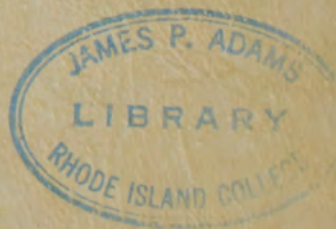


Rhode Island College
of Education

CATALOG



1952-1953

Providence, Rhode Island

Rhode Island College of Education

JANUARY, 1952

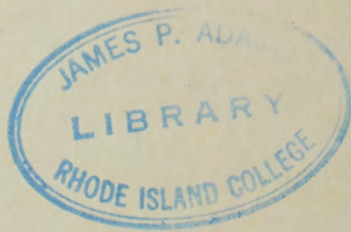
PROVIDENCE, RHODE ISLAND

CATALOG

1952-1953

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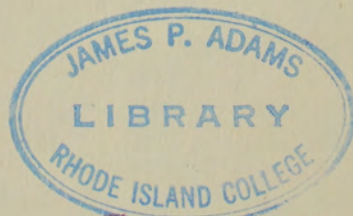
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Elmhurst Junior College; Montessori Diploma; Rhode

*Also offers college courses.

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- Mary Greene Colton**
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 SUBSTITUTE GRADE I
 Junior Course, Rhode Island College of Education.

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 Rhode Island College of Education, Ed.B.

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 GRADE VI
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Isabel Martha Woodmancy
 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; Boston University.

***Lucy Frances Hanley**
 HOME ECONOMICS (Teaches also in Elementary School)
 Rhode Island State College, B.S.; Rhode Island College of Education, Ed.M.

Inez Estelle Jordan
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***Renato Edmund Leonelli**
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***Avis Gladding Marden**
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Mary Rita Doherty
 ENGLISH
 Rhode Island College of Education, Ed.B.; Boston University, Ed.M.

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

***Also offers college courses.**

***Harriet Vose Zurlinden**

SCIENCE

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* * * * *

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West Side School.....Mrs. Anne A. Garland, Critic

Cranston

Highland Park School.....Mrs. Irene B. Grady, Critic

Cumberland

Garvin Memorial School.....Elinor I. Shea, Critic

East Providence

Carl T. Thompson School.....Mary V. McCoart, Critic

Tristram Burges School.....M. Hazel Sullivan, Critic

Johnston

Manton School.....Mrs. Mary J. Culp, Critic

Pawtucket

West High School.....Frederick J. Gregory, Critic

Baldwin Street School.....Gertrude B. Heckman, Critic

High Street School.....Brenda E. Mulligan, Critic

Fairlawn School.....Beatrice B. Donovan, Critic

Providence

George J. West Junior High School. Anne E. Sullivan, Critic

George J. West Junior High School

Rosanna C. Flanagan, Critic

Gilbert Stuart Junior High School. Mary J. Gladhill, Critic

Gilbert Stuart Junior High School

Anna K. McKivergan, Critic

Nathan Bishop Junior High School

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Nathan Bishop Junior High School

Mary A. McCusker, Critic

Nathanael Greene Junior High School

Mary A. Lynch, Critic

Oliver H. Perry Junior High School

Kathleen A. Fitzgerald, Critic

Oliver H. Perry Junior High School... Addie M. Gage, Critic

Roger Williams Junior High School

Eleanor C. McPhillips, Critic

Samuel Bridgham Junior High School

Catherine M. Gibbons, Critic

Althea Street School..... Isabel L. Gormly, Critic

Mt. Pleasant Avenue School... Mary A. J. McAlonan, Critic

Sackett Street School..... Doris V. Haslehurst, Critic

Summit Avenue School..... Margaret G. McKenna, Critic

Warwick

John Green School.....Mrs. Marie C. Gillbride, Critic

West Warwick

Cowesett Avenue School.....Mary A. Canavan, Critic

Woonsocket

Woonsocket Junior High School..Gertrude F. Lloyd, Critic

Harris School.....Gertrude A. Callanan, Critic

Henry Barnard School

Junior High School.....Mary R. Doherty, Critic

Jennie B. Deebo, Critic

Avis G. Marden, Critic

James Duffy, Critic

Elementary School.....Theresa Tedeschi, Critic

Agatha B. Lavalley, Critic

Isabel M. Woodmancy, Critic

Kathleen M. Kelley, Critic

Mary Davenport, Critic

Mary G. Colton, Critic

Helen M. Triggs, Critic

Kindergarten.....Jacqueline M. McCormick, 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 University. In 1852 this undertaking became a private Normal School. Soon, however, the state legislature voted to provide free education for young men and women who wished to become teachers, and on May 29, 1854, with fitting ceremony, Rhode Island Normal School was opened. The school enjoyed encouraging success until 1857 when funds were withdrawn because some influential persons objected to the continuation of the work of teacher education 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 reduced the cost of maintenance but also reduced the enrollment. Commuting was impossible in those Civil War days. The school finally closed its doors in July 1865.

During the next six years a small spark of interest in 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 re-established 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. Later this plan was extended 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 cities and towns of the state for student teaching, was extended, and the assignments were 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 celebration of the 40th anniversary of the reestablishment of the school held in 1911, Mr. Bicknell, always a friend, made a plea for broadening the curriculum to give it college status. It was not until 1920, however, that Rhode Island College of Education was estab-

lished by an Act of the General Assembly. A four-year course was organized leading to the degree of Bachelor of Education, and the original Normal course which had grown 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 names forever linked with the history and development of teacher education in Rhode Island.

History and Function of Henry Barnard School

In its earliest beginnings, like many teacher-preparation 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 700, twenty-five per cent of whom live in the district assigned to Henry Barnard School. For this service to these Providence pupils, the city School Committee reimburses the state. The remaining seventy-five per cent of the student body comes from other parts of the city and state; parents pay tuition for the privilege of sending these children to the laboratory school.

It is therefore immediately apparent that 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 for 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.

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

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 March include a battery of Co-operative tests in the areas of:

Aptitude	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 required to take entrance examinations. In 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 \$250.00 a year. There is a student activity fee of \$25.00 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 \$40.00 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.

