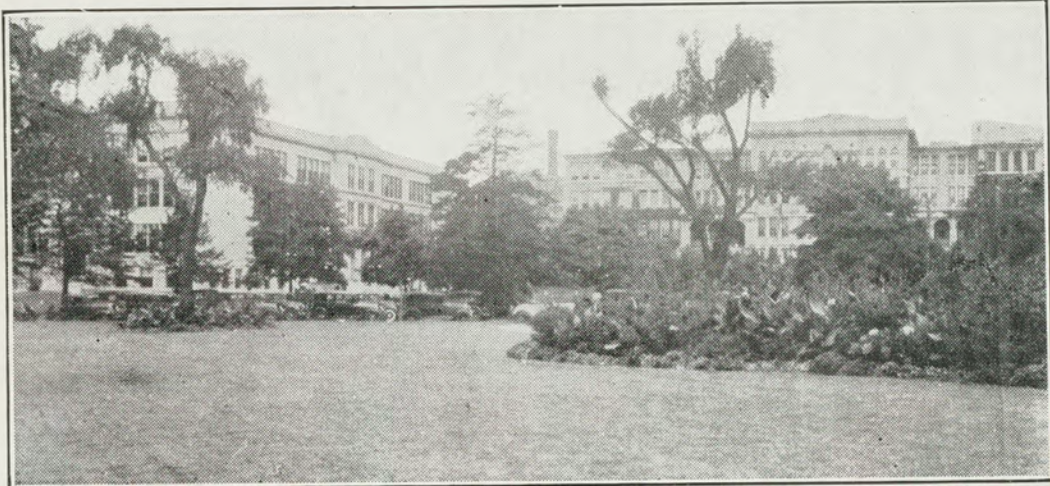


DR. S. ELIZABETH CAMPBELL

CATALOG FOR 1935 TO 1938
LIST OF GRADUATES FOR 1935 TO 1938
ANNOUNCEMENTS FOR 1938 - 1939



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. 69

PROVIDENCE, R. I.

June, 1938

DR. S. ELIZABETH CAMPBELL

CALENDAR FOR 1938 - 1939

OPENING OF TERM	<i>Monday, September 12</i>
SATURDAY CLASSES BEGIN	<i>September 24</i>
AFTERNOON CLASSES BEGIN	<i>Tuesday, September 27</i>
COLUMBUS DAY	<i>Wednesday, October 12</i>
MEETINGS OF R. I. INSTITUTE OF INSTRUCTION	<i>October 27-29</i>
ARMISTICE DAY	<i>Friday, November 11</i>
FIRST QUARTER ENDS	<i>Friday, November 18</i>
THANKSGIVING RECESS	<i>November 24-26</i>
CHRISTMAS RECESS	<i>December 24 to January 2</i>
FIRST SEMESTER ENDS	<i>Friday, January 27</i>
MID-YEAR RECESS	<i>January 28-31</i>
SECOND SEMESTER BEGINS	<i>Wednesday, February 1</i>
WASHINGTON'S BIRTHDAY	<i>Wednesday, February 22</i>
END OF THIRD QUARTER	<i>Thursday, April 6</i>
GOOD FRIDAY	<i>April 7</i>
SPRING RECESS	<i>April 8-15</i>
EXAMINATIONS for ADMISSION TO SEPTEMBER CLASS	<i>April 13 and 14</i>
MEMORIAL DAY	<i>Tuesday, May 30</i>
COMMENCEMENT EXERCISES	<i>Saturday, June 17</i>

IN THE STATE DEPARTMENT OF EDUCATION
DR. JAMES F. ROCKET, A.M., LL.D., Director

FACULTY

For the Years 1936 to 1938

- JOHN LINCOLN ALGER, A.B., A.M. (Brown), Ed.D. (R. I. State), Sc.D. (R. I. College of Pharmacy), President.
- CLARA ELIZABETH CRAIG, Ed.M. (R. I. State), Ed.D. (College of Education), Pd.D. (Boston University), Ed.D. (Catholic Teachers College), Dean, 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, Columbia), Ph.D. (Brown), Professor of Educational Psychology.
- BENJAMIN GRAVES SINCLAIR, Ph.B., A.M. (Brown), Professor of Economics and Sociology.
- FLORENCE MIRICK ROSS, M.D. (Tufts), Graduate of Boston Normal School of Gymnastics, Interne for one year at New England Hospital for Women and Children, Professor of Health Education and College Physician.
- *ELMER SAMUEL HOSMER, A.B., A.M. (Brown), Professor of Music.
- EUGENE TUTTLE, A.B. (Bates), A.M. (Teachers College, Columbia University), Professor of School Management and Elementary Education.
- FRANK EARL WAITE, A.B. (University of Michigan), A.M. (Teachers College, Columbia University), Professor of History of Education and the Philosophy of Education.
- (1) 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, Columbia), Professor of Mathematics.
- MARION DODGE WESTON, A.B. (Mt. 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.
- (2) 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 graduate study at Yale, Harvard, and the universities of Europe), Professor of Romance Languages.
- GEORGE HOLLAND BALDWIN, B.S. (R. I. State College), Ed.D. (Catholic Teachers College), Chief of Division of Promotion and Supervision of Education, State Department of Education, Professor of Rhode Island Education.

* Until June, 1937.

(1) Died May 31, 1937.

(2) Died January 3, 1938.

- 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.
- BERTHA MAY BELL ANDREWS, B.S. in Education (University of New Hampshire), A.M. (Teachers College, Columbia), Professor of Physical Education.
- CATHERINE MARY CONNOR, A.B. (Radcliffe), A.M. (Columbia), Professor of History.
- *FREDERICK JOSEPH DONOVAN, A.B. (Manhattan), A.M. (University of Detroit), Professor of English.
- EDWARD MATTHEW MCENTEE, A.B. (Holy Cross), LL.B. (Boston University), Lecturer in Practical Law and Political Science.
- MARY ELLEN MAKEPEACE, Ed.B. (College of Education), Graduate of Greensboro College with three years of advanced work in New England Conservatory and Columbia, Librarian.
- 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), Ed.M. (Boston University), Graduate of Harvard Summer School of Physical Education, Instructor in Physical Education.
- AMY ADWYNA THOMPSON, A.B. (Bates), A.M. (Brown), Instructor in English Literature and Composition.
- ALICE LOUISE THORPE, A.B. (Wheaton), Ed.M. (College of Education), A.M. (Brown), Instructor in English Literature and Composition.
- WENDELA CHRISTINA CARLSON, Ed.B., Ed.M. (College of Education), Instructor in Biology and Penmanship.
- KATHERINE LEONA CUZNER, B.S. (Simmons), Associate Librarian and Instructor in Library Science.
- MARY ELLEN LOUGHREY, A.B., A.M. (Middlebury), Instructor in Romance Languages.
- CHARLES OWEN ETHIER, Ed.B. (College of Education), A.M. (Teachers College, Columbia), Instructor in History and Law and Government.
- JOHN RAWDON, (Graduate R. I. School of Design), Instructor in Art Education.
- DANIEL HENRY O'GRADY, Ed.B. (College of Education), Instructor in Physical Education for Men.
- CHARLES WARREN UNDERHILL, Ph.B. (Yale), A.M. (Teachers College, Columbia), Instructor in Mathematics.
- JOHN WARREN NYSTROM, A.B., A.M. (Clark), Instructor in Geography and History.
- SUSANNA ADELINE MATTESON, Ed.B., A.M. (Brown), Substitute Instructor in History and Instructor in Extension Courses.
- ALICE KATHLEEN MELROSE, Ed.B. (College of Education), Assistant Instructor in Music.
- MARIAN ELIZABETH WALTON, Ed.B. (College of Education), Assistant Instructor in Educational Psychology.
- DORIS DWINEL ALDRICH, Ph.B. (Brown), Registrar.
- (3) GLADYS STOCKING COGGINS, Assistant Registrar.
- ROSE SNELL, Ed.B. (College of Education), Assistant Librarian.
- FRIEDA MAXINE BAXT, B.C.S. (Bryant), Clerk.
- FRANCES CORINA PAPINO, Pianist.
- JOHN FRANCIS MCGOVERN, JR., B.B.A. (Bryant), Accountant.

* Beginning February, 1938.

(3) Until April, 1937.

TRAINING DEPARTMENT

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

MARY MARTHA LEE, Ed.B., Ed.M. (College of Education), Assistant Director.

HENRY BARNARD SCHOOL

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

(2) MARY TUCKER THORP, Ed.B. (College of Education), Ed.M. (Boston University), Principal.

