

Rhode Island College  
of Education

CATALOG



1947 - 1948

Providence, Rhode Island

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ACCREDITED BY: *The American Association of Teachers  
Colleges.* MEMBER OF: *New England Teacher Preparation  
Association, Eastern States Association of Professional  
Schools for Teachers*

Rhode Island  
College of Education

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SEPTEMBER, 1947

PROVIDENCE, RHODE ISLAND

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States Association of Professional Schools for Teachers.*

## CALENDAR

1947-48

Opening of First Semester.....	Monday, September 8, 1947
Extension Courses begin.....	Monday, October 6
Columbus Day.....	Monday, October 13
Meetings of Rhode Island Institute of Instruction.....	Thursday and Friday October 30 and 31
Armistice Day.....	Tuesday, November 11
First Quarter ends.....	Friday, November 14
Thanksgiving Recess.....	November 27 to 29
Christmas Recess.....	December 20 to 27
New Year's Day.....	Thursday, January 1, 1948
First Semester ends.....	Friday, January 23

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Second Semester begins.....	Wednesday, January 28, 1948
Washington's Birthday.....	Monday, February 23
Third Quarter ends.....	Thursday, March 25
Good Friday.....	March 26
Spring Recess.....	March 26 to April 3
Entrance Examinations.....	April 19, 20
Memorial Day.....	Monday, May 31
Senior Vesper Service.....	Sunday, June 6
Class Day.....	Friday, June 11
Commencement.....	Saturday, June 12

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\* Also offers college courses.

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Brown University; Providence College; Rhode Island College of Education, Ed.B., Ed.M.

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**Cecile Rita Therese Aubin**  
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Rhode Island College of Education, Ed.B.

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SPEECH  
Rhode Island College of Education, Ed.B.

**Jacqueline Marie McCormick**  
CHILDREN'S SCHOOL  
Rhode Island College of Education, Ed.B.

#### Elementary School

**Theresa Barone**  
GRADE III  
Rhode Island College of Education, Ed.B., Ed.M.; Rhode Island School of Design; Brown University; Teachers College, Columbia University; Providence College; Boston University. (On leave of absence, 1946-1947.)

**Marjorie Lincoln Bean**  
GRADE VI  
Rhode Island College of Education, Ed.B.; Boston Teachers College; Teachers College, Columbia University; Brown University; Boston University Graduate School, A.M.

**Edith Bernstein**  
GRADE I  
Rhode Island College of Education, Ed.B.

\* **Sarah Elizabeth Campbell**  
GRADE V  
Rhode Island College of Education, Ed.B.; Boston University, Ed.M.; Harvard Graduate School; Brown University; University of Maine.

\* Also offers college courses.

**Shirley Irene Carr**

GRADE I

Rhode Island College of Education, Ed.B.

**Marguerite Mathilda Cianfarani**

GRADE I

Rhode Island College of Education, Ed.B.

**Mary Greene Colton**

GRADE V

Rhode Island College of Education, Ed.B.

**Madeline Frances Ellsworth**

GRADE IV

Rhode Island College of Education, Ed.B.

**Mary Catherine Emond**

MUSIC

Rhode Island College of Education, Ed.B.; Ed.M.; American Institute of Normal Methods (Supervisor of Music Certificate).

**Prudence Dean Fish**

GRADE II

Rhode Island College of Education, Ed.B., Ed.M.

**Kathleen Frances Kelley**

GRADE IV

Rhode Island College of Education, Ed.B., Ed.M.; Brown University.

**Helen Kiernan**

SUBSTITUTE, GRADE III

**Helen Margaret Murphy**

PHYSICAL EDUCATION

Rhode Island College of Education, Ed.B.; Boston University.

**Leora Balkcom Sherlock**

SUBSTITUTE, GRADE II

Rhode Island College of Education, Ed.B.

**Lillian Ethel Swan**

ART (Also teaches in Junior High School)

Graduate, Rhode Island School of Design; Rhode Island College of Education, Ed.B.; Brown University; New York School of Modern Art; Student of Painting and Design under Robert Henri-George Bellows and Ilonka Karasz, New York.

**Helen Marie Triggs**

GRADE VI

Rhode Island College of Education, E.B., Ed.M.; Providence College.

**Isabel Martha Woodmaney**

GRADE III

Rhode Island College of Education, Ed.B., Ed.M.; Teachers College, Columbia University; Brown University; Harvard University.

### Junior High School

**Jennie Barbara Deebo**

ENGLISH, SOCIAL STUDIES

Rhode Island College of Education, Ed.B.; Teachers College, Columbia University, A.M.

**James Francis Duffy, Jr.**

LATIN, ALGEBRA

Brown University, A.B.; Rhode Island College of Education; Brown Graduate School.

\* **Nelson Aurel Guertin**

FRENCH

Assumption College, A.B.; Teachers College, Columbia University, A.M.; University of Paris, Diploma; Rhode Island College of Education, Ed.B.; Brown University Graduate School; Princeton University.

\* **Lucy Frances Hanley**

HOME ECONOMICS (Teaches also in Elementary School)  
Rhode Island State College, B.S.; Rhode Island College of Education.

**Inez Estelle Jordan**

MATHEMATICS

Rhode Island College of Education, Ed.B., Ed.M.; Brown University Graduate School.

\* **Renato Edmund Leonelli**

SCIENCE

Rhode Island State College, B.Sc. in Chemistry; Rhode Island College of Education; Brown University; Boston University.

\* Also offers college courses.

\* Avis Gladding Marden

SOCIAL STUDIES, TYPING, LIBRARIAN  
Rhode Island College of Education, Ed.B.; Boston University, Ed.M.; Brown University.

Catherine Teresa Murray

ENGLISH  
Rhode Island College of Education, Ed.B.; Providence College; Brown University; Boston University.

\* William E. Sloane

INDUSTRIAL ARTS, PHYSICAL EDUCATION FOR BOYS (Teaches also in Elementary School)  
Rhode Island College of Education; Brown University Extension Courses.

Harriet Vose Zurlinden

SCIENCE  
Wellesley College, A.B.; Columbia University, M.A.; Rhode Island College of Education.

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Doris Ethel Gibson  
SECRETARY

\* Also offers college courses.

State Training Schools

Burrillville

Harrisville School \_\_\_\_\_ Elizabeth M. Piche, Critic

Central Falls

Central Falls Junior High School \_\_\_\_\_ Blanche I. Corrigan, Critic  
Central Street School \_\_\_\_\_ Bertha A. Burnham, Critic

Cranston

Norwood Avenue Grammar School, Elizabeth A. Tobin, Critic  
William R. Dutemple School \_\_\_\_\_ Marie A. MacAndrew, Critic

East Providence

Brightridge School \_\_\_\_\_ Mary W. McCoart, Critic  
Arthur E. Platt School \_\_\_\_\_ Cora E. Welch, Critic

Pawtucket

West High School \_\_\_\_\_ Jennie B. Cashman, Critic  
West High School \_\_\_\_\_ Elizabeth L. Jenney, Critic  
West High School \_\_\_\_\_ Earle A. Phillips, Critic  
Joseph Jencks Junior High School \_\_\_\_\_

Elizabeth F. Fanning, Critic  
Baldwin Street School \_\_\_\_\_ Gertrude B. Heckman, Critic

Providence

George J. West Junior High School \_\_\_\_\_ Alice M. Kinyon, Critic  
George J. West Junior High School \_\_\_\_\_ Ann E. Sullivan, Critic  
Nathan Bishop Junior High School, Mary A. McCusker, Critic  
Nathanael Greene Junior High School, Mary A. Lynch, Critic  
Oliver H. Perry Junior High School \_\_\_\_\_ Addie M. Gage, Critic  
Roger Williams Junior High School \_\_\_\_\_

Eleanor C. McPhillips, Critic  
Samuel W. Bridgman Junior High School \_\_\_\_\_

Catherine M. Gibbons, Critic  
Althea Street School \_\_\_\_\_ Isabel L. Gormly, Critic  
Mount Pleasant Elementary School \_\_\_\_\_

Katherine M. Murray, Critic  
Sackett Street School \_\_\_\_\_ Doris V. Hazlehurst, Critic  
Summit Avenue School \_\_\_\_\_ Margaret G. McKenna, Critic

Warwick

Aldrich Junior-Senior High School \_\_\_\_\_ Joseph H. Rohloff, Critic  
Norwood School \_\_\_\_\_ Dorothy Hinckley, Critic

Woonsocket

Woonsocket Junior High School \_\_\_\_\_ Gertrude F. Lloyd, Critic  
Woonsocket Junior High School \_\_\_\_\_ Helen E. Mahoney, Critic  
Fifth Avenue School \_\_\_\_\_ Gertrude A. Donovan, Critic



## Historical Development

Henry Barnard, first State Agent for Education in Rhode Island, sowed the seed which led to the passage in 1845 of a bill establishing a school for the professional preparation of teachers. For nearly a decade Mr. Barnard and his successor, the Honorable Elisha R. Potter, worked to bring to fulfillment the authorization of the Act "to establish one thoroughly organized normal school in the state, where teachers and such as propose to teach may become acquainted with the most approved and successful methods of arranging the studies and conducting the discipline and instruction of the public schools." About 1850 a Normal Department was established at Brown and in 1852 this became a private Normal School. However, the school was taken over by the State and with appropriate ceremony was opened on May 29, 1854. Principal Dana P. Colburn and his assistant, Arthur P. Sumner, undertook the preparation of Rhode Island's teachers, supported by an annual appropriation of \$3,000. The school enjoyed encouraging success until 1857 when the appropriation was withdrawn because of a growing feeling among influential persons that teachers should not be educated at public expense.

The town of Bristol offered to provide school accommodations without cost to the State and in 1858 the Normal School moved to that town where it occupied rooms on the second floor of the reconstructed Congregational Meeting House. This arrangement, while reducing the cost of maintenance, also reduced the enrollment. The school finally closed its doors in July 1865.