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.

Student Activity Fee

A registration fee of \$25.00 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 fee of \$25.00 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 fee 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. Here textbooks, magazines, college stationery and supplies may be purchased.

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

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. The 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 Rhode Island College of Education are members of the Associated Alumni. A large number of these are making life time careers of teaching on college, secondary and elementary school levels, and their success is clear evidence of the thorough training they received while at the College.

Miss Sara L. Kerr is the elected representative of the Alumni on the Board of Trustees of State Colleges.

One of the major projects of the Associated Alumni at the present time is that of organizing support for the proposed addition to the College. It is hoped that when the active support of every alumnus has been enlisted the College will at long last have its sorely-needed new building.

In June, 1951 the Alumni also instituted the Clara E. Craig Memorial Fund. A committee comprising members of the Association and college representatives will determine what form the Memorial will take. Donations have been made by the Associated Alumni and individual members. It is hoped that this fund will grow sufficiently during the coming years so that a truly worthwhile contribution may be made to the College in memory of one of the foremost educators of the State of Rhode Island, Clara E. Craig.

Varied events mark the social calendar. In the fall the Annual Bridge and Fashion Show is held. The Alumni also gives a tea to members of the Freshman Class shortly after the opening of college. The Association also sponsors Chinese Auctions, rummage sales, etc. to gain financial support for its activities. In June the members of the graduating class and teachers in service who are securing their degrees are the guests of the Alumni at a tea. Members of the Alumni have organized an Alumni Choir which presents musical programs throughout the year and have also entered the field of drama with the presentation of one-act plays. Along with these activities the various classes hold regular reunions.

In recent years the Associated Alumni have established attractive headquarters at the College and in 1951 an Executive Secretary, Miss Rae K. O'Neill, was appointed to act as liaison between the Alumni and the College.

While the Association meets formally only once a year because of its huge membership, the Executive Board holds frequent meetings 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 the Westerly Chapter in the southern part of the state.

Officers of the Associated Alumni are the following: President, Miss Caroline E. Haverly, Providence; 1st Vice-President, Mrs. W. Frank O'Donnell, East Providence; Recording Secretary, Miss Barbara McKnight, Pawtucket; Corresponding Secretary, Mrs. Cornelius Sullivan, Saylesville; Treasurer, Mr. Robert Brooks, Providence.

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. Extension 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. 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 Teaching 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 Provisional certificate for either Elementary or Secondary teaching.

**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 Kindergarten and Primary classes. There is concentration on the growth and development of the young child and courses in Education for Early Childhood emphasize the adaptation of methods and materials for the instruction of children four, five, six, and seven years old.

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
Orientation		Observation and	
Observation and		Conference (Div. IV,	
Conference (Div. I, II,		V, VI)	2
III)	2	Modern Language	3
Speech or Music	2	Speech or Music	2
Grammar and Composition	3	Grammar and	
Modern Language	3	Composition	3
Survey of Western		Survey of Western	
Civilization	3	Civilization	3
Survey of Mathematics....	3	Survey of Mathematics....	3
Biological Survey	2	Biological Survey	2
Health 101 and 102		Health 101 and 102	
(Div. IV, V, VI)	2	(Div. I, II, III)	2
Physical Education		Physical Education	
(2 hrs.) Credit	1	(Credit)	1

Kindergarten & Primary Curriculum

Sophomore Year

First Semester	Credits	Second Semester	Credits
General Psychology	2	Curriculum for Early	
Geography	2	Childhood	3
Physical Science	3	Geography	2
Public School Music or		Physical Science	3
Arithmetic for Grades... 3		English Literature	3
Speech	2	Arithmetic for Grades or	
Theory & Practice of		Public School Music....	3
Physical Ed.	2	Theory & Practice of	
Fundamentals of Art....	2	Physical Education	2
		Fundamentals of Art	2

Kindergarten & Primary Curriculum

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Psychology of Early Childhood	2	Student Teaching	
Penmanship	1		
Participation	5		
Art	3		
History & Philosophy of Education	3		
Economics	2		
First Semester		Second Semester	
B-Division		B-Division	
Educational Psychology ..	3	Children's Literature.....	2
Psychology of Early Childhood	2	Penmanship	1
Economics	2	Participation	5
American Literature	3	American History	3
American History	3	Art	3
		History & Philosophy of Education	3

Kindergarten & Primary Curriculum

Senior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Educational Psychology ..	3	American Literature	3
Children's Literature	2	American History	3
Tests and Measurements..	2	Sociology	2
American History	3	Biology	2
Health and Hygiene.....	1		
Rhode Island Education..	2		
First Semester		Second Semester	
B-Division		B-Division	
Student Teaching		Biology	2
		Tests and Measurements..	2
		Sociology	2
		School Management	3
		Health and Hygiene.....	1
		Rhode Island Education..	2

Elementary Curriculum

Freshman Year

First Semester	Credits	Second Semester	Credits
Orientation		Observation and Conference (Div. IV, V, VI)	2
Observation and Conference (Div. I, II, III)	2	Modern Language	3
Speech or Music.....	2	Speech or Music.....	2
Grammar and Composition	3	Grammar and Composition	3
Modern Language	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 101 and 102 (Div. IV V, VI)	2
Health 101 and 102 (Div. IV V, VI)	2	Physical Education (2 hrs.) Credit.....	1
Physical Education (2 hrs.) Credit.....	1		

Elementary Curriculum

Sophomore Year

First Semester	Credits	Second Semester	Credits
General Psychology	2	Henry Barnard Reading Methods	3
Geography	2	Geography	2
Physical Science	3	Physical Science	3
Public School Music or Arithmetic for Grades..	3	English Literature	3
Speech	2	Arithmetic for Grades or Public School Music....	3
Theory & Practice of Physical Ed.	2	Theory & Practice of Physical Ed.	2
Fundamentals of Art.....	2	Fundamentals of Art.....	2

