>Dates for the opening of Afternoon and Saturday Classes will be announced later.</i>	
COLUMBUS DAY.....	<i>Saturday, October 12</i>
MEETINGS OF R. I. INSTITUTE OF INSTRUCTION.....	<i>October 24 to 26</i>
ARMISTICE DAY.....	<i>Monday, November 11</i>
FIRST QUARTER ENDS.....	<i>Friday, November 15</i>
THANKSGIVING RECESS.....	<i>November 28 to 30</i>
CHRISTMAS RECESS.....	<i>December 21 to 28</i>
FIRST SEMESTER ENDS.....	<i>Friday, January 24</i>
SECOND SEMESTER BEGINS.....	<i>Thursday, January 30</i>
WASHINGTON'S BIRTHDAY.....	<i>Saturday, February 22</i>
END OF THIRD QUARTER.....	<i>Friday, April 3</i>
SPRING RECESS.....	<i>April 4 to 11</i>
GOOD FRIDAY.....	<i>April 10</i>
EXAMINATIONS FOR ADMISSION TO SEPTEMBER CLASS..	<i>Monday, May 18 at 2 P. M.</i>
MEMORIAL DAY.....	<i>Saturday, May 30</i>
COMMENCEMENT EXERCISES.....	<i>Tuesday, June 23</i>

IN THE STATE DEPARTMENT OF EDUCATION

HON. JAMES F. ROCKETT, A. M., Director

---

**FACULTY**

JOHN LINCOLN ALGER, A. B., A.M. (Brown), Ed.D. (R. I. State), President and Professor of Ethics and Education.

CLARA ELIZABETH CRAIG, Ed. M. (R. I. State), Ed.D. (College of Education), Pd.D. (Boston University), Professor of Practice and Director of Training.

ROBERT MARSHALL BROWN, A.B. (Brown), A.M. (Harvard), Professor of Geology and Economic Geography.

GRACE ELECTA BIRD, Ph.B. (University of Chicago), A.M. (Teachers College), Ph.D. (Brown), Professor of Educational Psychology.

CHARLES CARROLL, A.B. (Brown), LL.B. (Harvard), A.M., Ph.D. (Brown), LL.D. (Providence College), Professor of Law, Government, and Rhode Island Education.

BENJAMIN GRAVES SINCLAIR, Ph.B., A.M. (Brown), Professor of Economics and Sociology.

FLORENCE MIRICK ROSS, M.D. (Tufts), Professor of Health Education. Graduate of Boston Normal School of Gymnastics. Interne one year at New England Hospital for Women and Children.

ELMER SAMUEL HOSMER, A.B., A.M. (Brown), Professor of Music.

EUGENE TUTTLE, A.B. (Bates), A.M. (Teachers College), Professor of School Management and Elementary Education.

FRANK EARL WAITE, A.B. (University of Michigan), A.M. (Teachers College), Professor of History of Education and the Philosophy of Education.

MARY LILLIAN STEVENSON, A.B. (University of Texas), A.M. (University of Chicago), Ph.D. (University of Pennsylvania), Professor of History.

MARY AMALIA WEBER, A.B. (University of Michigan), A.M. (Teachers College), Professor of Mathematics.

MARION DODGE WESTON, A.B. (Mount Holyoke), A.M., Ph.D. (Brown), Professor of Biology and Nature Study.

ADELAIDE PATTERSON, B.L.I. (Emerson), Ed. M. (Boston University), Professor of Public Speaking.

THOMAS HERBERT ROBINSON, A.B. (Brown), A.M. (Trinity), A.M. (Brown), Professor of English.

GAETANO CAVICCHIA, A.B. (American International) followed by five years of advanced study in Yale, Harvard and the Universities of Europe. Professor of Romance Languages.