During the next six years a small spark of interest in the question of teacher education was kept alive by the Commissioners, the Rhode Island Institute of Instruction, and some forward looking school officers. When Thomas W. Bicknell, a staunch friend of Normal Instruction, was named Commissioner of Public Schools in 1869, there began a vigorous campaign for the re-establishment of Rhode Island Normal School. Largely through Mr. Bicknell's personal efforts, public sentiment in favor of the enterprise reached a high point in 1871 and that year the General Assembly unanimously voted passage of the Normal School Bill. Since September 6, 1871, when the reestablished school opened its doors in Providence, Rhode Island has continuously provided professional preparation for teachers.

Within a decade it was necessary to secure larger and more adequate quarters. Accordingly, the Providence High School estate on Benefit Street was purchased and equipped at a total cost of \$40,000. When the keys of this new building were delivered to Principal Greenough in January 1870, the Normal School was no longer an experiment.

During the years on Benefit Street, the administration came to feel more and more in accord with the growing belief that teachers were best prepared when their education included the opportunity to "observe children at work and to practice the art of teaching." In 1893 observation and practice rooms were made available through an arrangement with the Providence School Department. Eight rooms in the elementary school at the corner of Benefit and Halsey Streets were opened to the students for demonstration and practice teaching. This plan was extended in 1897 by establishing training rooms in Central Falls, Cranston and Pawtucket.

In its report of 1892, the Board of Trustees urged the construction of a modern building to meet the ever growing needs of the Normal School itself and to include, as well, a completely equipped children's school. The general progress of educational outlook in Rhode Island was demonstrated by the creation of a commission in 1893 which was authorized by the Assembly to select a site and to build upon it a suitable structure to house the Normal School. Five years later on September 7, 1898, the new building, over-looking the city of Providence from Capitol Hill, was dedicated at a ceremony during which the United States Commissioner of Education, addressing the group, made the following statement: "If the nation could speak through my voice today, I am sure it would utter its congratulations to the people of Rhode Island on the completion of this most finished piece of Normal School architecture in the land."

The extensive educational facilities provided in its new home greatly expanded the work of the school. The observation and practice classes, located in rooms on the first floor, placed a new emphasis on the practical application of principles and theories. The training system, which made use of classrooms in certain cities and towns of the State for student teaching assignments, was extended, and the training course was lengthened from one half term to a full semester. During this period the preparatory course was discontinued which up to now had admitted students without high school education and prepared them for the

regular Normal training. Saturday classes for teachers in service were introduced.

At a grand reunion and 40th anniversary celebration held in 1911, Mr. Bicknell, always a friend of the school, made a plea for the broadening of the curriculum to give it college status. It was not until 1920, however, that Rhode Island College of Education was established by an Act of the General Assembly. A four-year course was set up leading to the degree of Bachelor of Education, and the original Normal course which had developed in 1909 from two to 2½ years was continued as optional. In 1926 the optional course was extended through three years and after 1932, all students were required to have four years preparation for the profession of teaching.

September 1928 saw the opening of the much needed Henry Barnard School building on the college campus. College classes overflowed into rooms previously occupied by the children, thus permitting the inclusion of activities heretofore curtailed for want of space.

In recent years a revision of the curriculum provided for differentiated courses in preparation for teaching on elementary or secondary school level. This is in line with the curriculum policy in other teachers' colleges.

Henry Barnard, Thomas Bicknell, Charles Carroll, John Lincoln Alger, and Clara E. Craig are some names forever linked with the history and development of teacher education in our state and to these people Rhode Island College of Education owes gratitude for the fortitude and vision which built the college strong and sure.

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### History and Function of Henry Barnard School

In its earliest beginnings, like many teacher-training institutions, Rhode Island College of Education could offer students no opportunity either to observe or to teach children. However, in 1893 by contract with the Providence School Department the use of eight public school classrooms was secured. Of these, three rooms were set aside for the demonstration of accepted methods and five were used for practice in teaching under the direction of the best critics to be found. The plan so quickly proved its value that similar arrangements were made with three other cities of the

state. In 1898 the opening of the present college building greatly extended the work of students with children, for ten classrooms on the first floor were designated as the Normal Observation School. Thus pupils from kindergarten through grade nine were made readily available for observation and demonstration purposes.

The succeeding years witnessed a rapid development. When in 1920 the state's program for teacher-education attained collegiate status, the school was re-named Henry Barnard School. It was in 1928 that the present building opened to serve as the campus laboratory for Rhode Island College of Education.

In normal years the enrollment approximates 600, thirty per cent of whom live in the district assigned to Henry Barnard School. For this service the city reimburses the state. The remaining seventy per cent of the student body comes from other parts of the city and state; parents pay tuition for the privilege of sending their children.

It is therefore immediately apparent that the Henry Barnard School is truly heterogeneous with children from practically every social and economic group contributing to its membership.

The basic curriculum is that designed for the Providence city schools with inclusion of all those special activities and extensions which are possible due to the facilities of the college, the aid of the college faculty, and the cooperation of student teachers. The instruction in reading has attracted attention of educators everywhere. Beginners are taught to read through written self-expression, reflecting a method which was developed by Dr. Clara E. Craig from an original adaptation of the Montessori procedures. The Children's School gives rich opportunities of group life to pupils from three to six. The elementary school consists of twelve classes from grades 1B through 6A. A completely equipped and functioning junior high school offers the usual major subjects, augmented by an excellent elective program. In the near future it is expected senior high grades will be added. Then on the campus will be in operation a laboratory school of three departments — Pre-elementary, Elementary, and Secondary.

The school program is under the direction of a staff of thirty-one teachers. There are those whose responsibility is to instruct in the regular tool subjects at each grade level. Then there are several who are prepared to give all pupils specialized instruction in art, music, physical education, gen-

eral shop work and home economics. The faculty is also qualified to supervise student teachers in the conduct of classroom activities.

Observers other than students are frequent and welcome visitors at Henry Barnard School. It is found, however, that those who come 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 these conferences. 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 Friday 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.

### A Practical Preparation for Teaching

1. Four year course leading to a Bachelor of Education degree
2. Training and State Certificate either for Elementary or Secondary
3. Fall and Summer Sessions with opportunity for teachers in the field to continue their education to a Master of Education degree.

### The Curriculum

The Curriculum provides a broad variety of courses, patterned on the principle that Teaching is an Art as well as a Science. There is a balance between subject matter and educational courses with one hundred semester hours of subject matter and twenty-eight semester hours of educational courses. These meet the need for both cultural and professional growth. All subject matter courses are thoroughly professionalized with integration of content, teaching materials, and methods.

An important feature of Rhode Island College of Education's preparation of teachers is to be found in the directed teaching program. All teachers' colleges and other institutions for the preparation of teachers are agreed that this phase is the focal point in teacher education since it serves to bring together and articulate all aspects of the curriculum.

Rhode Island College of Education believes that the whole teacher education program should be based on a foundation of actual contacts with teaching situations. To this end it has developed a plan of introduction to responsible teaching through a series of graded experiences rooted in the reality of childhood.

Henry Barnard School, laboratory school of Rhode Island College of Education, offers ample opportunity for acquaintance with classroom organization and technique. Here in the Freshman year, the student makes close observation of children and studies their responses in relation to school stimuli. During the next year a study of modern teaching methods is emphasized giving the student opportunity to examine and discuss educational principles and procedures.

The Junior year includes a semester of Practice Teach-

ing at the Henry Barnard School. This is a preparation for the half-year assignment as a regular and full time teacher in one of the training schools of the state, under a state certified critic. This half-year serves as internship for the young teacher.

At the completion of the four years, the student is graduated with a Bachelor of Education degree and Professional certificate for either Elementary or Secondary teaching.

### Admission Requirements

Admission to the college is limited to those who are fitted by character, ability, and personality, to become teachers. Since by charter the College is charged with preparing teachers for the schools of Rhode Island, only the better graduates of high school are encouraged to seek admission. Candidates applying must be graduates of approved four-year secondary schools with the usual college requirements for entrance. High school preparation should include:

Three units in English  
Two units Foreign Language  
Two units in Mathematics:  
Algebra  
Plane Geometry  
One unit in History  
One unit in Science

Entrance examinations given during the month of April include a battery of Co-operative tests in the areas of:

Intelligence	General Mathematics
English	Social Studies
General Culture	Natural Science

Admission is based on rank in these tests, High School standing, physical health, and personal qualifications as well as the recommendations of High School officials.

The physical examination given by the College Physician is important. It becomes necessary at times to reject candidates of good scholarship because of faulty vision, poor hearing or a marked physical defect which would handicap the candidate as a student or teacher.

The probable need for teachers in the State is a factor in setting the number of Freshmen to be accepted. Generally 100 Freshmen have been admitted. At times 400 have applied.

### Evaluation of Transfer Credits

Transfer students are now required to take entrance examinations. In the case of students transferring from other colleges, a transcript of credits must be submitted. This transcript is evaluated by the Committee on Credit Evaluations. The student is then admitted with status established in the light of transfer credits allowed. A minimum of one year residence work at the college is required when students transfer.

### Tuition

There is no tuition charge for students who are admitted as residents of Rhode Island. Out-of-state students are charged \$150.00 a year. There is a blanket tax of \$11.50 a year. In the Extension School, students who live in Rhode Island or teach in the public schools of the state pay no tuition. Out-of-state residents are charged the prevailing rates of their own Teachers Colleges. Books cost \$35.00 a semester.

### Marking System

The marking system provides for quality points as follows:

- A—Excellent—3 quality points per semester hour.
- B—Good—2 quality points per semester hour.
- C—Fair—1 quality point per semester hour.
- D—Pass—0 quality points per semester hour.
- U—Fail—0 quality points per semester hour.