Elementary Curriculum

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Penmanship	1	Student Teaching	
Participation	5		
History and Philosophy of Education	3		
Economics	2		
B-Division		B-Division	
Educational Psychology...	3	Children's Literature.....	2
Economics	2	Penmanship	1
American Literature	3	Participation	5
American History	3	American History	3
		Art for Elementary Grades	3
		History & Philosophy of Education	3

Elementary Curriculum

Senior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Educational Psychology..	3	Educational Psychology ..	3
Children's Literature.....	2	American Literature	3
Tests and Measurements..	2	American History	3
American History	3	Sociology	2
Health and Hygiene.....	1	Biology	2
Rhode Island Education..	2		
B-Division		B-Division	
Student Teaching		Biology	2
		Tests and Measurements..	2
		Sociology	2
		School Management.....	3
		Health and Hygiene.....	1
		Rhode Island Education..	2

Secondary Educational Curriculum

English Social Studies Concentration

Freshman Year

First Semester	Credits	Second Semester	Credits
Orientation		Observation and Conference (Div. IV, V, VI)	2
Observance and Conference (Div. I, II, III)	2	Modern Language	3
Speech or Music.....	2	Speech or Music.....	2
Grammar and Composition	3	Grammar and Composition	3
Modern Language	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 101 and 102 (Div. I, II, III).....	2
Health 101 and 102 (Div. IV, V, VI).....	2	Physical Education (Credit)	1
Physical Education (2 hrs.) Credit.....	1		

English Social Studies Concentration

Sophomore Year

First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
English Literature	3	General Psychology.....	2
20th Century World History	3	Speech	2
Classical Backgrounds of Literature	2	Advanced Composition....	2
Theory & Practice of Physical Ed.	2	Tudor England to Present	3
Fundamentals of Art.....	2	Theory & Practice of Physical Ed.	2
		Fundamentals of Art.....	2

English Social Studies Concentration

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Penmanship	1	Student Teaching	
Participation	5		
History and Philosophy of Education	3		
Economics	2		
Political Science	2		
B-Division		B-Division	
Political Science	2	Penmanship	1
Economics	2	Participation	5
American Literature	3	American History	3
American History	3	History and Philosophy of Education	3

English Social Studies Concentration

Senior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Educational Psychology ..	3	American Literature	3
Tests and Measurements..	2	American History	3
American History	3	Sociology	2
Health and Hygiene.....	1		
Rhode Island Education..	2		
B-Division		B-Division	
Student Teaching		Educational Psychology ..	3
		Tests and Measurements..	2
		Sociology	2
		School Management.....	3
		Health and Hygiene.....	1
		Rhode Island Education..	2

Mathematics-Science Concentration

Freshman Year

First Semester	Credits	Second Semester	Credits
Orientation		Observation and Conference (Div. IV, V, VI)	2
Observation and Conference (Div. I, II, III)	2	Modern Language.....	3
Speech or Music.....	2	Speech or Music.....	2
Grammar and Composition	3	Grammar and Composition	3
Modern Language	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 101 and 102 (Div. I, II, III).....	2
Health 101 and 102 (Div. IV, V, VI).....	2	Physical Education (Credit)	1
Physical Education (2 hrs.) Credit.....	1		

Mathematics-Science Concentration

Sophomore Year

First Semester	Credits	Second Semester	Credits
Geography	2	Geography	2
Theory & Practice of Physical Ed.	2	Speech	2
English Literature	3	General Psychology	2
Physics	3	Physics	3
Trigonometry	3	Analytic Geometry	3
Advanced Biology	3	Theory & Practice of Physical Ed.	2
Fundamentals of Art.....	2	Fundamentals of Art.....	2

Mathematics-Science Concentration

Junior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Penmanship	1	Student Teaching	
Participation	5		
Calculus	3		
History and Philosophy of Education	3		
Economics	2		
B-Division		B-Division	
Chemistry	3	Penmanship	1
Economics	2	Participation	5
American Literature	3	American History	3
American History	3	Calculus	3
Health 401	2	History and Philosophy of Education	3

Mathematics-Science Concentration

Senior Year

First Semester	Credits	Second Semester	Credits
A-Division		A-Division	
Chemistry	3	Educational Psychology ..	3
Tests and Measurements..	2	Chemistry	3
American History	3	American Literature	3
Health and Hygiene.....	1	American History	3
Rhode Island Education..	2	Sociology	2
Health 401	2		
B-Division		B-Division	
Student Teaching		Educational Psychology ..	3
		Chemistry	3
		Tests and Measurements..	2
		Sociology	2
		Health and Hygiene.....	1
		Rhode Island Education..	2
		School Management.....	3

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
Twentieth Century World History.....	3	3
American History 301.....	3	3
American History 302.....	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—15 Semester Hours

Health Education 401.....	2	2
Biology 101—General Biology.....	2	2
Biology 102—General Biology.....	2	2
Advanced Biology 201.....	3	3
Physics 211, 212 (in Lab.).....	3	4
Chemistry 311, 312 (in Lab.).....	3	4

Education Concentration

(Required of students in all curricula)

Required—20 Semester Hours

Observation and Conference.....	2	2
Educational Psychology	3	3
History and Philosophy of Education...	3	3
School Management	3	3
Rhode Island Education.....	2	2
Tests and Measurements	2	2
Student Teaching	5	10

Courses of Instruction in Art

Art 201-202—Fundamentals of Art 2 hours

The purpose of the course in the first semester is to acquaint the student with the fundamental principles of art; to build a discriminating attitude; 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 is given to such technical problems as lettering, design, color, poster, and the handling of various media.

Part 2 second semester:

For the English Social Studies majors, emphasis is placed upon the understanding of the characteristics and contributions of the world's foremost cultures. For Mathematics Science majors the applied work includes perspective problems, diagram and chart work, lettering and arrangement. On the appreciation level the emphasis is placed on the concepts which underlie the art of modern times. For the Elementary majors the applied work includes further experimentation with crafts, processes and materials adaptable to the elementary grade level. The appreciation phase of the work includes the art movements from 1850 to the present.