JUNIOR HIGH SCHOOL

MARY AGNES McARDLE, English.

WINIFRED ELLEN GLEASON, Ed.B., Ed.M. (College of Education), Social Studies.

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

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

WILLIAM EDWARD SLOANE, Industrial Arts and Physical Education for Boys.

(1) MARY JOSEPHINE FEELEY, Ed.B., Ed.M. (College of Education), A.M. (Middlebury), English.

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

(3) LUCY FRANCES HANLEY, B.S. (R. I. State College), Home Economics.

MARY RITA THORNTON, Ed.B. (College of Education), Music.

NELSON AUREL GUERTIN, A.B. (Assumption), Ed.B. (College of Education), A.M. (Teachers College, Columbia University), French.

JAMES FRANCIS DUFFY, A.B. (Brown), Latin and Algebra.

MARGUERITE BRENNAN, Ed.B. (College of Education), English.

AVIS GLADDING MARDEN, Ed.B. (College of Education), Social Studies and Reading Clinic.

ELIZABETH SLATER FERGUSON, B.S. (Simmons), Substitute Teacher in Home Economics.

ELEMENTARY GRADES

LINA FINNEY BATES, Grade 4.

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

MARY FRANCES MCGUINNESS, Ed.B. (College of Education), Director of Reading and Writing Activities in Children's School and 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.

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

ISABEL MARTHA WOODMANCY, Ed.B. (College of Education), Grade 3.

PRUDENCE DEAN FISH, Ed.B. (College of Education), Grade 2.

MARJORIE LINCOLN BEAN, Ed.B. (College of Education), A.M. (Boston University), Grade 6.

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

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

EDITH BERNSTEIN, Ed.B. (College of Education), Grade 1.

MARY GREENE COLTON, Ed.B. (College of Education), Grade 5.

FRANCES CATHERINE FENNESSEY, Ed.B. (College of Education), Grade 5.

MARY MONICA EUART, Ed.B. (College of Education), Physical Education.

ESTELLE MARIE ROBERT, Ed.B. (College of Education), Grade 1.

(1) Until June, 1937.

(2) Beginning September, 1937.

(3) On leave of absence, 1937-38.

(4) Until April, 1938.

- (1) KATHLEEN FRANCES KELLEY, Ed.B. (College of Education), Grade 4.
 (1) MARGARET GENEVIEVE BUTLER, Clerk.
 (2) FLORENCE GERMAIN MEISTER, Ed.B., Substitute Assistant.

STATE TRAINING SCHOOLS

- MARGUERITE BROGAN, A.M. Byfield School, Bristol.
 ELIZABETH MARY PICHÉ, Harrisville School, Burrillville.
 BERTHA AGNES BURNHAM, Central Street School, Central Falls.
 *RETA FOLLETT JANSON, Ed.B., Thornton School, Cranston.
 (1) ELINOR ELIZABETH SHELDRIK, Ed.B., Dutemple School, Cranston.
 MABEL RUSSELL STEVENSON, Garvin Memorial School, Cumberland.
 *MARY MARTHA LEE, Ed.M., Central Junior High School, East Providence. (Mathematics.)
 NELLIE MAE REED, Grove Avenue School, East Providence.
 FRANKLIN FREDERICK FORTUNE, B.S. in Ed., Saylesville Grammar School, Lincoln.
 HENRIETTA REED MELLOR, Lincoln Memorial School, Lincoln.
 MARION EILEEN CLARKE, Ed.B., Coggeshall School, Newport.
 ELIZABETH BALDWIN, Garden Street School, Pawtucket.
 ANNA JOSEPHINE BURNS, Prospect Street School, Pawtucket.
 JENNIE ELIZABETH CASHMAN, Samuel Slater Junior High School, Pawtucket.
 GERTRUDE BURDEN HECKMAN, Baldwin Street School, Pawtucket.
 ETHEL MILDRED HILL, Fairlawn School, Pawtucket.
 ELIZABETH LOUISE JENNEY, Samuel Slater Junior High School, Pawtucket. (Mathematics.)
 CATHERINE MARY GIBBONS, Bridgham School, Providence. (Mathematics.)
 ISABEL LYNN GORMLY, Point Street School, Providence.
 LUCY WOODRUFF HOUSE, Temple Street School, Providence.
 ALICE MARY KINYON, George J. West Junior High School, Providence. (English.)
 *MARY ELIZABETH LINCOLN, Althea Street School, Providence.
 CATHERINE ELIZABETH McCORMACK, Regent Avenue School, Providence.
 MARGARET GENEVIEVE McKENNA, Summit Avenue School, Providence.
 GERTRUDE CHARLOTTE MILLER, Oxford Street School, Providence.
 KATHERINE MARY MURRAY, Webster Avenue School, Providence.
 HELEN JOSEPH O'BRIEN, Windmill Street School, Providence.
 DORA SHERMAN, Ed.B., George J. West School, Providence. (Science.)
 EILEEN LOUISE SMITH, Esek Hopkins School, Providence. (Social Subjects.)
 MARY VERONICA QUIRK, Main Street School, Warren.
 MARY ANNA GALIANO, Bayside School, Warwick.
 JESSIE STANDISH BERRY, Bradford School, Westerly.
 MARY ALICE CANAVAN, Providence Street School, West Warwick.
 LENA FORD, Harris School, Woonsocket.

SPECIAL CRITICS FOR SECOND SEMESTER, 1936 - 1937

- DAVIS E. HILL, Central High School, Providence. (Science.)
 MRS. EDITH T. MATTHEWS, Central High School, Providence. (History.)

* Until June, 1937.

- (1) Beginning September, 1937.
 (2) Beginning April, 1938.

- CATHERINE M. CASSERLEY, Gilbert Stuart Junior High School, Providence. (General Science.)
 M. ELIZABETH SALOIS, Esek Hopkins Junior High School, Providence. (History.)
 MRS. KATHERINE F. BLODGETT, Nathan Bishop Junior High School, Providence. (Latin.)
 HELEN M. DROITCOUR, Cranston High School, Auburn. (Science.)
 BERTHA I. DAILEY, Lockwood High School, Warwick. (Science.)
 RUTH F. PARSONS, Woonsocket High School, Woonsocket. (English.)

SPECIAL INSTRUCTORS FOR AFTERNOON AND SATURDAY CLASSES 1936 - 1937

- JAMES LAWRENCE HANLEY, Superintendent of Schools, Providence.
 GEORGE JOSEPH O'BRIEN, Principal of Bridgham Junior High School, Providence.
 RAYMOND WILSON PERRY, State Supervisor of Trade and Industrial Education.

1937 - 1938

- CHARLOTTE E. CAFFREY, Supervisor, Department of Research and Guidance, Providence Public Schools.
 BARBARA G. KEEGAN, Instructor in Social Arts, Nathan Bishop Junior High School, Providence.
 GEORGE J. O'BRIEN, Principal of Bridgham Junior High School, Providence.
 ROBERT W. PEABODY, Principal of Windmill Street School, Providence.
 MARGUERITE TULLY, Supervisor, Department of Research and Guidance, Providence Public Schools.
 HELEN M. WHITE, Supervisor, Department of Research and Guidance, Providence Public Schools.
 HOWARD D. WOOD, Principal of Roger Williams Junior High School, Providence.
 ROBERT K. BENNETT, Principal of Oliver Hazard Perry Junior High School, Providence.
 RAYMOND W. PERRY, State Supervisor of Trade and Industrial Education.

BUILDINGS AND GROUNDS

- BENJAMIN CROCKER POTTER, Superintendent of Buildings and Grounds.

BRIEF HISTORICAL RECORD OF THE EDUCATION OF TEACHERS IN RHODE ISLAND

- 1842 Henry Barnard appointed State Agent for Education.
 1844 Authorized by the General Assembly to "establish teachers' institutes and one thoroughly organized Normal School." As no money was available for this purpose, Mr. Barnard established what he called his "itinerating Normal School agency," demonstrating to parents as well as to teachers in all parts of the State his proposed methods of discipline and instruction.
 1849 Mr. Barnard withdrew on account of illness.
 1850 A Normal Department was established at Brown University under President Francis Wayland, with Prof. S. S. Greene in charge.
 1852 This became a private Normal School under Prof. Greene, with Dana P. Colburn, a former instructor at Bridgewater Normal School, as his assistant.
 1854 This school was taken over by the State, and in 1857 was moved to Bristol, with Mr. Colburn as principal.