1. If a student receives "U" in a required course he must repeat the course; if he receives the "U" in an elective course he may repeat or substitute another course if credit hours are needed.
2. In a repeated course no mark above "C" may be assigned.
3. A quality point ratio or index is obtained by dividing the total quality points earned by the number of credit hours.
4. Minimum index standards required vary with classes and are as follows:

Freshman Class	1.1
Sophomore Class	1.2
Junior and Senior Classes	1.4

5. A student is automatically placed on probation, and remains on probation for the following semester:
  - a. If he fails to secure the minimum index standard at the end of a semester.
  - b. If he receives a mark of "U" in a required course.
  - c. If he fails to maintain the minimum credit-hour requirement for his class.
6. Students are automatically dropped from membership in the College when:
  - a. There has been failure to meet the minimum standard at the end of any two semesters.
  - b. The index secured at the end of any semester stands as follows:
    - .5 or below for Freshman year.
    - .6 or below for Sophomore year.
    - .8 or below for Junior and Senior years.
7. No student on the probation list is eligible for class or college office, nor can he take part in any formal production or program, or be a member of a team representing the college in extra-curricular activities. Lists of students on probation are on file with the registrar and should be consulted in planning extra-curricular activities.
8. No regular program shall carry less than sixteen hours or more than twenty-two.
9. For graduation, the minimum of quality points must equal the sum of minimum required points for each year.
10. Class of 1946 will begin on this basis—Classes 1945 and 1944 and transfers must meet the same requirements on the same basis for the remaining years, including probation regulations.

#### Absence Plan

1. Absence because of personal illness, excuses should be obtained from Dr. Ross on the day that student returns to college. For other unavoidable absence excuses should be secured from President Whipple. A limited number of excuses for unavoidable absences may be given, but only after allowance of cuts has been used.
2. The penalty for overcutting shall be the reduction of one grade for each cut in excess of the number allowed, i. e., one cut over, mark would be lowered from A to B, B to C, or C to D.

#### 3. The basis of allowed cuts without penalty:

- a. Freshmen in the first semester have no cut allowances. Freshmen who secure an index of 1.7 at the end of the first semester, but fail to do so at the end of the third quarter of the year, shall not be allowed cuts during the fourth quarter.
- b. Thereafter all students having an index below 1.7 shall have no cut allowance. Students having an index of 1.7 and above but below 2.3 for the previous semester shall be allowed a number of cuts each semester equal to one less than the number of class meetings per week. Two cuts will be allowed in Physical Fitness and four cuts for Chapel and Assembly, grouped as a three-period subject. Students having an index of 2.3 and over for the previous semester shall be allowed a number of cuts equal to the number of class meetings per week. Any student overcutting Physical Fitness or Chapel and Assembly, in any semester, regardless of scholastic index secured, will be deprived of the cut privilege in all subjects the following semester.
4. Written work and unannounced tests must be made up. No make-up is required for regular lecture, recitation or gym classes.
5. No cuts are allowed from an announced test. A student who cuts will receive a zero and no opportunity will be given to make up the test.
6. No cuts will be allowed the day before or after a holiday or a holiday recess.

#### Graduates

A student will be recommended for graduation when all curriculum requirements have been met. A total of 128 semester hours plus one full semester of student teaching is required. A semester is twenty weeks, therefore, twenty clock hours equals one semester hour credit.

#### Student Life

##### Living

The Rhode Island College of Education maintains no dormitories but those who wish to board in the city will be

aided in securing accommodations. Students will be permitted to board only in places approved by the President.

#### College Handbook

Immediately on registration, each student is given a Handbook which contains rules and regulations pertaining to college life. The student should be thoroughly familiar with all information given in the Handbook. A section of the book may be used to keep a personal record of courses and grades. This information is thus at hand when discussing matters with your advisor.

#### Student Government

The Student Cooperative Association offers a suitable medium for communication and cooperation between college authorities and the students. The executive power of this association is vested in the Student Council.

#### The Blanket Tax

A registration fee of \$11.50 is required of each student of the College. Registration will not be completed until the fee is paid. Its purpose is to facilitate the organization and financing of the various clubs and organizations. This fund is under the control of the Student Council which distributes it among the more prominent clubs and organizations.

The tax of \$11.50 will be distributed among the following organizations:

Ricoled	Men's Athletic Association
Anchor	Dramatic League
Choir	International Relations Club
Women's Athletic Association	Nature Club
Student Council	Class Dues
Helicon	

This tax entitles all students to the Ricoled, the yearbook which is published by the Senior Class; 10 issues of the Anchor, the newspaper; and admission to all dramatic productions, all house games in varsity sports, and intramural games for both men and women. The sum allotted to the Student Council enables the student body to keep abreast of intercollegiate activities by allowing the attendance of student delegates at various educational conferences. The Student Council funds also help defray the expenses of May Day and provide for the upkeep of a nickelodeon which is kept in the cafeteria for recreational purposes.

#### Student Health Service

Student health headquarters are located in Room 109. The service includes the full time of a doctor and a nurse. If the College Physician is not in her office, she may be called through the main office in case of an emergency, accident, or illness.

It is imperative that a student returning to college after an illness fill out the medical card obtained in the school or medical office, and present it to the College Physician, in exchange for an admission slip to be presented to each instructor for reinstatement in class.

If a student becomes so ill during the day that she cannot attend classes, she should report to the College Physician.

#### Loan Fund

A limited amount of financial aid may be obtained by students of the upper classes from the Student Loan Fund and the Margaret Hill Irons Fund. The latter was given as a memorial to Mrs. Irons, who for many years was an honored member of the faculty. These loans are made to deserving students at a low rate of interest.

#### College Shop

The College Shop is located on the first floor opposite Room 102. Here textbooks, magazines, college stationery and supplies may be purchased.

The management of the College Shop is handled through the Controller's Office and the Student Council.

#### Student Publications

In addition to the College Handbook, there are three student publications. The Anchor, which is the college paper, is published monthly. In this paper, important news items, announcements, and happenings are recorded. It is through the college paper that student opinion is expressed in letter and editorial. Each student is entitled to receive ten issues of the paper, the expense of which is covered by the blanket tax.

The college annual, the Ricoled, is edited each June by a board composed of members of the graduating class and a representative of each of the underclasses. This staff is selected at the close of the first semester of the junior year. Thus opportunity is given for the staff to spend a full

year of work on this college yearbook. Included in its publication are the class histories, personal directory, and pictures that provide a permanent record of college life.

The Helicon is a literary issue prepared for publication once a year by the students of the college. This publication gives opportunity for recognition of literary ability.

#### Clubs and Societies

In addition to the four class societies, the college has a number of clubs, associations, and organizations which enrich the college program. They offer opportunity for students to enjoy extra curricular activity and broaden their cultural outlook in their association with students of like talents and interests. Descriptions of the following organizations are listed in the College Handbook:

Choir	International Relations Club
Women's Athletic Association	Nature Club
Men's Athletic Association	Dramatic League
Charles Carroll Club	Kappa Delta Pi

(Honor Society)

#### The College Library

The college library facilities, consisting of the Main Library and the Special Reserve collections, are situated on the second floor of the building. The combined materials include over 25,000 well-selected books, numerous pamphlets, and 150 representative magazines in general and specialized subject areas. The fields of knowledge in which the library is especially well developed for student needs are those of education, science, fine arts, American and English literature and history. The Browsing Alcove, attractively and comfortably furnished in a corner of the Main Library, extends, through its current periodical resources, a cordial invitation for recreational reading. The college library is staffed by two full-time trained librarians, assisted by several students.

Further library facilities which are available to the students of the college are the Providence Public Library, 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. The use of these three libraries in conjunction with that of the college makes possible an unusually extensive library experience for each student.

#### Kappa Delta Pi (Honor Society)

The Epsilon Rho Chapter of Kappa Delta Pi, an Honor Society in Education, was installed at the college in 1944. The object of this organization is to provide a national honorary fraternity to advance the interests of education as a profession. In order to foster high professional standards, the Society invites to membership those individuals exhibiting commendable qualities both of a personal and scholastic nature. It further endeavors to maintain a high degree of professional growth by recognizing and honoring outstanding contributions in the field of education.

Requirements which must be fulfilled to achieve membership in Kappa Delta Pi are these:

1. Full junior collegiate standing—5 semesters of college work must be completed.
2. General scholarship of a grade above the upper quartile point of College.
3. Completion of at least six semester hours of education if elected during the junior year, or twelve semester hours if elected during the senior year.
4. Indication that there will be a continued interest in the field of education.
5. Manifestation of desirable personal habits and leadership attributes as evidenced by a candidate's participation in extra-curricular activities.

#### Point System

The point system was devised to distribute honors and duties fairly among the students. It serves to promote leadership and efficiency and discourages over-taxation and monopoly. Students are eligible to hold offices which amount to not more than a total of ten points.

See College Handbook for information concerning point allowances.

#### The Alumni

More than six thousand graduates of the Normal School and College are members of the Associated Alumni of Rhode Island College of Education. Although many have married, a large number are making life time careers of teaching in college, secondary, and elementary school levels. Their success is clear evidence of the thorough training they received at the college.

Mr. John F. Brown, elected by the alumni under state law as their representative on the Board of Trustees of State Colleges, is chairman of that Board. The loyal affection of these alumni towards their Alma Mater is demonstrated year after year in a continuing series of events. Since the college is state-supported, the alumni are not called on for financial support, although that would be promptly provided if it were necessary. Rather, the alumni use their efforts to stress the social and cultural position of the college.

Two major events mark the annual calendar: In May a bridge is conducted on a grand scale, and in June members of the senior class are guests at an alumni tea. Younger members of the alumni hold a dance annually. At present also the alumni are planning a war memorial in honor of Rhode Island College of Education students and graduates who died in World War II.

Officers of the association are: President—Miss Sara L. Kerr of Central Falls; First Vice President—Miss Carolyn Haverly of Providence; Second Vice President—Miss Mary McCusker of Providence; Corresponding Secretary—Mrs. John F. McElroy of Providence; Recording Secretary—Mrs. Joseph Brady of Providence; Treasurer—Mr. Joseph Brady of Providence; Executive Board—Mrs. Joseph Hurley, Mrs. Agnes Fernald, and Miss Mary McLaughlin of Providence; Mrs. Edward J. Burrill, Miss Veronica Flynn, Mrs. Frank E. Greene, and Mrs. H. Theodore Beauregard of Pawtucket; Mrs. John Griffin of Central Falls; Mrs. W. Frank O'Donnell of East Providence.

Misses Kerr, Haverly, McCusker, Flynn, McLaughlin, and Mrs. Griffin still teach, and Mrs. Beauregard conducts her own school.