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 furnishings.

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—Ceramics 2 hours

The course deals with the study of three dimensional forms 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.

Art 507—Crafts 2 hours

This course offers a wide variety of processes, techniques, and materials. Considerable work is done with scrap materials of every sort. Problems are adapted to all grade levels from primary grades through high school. The course should prove helpful to all recreation and playground workers.

Art 520—Sketching and Painting 2 hours

This course gives the more advanced student an opportunity to deal with the complexities of perspective, light and shade, and composition in still life, landscape, and figure drawing. Problems include experimentation with varied media: pencil, pen and ink, water color, flexola, oil.

Economics and Sociology

Economics 301 2 hours

A study of the laws and principles which basically control the changing public policies which modify the activities of the business world. A study also, of the current national and international life of the community.

Economics 501 2 hours

Current national and international economic problems.

Sociology 201 2 hours

A study of human relations in the world today. The interrelations of the social, political, educational, religious and economic activities in the life of people.

Sociology 509 2 hours

The interrelations of education and sociology, educational sociology. The basic principles. The new and ever changing thought and currently accepted practices.

Courses of Instruction in Education

Ed. 101—Professional Orientation 2 hours

The course orients the college Freshman to the field of teaching as a profession and proposes to acquaint him with modern school organization and equipment. Through directed observation, the student gains an appreciation of the environmental climate in which learning is most effectively achieved and an understanding of the tools of education and the skill with which the teacher uses them.

Ed. 202—General Psychology 2 hours

A basic course, designed to lay the foundations of the professional courses in the junior and senior years. Psychology is treated as a science. The psychological bases of behavior and experience; attention, perception, memory, thinking and intelligence; methods of measurement; personality in terms of the whole person in his social setting; are studied in order to understand human behavior.

Ed. 203—Henry Barnard School Reading 2 hours

This course is designed to acquaint students with the Henry Barnard School reading method. Attention is given to the approach to reading through the child's own written expression, the development of distinct speech, and the study of present practices in the curriculum planned for the elementary school child. Regular periods of observation are an integral part of the work. Other reading methods will be discussed.

Ed. 204—Curriculum for Early Childhood 3 hours

An introduction to the study of the educational program designed for early childhood, the course considers critically both theory and method. Attention is given to those materials and practices by which the school offers to young children experiences in group living. The campus laboratory school offers excellent opportunity for classroom observation.

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. 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. 304—Psychology of Early Childhood 2 hours

The course considers the development of personality in the early years. Attention is given to the understanding of the child's psychological equipment and his ways of learning. The aim is toward the acquisition of a working knowledge of those techniques essential for effective guidance and wise direction of the young child with some emphasis upon the establishment of satisfactory adult-child relationships. Observation is an integral part of the course.

- Ed. 305—Educational Psychology** 3 hours
A study of the nature and fundamental principles of learning. Procedure and conditions which make for efficient learning and retention. The chief forms of learning, and applications to teaching problems. Presupposes a course in general psychology.
- 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—School Management** 2 hours
An analysis of school and classroom organization and efficient management.
- Ed. 404—Educational Tests and Measurements** 2 hours
A survey of the history of the testing movement; study of approved tests of intelligence, achievement, and personality introduce the students to the problems involved in educational tests and measurements. Techniques for the construction of informal objective tests of all types are studied. Practical work is made possible through actual participation in the testing program of the Henry Barnard school. Elementary statistical techniques are used for interpreting and applying the results of the tests.
- 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. 505—Educational Statistics: Elective:** 2 hours
A treatment of those statistical concepts which are of value to a teacher. Consideration is given to graphical and tabular representation, measures of central tendency, measures of variation, and measures of correlation. The use of

statistics in constructing, evaluating, and interpreting tests will also be discussed.

- Ed. 511—Child Growth and Development** 2 hours
The development of the child from birth to the beginning of adolescence forms the major content of this course. Major emphasis is placed upon the functioning of the normal child during the period of elementary school instruction. Considerable time is spent in studying the processes of emotional development, motor development, play, and other dominant activities of childhood. Presupposes a course in general psychology.
- Ed. 513—Remedial Reading** 2 hours
Each student works with one pupil for experience in building techniques for developing a case history and for improving the pupil's reading. Background of theory is obtained through lecture and assigned reading.
- Ed. 517—Meeting the Reading Needs of the Secondary School** 2 hours
Secondary school teachers are seeking knowledge about the teaching of Reading. This course is planned to give understanding of the function of reading in the various subject matter fields of the secondary school curriculum, and to discuss methods by which reading power can be developed. Its scope will include analysis of the reading process, discussion of the purposes of reading in the secondary school, study of reading skills necessary for mastery of various secondary school subjects, evaluation of testing programs, and plans for helping the slow reader.
- Ed. 548—Psychology of Adolescence** 2 hours
This is a course which makes an intensive study of the behavior of the adolescent pupil with special reference to the problems of the teacher. The factors of physical development; interests, guidance, and adjustment are studied in some detail, and considerable attention is given to the social problems of this group. Presupposes a course in general psychology.
- Home and Community Education**
- 567—Child Care and Nutrition** 2 hours
This course deals with problems of pre-natal care of the mother, care of the infant, feeding and clothing of the young child, and problems concerning the correct development of the child.

568—Home and Community Relationships 2 hours
This course aims to acquaint the student with those ways and means which the home and community work together to contribute toward a more enriched way of living. Trips are planned to show the special helps available in our own community.

569—Family Relationships 2 hours
This course is designed to offer help in establishing successful family relationships. Some problems considered are: What determines our family patterns? Why is family life important to the community? What does the successful family do for its members? How do the attitudes of family members affect family life? What are the relationships in a successful family?

570—Practical Home Economics 2 hours
This course offers practical homemaking experience in the areas of Food and Clothing. Meal planning, preparation and service is studied in the Foods unit. Work in the Clothing unit includes the selection and construction of a suitable garment for the individual.