- 1865 School closed because of the death of Mr. Colburn, and of the depression following the war. Its work was, however, continued through subsidies to two private academies.
- 1871 Normal School re-established in Providence under Principal Greenough, from the Westfield Normal School. One hundred and forty-one students in the first year. To equalize the opportunities for students from all parts of the State a liberal allowance was made towards the payment of traveling expenses for all students coming from a distance of more than five miles. Such an allowance, subject to certain restrictions, is still made.
- 1878 The Providence High School estate, on Benefit Street, purchased and remodeled for use by the Normal School.
- 1893 Contracts made with the Providence School Department for the use of "three model and five training rooms," including the first five years of school work. The model rooms were for purposes of observation, and the practice rooms for teaching by the students.
- 1897 This plan was extended by establishing other training schools in Central Falls, Cranston, and Pawtucket.
- 1898 Opening of the present College Building. This was said to be the largest school building in the State at that time. The two upper floors were unusually well equipped for use by the Normal School classes. The first floor rooms included a kindergarten and classrooms for the nine grades of that period. By contract with the City School Department the children of the adjoining district were assigned to this school, which was to be used as a model or demonstration school. At that period juniors were assigned to the "model rooms" for short periods to observe the work of master teachers. Seniors were assigned to teach for a part of the day, for a period of ten weeks, either at this school or at one of the other training schools of the State.
- 1902 Requirement for practice teaching increased to a half-year of full time in charge of a standard class in one of the training schools.
- 1903 The number of training centers was increased, and now included rooms in 11 outside schools.
- 1908 Preparatory courses discontinued. All students must now be high school graduates.
- 1908-9 Membership increased from 324 to 388. 15% of the total attending were from other New England states, all of which were represented. It therefore became necessary to establish a tuition fee of \$150 a year for all non-residents. The required length of the course was increased to 2½ years. Previously a few students had been given a half-year of advanced standing on the record of an entrance test.
In this year other training centers were added, increasing the number of such schools to 18, in 7 towns and cities.
- 1909 The Saturday Classes for Teachers began in November, 1909, with a course of eight lectures by Dr. John Dewey, Dr. Andrew W. Edson, Mrs. Margaret Deland, and others. Following the lectures several classes for teachers were offered. These included: Methods in Teaching Reading, Modern Applications of Psychology, Mineralogy, Blackboard Drawing, and other courses desired.
- 1911 Registration in the Saturday Classes for Teachers, 189.
- 1912 Afternoon as well as Saturday Classes, Registration 300.
- 1913 Admission to the freshman class limited through the use of entrance tests.
- 1914 Beginning of experiments with Montessori methods.
- 1918 First summer session for teachers. Enrollment 246.
- 1920 Rhode Island College of Education established April 22, 1920, by Act of the General Assembly. A four-year course for the degree of Bachelor of Education made optional.

- 1922 Entrance tests again required. For three years the students had been selected by the high schools, and tests at the College were for advisory purposes only. First graduation from the four-year course.
- 1926 The length of the required course, which had been 2½ years since 1909, was increased to three years, and in 1927 to four years.
- 1928 Admission now only in September. Previously students had also been accepted in February.
Entrance tests now given in May instead of September.
Opening of the new building for the Henry Barnard School.
- 1931 Graduation of the first full class (142 students) under the four-year requirement. Registration in the Afternoon and Saturday Classes increased to 1,702.
- 1936 Adoption of the new plan for selecting candidates for admission, including graduates of other colleges as well as graduates of high schools. Entrance tests in April, requiring attendance for two days.
- 1937 Registration in the summer session, 784. Registration in the Afternoon and Saturday Classes for 1937-38, 2,438, with more than twice this number of class registrations.

CONCERNING PLANS FOR ADMISSION TO COLLEGE

It has long been evident that care in the selection of students for admission serves a double purpose. It attracts students of high ability, while at the same time limiting the numbers according to the needs of the State. The group admitted should and does show high rank in both scholarship and personality. At the same time it is evident that failure to maintain the needed standards throughout the course would be considered as disqualifying a student for further membership in the College. Teachers for the public schools must be able, purposeful, and worthy.

Entrance tests are now given in April at a date to be determined. For 1938 it will probably be about the middle of the month. Notice of the exact dates will be sent to the schools and to superintendents. Attendance will be required for two mornings. Required tests include a general or psychological test, a test in English, and a test in American History. There will also be three elective tests covering various fields of high school study. Candidates are rated according to their rank in the tests rather than according to the scores received. Ratings are also made according to the student's rank in his high school class, and according to the personality records furnished by his teachers. Selection is made for each town and city according to the final rank of its own students. The highest ranking students of each group will be summoned for physical examinations, and will be accepted if the results are satisfactory, and needed adjustments are made for defective vision, etc.

A PRACTICAL PREPARATION FOR TEACHING

An important part of the practical preparation of the teacher must come through extensive contacts with public school pupils and their work. The beginning of this is an orientation course in the Freshman year, with directed observation in the Henry Barnard School, where students become cognizant of routine factors. In the second year lesson techniques and classroom procedures are critically scrutinized as the students meet weekly in the large demonstration room to witness and to discuss the methods of teaching.

In the Junior year the class is divided. One group begins immediately a more intensive study of the work of public school classes, including some teaching. One hour a day for ten weeks is in a primary grade, and for the other ten weeks in a grammar grade. In the next half-year each of these students is assigned to one of the training schools, where he becomes a regular and full-time teacher under the general direction of a certified critic. Not more than two such rooms are in any building or assigned to any critic. The same procedure is followed in the next semester with the other half of the College class, but one half-year later.

The culmination of this graded experience comes in the senior year, where the student makes a careful study of individual children, and in turn teaches an entire group of children in the large demonstration room, before his own classmates. The emphasis now is upon the educational philosophy upheld and practiced in the Henry Barnard School.

Thus the bridge between theory and practice is slowly approached and readily spanned. For every student there must be both "cultural background and professional competency."

DEMONSTRATION AND TRAINING SCHOOLS

For many years there have been differences of opinion as to the practical value, both for the student-teachers and for the children themselves, of having classes of children for the students to observe and to teach. Also as to the needed amount of such teaching, and as to the size of the classes to be taught. This State was at first among the objectors, insisting that the students could take the part of children with a great saving of time for both children and observers, and it was not until 1893 that definite contracts were made for the use of public school classes for demonstrating methods and for practice in teaching. When the change was made, it was with due justice both to the pupils and to the young teachers.

The first contracts called for the use of eight classrooms in one of the Providence public schools. Three were used for demonstrating desired methods, and five for actual practice in teaching, under the direction of the best critic teachers to be found. The plan so quickly proved its value that other schools for practice in teaching were very soon established in three other cities. In 1898 the present College Building greatly extended these facilities, for it included ten classrooms for pupils from the kindergarten through the ninth grade for demonstration purposes.

The succeeding years witnessed a rapid development of the entire training system. The new building for the Henry Barnard School, on the College campus, was opened in 1898, and by this time there were also training schools in all cities and in one-third of all the towns of the State. The original plan of 1893, calling for practice in teaching for one hour a day for ten weeks, following a similar period of observation, had gradually led to a full half-year of responsible teaching of a regular public school class through a 20-week period, preceded and followed by adequate contacts with all the grades in the Demonstration School, through the entire college course.

The value of the Henry Barnard School—the laboratory and demonstration school of the College—has been greatly increased through the use of its new building. Instead of ten classrooms, the new building has 26, all especially designed for the purpose, and allowing ample space for groups of college students or of visiting teachers or school officials, as well as for standard classes of pupils in all the grades through the high school.

This building has its own auditorium, library, workshops, kitchen, and lunchroom. One of its most valuable features is the Demonstration Room, which was built from original designs. This has a central classroom, 27 by 31 feet in size, with blackboards on all sides. Behind and above the low walls on the sides and rear are raised banks of seats for the observers. There is a large skylight over the central area, and windows on the side and rear. Dark shades make possible the use of motion pictures. The large elevator in the building facilitates moving classes and appropriate school furniture when needed.

In order that each student may be given an understanding of the processes of education without unduly disturbing the pupils in the Henry Barnard School, the College has prepared for its own use a series of moving pictures of the children at work. This is especially important with the younger children, where untimely interruptions or undue attention must be avoided so far as possible, although a careful study of the steps employed is necessary.

It should be stated that in this school experiments carried through many years of trial have proved the great value, as well as the entire practicability, of allowing each child to teach himself even the fundamental processes of learning to draw, to write, to

read, to spell, and to use numbers correctly. This is done through an original adaptation of the methods employed many years ago by Madame Montessori in Italy. Even though these methods are not yet in general use elsewhere, they are here deemed of importance, both because of their high practical value to the children, and because they so fully illustrate the ideal of individual progress through self-teaching.