- WILLIAM ALPHEUS BALDWIN, B.S. (Harvard), Lecturer in Ethics.
- HARRIET LUCIA SHERMAN, Ed.B. (College of Education) Professor of Art Education. Four-year course at Pratt Institute followed by two years of special preparation for her work.
- MILDRED EVELYN BASSETT, A.B. (Mt. Holyoke), A.M. (Brown), Professor of History.
- JOSEPH RICHARD LUNT, A.B. (Dartmouth), Ed.M. (Boston Teachers College), Professor of Science.
- MARY ELLEN MAKEPEACE, Ed.B. (College of Education), Librarian. Graduate of Greensboro College, with three years of advanced work in New England Conservatory and in Columbia University.
- RUTH MABEL RANGER, Ed. B. (College of Education), B.L.I. (Emerson), Instructor in English Literature and Public Speaking.
- NEVA LESLIE LANGWORTHY, Ed.B. (College of Education), Instructor in Physical Education. Also graduate of Harvard Summer School of Physical Education.
- AMY ADWYNA THOMPSON, A.B. (Bates), A.M. (Brown), Instructor in Rhetoric and English Composition.
- ALICE LOUISE THORPE, A.B. (Wheaton), Ed.M. (College of Education), Instructor in English Composition and Grammar.
- WENDELA CHRISTINA CARLSON, Ed.B. Ed.M.(College of Education), Instructor in Nature Study and Penmanship.
- KATHERINE LEONA CUZNER, B.S. (Simmons), Associate Librarian and Instructor in Library Science.
- MARGARET ELIZABETH WALDRON, A.B. (Wellesley), A.M. (Teachers College), Instructor in Mathematics.
- MARY ELLEN LOUGHREY, A.B., A.M. (Middlebury), Instructor in Romance Languages.
- DORIS EVONNE TRAVER, A.B. (Bates), Instructor in Romance Languages.
- CHARLES OWEN ETHIER, Ed. B. (College of Education), A.M. (Teachers College), Instructor in History and Physical Education.
- 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. (College of Education), Assistant Librarian.
- FRIEDA MAXINE BAXT, B.C.S., (Bryant-Stratton), Clerk.

**TRAINING DEPARTMENT**

CLARA ELIZABETH CRAIG, Ed.M., Ed.D., Pd.D., Director.

**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. (College of Education), History and  
Geography.

INEZ ESTELLE JORDAN, Ed.B. (College of Education), Mathematics

LILLIAN ETHEL SWAN, Ed.B. (College of Education), Instructor in Art.

WILLIAM EDWARD SLOANE, Industrial Arts.

MARY JOSEPHINE FEELEY, Ed.B. Ed.M., (College of Education), A.M. (Middle-  
bury), 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. (College of Education), French,

**ELEMENTARY GRADES**

LINA FINNEY BATES, Grade 4.

(1) MABEL TILLINGHAST GARDNER, Grade 4.

THERESA BARONE, Ed.B., Ed.M. (College of Education), Grade 3.

MARY FRANCES McGUINNESS, Grade 1.

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

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

MARY TUCKER THORP, Ed.B. (College of Education), Ed.M. (Boston University),  
Grade 6.

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

ISABEL MARTHA WOODMANCY, Ed.B. (College of Education), Grade 5.

MARY MAGDALEN LEDDY, Ed.B. (College of Education), Grade 4.

(2) DOROTHEA COKER MORGAN, Assistant.

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

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

MARIAN AGNES MACMILLAN, Ed.B. (College of Education), Children's School.

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

(3) MIRIAM COPLAN, Ed.B., Grade 3.

(4) RUTH EVELYN HENDERSON, Ed.B. (College of Education), Assistant.

MARY BIBER LEDDY, Temporary teacher in Grade 3.

MARY ELIZABETH TILLINGHAST, Ed.B. (College of Education).

Temporary teacher in Grade 2.

EDITH MAY PETTIT, Clerical Assistant.

(1) Until June 26, 1934.

(2) Until Feb. 1, 1934.

(3) Until Nov. 1, 1934.

(4) Beginning Feb. 1, 1934.

## 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.  
 1. RETA MAE FOLLETT, Ed.B. (College of Education), 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.  
 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.  
 2. MARGARET GENEVIEVE McKENNA, Summit Avenue School, Providence.  
 LUCY WOODRUFF HOUSE, Temple Street School, Providence.  
 MARY ANN DONOVAN, Ed.B. (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 School, 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.  
 \*Until June 26, 1934.  
 1. Beginning September, 1934.  
 2. September, 1934 to January, 1935.