571—Industrial Arts No. 1 2 hours
This is an exploratory course in industrial arts. The purpose is twofold: (1) to consider the aims and objectives of industrial arts, the types of shops, and the methods used at different grade levels; and (2) to provide practical experiences in shop drawing, woodwork, wood finishing, plastics, art metal, and printing.

Courses of Instruction in English

English 101-102—English Fundamentals 3 hours
This is a continuous one-year course leading to a better understanding of the language arts and to the improvement of communication in the fields of narration, description, exposition and argumentation. The exercises in writing and speaking involve a study of controlling ideas and of a wise use of supporting materials for orderly thinking.

The practice with words, sentences, paragraphs and theme writing should lead to ease and effectiveness in speaking and writing.

English 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 Anglo-Saxon, Norman, Chaucer, Tudor Periods.

(English-Social Studies)

English 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.

(English-Social Studies)

English 204—Advanced Composition 2 hours
Materials vary from semester to semester. Goals: Frequent practice in creative writing and enthusiastic, intelligent self-criticism.

English 205—Classical Myths 2 hours
This is a course in Classical backgrounds as an aid to the appreciation of literature. Parts of the Illiad and Odyssey are read and discussed. The Greek and Roman myths make excellent study material for all grade levels.

English 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.

English 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.

English 504—Studies in United States Literature 2 hours
Part I—The Puritans and Hawthorne.
Part II—Melville, Thoreau and Emerson.

English 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.

English 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.
(English-Social Studies)

English 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*.

English 508A—Ten Shakespearean Plays 2 hours
This course will include a reading of ten representative Shakespearean Plays, the five comedies and the five tragedies contained in the Pocket Books. The course will also include a brief study of the Elizabethan period and Shakespeare's life. Plays taught in secondary schools will be given special consideration.

English 508B—Seven Shakespearean Plays 2 hours
Intensive reading of four tragedies, two comedies, and one history: *Macbeth*, *Hamlet*, *King Lear* and *Othello*; *The Merchant of Venice*, and *As You Like It*; *King Henry V*. Other plays may be substituted by vote of the class.

English 508C—Shakespeare 2 hours
A study of Shakespeare the man and author, together with a study of Elizabethan England. Six major plays will be read analytically: two histories, two comedies, and two tragedies. In addition students will be required to read outside class several of the less familiar plays.

English 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.

English 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.

English 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.

English 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.

English 516—Journalism and School Publications 2 hours

The aim of this course is three-fold; first, to show how current publications, particularly newspapers and magazines, can be used effectively in any class; second, to offer practical assistance to present and future directors of every kind of school publication; third, to organize pertinent knowledge acquired experientially by members of the class. Of value to publication advisers and other teachers interested in subject matter, style, format, cuts, mats, type, makeup, finance of school publications.

English 519—Problems in 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.

English 519A—Improvement of Elementary English Instruction 2 hours

An examination will be made of the most recent research studies in the field of English instruction in the Elementary School. Emphasis will be placed upon the development of a curriculum which makes effective use of the newer materials and practices.

English 519B—Teaching English in the Secondary School 2 hours

Through reading, lectures, and group discussions, the course will seek to provide answers to the major questions in English teaching: Philosophy, objectives, personal and professional relations, content, materials of instruction methods, and evaluating techniques. The course will then try to arrive at worthy compromises between the ideal and the realities of the local teaching situation.

English 519C—Improvement in the Teaching of English

2 hours

Designed to provide solutions to problems growing out of contents of various phases of the formal English curriculum. Demonstrated mastery of the essentials of grammar, rhetoric, and composition as well as comprehension and appreciation of specific classics of various literary types will be integrated with formulation of methods and arrangement of assignments for each phase of work in English.

English 520—Secondary School Literature

2 hours

A survey of reading from Grade 7 through Grade 12. The study will be made from the standpoint of types, with three sessions devoted to each three classes concerned with contents, the final class being given over to problems and methods. Books and selections of the course have been chosen from lists supplied by twenty-five representative schools.

English 521—Language Arts in the Elementary School

2 hours

The underlying principles and basic methods of teaching the tools of communication — language, spelling, penmanship and reading. Demonstrations of teaching procedures for developing skills, attitudes and individual abilities. Discussion of related problems confronting the elementary school teacher.

English 525—English Grammar

2 hours

A general review of the classes, forms, and uses of words, phrases, clauses, sentences. Paragraph development will be studied. Fundamentals of language will be mastered through study of their historical evolution, logical basis, and best usage. Several classes will be devoted to study of rhetoric and composition, including essential background and methods of effective teaching.

English 526—Technical Expository Writing

2 hours

This course will provide instruction and practice in the preparation of clear, concise reports of kinds required in technical fields. Sentence structure and paragraph development will be stressed. Consideration will be given to tabulations, graphs, memoranda, and special reports. The course is suitable for school nurses, vocational school teachers, etc.

Speech

English 103—Speech for the Teacher

2 hours

This is a fundamental course in voice and speech improvement, with emphasis on the importance of good speech for the teacher.

English 203—Speech in Elementary and Secondary School Programs

2 hours

The aim of this course is to furnish the teacher with materials and methods for teaching speech, and for recognizing and correcting speech problems in the classroom.

English 520—Play Production

2 hours

This is a practical course in play production for the junior and senior high school. It combines theory and practice in: selecting and arranging scripts, organizing production units, casting, directing, rehearsing, and staging the school play.

Education 525—Radio and Television in Education

2 hours

The course is designed to acquaint teachers with the use of radio and television as tools for instruction, and as public relation agencies. It includes: discussion of classroom utilization of programs, lecture on radio and television station procedures, practice in writing and directing various types of programs.

English 540—Storytelling

2 hours

Through lecture and laboratory practice, the student learns the value of storytelling, sources of material, analysis of types, and the technique of where, when, and how to tell stories to children.