In recent years, the Associated Alumni have established attractive headquarters at the college, and during late 1946 the association dedicated a new organ in honor of the memory of Dr. John Lincoln Alger, late President of the college and the first to serve following the change from Normal School status. While the association meets formally only once a year, because of the huge membership, the Executive Board meets six or seven times a year to arrange special programs. Election of officers takes place every other year.

Since members of the Associated Alumni reside in every community in the state, there are smaller groups, all but one informal in nature. The exception is a unit known as Westerly Chapter in the southern part of the state.

## In Service Education

### Fall and Summer Session

The courses offered during the Fall and Summer Session are for teachers in service or those who are preparing to teach in the public schools of the State. Opportunity is thus provided for cultural development and professional growth, and the completion of Degree work. Courses are given in cooperation with the State Department of Education, and may be applied to a Certificate, Bachelor of Education degree, or a Master of Education degree. There is no tuition for residents. Non-residents are charged the prevailing tuition rates of their own Teachers Colleges.

## Bachelor of Education

### Teachers in Service

The Committee on Special Credits announces a change in requirements for the degree of Bachelor of Education earned by teachers in service. The system, hitherto, of requiring specific courses will be discontinued and replaced by the following program:

1. Courses will be distributed among four areas of concentration according to content.

### I Education

- Psychology
- \*Advanced Educational Psychology
- Tests and Measurements
- Statistics
- Guidance
- \*History of Education
- \*Rhode Island Education
- \*Principles of Education
- Supervision
- Special Methods
- (\*Required for State Certificate)

### III Arts

- English
- Speech
- Dramatics
- Modern Languages
- Classical Languages
- Art
- Music

### II Social Studies

- History
- Geography
- Economics
- Sociology
- Political Science
- Philosophy
- Commercial Law
- Religion

### IV

### Mathematics and Science

- Mathematics
- Biology
- Physical Sciences
- Health



## Curricula Offered at

### Rhode Island College of Education

A program of studies of the college embraces the following curricula:

#### 1. A FOUR-YEAR KINDERGARTEN-PRIMARY CURRICULUM.

This curriculum is designed to prepare teachers for the Kindergarten and Primary classes. There is a concentration in the Psychology of the Young Child and courses in Arithmetic, Music for the Grades, and Children's Literature. The curriculum leads to a Bachelor of Education Degree and Kindergarten Primary Certificate.

#### 2. ELEMENTARY CURRICULUM. A FOUR-YEAR ELEMENTARY CURRICULUM.

This curriculum is designed to prepare for teaching on the elementary school level. Courses include Reading, Arithmetic, and Music for the Grades, as well as Children's Literature. These courses are given in addition to cultural and other professional courses.

#### 3. A FOUR-YEAR SECONDARY SCHOOL CURRICULUM. (ENGLISH-SOCIAL STUDIES)

This four-year curriculum is designed to prepare for teaching in the secondary field. There is a subject matter concentration of nineteen semester hours in English and twenty-five semester hours in Social Studies. This curriculum prepares for a Bachelor of Education Degree and a Secondary Certificate.

#### 4. A FOUR-YEAR SECONDARY SCHOOL CURRICULUM (MATHEMATICS-SCIENCE CURRICULUM)

This four-year curriculum is designed to prepare for teaching in the secondary field. There is a subject matter concentration of fifteen semester hours in Mathematics and nineteen semester hours in Science. This curriculum prepares for a Bachelor of Education Degree and a Secondary Certificate.

## Kindergarten & Primary Curriculum

### Freshman Year

First Semester	Credits	Second Semester	Credits
Observation and Conference	1	Observation and Conference	1
Orientation in Art	2	Modern Languages	3
Speech or Music	2	Speech or Music	2
Grammar and Composition	3	Orientation in Art	2
Modern Languages	3	Grammar and Composition	3
Survey of Western Civilization	3	Survey of Western Civilization	3
Survey of Mathematics	3	Survey of Mathematics	3
Biological Survey	2	Biological Survey	2
Health 5 or 6	1	Health 5 or 6	1
Physical Fitness (2 Hrs.—No Credit)	—	Physical Fitness (2 Hrs.—No Credit)	—
	20		20

## Kindergarten & Primary Curriculum

### Sophomore Year

First Semester	Credits	Second Semester	Credits
Educational Psychology	3	Theory and Practice of Education for Young Children	3
Physical Science	3	Geography	2
Geography	2	Physical Science	3
Public School Music or Arithmetic	3	English Literature	3
Speech	2	Arithmetic (Grades) or Music	3
Elective	2	Theory and Practice in Games	2
Theory and Practice, Physical Ed.	2	Elective	2
	17		18

## Kindergarten & Primary Curriculum

### Junior Year

First Semester	Credits	Second Semester	Credits
<b>A-Division</b>			
Psychology of Young Child	2	Student Teaching	
Penmanship	1		
Participation	5		
Art	3		
History and Philosophy of Education	3		
Economics	2		
Elective	2		
	—		
	18		
First Semester	Credits	Second Semester	Credits
<b>B-Division</b>			
Psychology of Young Child	2	Penmanship	1
History and Philosophy of Education	3	Participation	5
American Literature	3	American History	3
American History	3	Art	3
Children's Literature	2	Economics	2
Biology	2	Elective	4
Elective	2		
	—		
	17		18

## Kindergarten & Primary Curriculum

### Senior Year

First Semester	Credits	Second Semester	Credits
<b>A-Division</b>			
Tests and Measurements	2	American Literature	3
American History	3	American History	3
Health and Hygiene	1	Principles of Teaching and School Management	3
Rhode Island Education	2	Biology	2
Children's Literature	2	Electives	6
Sociology	2		
Electives	6		
	—		
	18		17
First Semester	Credits	Second Semester	Credits
<b>B-Division</b>			
Student Teaching			
		Tests and Measurements	2
		Sociology	2
		Principles of Teaching and School Management	3
		Health and Hygiene	1
		Rhode Island Education	2
		Electives	8
			18

## Elementary Curriculum

### Freshman Year

First Semester	Credits	Second Semester	Credits
Observation and Conference .....	1	Observation and Conference .....	1
Orientation in Art .....	2	Modern Languages .....	3
Speech or Music .....	2	Speech or Music .....	2
Grammar and Composition .....	3	Orientation in Art .....	2
Modern Languages .....	3	Grammar and Composition .....	3
Survey of Western Civilization .....	3	Survey of Western Civilization .....	3
Survey of Mathematics .....	3	Survey of Mathematics .....	3
Biological Survey .....	2	Biological Survey .....	2
Health 5 or 6 .....	1	Health 5 or 6 .....	1
Physical Fitness (2 Hrs.—No Credit) .....	—	Physical Fitness (2 Hrs.—No Credit) .....	—
	20		20

## Elementary Curriculum

### Sophomore Year

First Semester	Credits	Second Semester	Credits
Educational Psychology .....	3	Henry Barnard Reading Methods .....	3
Geography .....	2	Geography .....	2
Physical Science .....	3	Physical Science .....	3
Public School Music or Arithmetic .....	3	English Literature .....	3
Speech .....	2	Arithmetic (Grades) or Music .....	3
Elective .....	2	Elective .....	2
Theory and Practice, Physical Education .....	2	Theory and Practice in Games .....	2
	17		18

## Elementary Curriculum

### Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Penmanship .....	1	Student Teaching .....	—
Participation .....	5		
Art .....	3		
History and Philosophy of Education .....	3		
Economics .....	2		
Electives .....	4		
	18		
First Semester	Credits	Second Semester	Credits
B-Division		B-Division	
History and Philosophy of Education .....	3	Penmanship .....	1
American Literature .....	3	Participation .....	5
American History .....	3	American History .....	3
Biology .....	2	Art .....	3
Children's Literature .....	2	Economics .....	2
Electives .....	4	Electives .....	4
	17		18

## Elementary Curriculum

### Senior Year

First Semester	Credits	Second Semester	Credits
<b>A-Division</b>			
Tests and Measurements	2	American Literature	3
American History	3	American History	3
Health and Hygiene	1	Philosophy of Education	2
Rhode Island Education	2	Principles of Teaching and School Management	3
Children's Literature	2	Biology	2
Sociology	2	Electives	6
Electives	4		19
	16		
<b>B-Division</b>			
Student Teaching	2	Tests and Measurements	2
		Sociology	2
		Principles of Teaching and School Management	3
		Health and Hygiene	1
		Rhode Island Education	2
		Electives	8
			18

## Secondary Educational Curriculum

### English Social Studies Concentration

#### Freshman Year

First Semester	Credits	Second Semester	Credits
Observation and Conference	1	Observation and Conference	1
Orientation in Art	2	Modern Languages	3
Speech or Music	2	Speech or Music	2
Grammar and Composition	3	Orientation in Art	2
Modern Languages	3	Grammar and Composition	3
Survey of Western Civilization	3	Survey of Western Civilization	3
Survey of Mathematics	3	Survey of Mathematics	3
Biological Survey	2	Biological Survey	2
Health 5 or 6	1	Health 5 or 6	1
Physical Fitness (2 Hrs.—No Credit)	—	Physical Fitness (2 Hrs.—No Credit)	—
	20		20

### English Social Studies Concentration

#### Sophomore Year

First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
English Literature	3	Educational Psychology	3
Social Studies	3	Speech	2
Sociology	2	Advanced Composition	2
Classical Backgrounds of Literature	2	Political Science	2
Electives	4	Tudor England to Present	3
Theory and Practice, Physical Education	2	Electives	2
		Theory and Practice, in Games	2
	18		18

### English Social Studies Concentration

Junior Year			
First Semester	Credits	Second Semester	Credits
<b>A-Division</b>			
Penmanship	1	Student Teaching	
Participation	5		
History and Philosophy of Education	3		
Economics	2		
Electives	6		
	17		
<b>B-Division</b>			
History and Philosophy of Education	3	Penmanship	1
American Literature	3	Participation	5
American History	3	American History	3
Electives	8	Economics	2
	17	Electives	6
			17

### English Social Studies Concentration

Senior Year			
First Semester	Credits	Second Semester	Credits
<b>A-Division</b>			
Tests and Measurements	2	American Literature	3
American History	3	American History	3
Health and Hygiene	1	Principles of Teaching	3
Rhode Island Education	2	and School Management	3
Electives	10	Electives	8
	18		17
<b>B-Division</b>			
Student Teaching		Tests and Measurements	2
		Principles of Teaching	3
		and School Management	3
		Health and Hygiene	1
		Rhode Island Education	2
		Electives	10
	40		18