## JUNIOR HIGH SCHOOL CRITIC TEACHERS

- HELEN ANNA DROITCOUR, A.B., A.M. (Brown), Briggs Junior High School, Cranston  
 (Science).  
 RAFFAELLA D'ATTORE FAIRCHILD, Eldredge Junior High School, East Greenwich  
 (Social Subjects).  
 MARY MARTHA LEE, Ed.B., (College of Education), Central Junior High School,  
 East Providence. (Mathematics.)  
 MARION KINGSLEY ANDERTON, Ed.B. (Brown), Goff Junior High School, Paw-  
 tucket (French).  
 MARY ELIZABETH STRAIGHT, Ed.B. (Brown), Jenks Junior High School, Pawtucket  
 (English.)  
 MARY JOSEPHINE ELIZABETH McKITCHEN, Ed. B. (Brown), Jenks Junior High  
 School, Pawtucket (Social Subjects.)  
 ELIZABETH LOUISE JENNEY Samuel Slater Junior High School, Pawtucket.  
 (Mathematics.)

JENNIE ELIZABETH CASHMAN, Slater Junior High School, Pawtucket. (English)  
 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. (College of Education), George J. West School, Providence.  
 (Science.)  
 KATHERINE FRANCES BLODGETT, A. B. (Brown), Nathan Bishop School, Providence  
 (Latin.)  
 MARY BERNARDINE MCGOVERN, Oliver Hazard Perry School, Providence (Social  
 Subjects.)

### SENIOR HIGH SCHOOL CRITIC TEACHERS

ALBERT BABCOCK CRANDALL, A.B. (Alfred), Rogers High School, Newport (English.)  
 ALICE SHEEHAN CARROLL, A.B., A.M. (Brown), Central High School, Providence  
 (French.)  
 ROSE D. KORALEWSKY, A.B. (Boston University), Warwick High School (Latin.)  
 HENRY JOSEPH COOPER, Ph.B. (Brown), Warwick High School (Science.)  
 RAYMOND JOHN BETAGH, A.B. (Holy Cross), Woonsocket High School (Science.)  
 JULIA AGNES DORRINGTON, A.B. (Boston University), Woonsocket High School  
 (Latin.)

### BUILDING AND GROUNDS

BENJAMIN C. POTTER, Superintendent of Buildings and Grounds.

### SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES 1933-1934

HELEN M. COOPER, Supervisor of Physical Education, Providence Public Schools.  
 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 1905 required courses in Rhode Island have probably been longer than in most, if not in nearly all other

states. Since that date  $2\frac{1}{2}$  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.

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 38,000 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 gives still further opportunities.

**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.

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 State Department of Education

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 high 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 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. 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 1935-36. 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 college credit should make application for admission with the quotas of their own towns or cities, through the regular entrance tests.

## REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

The candidate must hold a bachelor's degree from an institution approved by the State Department of Education.

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 Faculty and the State Department of Education.

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	

**COURSES OF INSTRUCTION**

The following list includes only required subjects and a few electives that are offered regularly each year. Many additional elective courses are given as needed. They 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. All courses elected by the student must be approved by his class adviser. Most electives are available only in the latter part of the course.

Required courses are numbered from 1 to 50. Electives have numbers above 50. *Each number indicates the work of a single semester in the subject listed.*

**ART**

12. General principles of art. Drawing. An introductory course required in the Freshman year. 2 hours a week.

51. Appreciation of art. A brief course in the history of art and in the study and appreciation of pictures and their composition. 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. Required in Senior year. 3 hours a week.

**EDUCATION**

20, 14, 5, and 15. Introduction, conferences, observation, and demonstration. One hour a week for the first four semesters. A study of children from the kindergarten through the ninth grade, with a direct study of methods and results.

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

11. Practical training. A full semester in charge of a regular city or country school room, under the direct supervision of a critic teacher. Second semester of Junior or first semester of Senior year.

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, Freshman year.

17. Principles of education. The fundamental laws of teaching. 2 hours a week, Sophomore year.

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

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

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 the courts and school officers. Principles of school law and administration. 2 hours a week, Junior year.

33. Studies in modern education. Lectures and demonstrations. One hour a week, Junior year.

36. History of education. An intensive course in the history of the great movements in education and their influence on the present time. 2 hours a week, Junior year.