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 for two mornings about April 15.

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 even 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.

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 through recommendation by the high school attended. All candidates are given a general test of ability, an English test, a test in American history, and three elective tests.

REQUIREMENTS FOR DEGREES

No degree can be granted until the candidate has proved his ability as a teacher and has completed with credit the required course of study, including the essential courses in education. The College of Education also follows the general rule that no degree can be given until after the successful completion of the work of at least one full year at the college granting the degree.

A limited number of graduates of other colleges are selected each year for admission as representatives of the different sections of the State. Requirements for graduation include the completion with credit of all courses in education required by the State, an introduction to teaching in the Henry Barnard School, and the expected success in the half-year of full-time teaching in the training schools.

Credit values from accredited colleges may be accepted, if approved by the committee, on the same relative basis as that allowed in the college from which the transfer is requested. This applies to both regular and extension courses, except that courses taken prior to July, 1938, may be accepted under the former rules.

Graduates of Rhode Island College of Education in its earlier courses will be given full credit for this work towards the completion of the requirements for a degree, but it is expected that a fair share of the rest of the work for a degree will be completed at the College of Education. After July 1, 1938, at least 60% of this added work must be completed at the College of Education if the degree is to be granted by this college.

FOR THE DEGREE OF MASTER OF EDUCATION

Candidates must hold bachelors' degrees from institutions approved by the State Department of Education.

Before the degree can be granted the candidate must submit evidence of successful experience in teaching for at least three years, in a field approved by the College.

The course at the College of Education must include the equivalent of 15 hours a week for the full College year, or 600 net clock hours.

The candidate must present on or before May 1 an approved thesis which may be allowed credit for approximately one-fourth of the required hours.

The subject and outline of this thesis must be approved by the Faculty 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 action of the Faculty, and must be performed with distinction.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION

1. A minimum of 134 semester hours, plus one full semester of student teaching, is required of all candidates for the degree of Bachelor of Education. (In the case of experienced teachers, successful teaching experience is sometimes accepted in lieu of training. Teaching qualifications in this event must be approved by the Director of Training.) Each course of 20 clock hours gives one semester hour's credit. (Owing to a slight reduction in the number of required hours, this total will be reduced in 1941 and again in 1942 for students who entered in 1937 and later.

2. All candidates for degrees must complete the required courses in each department. If the number of hours of a course given in the extension series varies from the number required in the regular curriculum, credit for the course will be allowed when the full content has been completed. If courses are divided into two parts in an extension series, both parts must be completed, even if the number of hours of the extension courses exceeds that of the courses as given in the regular curriculum. Full credit will be allowed for the extra time.

3. Credits from other institutions must be evaluated by the Committee on Special Credits.

4. Graduates of the former Normal School Course, or of the Junior Course of Rhode Island College of Education must complete the following required courses and enough

electives to make a total of 134 semester hours (86 semester hours' credit is usually allowed for the two and a half-year course) :

- Economics 31. Regular Senior course in economics. Offered as Parts I and II in extension series 3 hours
(Only 2 hours in 1937-38 series)
- Education 35. Advanced educational psychology, including educational tests and measurements 3 hours
(Can be taken more than once with a different testing program; or electives in mental diagnosis or similar subjects may be taken to complete requirement.)
- English 31. Advanced English literature 3 hours
(Other courses in literature may be taken in addition, to complete 3-hour requirement, if approved by the English Department.)
- Ethics 2. Professional ethics 1 hour
- Health Education 8. Content and practical instruction course in physical education, 1 hr.
- Health Education 32, 33. Anatomy, physiology, elementary histology, elementary bacteriology, prevention of disease, and schoolroom hygiene 2 hours
- History 31. History of civilization, Parts I and II 3 hours
(Offered as a four-hour course during 1937-38.)
- Political Science 32. Practical law 2 hours
- Political Science 33. Senior required course in political science. Parts I and II 2 hours
- Sociology 31. Parts I and II 3 hours

AN OUTLINE OF THE COURSE OF STUDY FOR 1938 - 1939

FIRST YEAR

Semester Hours

Art	2 hrs.	General principles. Drawing.
Education	2 hrs.	Introduction and conferences. 1 hr. weekly through year.
Educational Psychology	3 hrs.	
English	5 hrs.	Grammar, composition, and rhetoric.
Geography	5 hrs.	Physiographic and economic.
Health Education . . .	5 hrs.	Gymnasium 2 hrs. through year. Hygiene 1 hr. for one semester.
History	4 hrs.	European and World history. 2 hrs. through year. (5 hrs., 1937-38)
Library Science	Given as special help to individuals rather than as a course. (1 hr., 1937-38)
Penmanship	Course in methods during Junior year substituted. (1 hr., 1937-38)
Public Speaking	1 hr.	With individual help to students as needed, aided by vocal records. (2 hrs., 1937-1938)
Science	3 hrs.	Botany.
Mathematics	6 hrs.	Freshman College mathematics. 3 hrs. through year.
	<u>36 hrs.</u>	

SECOND YEAR

Education	6 hrs.	Philosophy of education and elementary education, together with observation, demonstrations, and conferences.
Health Education	4 hrs.	2 hrs. through year, with individual help as needed.
(5 hrs., 1937-38)		
American History Law and Government	4 hrs.	Courses now combined.
(5 hrs., 1937-38)		
Literature, American	3 hrs.	English and American literature previously required.
(5 hrs., 1937-38)		
Mathematics	2 hrs.	History and methods.
Modern Language	6 hrs.	3 hrs. of French or Italian through year.
Music	2 hrs.	Methods and practice.
Public Speaking	2 hrs.	With individual help as needed.
Science	3 hrs.	Biology.
Electives	4 hrs.	
	<hr/>	
	36 hrs.	

THIRD YEAR

1st Semester

A DIVISIONS		B DIVISIONS	
Participation and conferences	5 hrs.	Rhode Island education	2 hrs.
Studies in modern education	1 hr.	Studies in modern education	1 hr.
School management	2 hrs.	English literature	3 hrs.
History of education	2 hrs.	Ethics (professional)	2 hrs.
Methods in physical education	1 hr.	Methods in physical education	1 hr.
Anatomy and physiology	1 hr.	Anatomy and physiology	1 hr.
Sociology	3 hrs.	Political science	2 hrs.
Penmanship methods	1 hr.	Electives	6 hrs.
Electives	2 hrs.		
	<hr/>		<hr/>
	18 hrs.		18 hrs.

2nd Semester

A DIVISIONS		B DIVISIONS	
Student teaching in training schools		Economics	3 hrs.
		Participation and conferences	5 hrs.
		History of education	2 hrs.
		School management	2 hrs.
		Practical instruction in health education	1 hr.
		Practical law	2 hrs.
		Penmanship methods	1 hr.
			<hr/>
			16 hrs.
		Electives	2 hrs.
			<hr/>
			18 hrs.

FOURTH YEAR

1st Semester

A DIVISIONS		B DIVISIONS	
Economics	3 hrs.	Student teaching in training schools.	
Advanced educational psychology	3 hrs.		
Practical instruction in health education	1 hr.		
History of civilization	3 hrs.		
Political science	2 hrs.		
Electives	6 hrs.		
	<hr/>		
	18 hrs.		

2nd Semester

A DIVISIONS		B DIVISIONS	
Senior demonstrations	1 hr.	Senior demonstrations	1 hr.
Rhode Island education	2 hrs.	Advanced educational psychology	3 hrs.
English literature	3 hrs.	School hygiene, etc.	1 hr.
Professional ethics	2 hrs.	History of civilization	3 hrs.
School hygiene and bacteriology .	1 hr.	Sociology	3 hrs.
Practical law	2 hrs.	Electives	7 hrs.
Electives	7 hrs.		
	<hr/>		<hr/>
	18 hrs.		18 hrs.

COURSES OF INSTRUCTION

Required courses are numbered from 1 to 50, electives above 50. Each number represents the work of a single semester in the subject listed.

ART

12. General principles of art. Drawing. Freshman year, 2 hours.
 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.
 61. Analysis of art. 2 hours.
 67. Methods of teaching art. 2 hours.