Courses of Instruction in Geography

Geog. 201-202—Principles of Geography

2 hours

This course is a prerequisite to other geography courses and is required by all sophomore students of the college. The course is divided into four parts. Part I — a discussion of the **elements of weather**. Used as a foundation for Part II. Part II — a discussion of **World Climatic Areas**. Emphasis on climate attributes as influences on crops and vegetation as well as man's adjustments to varying climates. Part III — a discussion of **World Landform Regions**. Man's adjustment to plain, plateau, hill and mountain environments is considered. An attempt is made to show the development of these variations in the earth's crust. Part IV — introduction to

aspects of world distribution of **Soil and Water Resources**. A major objective of the course in each of the four parts is to build map skills.

Geog. 504—Regional Geography of North America 2 hours
Develops the fundamental geographic attributes of our continent, climate, soils, topography, vegetation, etc. This is followed by a systematic study of the regions of the continent.

Geog. 508—Geography of Rhode Island 2 hours
Discussion of the geographic elements in the history and development of Rhode Island, as well as their influence on the present and future patterns of growth in the state. Analysis of current statistical material, constructions of maps, and the building of material for use in teaching local geography are emphasized.

Geog. 510—Cartography 2 hours
Facility in construction and use of maps and graphic tools is the aim of this course. Preparation of maps through compilation, enlargement, reduction and stencil cutting are mastered as well as effective techniques in map use. Statistical analysis as it concerns graphic presentation is presented.

Courses of Instruction in Health Education and Physical Education

Health 101—Anatomy and Physiology 1 hour
A course designed to give fundamental knowledge concerning the structure and functions of the various parts of the body. It includes a study of the skeletal, muscular, circulatory, respiratory, and digestive systems.

Health 102—Personal Hygiene 1 hour
A course designated to create right attitudes and habits through scientific findings.

Health 103, 104—Physical Education for Women 2 hours (1 hour credit)
Danish gymnastics and other forms of calisthenics; skills and techniques of game playing; team games and relays; simple apparatus; tumbling and stunts; fundamental dance steps; folk, character, and square dancing. Emphasis is given to the activities the student will be expected to teach.

Health 103, 104—Physical Education Activity for Men 2 hours (1 hour credit)
An activity course designed to acquaint students with

fundamentals, activities, and techniques; in seasonal field sports, tactics, calisthenics, apparatus work, gymnasium and playground games for elementary and secondary, stunts, tumbling.

Health 201—Theory and Practice of Physical Education
(Women) 2 hours

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

(For Men)

Course designed to give the problems and procedures in Physical Education class organization. Teaching methods in all seasonal sports, intramural organization, safety and health, and class programs are studied.

Health 202—Theory and Practice of Games 2 hours
Methods of contributing to the seven cardinal principles of education, with practice in teaching games suited to various ages.

Health 301—Theory and Practice of Folk Dancing 2 hours
Objectives, lesson planning, principles of teaching folk dancing, with practice in teaching simple folk dances.

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—Health Through the Ages 1 hour
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.

Health 501—Creative Dance 2 hours
Beginner's course in fundamental and techniques of modern creative dance. It includes a study of form and design, rhythm, tempo, phrasing, and other musical elements; and various methods of developing a dance. Simple dance compositions are created in group work. Outside reading required.

Health 502—Advanced Personal Hygiene—Part I 2 hours
The nervous system and the effects of sensory-motor experiences upon health.

Part II. Hygiene of the various systems of the body. 2 hours

Health 503—First Aid and Safety Education Program

2 hours

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

Health 506—Health Education Methods

2 hours

A methods course in Health Education to acquaint students with the aims and techniques in classroom teaching of Health Education; to compare and analyze programs and procedures of courses of study from the Kindergarten to the High School.

Health 507—Recreation Organization and Administration

2 hours

Course which deals with the general aspects of all types of community recreation organization; for the school, playground, camps, industry, community centers, boys' and girls' clubs, etc. Facilities, leadership, financing, and forms and functions of programs are studied.

Health 511—Coeducational Recreation

2 hours

A methods course with practice in developing skills. Part I—Paddle tennis, badminton, hand ball, deck tennis and other co-educational activities. Part II—Volley ball, square dancing with experience in calling, soft ball, and other co-educational recreational games.

Health 517A—Gymnastic Methods—Elementary and Secondary Level

2 hours

Course designed to teach techniques and skills in all gymnastic apparatus. Some time is spent in developing exhibition and demonstration programs. Gymnastic safety instruction for teaching is stressed.

Courses of Instruction in History

History 101-102—Foundations of 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 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, newspapers 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 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 508—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 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 economy in the foreign trade and foreign policy of the United States.

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 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 520—The Social Studies Program in Secondary Schools 2 hours
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 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 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.

Courses of Instruction in Mathematics

Math 101-102—Freshman Mathematics 3 hours
A survey course including elements of analytic geometry, trigonometry, differential and integral calculus. Integration of the various topics is achieved by emphasizing the "function concept" throughout the course.

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—Plane Trigonometry 3 hours
Plane and spherical. Standard basic 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—Differential and Integral Calculus 3 hours
A one-semester course combining differentiation and integration of algebraic and transcendental functions, with applied problems relating to science. Prerequisites: Survey course in Freshman Mathematics (two semesters), Analytic Geometry (one semester), and Trigonometry (one semester).

Math 502-502A—College Algebra 2 hours
Usual full course divided topically into two semesters.
Separate credit for each semester.

Math 503—Teaching Senior 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 503A—Teaching Junior High School Mathematics 2 hours
A study of the aims and objectives of the junior high school mathematics curriculum. Methods of teaching topics in arithmetic, algebra, intuitive geometry, and numerical trigonometry, which comprise the course in general mathematics.

Math 504—Mathematics in General Education 2 hours
Particular and general application to many fields of learning and activity. Emphasis on thought processes 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.

Math 511—Fundamental Concepts of Arithmetic 2 hours
A study of the principles and applications of arithmetic, with emphasis upon the reasons underlying the fundamental operations. The purpose of the course is to increase the student's knowledge of arithmetic by a logical development of subject matter.

Math 514—College Geometry 2 hours
This course is primarily a review and extension of theorems taught on the secondary school level. New material includes some theorems formerly taught in high school, as well as introduction to the concepts of directed lines and directed angles.