### Mathematics-Science Concentration

Freshman Year			
First Semester	Credits	Second Semester	Credits
<b>Observation and Conference</b>			
Observation and Conference	1	Observation and Conference	1
Orientation in Art	2	Modern Languages	3
Speech or Music	2	Speech or Music	2
Grammar and Composition	3	Orientation in Art	2
Modern Languages	3	Grammar and Composition	3
Survey of Western Civilization	3	Survey of Western Civilization	3
Survey of Mathematics	3	Survey of Mathematics	3
Biological Survey	2	Biological Survey	2
Health 5 or 6	1	Health 5 or 6	1
Physical Fitness		Physical Fitness	
(Hrs.—No Credit)		(Hrs.—No Credit)	
	20		20

### Mathematics-Science Concentration

Sophomore Year			
First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
Theory and Practice in Physical Education	2	Speech	2
English Literature	3	Educational Psychology	3
Physics	3	Physics	3
Trigonometry	3	Analytic Geometry	3
Advanced Biology	3	Theory and Practice in Games	2
Elective	2	Elective	2
	18		17
	41		

### Mathematics-Science Concentration

#### Junior Year

First Semester	Credits	Second Semester	Credits
<b>A-Division</b>		<b>A-Division</b>	
Penmanship	1	Student Teaching	
Participation	5		
Calculus	3		
History and Philosophy of Education	3		
Economics	2		
Electives	4		
	18		

First Semester	Credits	Second Semester	Credits
<b>B-Division</b>		<b>B-Division</b>	
Chemistry	3	Penmanship	1
History and Philosophy of Education	3	Participation	5
American Literature	3	American History	3
American History	3	Calculus	3
Health 32	2	Economics	2
Electives	4	Electives	4
	18		18

### Mathematics-Science Concentration

#### Senior Year

First Semester	Credits	Second Semester	Credits
<b>A-Division</b>		<b>A-Division</b>	
Chemistry	3	Chemistry	3
Tests and Measurements	2	American Literature	3
American History	3	American History	3
Health and Hygiene	1	Principles of Teaching and School Management	3
Rhode Island Education	2	Electives	6
Health 32	2		
Sociology	2		
Electives	2		
	17		18

First Semester	Credits	Second Semester	Credits
<b>B-Division</b>		<b>B-Division</b>	
Student Teaching		Chemistry	3
		Tests and Measurements	2
		Sociology	2
		Principles of Teaching and School Management	3
		Health and Hygiene	1
		Rhode Island Education	2
		Electives	6
			19

### Areas of Concentration in the Secondary Field

Each prospective teacher enrolled in the secondary curriculum is required to complete the following hours of subject matter concentration:

#### English Field

Required—19 Semester Hours	Hours	Periods
English 101	3	3
English 102	3	3
English Literature 201	3	3
Literature 202	3	3
Advanced Composition 204	2	2
Classical Myths	2	2
Studies in Early United States Literature	3	3

#### Social Studies

Required—25 Semester Hours	Hours	Periods
Geography 201—Elements of World Geography	2	2
Geography 202	2	2
History 101—Foundation of Western Civilization	3	3
History 102—Foundation of Western Civilization	3	3
Sociology 201	2	2
Political Science	2	2
Economics 301	2	2
Social Studies	3	3
American History 401	3	3
American History 402	3	3

#### Mathematics

Required—15 Semester Hours	Hours	Periods
Mathematics 101—Freshman Mathematics	3	3
Mathematics 102—Freshman Mathematics	3	3
Mathematics 203—Trigonometry	3	3
Mathematics 204—Plane Analytical Geometry	3	3
Mathematics 301, 302—Differential and Integral Calculus	3	3

#### Science

Required—19 Semester Hours	Hours	Periods
Biology 101—General Biology	2	2
Biology 102—General Biology	2	2
Advanced Biology 201	3	3
Physics 211, 212	4	4
Physics Lab 211, 212	2	4
Chemistry 311, 312	4	4
Chemistry Lab 311, 312	2	4

#### Education Concentration

Required—21 Semester Hours	Hours	Periods
Observation and Conference	1	1
Educational Psychology	3	3
History and Philosophy of Education	3	3
Principles of Teaching and School Management	3	3
Rhode Island Education	2	2
Tests and Measurements	2	2
Student Teaching	5	10
Elective	2	2

### Description of Courses by Departments

Not all the electives will be given in any one year. Whenever the demand for a course warrants the offering of the course, it will be given. In general, electives are rotated from year to year. The courses are numbered according to the year in which they are taken. The 500 Courses are electives.

#### Courses of Instruction in Art

**Art 101-102—Introduction to Art** 2 hours  
The purpose of the course is to acquaint the student with the fundamental principles of art; to build a discriminating attitude toward art; to deepen interest in art activities and art products; to establish finer powers of selection; and to help the student to express his art needs creatively.

Consideration will be given to such technical problems as lettering, poster, design, color, and the handling of materials.

**Art 301—Art for the Elementary Grades** 3 hours  
The purpose of the course is to clarify the position of the classroom teacher in the creative activity program; to develop an appreciation of what the arts can mean to personal integration and to the entire school and community life.

The course also aims to develop an understanding of art expression in children's work and an evaluation of its worth. Other problems treated: materials, techniques, bulletin board displays, exhibitions, schoolroom furnishing.

**Art 501—Figure Drawing** 2 hours  
The course includes work in sketching from the costumed model. The problems considered are: figure construction, composition, design, color, and the handling of various mediums.

**Art 502—Poster** 2 hours  
The course deals with the underlying principles of design in lettering; the poster and its place in the school curriculum; the use of various mediums and techniques.

**Art 503—Ceramic Sculpture** 2 hours  
The course deals with the study of three dimensional form through the use of clay; an understanding of the methods involved in the various processes and decoration; and the study of designing, glazing, and firing.

### Courses of Instruction in Education

**Ed. 101—Freshman Observation** 1 hour  
This orientation course of one hour weekly in the laboratory school, serves to acquaint the beginning teacher with modern school organization and equipment. It directs attention to tools and skill and makes the student, teacher-conscious at the start of her professional career.

**Ed. 201—Educational Psychology** 3 hours  
The basic points of view and findings of psychology are studied in their relations to education. Correlated with demonstration and observation in the Henry Barnard School.

**Ed. 301—History of Education** 2 hours  
A development of the rise of education from its early inception (informal education) to present attempts to answer the needs of society. Great movements and important contributors are studied for interpretation.

**Ed. 302—School Management** 2 hours  
An analysis of school and classroom organization and efficient management.

**Ed. 303—Teaching Participation** 5 hours  
This practical professional preparation, at the laboratory school, involves a proper correlation of principle and practice through demonstration, conference and actual teaching participation. This work is the immediate preparation for training.

**Ed. 401—Rhode Island Education** 2 hours  
The history of the development of education in Rhode Island and the laws governing the conduct of schools.

**Ed. 402—The Philosophy of Education** 2 hours  
A study of past philosophies of education and the development of current philosophies in the organized objectives of education.

**Ed. 403—Principles of Teaching** 2 hours  
A study of the aims, purposes, materials, and basic principles of modern classroom instruction.

**Ed. 404—Educational Tests and Measurements** 2 hours  
The philosophy and techniques of measurement in education, including test construction, analysis of test results, and grading.



- Ed. 405—**Practical Teacher Training** Full Semester  
This internship of the young teacher is a half year assignment as a regular and full time teacher in one of the training schools of the state, under a state certified critic. This represents 400 clock hours of practice.
- Ed. 501—**Secondary Education** 2 hours  
The philosophy and objectives of secondary education, including the junior and senior high school.
- Ed. 502—**Administration and Supervision** 2 hours  
The administrative organization and control of the schools.
- Ed. 503—**Professional Ethical Relations** 2 hours  
The relations and consequent professional conduct of the teacher toward all phases of school organization and classroom procedure.
- Ed. 511—**Child Growth and Development** 2 hours  
A consideration of laws of physical and mental growth and their inter-relations. Approaches will include analysis of the influence on growth of heredity, health, emotion, and community relations. Treatment will be given to growth of bodily control, intellectual processes, and to social, moral, and personality patterns.
- Ed. 512—**Mental Hygiene** 2 hours  
The nature of mental health and how to secure and promote it. Problems involved will include causes of mental illness and remedial procedures. Some topics to be discussed: Relations of mind and body, mental health of the teacher group, nature of a wholesome philosophy of life, the child's emotional relation to his family.

### Courses of Instruction in English

- Eng. 101-102—**English Fundamentals** 3 hours  
A continuous one-year course. Grammar and mechanics treated in relation to logical thinking, effective speaking and writing, and teacher preparation.  
Frequent practice in writing outlines, lesson plans, precis, letters, single paragraphs, and longer themes drawn from experience, reading, and reflection. One unit, at least, in research and manuscript preparation.

### Eng. 201—**Applied Methods—English Literature** 3 hours **Anglo-Saxon to Tudor Period**

After a background study of the beginnings of our English Language and literature, each period is studied with the particular literary type associated with the period. The study includes Anglo-Saxon, Norman, Chaucer, Tudor Periods.

### Eng. 202—**Applied Methods—English Literature** 3 hours **Puritan England to Romantic**

In this course the emphasis is on subject matter with a definite awareness of classroom methods and materials. The study includes the Historical and Social significance of each Period studied from the Puritan, 1603-1660, to the Period of Johnson, 1746-1770.

### Eng. 204—**Advanced Composition** 2 hours

Materials vary from semester to semester. Goals: Frequent practice in creative writing and enthusiastic, intelligent self-criticism.

### Eng. 205—**Classical Myths** 2 hours

This is a course in Classical backgrounds as an aid to the appreciation of literature. Parts of the Iliad and Odyssey are read and discussed. The Greek and Roman myths make excellent story material for all grade levels.

### Eng. 302—**Children's Literature** 2 hours

An evaluation of children's books, old and new. Topics include the following: Reading interests, Historical Survey, Illustrators, Classroom Libraries, Traditional and Modern Materials.