ECONOMICS

31. Economics. Basic laws. Problems and policies and their relation to social welfare. 3 hours, Junior or Senior year.

EDUCATION

- 20, 14. Introduction to education, observation, demonstration, and conferences. A study of children from the kindergarten through the ninth grade, with a directed study of methods and results. One hour a week through Freshman year.
 5, 15. Demonstration and discussion of methods of teaching school subjects. One hour a week through Sophomore year.
 9. Introduction to teaching. An advanced unit in the graded approach to full classroom training, involving a study of the proper correlation of principle and practice through demonstration, conference, and actual teaching participation. This course is the immediate prelude to the training assignment. 5 hours, Junior year.
 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 year, or first semester of Senior.
 7. Rhode Island education. Rhode Island school law and administration. 2 hours, Junior or Senior year.

17. Philosophy of education. The fundamental laws of teaching. 2 hours, Sophomore year.

19. Elementary education. Principles of teaching. A study of the aims, purposes, materials, and basic principles of modern classroom instruction. 2 hours, Sophomore year.

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

21. Elementary educational psychology. Introductory study of human behavior as a basis for work in educational psychology. Psychology of the learning process from the standpoint of the teacher. 3 hours, Freshman year.

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

34. Senior demonstration. Lectures and demonstrations. One hour, Senior 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, Junior or Senior years.

35. Advanced educational psychology. A course in educational tests and measurements, with a review of the results of experimental studies on methods of teaching. 3 hours, Senior year.

58. School administration. An elementary study of public school organization and administration in this country. 2 hours.

53. Junior High School administration. A study of present tendencies in Junior High School organization and administration. 2 hours.

62. Principles of secondary education. 2 hours.

63. Psychology of the elementary school subjects. 2 hours.

68. Technique and supervision of study. An investigation of the technique of effective study procedure and the direction by teachers. 1 hour.

75. Methods of diagnosis. 2 hours.

74. Remedial reading. A reading clinic which offers opportunity for Seniors to make individual case studies and to put into operation a remedial program. 4 hours.

ENGLISH

4, 13. Fundamentals of the English language. History. Grammar. Methods of presentation. Training in writing. Practice in research and manuscript preparation. 2 hours, first semester; 3 hours, second semester, Freshman year.

11. American literature. Main currents in American letters with emphasis upon the characteristics of outstanding writers. 3 hours, Sophomore year.

14. Survey of English literature. The outstanding authors and writings from the Anglo-Saxon period to the present. Historic influences and particular literary type associated with each period. 3 hours, Junior or Senior year.

31A. Applied methods of teaching English literature. Emphasis on content. Literature from beginning to 1500. Methods by observation and discussion.

31B. Non-dramatic writings of Tudor England. Literature from Sir Thomas More to Sir Francis Bacon.

(English 31A or 31B is required of graduates of the former Junior Course, plus any other approved course in English, to make a total of 3 semester hours.)

60. Creative writing. Group and individual work in the essay, the short story, and verse. 2 hours.

61. Shakespeare. A study of the historic plays and their correlation with history. 2 hours.

63. The Novel. The development of the novel with a study of the works of the English and American novelists. 2 hours.

65. Modern British and American poetry. Ideas and forms of recent poetry in English. A selected group of authors for intensive study as well as a general view of current trends. 2 hours.

69. Classical backgrounds of literature. A study of the Greek and Roman myth as an aid to the appreciation of literature. The Iliad and the Odyssey read and discussed. 2 hours.

72. British poets of the 19th century. A detailed study of the writings of the principal poets and their relation to the period. 2 hours.

74. Children's literature. Evaluation of children's books in relation to age levels. Historical backgrounds. A study of supplementary and recreational readings. School and classroom libraries. 2 hours.

75. Journalism. Training in prose composition through the editorial, the news story, and the feature article. The handling of school publications. 2 hours.

78. Grammar and current usage. A practical review of current grammatical and idiomatic usage.

88. History of the Drama. The development of the drama as a literary form from the time of the Greek festival to the present. 2 hours.

89. Poetry of Robert Browning. The art of Browning as seen in his lyrics, his dramatic monologues, his dramas, and the Ring and the Book. One hour.

90. The essay. Analytical study of the essay with attention to Montaigne, Bacon, Steele, Addison, and other great essayists. The writing of essays will be required.

94. Chaucer and his century. Economic, social, religious conditions of the times. A study of the Canterbury Tales and also William Langland's "Piers the Ploughman."

95. Poetics. A study of the nature of poetry, critical principles whereby we can evaluate poetry, and suggestions as to verse writing.

96. Poe and the modern short story. A study of the technique of the short story with a view to setting up a few simple forms of evaluating and appreciation. Present story requirements of both popular and quality magazines will be analyzed.

ETHICS

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

GEOGRAPHY AND GEOLOGY

2. Physiographic introduction to geography. Land forms, climatic belts, natural resources, oceanic influence. 3 hours, Freshman year.

5. Economic geography. The study of communities and how they make a living. Emphasis upon the United States and Europe. 2 hours, Freshman year.

52. Problems in teaching geography.

53. Geology. 2 hours.

54. Mineralogy.

55. Principles of political geography. 2 hours.

56. Regional geography.

57. Natural resources of the United States. 2 hours.

58. Geography in world affairs.

HEALTH EDUCATION

1, 2, 3. Orientation and content course in marching, gymnastics, dancing, games, athletics. Practice teaching in games for school room, gymnasium, and playground. 2 hours, Freshman and Sophomore years.

4. Theory and practice. A method course in gymnastics for children. 2 hours, second semester of Sophomore year.

5. Orientation and content course in elementary anatomy and physiology. One hour, Freshman year.

6. Personal and community hygiene. One hour.

7. Theory and practice. A methods course in dancing for children. One hour.

8. Content and practical instruction course in hand apparatus, and more highly organized dances and games. One hour.

32. Review and further study in anatomy and physiology. Elementary histology with laboratory study of cells and tissues. One hour.

33. Eye, ear, kidney, and their care. Elementary bacteriology. Prevention of disease. Health education methods for school children. One hour.

56. First aid and emergencies. One hour.

59. Bacteriology. 2 hours.

60. Theory and practice of play. Education through play. 2 hours.

61. Health methods. 2 hours.

HISTORY

8, 9. History of Western Europe. A survey course in the political, social, and economic history of Europe from the fifth century to the present. 2 hours through Freshman year.

10. History of the United States. An advanced course in the social, political, and economic development of the nation. 2 hours, Sophomore year.

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

53. Problems in the teaching of history. The selection and organization of historical material for elementary and Junior High Schools. 2 hours.

57. Contemporary world problems. Political and economic conditions; international relations. 2 hours.

59. English history. 2 hours.

60. History of Rhode Island. 2 hours.

64. Foreign relations of the United States since 1865. 2 hours.

65. New points of view in American history. 2 hours.

67. Economic history of the United States. 2 hours.

70. Recent European history. 2 hours.

72. Post-War Europe. Political history, 1918-1935. 2 hours.

73. Colonial history of the United States.

74. Nineteenth century Europe. 2 hours.

75. The social science experience curriculum.

LIBRARY SCIENCE

Individual help to students in the use of the card catalog and the most important reference books.

MANUAL ARTS

1. Practical work and methods of teaching penmanship. One hour, Junior year.

MATHEMATICS

4, 5. Mathematical analysis. Elementary course in combined mathematics, involving algebra, geometry, numerical trigonometry, calculus, and analytical geometry. Prerequisites: high school algebra through quadratics, and plane geometry. 3 hours through Freshman year.

6. Arithmetic. Historical background, philosophy of teaching, principles, skills, and methods of presenting modern arithmetic. 2 hours, Sophomore year.

54. Junior High School mathematics. A study of the subject matter suitable for grades 7, 8, and 9, with methods of presenting this material. 2 hours.

58. Trigonometry. 2 hours.

59. Differential calculus. 2 hours.

60. Integral calculus. 2 hours.

MODERN LANGUAGE

1, 2. Modern language. A year's work in either French or Italian. 3 hours through Sophomore year.

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

52. French literature (in English). 2 hours.

54. Italian literature (in English). 2 hours.

56. Oral French. 2 hours (throughout year).

MUSIC

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

58. Methods of teaching music. 2 hours.

51. Music appreciation. 2 hours.

52. Elementary harmony. 2 hours.

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. 2 hours, Senior year, or Junior year.

33. Political science. A critical study of the origin and fundamental principles of government. Analysis of modern tendencies and present day political problems with a comparative study of modern governments. 3 hours, Senior year.

PUBLIC SPEAKING

2 and 9. Public speaking. Two courses for developing ability in the use of the voice. Drill in natural oral expression. One hour, Freshman, and 2 hours, Sophomore years.