Courses of Instruction in Modern Languages

French 101-102—Elementary French 3 hours
Thorough study of fundamentals of pronunciation and grammar, plus conversation and reading of easy texts.

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.

Spanish 103-104—Intermediate Spanish 3 hours
Review of grammar and reading of texts of average difficulty. Stress on pronunciation and oral work. Prerequisite: Two years of preparatory Spanish.

Modern Language 501—French Conversation 2 hours
Drill in spoken French, with study of pronunciation and occasional written compositions. Discussions 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 510—Survey of French Literature 2 hours
A study of the development of important literary movements, including classicism, rationalism, romanticism and realism. Given in English. Texts may be read in English translation.

Modern Language 510-A—The French Novel before 1870 2 hours
A study of the development of French fiction writing from the Renaissance on. Particular emphasis is placed on writers of the nineteenth century. Given in English. Texts may be read in English translations.

Modern Language 510-B—The French Novel after 1870 2 hours
A study of the development of the French novel since

the Franco-Prussian war, with emphasis on twentieth-century authors. Given in English. Texts may be read in English translations.

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 Montherquiem, Voltaire, Rousseau, Diderat, et al.

Modern Language 513—**French Literature of the Nineteenth Century: Romanticism** 2 hours

A study of the development of the Romantic movement in the first half of the century with emphasis on the works of the great Romanticists—Lamartine, Hugo, Vigny, Musset.

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 530—**French Operatic Readings** 2 hours

Reading of several plays and novels which form the basis of famous operas.

Modern Language 523-524—**Intermediate Spanish** 2 hours

Review of grammar, reading of texts of average difficulty, with stress on oral work.

Modern Language 531—**Introduction to Philology** 2 hours

A study of some etymological and semantic principles involved in the formation of English words, chiefly those of Latin origin.

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 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 opera from its beginning 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 past and present. Open to all Sophomores, Juniors, Seniors.

Courses of Instruction in Political Science

Pol. Sci. 201—**Political Science** 2 hours
A critical study of the origin and fundamental principles of government, with applications to an illustration 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.

Pol. Sci. 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.

Pol. Sci. 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.

Pol. Sci. 503—**Teaching of Civil 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.

Pol. Sci. 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.

Pol. Sci. 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.

Courses of Instruction in Biological Science

Science 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—**Advanced Biology** 3 hours
A more detailed consideration of problems presented in Biology 101-102 with emphasis upon laboratory work.

Science 301—**Biological Units in Elementary Science** 2 hours
Emphasis on biological units which may be taught in the elementary grades.

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

Science 203-204—**Elementary Physical Science** 3 hours
This course consists of content matter devoted exclusively to physics, chemistry and astronomy. It is intended to build a background of information which will enable the student to teach elementary science from Kindergarten to and including the sixth grade. Lectures are kept to a minimum with individual projects, and class demonstrations required.

Science 211-212—**Physics** 2 hours
Laboratory-centered approach with emphasis on discovery by the student. Lecture periods are used for discussion of problems arising from the laboratory experiences. Theory is developed as the experiences of the students require it. Careful quantitative reports are required, which must be presented in such a manner as to show that the student understands what he has been doing. Areas taken from mechanics, heat, electricity, light and sound form the basis for the content. During the second semester each student prepares a paper on some phase of applied physics.

Science 311-312—Chemistry

2 hours lab.
2 hours lect.

Student discovery in the laboratory, rather than the lecture method keynotes the course. The objectives of the course are, to give the student a pleasurable and stimulating experience in science, to understand the basic laws of chemistry and to give appreciation of its effect on his everyday living. Content is chiefly inorganic chemistry with emphasis on why and how reactions take place rather than a descriptive consideration of the elements and compounds.

Science 511—Audio-Visual Aids I and II 4 hours

A basic course in the operation and care of all audio-visual equipment and materials. Stress is laid upon complete mastery of these tools. Audio-Visual Aids II—Students who have had training in the classroom and preferably those who have taken Audio-Visual Aids I are admitted to this course. The intent of the course is to teach the proper use of the various teaching tools in the classroom situation. Both the theory and practice of using these aids are taken up. Such matters as film evaluation, classroom planning and preparation of materials comprise the course.

Science 526—Atomic Energy 2 hours

An elective course for the non-science student; it is given as a cooperative effort by the departments of physical science and social science. Basic concepts of matter and energy, developments in nuclear science and its applications are presented as the science aspects of the course. The effects of nuclear energy on society and an examination of social problems resulting from this new source of energy are discussed.

Science 524—General Science 2 hours

An elective course restricted to Senior Math-Science majors. A Seminar-type course in which the students discuss content and methods for junior high school science classes. Students take turns presenting science in the various areas, using methods previously discussed. This results in an experience which provides a balance of method and content. Evaluation and criticism are carried on completely by members of the class.

**IN-SERVICE EDUCATION
for
TEACHERS**

**IN SERVICE EDUCATION
EXTENSION PROGRAM**

The Rhode Island College of Education through Extension School courses offers an opportunity for teachers to become better acquainted with the profession and to keep step with modern developments in the field of education. Through the courses, opportunity is provided for both cultural development and professional growth, as well as acquaintance with newer and more effective techniques of classroom procedure.

The courses offered late afternoons and evenings are for teachers currently employed. If the size of the class permits, students who are Seniors in College or Graduates who are preparing to teach in the public schools of the State may be admitted.

It is the wholehearted desire of the State Department and the College of Education to make the College the clearing house for the educational development of the teachers of Rhode Island. In order that this may be accomplished, we ask full cooperation on the part of administrators and teachers in making known the needs of their respective school systems. The State Director of Education and the President of the College are committed to a supplying of full opportunity to meet teacher needs throughout the State.

Fees and Credits

The courses lead to the degree Bachelor of Education or Master of Education. Courses also carry Certificate credit.

Bachelor's Degree—There is no tuition for legal voting residents of the State or teachers in the State of Rhode Island. Out-of-state residents are charged six dollars a semester credit.