### Eng. 304—**Literary History of the United States** 3 hours

An historical and critical study of the writings of the Colonies and the United States. More emphasis on developing good readers interested in the intellectual and cultural progress of their country than on a complete survey.

### Eng. 504R—**Studies in Early United States Literature** 2 hours

- Part I—The Puritans and Hawthorne.  
Part II—Melville, Thoreau, and Emerson.

### Eng. 505—**Modern American Poets** 2 hours

This course starting with a study of Whitman considers the outstanding twenty American poets. A unifying theme is Democratic Thought in American Poetry.

- Engl. 506—Applied Methods—English Literature 2 hours  
**Romantic to the Present**  
 This course makes a study of the Romantic Period, the Victorian, and the Contemporary Scene.
- Eng. 507—Chaucer and His Century 2 hours  
 A study of Chaucer's times as seen through history and the writings of Chaucer and William Langland. Economic, social, and religious conditions that gave rise to the satire of the Canterbury Tales and Piers Ploughman. The significance of Middle-English in the history of the English Language is stressed.
- Eng. 508—Shakespeare 2 hours  
 A study of Shakespeare's challenge to the Man of Action, the Social Man, and the Man of Reflective Thinking through the following plays:  
 Historical: King John; Richard II; Henry IV, Part I; Richard III.  
 Comedies: Midsummer Night's Dream; Taming of the Shrew; Tempest; Merry Wives of Windsor.  
 Tragedies: Romeo and Juliet; Julius Caesar; Hamlet; Othello; Macbeth.
- Eng. 509—Milton and His Time 2 hours  
 A study of the life and work of John Milton, the social background of the period and study of his chief writings.
- Eng. 510—The Poetry of Browning 2 hours  
 The art of Robert Browning as seen in his lyrics, dramatic monologues, and dramas.
- Eng. 511—British Poetry of the 19th Century 2 hours  
 The principal writings of the Romantic Poets and their relation to the period.
- Eng. 512—Poetics 2 hours  
 A study of the nature of poetry, critical principles whereby we can evaluate poetry. The work also includes suggestions and practice in verse writing.
- Eng. 513—The Essay 2 hours  
 An analytical study of the essay as a literary type. Its influence at various periods in history. Attention to Montaigne, Bacon, Steele, Addison, and other great essayists. The writing of essays is a requirement of this course.

- Eng. 514—The Short Story 2 hours  
 The purpose of this course is to study the technique of the short story for literary and human interest values. The changes that have taken place since the time of Poe will be noted, and an analysis made of twenty representative stories. Text: Bedside Book of American Short Stories.
- Eng. 515—The Drama 2 hours  
 The development of the drama from the Greek festival down to its present form. The study includes the Greek Tragedy and Comedy, Roman Drama, Mystery, Miracle, Morality Plays, Elizabethan Drama, Restoration, and on down to modern times.
- Eng. 516—Journalism 2 hours  
 Training in prose composition through the editorial, the news story, and the feature article. The handling of school publications.
- Eng. 517—The Development of the English Novel 2 hours
- Eng. 518—The Development of the Novel  
 of the United States 2 hours
- Eng. 519—Problems in the Teaching of English 2 hours  
 This course is offered as an elective during the Senior Year after students have returned from Training. It is conducted as a seminar and will consider basic problems of which student-teachers have become aware during their brief Training experience.

### Courses of Instruction in Geography

- Geog. 201, 202—Elements of World Geography 2 hours  
 This course is a prerequisite to all other geography courses and is required of all sophomore students of the college.
- The course is a two-part course. Part one is a very brief introduction to the elements of physical geography. Part two is a brief regional discussion of the world.
- Part I—The meaning and the method of geography maps and map reading, weather and climate, mathematical geography, elements of physiography, peoples of the world and distribution of races.
- Part II—The world divided by continents and then by political divisions. Introduced by a regional treatment of the continent, climate, topography location, vegetation, etc.; then the specific information.
- Text: **The World.** Jasper Stenbridge.

**Geog. 501—Economic Geography** 2 hours  
Offered in the first semester of each year for junior and senior students. (Also offered in extension as needed.)  
An upper level college course treating economic geography on the world basis from the occupational approach.  
Text: **Economic Geography.** C. F. Jones.

**Geog. 502—Political Geography** 2 hours  
Offered in the second semester of even years for junior and senior students. (Also offered in extension as needed.)  
The course develops the principles of political geography systematically. Deals with the influence of mountains, rivers, lakes, and oceans as barriers, boundaries, etc. Considerable attention is given to current geographic problems.  
Text: **Elements of Political Geography.**

S. Van Valkenburg

**Geog. 503—Research in Geography** 2 hours  
On approval of the office and of the geography department, students either in upper level college classes or in extension may do directed research with regular credit. Conference time is to equal that of regular classes.

Such students will generally do work on special problems and write a written report of the work which will constitute the credit grade.

**Geog. 504—Regional Geography of North America** 2 hours  
Offered in the second semester of odd years for junior and senior students. (Also occasionally offered in extension.)  
Develops the fundamental geographic attributes of our continent, climate, soils, topography, vegetation, etc. This is followed by a systematic study of regions within the continent.

**Geog. 505—World Human Geography** 2 hours  
Offered in extension only for teachers and administrators in public schools.

The course sets forth the chief factors of human geography, such as the influence of mountains, of deserts, of plains, etc., on human activities. Climatic factors are especially treated. Following the systematic discussion of the elements attention is turned to selected regions and countries as a means of using the principles.

Text: **Principles of Human Geography**

Ellsworth Huntington

**Geog. 506—Elements of Weather and Climatology** 2 hours  
Offered only in extension for teachers and administrators in service.

The course is a systematic study of the weather elements followed by an intense study of the climates of the world, their characteristics and distribution. With each climatic region readings are assigned on the human activities of the region in order to correlate climate with man's activities.

Text: **Elements of Geography.** Finch and Trewartha

**Geog. 507—Teaching Geography in the Public Schools** 2 hours  
Offered only in extension for teachers and administrators.

The course will discuss the best materials and the best approaches to geography at the several levels. The course is for all grades up through college and should be especially valuable to administrative leaders in public schools. Time is devoted to making and using visual aids for geography teaching. It is assumed that teachers taking this course have some training in the subject matter of geography.

## Health and Physical Education

**Health 101—Anatomy and Physiology** 1 hour  
Fundamentals of Anatomy and Physiology.

**Health 102—Hygiene** 1 hour  
Fundamentals in the principles and problems of personal hygiene.

**Physical Education 103-104—Physical Fitness—(No credit)** 2 hours

Calisthenics, game skills, team games, simple apparatus and stunts. Rhythmical activities including square dancing, folk dancing and fundamental dance steps.

**Physical Education 201—Theory and Practice of Physical Education** 2 hours

Underlying principles of Physical Education, methods for the classroom teacher, with practice teaching in marching, drills, and story plays.

**Physical Education 202—Theory and Practice of Games**

2 hours

Methods and principles of teaching rhythmical activities in the elementary school with experience in teaching own class.

**Physical Education 301—Theory and Practice of Folk**

**Dancing** 2 hours

Objectives, lesson planning, principles of teaching folk dancing with practice in teaching simple folk dances. Juniors.

**Health 401—Health Education** 2 hours

Review and further study in anatomy and physiology. Elementary Histology with laboratory study of cells, tissues, organs, and systems.

**Health 402—Prerequisite Health 401 or Equivalent** 2 hours

Resume of "Health thru the Ages." Story of Science versus Health and the contributions made by scientists of all nationalities. School and community health and immunization progress. Study of hygiene of the eye, ear, heart, and kidney.

**Physical Education 501—Creative Dance** 2 hours

A study of rhythm, design, and the various techniques used in creating a dance with opportunity for self expression in group work.

**Health 502—Advanced Personal Hygiene—Part I** 2 hours

The nervous system and the effects of sensory-motor experiences upon health. Open to Upperclassmen in order of seniority.

**Health 503—Advanced Personal Hygiene Part II** 2 hours

Hygiene of the various systems of the body. Open first to those who have had Part I or Seniors.

**Health 503—First Aid and Safety Education Program**

2 hours

First Aid and Safety Education Program for schools and the community. Arrangements may be made to obtain certificates in Red Cross standard, advanced, and instructors' courses.

**Activity**

Drills, games, sports, stunts, apparatus, dances.

**Courses of Instruction in History**

**History 101, 102—Foundations of Western Civilization**

3 hours

A survey course to show the evolution of the economic, social, and political institutions of the present and to provide an understanding of the cultural contributions of the various epochs to our own.

**History 201—Twentieth-Century World History** 3 hours

The more important aspects of the history of the period 1914 to the present are selected and related to the social, economic, governmental, and educational problems of the world today. (Required only in the English-Social Studies Course.)

**History 301, 302—History of the United States** 3 hours

An advanced course in the social, political, and economic development of our nation.

**History 501—History of Ancient Times** 2 hours

A study of man's progress from earliest ages to the fifth century in the Christian era. Topics are chosen for their significance in emphasizing the contributions made to present day developments.

**History 502—Nineteenth-Century Europe** 2 hours

A brief study of the major developments of the nineteenth century: the Industrial Revolution, Nationalism, Political and Social Democracy, Imperialism, and International Alliances.

**History 503—Community Resources** 2 hours

A flexible program organized around the varied resources of a city which is both the state capital and a college and university center. The class activities include visits to museums, radio stations, and historic landmarks; attendance at lectures, concerts, forums, etc., and short reports on selected radio programs, newspaper and magazine articles, and current non-fiction books.

**History 504—Rhode Island History** 2 hours

A survey course stressing colonial origins and distinctive characteristics, the part played in the pre-Revolutionary period, and industrial growth with accompanying social changes during the national period.

**History 505—Constitutional and Political Development of Rhode Island** 2 hours  
Political history under the Charter and the Constitution.

**History 506—Studies in Community Development in Rhode Island** 2 hours  
Directed research activities with class discussions and reports, stressing the industrial and social history of communities.

**History 507—Unit and Lesson Planning in United States and Rhode Island History** 2 hours  
Relationships between national and State or local history are developed in order to vitalize and illustrate the subject of national growth.