51. Story telling and dramatization. The art of story telling. Grading and adaptation of children's literature. Dramatization, with practical work with children. One or two hours.

56. Debating. The elements of debating and argumentation. Classroom debates. Study of subjects suitable for high school debates. One hour.

77. Auditorium programs. A study of materials suitable for auditorium or classroom programs; practice in the preparation of programs. 1 hour.

79A. Psychology of speech correction. Practical lessons to help pupils to correct speech defects. 2 hours.

81. Advanced literary interpretation. Interpretation of poetry, prose and plays. 1 or 2 hours.

SCIENCE

9. Botany. A study of the plant kingdom from the viewpoint of major biological concepts, emphasizing life processes, adjustments to surroundings, and economic importance. 3 hours, Freshman year.

10. Biology. A study of the animal kingdom from the viewpoint of major biological concepts, considering such topics as adaptation to environment, life processes, interrelation of species, and relation to human welfare. 3 hours, Sophomore year.

53A. Physics I. Liquids, gases, energy transformations, structure of matter. Practical problems to meet modern needs. Lecture and laboratory course. 2 hours.

53B. Physics II. Light, illumination, optical instruments, color, magnetism and electricity, radio and television. Automobile and Diesel engines. Lecture and laboratory course. 2 hours.

54A. Chemistry I. Elementary course including the common gases, liquids and solids, molecules, atomic weights, periodic system, structure of the atom, radioactivity, etc. Lecture and laboratory course. 2 hours.

54B. Chemistry II. The atmosphere, nitrogen and ammonia, fixation, fertilizers, hydrocarbons, carbohydrates, food and nutrition, photo-chemistry, colloid chemistry, metals and alloys. Lecture and laboratory course. 2 hours.

66A. General science I. Lectures, demonstrations, and methods of teaching. Air, breathing, and ventilation, fire, heat, food, photosynthesis, yeast, mold, bacteria, magnetism and electricity, and a study of stars and the solar system. 2 hours.

66B. General science II. Laboratory work and a study of methods of teaching science. 2 hours.

75A. Photography I. Fundamental principles and chemistry of photography. Use of the camera. Developing and printing. One hour.

75B. Photography II. Picture composition, time exposures, enlarging, copying, reduction and intensification. Filters, color photography, blue prints. One hour.

61. Astronomy. 2 hours.

65. Advanced biology. Studies from taxonomy, ecology, embryology, genetics, and the contributions of the great biologists to the progress of the science, with special reference to value for the prospective teacher. 2 hours.

71. Economic biology. The study of plants and animals useful to man. One or two hours.

69. Biology in elementary science. Biological units appropriate for Grades 1-6. One to two hours.

SOCIOLOGY

31. Sociology. Current, approved thought in the field of sociology. The relationships between sociology and education. 3 hours.

GRADUATES, CLASS OF 1935

DEGREE OF MASTER OF EDUCATION

Hortense Case Burdon
Margaret Mary Casey
James Joseph Dolan

Frances Eleanor Downey
Mary Etta Agnes McBride
Marion Cline Stanwood

DEGREE OF BACHELOR OF EDUCATION

Dorothy Amey Anderson
Alice Belle Atwood
Helen Frances Barrows
Mary Louise Beagan
Mary Catherine Beane
Dorothy May Beaudreau
Edith Bernstein
Janet Elizabeth Brown
Doris Genevieve Burns
Laura Marie Bye
Mary Catherine Canning
Ellen Carr
Mary Greene Colton
Alice Viola Conca
Mary Elizabeth Condon

Margaret Evelyn Corcoran
Veronica Ann Corrente
Ruth Meader Davis
Marion Rita Dennigan
Leon Bernard Dubey
Mary Elizabeth Dunn
Margaret Claire Egan
Frances Catherine Fennessy
Mary Gabrielle FitzPatrick
Marguerite Eleanor Fox
Mary Eileen Fox
Helen Marie French
Mary Gloria Gencarelli
Mary Katherine Giblin
Mary Ethel Gladding

Martha Goldman	Margaret Loretta McLoughlin
Rosealine Sylvia Gomes	Anna Rosalie McManus
Gladys Elizabeth Gray	Ellen Jane Michie
Mary Patricia Hackett	Eleanor Louise Molloy
Irene Louise Hall	Jane Burke Morrissey
Syvilla Regina Hall	Katherine Mary Mullaney
Mildred Clara Handel	Jeanne Elizabeth Mulligan
Gertrude Therese Hanley	Blanche Marguerite Murray
Clara Hardman	Rita Agnes Newman
Elsie Frances Hazard	Ella Natalie O'Connell
Mary Rita Higgins	Daniel Henry O'Grady
Phyllis Arlene Ibbotson	Elizabeth Ann O'Neil
Titica Mary Jeremiah	Kathryn Regina Orme
Jennie Alfreda Constance Johnson	Mary Louise Orme
Olga Elizabeth Kaltsas	Ethel Maria Peterson
Sadie Martha Kasper	John Timothy Plante
Adelaide Mary Keating	Emelie Patricia Potvin
Agnes Elizabeth Keenan*	Margaret Mary Pulsifer
Helen Marion Kenson	Estelle Marie Robert
Gertrude Olive King	Eleanor Fay Ryan
Mary Clare King	Elinor Elizabeth Sheldrick
Katherine Marshall Lamb	Mary Frances Sherlock
Claire Lamoureux	Pearl Ermena Shippee
Anna Hildeberta Lannon	Mary Grace Smith
Marie Therese Claire Lefebvre	Vera Sohigian
Doris Capron Lindsay	Helen Mathilda Speedwell
Rose Dawson Lodge	Eileen Frances Stott
Helen Lucia Lombardi	Pearl Veronica Struck
Dorothea Elizabeth Lowrey	Anna Bernadette Sullivan
John Joseph Lynch	Elizabeth Honora Sullivan
Celia Mary Maglioli	Helen Louise Sullivan
Mary Carmela Malafronte	Marion Elizabeth Sullivan
Mildred Matteson	Dorothy Taylor
Anne Josephine McCaffrey	Anna Claire Theroux
Charles Henry McCanna	Emily Thomas
Anne Mary McCarthy	Rosalind Gertrude Turbitt
Eileen Marie McCarthy	Alice May Weidemann
John Edward McGlinchy	Margaret Mary Whalen
Margaret Theresa McKee	Ardell Hawkins Wheat
Florence Marie McKenna	Winifred Veronica Wilcox
Nina Marie McKeown	Audrey Maude Wood
Mary Veronica McLaughlin	Lina Cecilia Zocca

*Completed course during Summer Session.

Graduates of Bryant-Stratton College

Thomas Joseph Lucitt

Grace Josephine Raymond

Graduates of Other Colleges

Lillian Gertrude Atchison, A.B.
 Frances Corinne Blais, A.B.
 Esther Ovilene Champoux, A.B.
 Ellen Marie Clarke, A.B.
 Paul Francis Ebbitt, A.B.
 Nelson Aurel Guertin, A.M.
 Martha Florence Hewitson, A.B.

Charles Joseph Hill, B.S.
 Phillip Leo Kelly, Ph.B.
 Loretta Jane Kenyon, A.B.
 John Leonard LaCroix, A.B.
 Joseph Edward McKeon, B.S.
 Catherine Mary Trainor, A.B.

Teachers in Service

Hope Allen Arnold
 Herman Emil Bush
 Margaret Mary Carr
 Marietta Genevieve Coughlin
 Mavis Claire Dunn
 Agnes Cecelia Ethier
 Mary Irene Helen Flynn
 Jennie Louise Graves

Kathleen Marie Harnedy
 Rose Gabrielle McFadden
 Jessie Molasky
 Ethel Marie Murphy
 Clifford Jones Phelps
 Alice Pearl Summerscales
 Marianna Lawton Willard
 Everett Job Wordell

GRADUATES, CLASS OF 1936**DEGREE OF MASTER OF EDUCATION**

John Francis Brown, Ed.B.
 James Peter Flynn, Ed.B.
 Lyall Beatrice Grogan, Ed.B.

John Francis Horgan, Ed.B.
 Ruth Carleton Warner, Ed.B.