34. Senior conference. Lectures and demonstrations. One hour a week, Senior year.

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. 3 hours a week, Senior year.

52. Mental diagnosis. Practice in determining the mental and physical status of children by means of tests, examinations, and the collection of other data. 2 hours a week.

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

62. Principles of secondary education. 2 hours a week.

## ENGLISH

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

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

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

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, Sophomore year.

14. English Literature. A general course. 2 hours, Sophomore year.

31. Advanced English Literature. An advanced study of English and American Literature. 3 hours, Senior year.

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.

61. Development of Shakespeare as a dramatic artist. 2 hours a week.

64. Current books. 1 hour a week.

65. Modern poetry. 2 hours a week.

69. Classical background of literature. 2 hours a week.

72. British poets of the 19th century. 2 hours a week.

74. Children's literature. 2 hours a week.

Many additional electives in English composition and literature are also offered each year as needed.

### ETHICS

2. Professional ethics. The principles of ethics, with practical applications to personal problems and to the problems of the schoolroom. 2 hours, Junior year.

### GEOGRAPHY AND GEOLOGY

2. Physiographic introduction to geography. Land forms; climatic belts; natural resources; oceanic influence. Study of these topics as applied to Rhode Island. 3 hours a week, Freshman year.

5. Economic geography. The study of communities and how they make a living. Particular emphasis on the United States and Europe. 2 hours a week, Freshman year.

53. Geology. 2 hours a week.

### HEALTH EDUCATION

1, 2, 3, 4. Practical instruction in marching, gymnastics, dancing, games and athletics. Practice with children. 2 hours a week, Freshman and Sophomore years.

7, 8. Practical work in gymnasium. One hour a week, one semester each of Junior and Senior years.

5. Practical hygiene. 1 hour a week, Freshman year.

6. School hygiene. The practical work of the teacher in caring for the physical welfare of the children. 1 hour a week, Sophomore year.

32, 33. Advanced health education. Required for 1 hour a week for 1 semester each of Junior and Senior years.

### HISTORY

5, 6. History of the United States. Fundamentals of American history and its relation to European background. 3 hours a week first semester, 2 hours second semester, Freshman year.

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.

31. History of civilization. An outline of world development, with special emphasis on the evolution of the present social and economic order. 3 hours a week.

57. World problems. Problems of contemporary history. 2 hours a week.

### HOUSEHOLD ARTS

51. Cooking. 2 hours a week, credit one hour.

52. Sewing. 2 hours a week, credit one hour.

### LIBRARY SCIENCE

1. Library science. Instruction in the use of the card catalog and the most important reference books. 1 hour a week, Freshman year.

### MANUAL ARTS

1. Penmanship. Practical work and methods of teaching. 1 hour a week, Freshman year.

### MATHEMATICS

4, 5. Mathematical analysis. Combined course in college mathematics. 3 hours a week first and second semesters.

6. History and philosophy of number. Rapid reviews of essentials. The teaching of arithmetic. 2 hours a week, Sophomore year.

54. Mathematics for the Junior High School. 2 hours a week. Trigonometry, solid geometry, college algebra, analytical geometry, integral and differential calculus are also offered as needed.

### MODERN LANGUAGE

1, 2. Modern Language. A year's work in either French or Italian. 3 hours a week, Sophomore year.

Further study of a language may be carried as an elective course, 2 hours a week, Junior or Senior years.

51. General culture. A study of the world's best literature. 2 hours a week.

### MUSIC

10. Public school music. A study of theory and its applications. Control in essentials. Methods of teaching music. 2 hours a week, Sophomore year.

51. Music appreciation, including the history of music. 2 hours a week.

53. Training for music supervisorship. The conducting of choruses, glee clubs, and orchestras; discussion of current musical topics; a consideration of the relations existing between the supervisor and school officers and teachers; observation and practice work in the grades and high schools. 2 hours a week.

Courses in harmony, the history of music, and the science of music are also given as needed.

### 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, Sophomore year.

32. Practical Law. A short course in the principles of common law. The law that everyone should know. 2 hours a week, Senior year.

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, Senior year.

53. International law. 3 hours a week.

### SCIENCE

9. Botany. A brief study of common trees and flowers; life histories, economic importance, adjustment to surroundings, identification in the field. 3 hours a week, Freshman year.