**History 518—Problems in the Teaching of United States History** 2 hours  
The nature and treatment of historical material, with examples chiefly from American history. Study of the nature of a record on which history is based and the laws of historical criticism. Plans for the use of primary sources and other material in teaching.

**History 519—The Teaching of History in Secondary Schools** 2 hours  
Among the topics included will be the selection and organization of subject matter for junior and senior high school courses; effectiveness of presentation, including the use of illustrative material; selection and management of reading and other activities; relation of units to current world conditions and problems; utilization of local and State history and community resources; unit and lesson planning; checks and tests.

**History 520—The Social Studies Program in Secondary Schools**  
Modern curricula in use in various school systems: relationships between history, geography, economics, civics, "problems of democracy," and literature. Comparison of "fusion" courses and distinct courses in the various fields of subject matter. Study of historic currents in American life which should be stressed, and of the curriculum in terms of needs of today.

**History 521—Teaching Social Studies in the Elementary Grades** 2 hours  
Teaching techniques, methods, and materials for effective

provision for individual needs of pupils in the social studies program of the elementary school. Recognition of and methods of overcoming learning difficulties.

**History 522—The Social Studies Experience Curriculum** 2 hours  
Modern trends in the social studies classroom procedure. The integration of child personality through an integrated experience curriculum.

**History 523—Materials for the Social Studies** 2 hours  
Opportunities for becoming acquainted with social studies curricula and with materials including textbooks, visual and other teaching aids; criteria for selection and judgment of books and other materials in terms of teaching results.

**History 524—The Unit Method in the Social Studies** 2 hours  
A critical consideration of effective teaching in an activity curriculum. Emphasis is upon development of a working theory in the social studies today using the unit procedure.

**History 525—Museum Resources for Elementary Social Studies** 2 hours  
The course is developed principally through actual experience of the students in the use of museum material. Preparing for a museum trip, using the facilities of a museum and planning exhibits of children's work will be among the topics considered.

**History 503—Foreign Relations of the United States Since 1865** 2 hours  
Opening with an analysis of such historic traditions as freedom from European entanglements, the Monroe Doctrine, freedom of the seas, and the "Open Door" policy, this course gives major emphasis to the evolution of the United States as a world power. Economic as well as political bases of foreign policy are considered. Materials and organization for teaching purposes are included.

**History 509—The United States in World Affairs, 1918-1947** 2 hours  
Relations with Europe, the Far East, and the other American republics, emphasizing the analysis and background of outstanding contemporary problems.

**History 510—The World Crisis of 1931-1945** 2 hours  
Collapse of the peace structure, opening with Japanese aggression in Manchuria. The possessions, interests, poli-

cies and economic resources of the United Nations and the Axis powers. The principal theatres of World War II and the course of the war to the conclusion of hostilities.

**History 511—Contemporary World Problems** 2 hours  
Political and economic conditions; current problems in international relations.

**History 512—The United States and the Pacific** 2 hours  
A graduate study of the influence of the Pacific on American life. The economic and social development of Japan, India, China, Australia, and the Dutch Indies as they affect American policies and interests. Policies, habits, and customs of the Far East. Post-war opportunities and responsibilities in the Pacific.

**History 513—Latin American History** 2 hours  
An analysis of political, social, and economic developments in Latin American history with emphasis on the significance of Latin American economy in the foreign trade and foreign policy of the United States.

**History 514—International Relations of the Americas** 2 hours  
Relations among the twenty-one American Republics and the Dominion of Canada since 1889; growth of hemispheric solidarity through the "Good Neighbor" policy; the position of the Western Hemisphere in the world today.

**History 515—International Organization** 2 hours  
The history of the League of Nations and studies of the United Nations as a plan for world government.

**History 516—Economic History of the United States** 2 hours  
The economic development of the United States from the colonial period to the present, in its bearing on the social and cultural life of the people, on our domestic policies, and on our international relations.

**History 517—Cultural and Social History of the United States** 2 hours  
An interpretation of the American scene in different periods as revealed in outstanding literary and historical works. The American heritage from the social standpoint.

**History 526—English History** 2 hours  
A survey of the political, social, and economic history of England from the point of view of providing background for the study of English literature and for the understanding of Anglo-American relations.

**History 527—History of the Far East** 2 hours  
Emphasis is on western contacts with Eastern Asia in the modern period.

**History 528—Colonial History of the United States**

**History 529—New Viewpoints in American History**

**History 530—Constitutional History of the United States**

**History 531—Political, Economical, and Social History of the United States Since 1920**

**History 532—Early Rhode Island Leaders**

**History 533—Projects in Rhode Island History in Elementary and Junior High Schools**

**History 534—Audio-Visual Aids in Social Studies**

**History 535—Expansion of Europe, 1870-1914**

**History 536—Stuart and Tudor England**

**History 537—History of the Balkans and the Near East in Modern Times**

### Courses of Instruction in Mathematics

**Math 101, 102—Freshman Mathematics** 3 hours

A survey course with integration and extension of concepts of arithmetic, algebra, and geometry learned in grades through study of (a) the straight line (b) trigonometry (c) the rate of change of a function (the derivative) and (d) functions changing at a given rate (differentials and the integral).

**Math 201—Arithmetic Through Junior High School** 3 hours

A study of how to teach arithmetic. Conflicting philosophies presented and discussed. Basic method texts and grade arithmetic used for reference and study. High percentage success in arithmetic, calculation, and problem-solving required. Problem-solving methods especially stressed.

**Math 203—Trigonometry** 3 hours

Plane and spherical. Full treatment possible because of start in freshman course.

**Math 204—Plane Analytical Geometry** 3 hours  
Detailed study of straight line, conic sections, polar coordinates, some higher plane curves, and empirical equations.

**Math 301, 302—Differential and Integral Calculus** 3 hours  
Prerequisites: One semester of plane analytic geometry and one semester of plane trigonometry.

**Math 501—Solid Geometry** 2 hours  
An elementary course in solid geometry for students not having had it in high school.

**Math 502—College Algebra** 2 hours  
As many standard topics covered as time allows. Usually arithmetical and geometrical progressions, binomial theorems, mathematical inductions, theory of investment, permutations, combinations, probability and theory of equations.

**Math 503—Teaching High School Mathematics** 2 hours  
Specific problem material from algebra, geometry, and trigonometry used to show how to teach students to do reflective thinking while acquiring skills.

**Math 504—Mathematics in General Education** 2 hours  
Particular and general application to many fields of learning and activity. Emphasis on thought processed involved in solution of problems.

**Math 505—Mathematics of Finance** 2 hours  
Certain topics such as compound interest annuities, bonds, depreciation, perpetuities, and capitalized cost.

### Courses of Instruction in Modern Languages

**French 103, 104—Intermediate French** 3 hours  
Course includes review of grammar and reading of texts of average difficulty. Stress is laid on pronunciation and oral work. Prerequisite: Two years of preparatory French.

**French 105, 106—Advanced French** 3 hours  
Course emphasizes rapid reading and oral proficiency. First semester, reading of short stories; second semester, French classic dramatists. Prerequisite: Three years of preparatory French.

**Italian 101, 102—Elementary Italian** 3 hours  
Designed to give a thorough knowledge of fundamentals of pronunciation and grammar. Course includes conversation and reading of easy texts.

**Spanish 101, 102—Elementary Spanish** 3 hours  
Study of fundamentals of pronunciation and grammar, plus conversation and rapid reading of easy texts.

**Modern Language 501—French Conversation** 2 hours  
Drill in spoken French, with study of pronunciation and occasional written compositions. Discussion in French of French customs and interests.

**Modern Language 502—French Newspaper Readings** 2 hours  
Reading of current French weekly for comprehension, study of modern idiom and as a basis for conversation.

**Modern Language 511—French Literature of the Seventeenth Century** 2 hours  
Reading of selections from works of outstanding writers of the period, exclusive of the great dramatists (studied in French 106). Emphasis on development of classical ideal and its characteristics.

**Modern Language 512—French Literature of the Eighteenth Century** 2 hours  
A study of the principal trends of thought in the Age of Enlightenment, based on reading of typical selections from works of Montequieu, Voltaire, Rousseau, Diderat, et al.

**Modern Language 513, 514—French Literature of the Nineteenth Century** 2 hours  
**Part I (513)—Romanticism**  
A study of the development of the Romantic movement in first half of the century with emphasis on the works of the Great Romanticists—Lamartine, Hugo, Vigay, Musset.

**Part II (514)—Realism**  
Continuation of the above with emphasis on Realism and Symbolism of the latter half of the century.

**Modern Language 515—French Short Stories of the Twentieth Century** 2 hours  
A study of short stories selected from works of representative authors of the first quarter of the present century. Special attention to modern vocabulary and idioms.

Modern Language 521, 522—Elementary Spanish 2 hours  
Same as Freshman courses, Spanish 101, 102. This class elective for upperclassmen.

Modern Language 523, 524—Intermediate Spanish 2 hours  
Review of grammar, reading of texts of average difficulty, with stress on oral work.

### Courses of Instruction in Music

Music 101—The Rudiments of Music Theory 1 hour  
The rudiments of music theory—in sight-reading, ear-training, and elementary harmony. Required of all freshmen.

Music 201—Methods in Grades 1 to 6 3 hours  
Objective, materials, and procedures of presenting music in grades 1-6, as they are related to the five-fold program: singing, dancing, playing, listening, and creating. Required of all sophomores in the Elementary Curriculum.

Music 501—Harmony I 2 hours  
A course combining written and keyboard harmony, using all the fundamental chords in root position, in all major and minor keys. An elective course open to all Sophomores, Juniors, and Seniors.

Music 502—Harmony II 2 hours  
A continuation of Harmony I, using fundamental chords in the first and second inversions, seventh chords and their inversions and original compositions—both in four parts and piano style accompaniment. Open to those students of Harmony I who show special aptitude.

Music 503—Music Appreciation for the Grades 2 hours  
An integrated course which, though emphasizing "listening," presents music in all its phases (i.e.—interpretation, mood, form, rhythm, etc.) and relates it to the school program in art, literature, and the social studies. Open to all Sophomores, Juniors, and Seniors.