DEGREE OF BACHELOR OF EDUCATION

Phyllis Adams
 Emma Aiello
 Kula Emmanuel Annis
 Gloria Joan Bachand
 Violet Rita Bagalia
 Mary Louise Bailey
 Lillis Mae Barber
 Fannie Rachel Bernstein
 Arlene Frances Butler
 Marcia Capron
 Mary Elizabeth Cary
 Catherine Mary Cassidy
 Harriet Mary Cavanagh
 Ethel Clark
 Frances Althea Cook
 Mary Cathryn Coristine
 Ruth Hannah Craig
 Myrtle Hope Crowell
 Mary Irene Cuddy

Mary Virginia Cunningham
 Sally Wilson Dale
 Rita Mary Dawson
 Katherine Virginia Deery
 Melba Victoria del Giudice
 Raphaelina Barbara DeRosa
 Margaret Mary DeRosier
 Mary Louise Dulleba
 Mary Gray Dwelley
 Frances Adelaide Elkey
 Mary Monica Euart
 Mary Ellen Ferri
 Eleanor Gertrude Flynn
 Mary Hazel Foley
 Christine Gertrude Follett
 Rita Nora Geary
 Helen Louise Geddes
 Gertrude Goldberg
 Claire Elizabeth Gough

Norma Gouse
 Lillian Ruth Hallock
 Ruth Margaret Hanson
 Harriet Elizabeth Hassell
 Ola Hinckley
 Mary Dorothea Kane
 Rita Elizabeth Kavanagh
 Marion Virginia Kearns
 Kathryn Humphrey Keenan
 Helen Frances King
 Frances Marie Kinhead
 Lucile Veronica Kolb
 Mildred Alma Charlotte Kraigenow
 Dora Krevolin
 Iris Teresa Lataille*
 Adelaide Annette Laurence
 Dorothy Lawton
 Marguerite Evelyn LeVasseur
 Mary Emma LeVasseur
 Sidney Donald Long
 Mary Jenkins Low
 Ruth Alden Macdonald
 Gail MacLeod
 Elizabeth Thomasita Maguire*
 Jane Baggott Maguire
 Joseph Richard Marszalek
 Irene Gertrude Masover
 Mary Virginia McCaffrey
 Raymond Joseph McCarthy
 Ruth Ann McCaughey
 Richard Stanislaus McDermott
 Rita Marie McHugh
 Margaret Mary McManus
 Ruth Anita McQueeney
 Elizabeth Marie Merluzzo
 Evelyn Noel Moffitt
 Palma Dorothy Montanaro
 Beverly Ruth Munroe
 Marjorie Ann Myette
 Sophie Naimark
 John Edmund Naylor
 Geraldine Marie O'Donnell

Jeanette Elizabeth O'Rourke
 Genevieve Ann Pagnano
 Gertrude Immelda Paige*
 Clara Agnes Palmer
 Alice Peabody
 Benjamin Alan Peterson
 Angelina Isabella Mary Phillips
 Winifred Pitt
 Dorothy Frances Potter
 Dorothea Ursula Qualters
 Anna Mary Quirk
 Elizabeth Theresa Racine
 Lillian Reich
 Hazel Arlene Rhodes
 Doris May Rice
 Audrey Elizabeth Riley
 Kenneth Arthur Ritchie
 Stephen Trowbridge Roberts
 Betty Frances Roy
 Carrie Emma Salisbury
 Gertrude Guyreny Sarkisian
 Cecile Anita Sevigny
 Josephine Agnes Shea
 Ruth Jackson Slater
 Eleanor Claire Smith
 Alberta Snell
 Frances Marion Sobota
 Regina Helene Spiegelblatt
 Alice Mary Sullivan
 Pearl Marie Sullivan
 Helen Natalie Sutcliffe
 Jean Elaine Sutton
 Cecilia Antoinette Szymkowitz
 Annie Thornton
 Marguerite Ann Vermette
 Anna Dyer Vernon
 Mary Elizabeth Welch
 Catherine Louise Williams
 Rose Marion Williamson
 Rose Victoria Wolosiewicz
 Eleanor Lillian Wordell
 Helene Edna Wynne

Graduates of Other Colleges

Edward Joseph Condon, A.B.
 Kathryn Rosamond Coyle, A.B.
 Margaret Mary Angela Dantone, A.B.

Francis Xavier Farrell, B.S.
 Max Harry Flaxman, Ph.B.
 Vincent James Gallagher, B.S.

*Completed Requirements during Summer Session.

George Joseph Grant, B.S.
 Robert Grant Gurnham, Sc.B., Sc.M.
 Gilbert Frederick Hall, B.S.
 Rodolphe Louis Hebert, A.B.*
 Henry Louis Jason, Ph.B.

Cornelius Joseph McCarthy, A.B.
 Ruth Ethel Silverman, B.S.
 Gerhard Verner Edward Svenson, B.S.*
 Walter Day Waterman, B.S.*
 Marion Webber Wellington, A.B.

Teachers in Service

Dora Anne Bazar
 Isabel Alice Byrne
 Catherine Agnes Coffey
 Mary Brett Monica Duffy
 Mary Martha Fallon
 Nellie Stuart Fay
 Julia Evangeline Harnedy
 Amy Katherine Howland
 Edith May Hutton
 Marguerite Marie Kelleher
 Caroline Amalia Laudati
 Martha Kathryn MacDougald

Mary Elizabeth McKitchen
 Carmella Marie Mondì
 Mary Magdalen Moriarty
 Loretta Gertrude O'Rourke
 Mary Ellen Quinn
 Isabelle Mae Reilly
 Anna Inez Shea
 Helen Regina Shea
 Margaret Mary Shea
 Earl Carlyle Suitor
 Marie Virginia Sutton
 Loretto Mary Tierney

*Completed Requirements during Summer Session.

GRADUATES, CLASS OF 1937

DEGREE OF DOCTOR OF EDUCATION

The Reverend Thomas Vincent Cassidy, A.M., S.T.L.
 Superintendent of Catholic Schools, Providence

DEGREE OF MASTER OF EDUCATION

Samuel William Thomas, Ed.B.

DEGREE OF BACHELOR OF EDUCATION

Ruth Lenea Anderson
 Mary Rose Andrade
 Roland Simon Archambault
 Gertrude Edith Armstrong
 Sophie Elizabeth Balicka
 Charles Joseph Barry
 Frances Euphemia Helen Batastini
 Anne Elizabeth Beirne
 Albert Melvin Blackwell
 Mary Catherine Bodell
 Avis Louise Briggs
 Margherita Anna Bucci
 Anna Marie Buckley
 Mary Julia Budarz

Ethel Capwell
 Florence Rose Carr
 Norma Clodina Castrovillari
 Lydia Lucia Catalozzi
 Mary Elizabeth Clark
 Louise Barbara Coffey
 Marie Cecile Commette
 Esther Ruth Conlin
 Rita Louise Connor
 Gladys Harwood Crabtree
 Eleanor Mae Deane
 Jane Roberta De Pasquale
 Ruth Marion Doll
 Marguerite Cecelia Brais Dowd

Stella Margaret Droitcour
 Margaret Mary Dwyer
 Elaine Maria Famiglietti
 Virginia Belle Farrar
 John Linus Farrell
 Kathryn Eola Fee
 Helen Katherine Gekas
 Agnes Veronica Giblin
 Corinne Girelli
 Irving Benjamin Gomberg
 Louise Grissom
 Ruth Ingeborg Hallquist
 Benjamin Hazen
 Elsie Mary Henries
 Elizabeth Gardner Hill
 Jeannie Louise Hirst
 Rita Theresa Hopkins
 Eleanor Marion Hoxsie
 Katharine Hudyma
 Mary Theresa Hutton
 Stephen Dickran Jundanian
 Lydia Valerie Jurczyk
 Beatrice Rita Kaplan
 Helen Gertrude Kelley
 John Benjamin Lake
 Mary Louise Langlois
 Helen Lapatin
 Maxine Louise Lee
 Maurice John Loontjens
 Ruth Martha Malmborg
 Martha Kathryn Mason
 Beulah Minnie McCoy
 Charles James McLaughlin
 Eleanor Frances McLaughlin
 Lucille Agnes McPartland
 Helen Therese McWilliams
 Florence Germain Meister

Alice Kathleen Melrose
 Doris Ivy Money
 Cecelia Motta
 Brendan Joseph Paul Murphy
 Jessie Woodrow Nelson
 Lena Josephine Marina Niziolek
 Ida Mae O'Halloran
 Mary Agnes Theresa Powers
 Agnes Frances Rattigan
 Genevieve Suzanne Reilley
 Mary Jacqueline Reilly
 Mary Catherine Rilley
 Irene Rosenfield
 Mercedes Irene Rush
 Carmela Elvira Santoro
 Gwendolyn Phyllis Shaw
 Stella Rose Simons
 Evelyn Sinelnikoff
 Eileen Frances Slavin
 Evelyn Elizabeth Sullivan
 Mary Margaret Sullivan
 Marilla Elsie Tabor
 Lovice Miriam Thornley
 Patricia Ann Tickell
 Harriet Clair Trainor
 Agnes Rita Turbitt
 Madeline Frances Vanasse
 Margaret Martha Walsh
 Marian Elizabeth Walton
 Mildred Louise Waugh
 Julia Hetherman West
 Elizabeth Agnes Whalen
 Kathleen Mary Wheelan
 Catherine Marie Willemin
 Constance Williams
 Mary Theresa Agnes Winters
 Doris Elizabeth Woodmansee

Graduates of Other Colleges

Caesar Albert Cinquegrana, A.B.
 Orland D'Atri, B.S.
 William Arthur Downes, B.S.
 Samuel Leo Eisenstadt, B.S.
 Clare Buxton Feely, A.B.