10. Biology. An elementary course with due consideration to conditions which affect human welfare. Includes a brief study of birds and insects. 3 hours a week, Sophomore year.

53. Physics. A lecture and laboratory course including a study of heat, light, hydraulics, mechanics, sound, refrigeration, air conditioning, magnetism, electricity, radio, television, and radio activity. 2 hours a week.

54. Chemistry. Fundamental principles of inorganic and organic chemistry. Lecture demonstration course. 2 hours a week.

52. Nature leadership. 2 hours a week.



- 55. Paleontology. 2 hours a week.
- 61. Astronomy. 2 hours a week.
- 64. Advanced botany. 2 hours a week.
- 65. Advanced biology. 2 hours a week.

Opportunity is also offered for individual laboratory work in physics and chemistry, as needed.

### SOCIOLOGY

31. Sociology. I. General principles of human association. II. The relation of the principles of sociology to education. 3 hours a week, Junior or Senior year.

## GRADUATES, CLASS OF 1934

### AWARDED THE DEGREE OF MASTER OF EDUCATION

Guido Mario Armeno  
Mae Estelle Gilpatrick

Lillian Louise Triplett

### AWARDED THE DEGREE OF BACHELOR OF EDUCATION

#### Senior Class

Eleanor Marie Ahearn	Helen Frances Droney
Doris Suiveta Allen	Iceabell Etchells
Charlotte Amelia Arnold	Mary Elizabeth Fallows
Eleanor Elizabeth Arnold	Eleanor Jane Fitzpatrick
Juliet Christian Adams Arnold	Katherine Elizabeth Flanagan
Dorothy Irene Arsenault	Julia Ann Fleming
Gertrude Clark Arthur	Marian Hopkins Fones
Charlotte Louise Barrett	Carmen Fowler
Hope Lucille Benoit	Mary Elizabeth Gallogly
Thelma Estelle Berren	Margaret Patrica Giannon
Raymond Joseph Biber	Phyllis Elizabeth Gately
Louise Marie Boland	Alberta Phyliss Gavigan
Mary Gormly Brennan	Thomas Francis Giblin, Jr.
Ruth Irene Briggs	Catherine Frances Gibson
Catherine Teresa Brock	Helen Ginsburg
Mary Madeline Brown	Doris Mary Gray
Mary Dorothea Burns	Mildred Elizabeth Gray
Margaret Elizabeth Cahir	Helene Frances Griffin
Benjamin Peter Camera, Jr.	Muriel Beatrice Havens
Anna Teresa Carlone	Dorothy Jennette Hayman
Margaret Gertrude Carter	Clara Alberta Hazard
Laura Emerson Cartwright	Helen Marion Hickey
Marion Alice Clark	Mary Teresa Higgins
Rose Cleinman	Mary Louise Hill
Madeline Anna Coleman	Winifred Mary Ruth Hoard
Beatrice Irene Colvin	Elizabeth Helen Jerrett
Rita Marie Connelly	Louise Elizabeth Jones
Edward Henry Connors, Jr.	Margaret Louise Joseph
Loretta Anna Cornellier	Frances Mary Kearns
Cecelia Virginia Cox	Edna Louise Kelley
Anna Catherine Coyle	Florence Kelley
Irene Reita Coyle	Kathleen Frances Kelley
Mary Agnes Coyle	Kathleen Mary Kelley
Veronica Mary Creighton	Ruth Hilda Kelley
Evelyn Walsh Curtis	Margaret Marie Keough

Margaret Mary Kilroy  
 Gertrude Elizabeth Kimball  
 Rose Eleanor Koury  
 Rosalie Hermia Krickstein  
 Florence Inez Kwasha  
 Ruth Hayes Lambert  
 Alice Ruth Langevin  
 Elizabeth Copeland Laurence  
 Lucienne Marie Lavallee  
 Lillian Longo  
 Mary Elizabeth Lough  
 Joseph Francis MacAndrew  
 Anna Rita Manning  
 Inez Gertrude Matteson  
 Elisabeth Gibbons McCaffrey  
 Alice Mary McKenna  
 Mary Collette Theresa McLaughlin  
 Helen Frances McMahan  
 Sarah Louise McNamara  
 Marion Elizabeth Menzel  
 Esther Millman  
 Olive Anna Mitchell  
 Catherine Teresa Murray  
 Mary Alice Murray  
 Arcangel Orlanda Nacci  
 Arvilla Ellen Nolan  
 Antoinette Louise O'Connor  
 Alice Oldham  
 Dorothy Lillian Page