Music 504—Public School Music Methods 2 hours  
New trends in Music education from the kindergarten through the sixth grade, as they are presented in the five-fold program: singing, listening, dancing, playing, and creating. An extension class open to grade teachers or music teachers.

Music 505—History and Development of Vocal Music 2 hours

The study of "form" in vocal music from plain song—folk song, art song, oratorio, and opera—with emphasis on listening to the music of the masters whose works illustrate these forms. Open to all Sophomores, Juniors, and Seniors.

Music 506—History and Development of Instrumental Music 2 hours

From Bach to the present, with illustrated material, stressing "form" in instrumental music (suite, fugue, sonata, concerto, symphony, symphonic poem, overture). Open to all Sophomores, Juniors, and Seniors.

Music 507—Opera 2 hours

The study of the opera from its beginnings to the present day—the contributions of each of the great opera composers, the story and the music of the most significant operas and some discussion of the world's great singers and the changes in the style of singing. Open to all Sophomores, Juniors, and Seniors.

Music 508—Songs for the Elementary Grades 2 hours

Building of the teachers' repertoire of good rate songs for children selected from many of the best song books. Technique in: the presentation of these songs, the selecting and conducting an elementary school choir, program building (for special holidays, and public performance). Extension class, open to grade or music teachers.

### Political Science Courses

201—Political Science 2 hours

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.

501—Comparative Governments and Politics 2 hours

Analysis of the structure and operation of the leading foreign governments together with a consideration of party programs and philosophies. The major political and social systems of Asia and Europe in comparison with American



institutions and ideals; parliamentary government in Great Britain and France; the Chinese Republic; the Soviet Union; government of dependent areas and post-war problems of political reconstruction.

**502—Contemporary Federal Law and Government** 2 hours  
A critical study of principles and practices in relation to the conditions and needs of our nation today. The problem of invisible government, organized minorities, pressure groups and lobbyists, government regulatory actions and agencies.

**503—Teaching of Civic Education** 2 hours  
The course aims to emphasize in constructive fashion the characteristics of democracy which belong to our heritage and which, if not emphasized in our schools, may be accepted with indifference and treated with negligence.

**504—Democracy at Work in the Elementary School** 2 hours  
A study of the social order in which children live today and the society which they will help to build tomorrow. Emphasis will be placed upon the public schools' part in the training of young citizens—citizens able and willing to preserve and enrich our democratic way of life.

**505—Political Philosophy in the United States** 2 hours  
Main trends in political thinking and their reflections in economic and social policy; from the Declaration of Independence to the United Nations Organizations after World War II, the significance of the Social Contract, Theory, Federalism, Jeffersonian Democracy, Jacksonian Democracy, Populism, Socialism, the New Deal, and the Atomic Age of world politics.

**506—The Constitution and Government of Rhode Island** 2 hours  
Study of the development and constitutional growth of Rhode Island with emphasis on the progressive part our State has played in constitutional theory.

**507—Governments of South America** 2 hours  
A study of the governments of South America and their problems of economic and political control; their problems in striving toward individual nationhood; their international relations, particularly to the United States and to Europe.

## Courses of Instruction in Biological Science

**Biology 101, 102—General Biology** 2 hours  
A study of the plant and animal kingdoms from the viewpoint of major biological concepts, emphasizing life processes, adjustments to surroundings, interrelation of species, and relation to human welfare.

**Science 201—Taxonomy, Etc.** 3 hours  
Studies from taxonomy, ecology, embryology, and genetics with special references to value for the prospective teacher.

**Biology 301—General Biology** 2 hours  
Emphasis on biological units which may be taught in the elementary grades.

**Science 501—Study of the Invertebrates** 2 hours  
A consideration of the important invertebrate phyla considering how these respond to environmental demands.

**Science 502—Bird Study** 2 hours  
Emphasis on identification and appreciation as well as economic importance. Includes field study.

**Science 503—Tree Study** 2 hours  
Identification of common species, value of trees, their enemies, and their way of life.

**Science 504—Wildlife Conservation** 2 hours  
A consideration of the natural resources, soil, water, forests, and wildlife with emphasis on their interdependence, their use and value to man and his management of them.

**Science 505—Teaching Practice** 2 hours  
Teaching elementary science in the Henry Barnard School.

## Courses of Instruction in Physical Science

**Phy. Sci. 203, 204—Elementary Physical Science** 3 hours  
This is a survey course, covering aspects of general science, largely in the fields of physics, chemistry, and astronomy. The topics in meteorology and geology that can be included in the three fields mentioned are touched upon briefly.

Other work in meteorology and geology is done by the Geography department.

There is considerable individual laboratory activity; many demonstrations are included; and audio-visual aids are extensively used. A text is required.

Physics—211, 212 2 hours

Study of basic text emphasizing the description of physical phenomena in mathematical language and using mathematical formulas to solve problems. Use of slide rule required.

Phy. Lab. 211, 212—Physics Laboratory 2 hours

Twenty-four experiments comprising the usual college course in laboratory physics. Experiments are done by pairs of students. A near-approximation of correlation with the lectures is achieved, but as there is a three-experiment cycle of experiments, some discontinuity results.

A laboratory manual is used, and rigorous experimental and mathematical procedures are followed. Accuracy and methodical work are required.

Management of a high school physics laboratory is taught during the second semester, as students become instructors for one experiment.

Chemistry—311, 312 Lecture—2 hours

Lab—1 Credit hour

During the first half year, an accelerated general chemistry course is covered. The major concepts, mathematical relationships, and laboratory techniques are touched upon.

During the Spring term, each student embarks upon a series of individual problems and completes them. Research and study incident to the problems is pursued. Teaching techniques, management of a large laboratory, and current writing in the field are all considered. Texts and laboratory manuals are used.

Science 511—Audio-Visual Aids to Instruction 2 hours

This methods course covers the field of audio-visual aids. It is essentially a laboratory course, as each student makes aids which she will use when she begins to teach. The many projection devices are thoroughly learned, and members of the class act as assistants in many college classes.

Each student learns how to take, develop, and print a photograph.

Science 512—Building Units in Science 2 hours

Theory and actual making of units comprising courses in science at any level. Experimental and demonstrational techniques will be included.

## Courses of Instruction in Sociology and Economics

Sociology 201 2 hours

A study of current thought on human relations in the world today. Also, a brief, intensive study of educational sociology, or the inter-relationships of sociology and education.

Economics 301 2 hours

A study of the laws and principles which fundamentally determine the life of the business world. A study of economic wants, wealth, production, trade, value and prices, money, wages, rent, interest, profit.

**Excerpts from the Rules and Regulations Governing  
the Issuance of Teachers' Certificates Adopted  
January 1, 1938**

- I. Specific State requirements:
- |                              |                         |
|------------------------------|-------------------------|
| a. Minimum age—19 years      | c. Character references |
| b. United States Citizenship | d. Pledge of Loyalty    |

**II. PROVISIONAL CERTIFICATES (valid for one year)**

- A. Academic requirements:
1. Graduation from approved secondary school
  2. Graduation from approved college, college of education, normal, or technical school (requiring four years of attendance for graduation)

**NOTE:** A graduate of a three-year state normal school with five years of experience, or a graduate of a two-year state normal school with ten years of experience, may be certified provisionally.

- B. Professional requirements:
1. Art and Science of Education . . . 200 clock hours  
To include "History of Education" and "Educational Psychology" with a minimum of 30 and a maximum of 50 clock hours in each course.

**NOTE:** The course in "Rhode Island Education" is required of all applicants for certification, the course to be completed within one year after certification is granted.

- C. Holders of a provisional certificate shall make a substantial advance annually by successful completion of one or more approved courses in summer school or extension service toward the 400 clock hour requirement.

**III. PROFESSIONAL CERTIFICATES (valid for five years)**

- A. Academic requirements: (See II-A)
- B. Professional requirements:
1. Art and Science of Education . . . 400 clock hours.  
To include the following with a minimum of 30, and a maximum of 50 clock hours in each:  
a. History of Education      c. Principles of Education  
b. Educational Psychology    d. Rhode Island Education

**NOTE:** Courses in General Psychology, Genetic Psychology, Philosophy, Sociology, etc., are not accepted.  
C. Practice Teaching . . . 400 clock hours

**NOTE:** The practice teaching requirement may be waived after five years of satisfactory service in Rhode Island public schools, following visitation and inspection of classes by a committee of master teachers.

### Attendance

	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46
Graduate Students .....	12*	12*	3*	—	2*	1*	2*
Seniors .....	126	125	137	79	64	60	65
Juniors .....	124	144	97	65	53	64	52
Sophomores .....	149	104	84	69	66	54	80
Freshmen .....	117	91	90	64	66	84	84
Special Students .....	6	5	3	8	2	4	16
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Students in Attendance for Part of Year Only .....	534	481	414	285	258	267	299
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Enrollment in Regular Classes .....	12	17	25	51	25	17	21
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Enrollment in Regular Classes .....	546	498	439	336	283	284	320
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Attendance in Extension Courses for Teachers .....	1370	1504	1015	755	528	525	463
Attendance in Summer Session .....	—	434	367	209	93	93	138
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL .....	1916	2436	1821	1300	904	902	921
Less Duplicates .....	12	99	109	48	22	22	32
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total Enrollment Without Duplicates .....	1904	2337	1712	1252	882	880	889
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Pupils Enrolled in Henry Barnard School...	449	462	439	449	483	574	585

\*Graduates of other colleges who were preparing for teaching. Not candidates for Master's Degree.

### DEGREES GRANTED IN COURSE

Master of Education .....	1939	1940	1941	1942	1943	1944	1945
	10	25	15	6	10	6	12
Bachelor of Education .....	188	150	161	165	119	77	74

### TOTAL NUMBER OF GRADUATES

Master of Education, 1924-45 .....	139
Bachelor of Education, Four-Year Course, 1922-1945 .....	2295
Bachelor of Education, Graduates of Other Colleges .....	121
Completed Junior Courses, 1871-1926 .....	3483
Completed City Training Course, 1891-1902 .....	390
Completed Normal Course, 1854-1865 .....	62
	<hr/>
	6490
Less Names Counted More Than Once .....	188
	<hr/>
	6302

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