Daisy Irene Kettelle, B.S.
 John Bernard McCarthy, A.B.
 Bernard Spector, Ph.B.
 Gerhard Verner Edward Svenson, B.S.

Teachers In Service

Emma Frances Barr
 Cecil Edward Bradstreet
 Kathleen Theodosia Connor

Catherine Agnes Curran
 Mary Elizabeth Darby
 Marie Gertrude Dunn

Vera Muriel Fisher
 Ada Conyers Glasener
 Elizabeth Marie Heary
 Regina Elizabeth Lennon
 Kathryn Agnes Lyons
 Mary Frances McGuinness
 Agnes Frances McHugh

Helen Barbara McVay
 May Ethel Murray
 Esther Frances Nolan
 Margaret Mary O'Connell
 Catherine Frances O'Donnell
 Mary Harty O'Hern
 Maisie Eulalia Quinn

GRADUATES, CLASS OF 1938

DEGREE OF MASTER OF EDUCATION

Gregory William Coughlin
 James Albert Dawson
 Edward Francis Donnelly
 Mary Louise Flanigan
 Roy William Howard

Beatrice Noakley
 Winfield Corey Potter
 Herbert Eugene Radcliffe
 William Stepak
 Fortunato Tomassi

DEGREE OF BACHELOR OF EDUCATION

Anthony Edward Agatiello
 Leroy Edwin Algren
 Marion Estelle Baker
 Beverly Linda Barber
 John Lawrence Berg
 Dorothy Hazel Berry
 Jeanne DuBois Blain
 Rita Madonna Bliss
 Susan Elizabeth Breckel
 Eileen Dollinger Browning
 Mary Elizabeth Byron
 Kathryn Marie Carley
 Margaret Agnes Casserly*
 Agnes Gertrude Cavanagh
 Teresa Marie Cenami
 Marie Theresa Clair
 Marguerite Louise Clark
 Stella Mae Clark
 Frances Marie Coffey
 Rosemary Katherine Cole
 Cornelius Francis Collins
 Rosalie Eleanor Corkery
 Alma Veronica Corrigan
 Catherine Josephine Mary Curran
 Barbara Mary Dolan
 Henry Donatelli
 Mary Patricia Dowling
 Margaret Mary Theresa Drennan
 Grace Mary Durfee
 Mary Elizabeth Eagan

Margaret Frances Earley
 Bertha Madonna Theresa Emin
 Mary Catherine Emond
 Francis Xavier Fallon
 Catherine Jane Farrelly
 Alice Roberta Gallagher
 Mary Margaret Gallagher
 Barbara Loretta Garner
 Miriam Rita Regis Geoghegan
 Rose Albert Gerber
 Frances Elizabeth Ann Harrington
 Helen Marie Harrington
 Elinor May Haworth
 Catherine Laura Hepworth
 Josephine Virginia Therese Higgins
 Mary Lois Howe
 Virginia Jane Ibbotson
 Lucy Isobel Jackson
 Gilbert Johannos Johnson
 Mary Katherine Joyce
 Helen Joan Kelly
 Beatrice Travers Knowles
 Esther Gertrude Lecht
 Mary Josephine Lynch
 Evelyn Cecilia Lynn
 Helen Hopper Mahon
 June Myrtle Maine
 Lucille Marion Manning
 Gilda Rosaria Martone
 Eileen Teresa McVey

Doris Frances Millette
 Louis Antonio Moio*
 Vivian Irene Morrill
 Ruth Josephine Mulvaney
 Dorothy Anna Nelson
 Frances Xavier Noon
 Dorothy Louise O'Brien
 Mildred Irene Odell
 Bruce Crossan Ogilvie
 Eleanor Christina Patton
 Eleanor Luft Rae
 Lucrezia Grace Rafanelli
 Frances Joan Rattigan
 Mary Elizabeth Readio
 Jane Lewis Rhodes
 Muriel Gladys Richardson
 Marjorie Walker Riley
 Jack Darling Roberts
 Helen Elizabeth Ann Rogers

*Training to be completed.

Reges Marie Ryan
 Florence May Saunders
 Antoinette Angela Scungio
 Dorothea Roberts Smith
 Leona Rosalind Smith
 Sophie Lois Stizpeck
 Kathleen Marie Sullivan
 Ruth Caroline Margaret Svenson
 Phyllis Naomi Swanson
 Mary Helen Barbara Sweeney
 Roberta Baldwin Thayer
 Ruth Goodwin Thomas
 Jean Eloise Tobin
 Evelyn Marie Walsh
 Rose Waterman
 Kathryn Helena Wathey
 Rose Keefe Wilson
 Pauline Laura Wunsch
 Isabel Agnes Zweir

Graduates of Other Colleges

James Vincent Carroll

Walter William Siwicki

Teachers in Service

Marie Corinne Barden
 Margaret Mary Barry
 Ruth Elizabeth Mary Barry
 Herbert Harold Boden
 Katherine Mary Butler
 Rita Anna Cullinan
 Rosanna Cecilia Flanagan
 Veronica Gabrielle Flynn
 Elizabeth May Ford
 Mary Theresa Elizabeth Fox*
 Mabel Frances Gilbert
 Jennie Dorothea Gladhill
 Adeline Veronica Gorman
 Anna Genevieve Gorman
 Florence Mary Catherine Gorman
 Irene Evelyn Jerrett
 Anna Rosalie Kelly
 Frances Helen Labbee

*One course to be completed.

Pauline Annette Lennon
 Winifred Lyons
 Eleanor Marie Mahoney
 Florence Grace Mahoney
 Margaret Teresa McCabe
 Mary Louise McCarthy
 Gertrude Frances Murray
 Sara Dorothy Norton
 Anna Rita O'Connor
 Elizabeth Lillian O'Connor
 Mary Cecelia O'Neill
 Mary Rosalind O'Neill
 Lenora Mary Owen
 Hone Mary Senecal
 Eleanor Marie O'Donnell Smith
 Regina Elizabeth Smith
 Helen Christine Tracey

GENERAL INFORMATION

There is no tuition charge for students who are admitted as residents of Rhode Island. Some of the books and supplies are furnished without cost to the student. Students living in Rhode Island and outside of the central area 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.

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. Nearly two million volumes are available if needed within a distance of a mile from the College.

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

	1934-35	1935-36	1936-37	1937-38
Graduates of Other Colleges	14	16	10	9
Seniors	120	120	102	99
Juniors	122	101	96	142
Sophomores	100	98	141	133
Freshmen	102	148	144	139
Special students	2	8	9	4
Total in regular attendance.....	460	491	502	526
In attendance for a part of the year only.....	21	11	8	10
	481	502	510	536
Attendance in Afternoon and				
Saturday Classes	1636	1618	2120	2443
Less regular students				
enrolled in these				
classes	12	6	9	5
	1624	1612	2111	2438
	1624	1612	2111	2438
Total attendance during the college year, without				
duplicates	2105	2114	2621	2974
Pupils in the Henry Barnard School.....	616	602	590	585

DEGREES GRANTED IN COURSE

Doctor of Education			1	
Master of Education.....	6	5	1	10
Bachelor of Education	145	162	131	133
	151	167	133	143

TOTAL NUMBER OF GRADUATES

Doctor of Education, 1937.....	1
Master of Education, 1924-1938.....	55
Bachelor of Education, Four-Year Course, 1922-1937.....	1361
Graduates of Other Colleges completing Course.....	94
Completed Junior Courses, 1871-1926.....	3483
Completed City Training Course, 1891-1902.....	390
Completed Normal Course, 1854-1865.....	62
Total	5446
Less names counted more than once.....	275
	5171