Marian Dixon Rathbun  
 Mary Margaret Rattigan  
 Dorothy Thomasine Reid  
 Madeline Augustine Reilly  
 Marie Margaret Reilly  
 Mary Loretta Reilly  
 Dorothy Ella Roberts  
 John Preston Rose  
 Hazel Eileen Sammis  
 William Walter Scott  
 Barbara Bertha Seamans  
 Irene Marie Sevigny  
 Anne Marie Shea  
 Elizabeth Bosworth Simmons  
 Kathryn Veronica Smith  
 Doris May Stainton  
 Louise Maria Steere  
 Gertrude Madeline Sullivan  
 Ellen Margaret Sunderland  
 Grace Forgie Tennant  
 Eleanor Almeda Thomson  
 Corella May Tinkham  
 Alyce Marie Twomey  
 Gertrude Anne Walsh  
 Wilma Sweet Waterman  
 Clare Elizabeth Watterson  
 Charles Borromeo Willard  
 Elizabeth Patricia Winn

**Completing Two-Year Course following Graduation  
from Bryant-Stratton College**

Victor Abrams  
 Bertha Estella Frye Brophy  
 Anna Eileen Corrigan

Laura May Rogers  
 Mary Elizabeth Tillinghast

**Completing One-Year Course following Graduation  
from Other Colleges**

Bernard Joseph Buonanno, Ph.B.  
 Francisco Tavares Canario, Ph.B.  
 Frank Morris Crowe, Ph.B.  
 Antonio Placido Maggiacomo, B.S.  
 George Frank McCahey, Jr., B.S.  
 Ruth Helena Nelen, B.S.

Anthony James Russo, A.B., A.M.  
 Joseph James Scussel, B.S.  
 John Joseph Silva, A.B.  
 Francis James Skenyon, Ph.B.  
 John Anthony Winters, Ph.B.

**Teachers in Service**

Alice Jane Baird  
 Elizabeth Baldwin  
 Sibyl Estelle Briggs  
 Florence Merrill Budlong  
 Anna Josephine Burns  
 Dorothy Anna Byron  
 Florence Marie Campbell  
 Catherine Mary Denny  
 Katherine Loretta Donovan  
 Alice Mary Elwell  
 Esther Anna Freese  
 Dorothy Hinckley

Jean Paul Howes, Jr.  
 Doris Lillian Kent  
 Edward Lawrence Lee  
 Louise Upton Litterick  
 Bertha Elizabeth McKee  
 Mary Elizabeth Meehan  
 Mildred Agnes Moan  
 Margaret Mary Newton  
 Rose Irma Stadel  
 Lily Mae Wilkins

## 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.*

*Attendance for the Year 1934-35*

Graduates of Rhode Island College of Education.....	7
Graduates of Other Colleges.....	11
Seniors.....	132
Juniors.....	118
Sophomores.....	120
Freshmen.....	110
Special Students.....	2
Total in Regular Attendance.....	500
In Attendance for a Part of the Year Only.....	37
(19 of these were graduates attending classes while waiting for positions.)	
Attendance in Afternoon and Saturday Classes.....	1519
Total Attendance during the College Year, without dupli- cates.....	2056
Pupils in the Henry Barnard School.....	603

*Degrees Granted in Course*

Master of Education.....	3
Bachelor of Education	
College Seniors.....	132
Teachers in Service.....	22
Graduates of Other Colleges.....	11
	165
Total.....	168

*Total Number of Graduates*

Masters of Education, 1924-1934.....	33
Bachelor of Education, Four-Year Course, 1922-1924.....	864
Graduates of Other Colleges Completing Course.....	54
Completed Junior Courses, 1871-1926.....	3483
Completed City Training Course, 1891-1902.....	390
Completed Normal Course, 1854-1865.....	62
	4886
Total.....	4886
Less names counted more than once.....	183
	4703
Total Number Completing Required Courses.....	4703