Master's Degree—Tuition rate is seven dollars and fifty cents a semester credit. Ten dollars for a graduation fee. Tuition is payable to Bursar at time of registration.

A student who takes a Master's course but is seeking only Certification or Bachelor credit for the course must pay the tuition.

Visiting Faculty

We find that teachers who follow courses in Extension welcome the fact that the Administration besides using our Regular Faculty holds to a policy of inviting well qualified visiting instructors to handle the Courses. These Instructors are actively engaged in teaching in neighboring school systems or they are from nearby Colleges or Universities. This provides opportunity for a broadening point of view and scope of interest.

The following have been Faculty members during 1950-1951:

T. Erwin Blesh, Ph.D.	Physical Education Dept., Yale University
Henrietta Brazeau, A.M.	Director of Radio, Pawtucket Schools
Marguerite Brennan, A.M.	Supervisor of Reading, Newport Schools
Charles Bucher, Ed.D.	Assistant Prof. of Education, N. Y. University
Anne A. Cameron, A.M.	Former Prof. Phys. Ed., Radcliffe College
John Y. Crouter, Ed.M.	Principal, R. I. School for the Deaf
Harry Coates, A.B.	Track Coach, Providence College
G. Harris Daggett, Ph.D.	Assistant Professor, Univ. of New Hampshire
Leo F. Dolan, A.M.	Director of Speech, Pawtucket
Mrs. Cassie L. Essley, B.S.	Formerly Nutritionist for Schraffts, New York
Martin Fischer, B. Mus.	Music Department, Brown University
Marie M. Gearan, Ed.M.	Director of Training, Lowell Teachers College
Hanne L. Hansen	Visiting Professor from Denmark
Doris Haslehurst, Ed.B.	Critic Teacher, Sackett St. School
Horace E. Hobbs, A.M.	Assistant Superintendent, Warwick Schools
Mary M. Keefe, Ph. D.	Professor of Science, St. Thomas College
Margaret Langdon, A.M.	Executive Director, Crippled Children
Iva Lutz, Ed.M.	Associate Professor of Education, Bridgewater State Teachers College
Helen MacPherson, B.S.	Hearing Consultant, Providence School Dept.
Albert J. McAloon, Ph.B.	Prevention Co-ordinator, R. I. Juvenile Court
Edward M. McEntee, Ed.D.	Extension Lecturer
James B. McGuire, Ph.D.	Instructor, English Dept., Brown University
Vincent A. McKivergan, A.M.	Director of Personnel, Providence Schools
M. Regina McPhillips, Ph.B.	Hearing Therapist, Providence Schools

Frederick A. Meier, D.H.S.	Professor of Health, Bridgewater State Teachers College
Rita Mary Murphy, R.N., M.S.	Acting Public Health Nursing Consultant
Harry F. Nugent, Ed.D.	State Supervisor of Adult Education
Mary J. Nugent, Ed.M.	Principal, Underwood School, Newton, Mass.
Margaret Otto, Ed.B.	Elementary Guidance Supervisor, Warwick Schools
Benjamin Premack, B. Mus.	Music Dept., Mt. Pleasant High School
Wilfred Roberts, Ed.B., B.S.	Band and Orchestra, La Salle Academy
D. Alexander Severino, Ed.D.	Head Dept. of Art & Product Dev., Bradford Durfee Tech. Inst.
Charles E. Shea, Ed.M.	Principal, Pawtucket West Senior High School
Carl V. Slader, Ed.M.	Director of Safety Services, American Red Cross
Murray S. Stedman, Jr., Ph.D.	Political Science Dept., Brown University
Emma Thomson, Ph.D.	Professor of Modern Languages, Newton College of the Sacred Heart
Marguerite Tully, Ed.D.	Supervisor, Psychological Dept., Providence School Dept.
James N. Williams, A.M.	Executive Secretary, Urban League
Wendell S. Withington, Ed.M.	Director of Music, Melrose, Mass.

Special Features

1. Elementary Workshop
2. Demonstration Classes
3. Reading Clinic
4. Audio-Visual Library
5. Music School
6. Humanities — Literature, Music, Art
7. Air-age Education (Flight Operation)
8. Driver Training (Safety Education)
9. Speech Correction Clinic
10. From 80 to 100 Normal Schools and Colleges represented
11. Outstanding Assembly Speakers

Master's Degree Requirements

I. Nature of Graduate Work

Our advanced work emphasizes:

1. The broader cultural development of the teacher.
2. The development of studious habits, knowing that when the teacher ceases to be a student, effectiveness of teaching is lost. The ideal teacher-student relationship implies an awareness of student point of view, and an experiencing of the intellectual and emotional challenge of educational growth.
3. The courses provide an opportunity for the exchange of views and opinions, giving all a chance to profit by the varying experiences of teachers from different towns, and teaching on various grade levels.
4. Graduate work is presented on a mature level. The instructor can expect research papers to reflect, not only book theory, but also actual classroom procedures and a knowledge of up-to-date materials.
5. All our graduate courses are taken in extension. We are definitely of the opinion that advanced courses are of greater value if taken at a time when actual classroom problems are a part of the teacher's daily experience.

II. Requirements for the Degree

In accordance with generally accepted regulations governing the granting of the degree, Master of Education in standard colleges and universities and conforming with the standard set by the American Association of Teachers' Colleges, the following are stated as the requirements at Rhode Island College of Education:

1. The prospective candidate must hold a four year Bachelor degree.
2. If the candidate has not concentrated in Education, he must meet educational prerequisites equal to the Provisional certificate requirements in the State of Rhode Island.
3. No Ed.M. courses may be taken prior to clearing the above prerequisites.
4. Formal application in writing is then made to

the Graduate Committee. Proper Bachelor degree transcripts must accompany the application. Transcripts not required of Rhode Island College of Education graduates.

5. Before status as candidate is established, three Ed.M. courses should be completed. During these courses evidence must be given as to ability to do independent study and research. The papers submitted for each course must meet quality standards as to content and form, and help the candidate to prepare himself for writing the Master's Thesis. (See Form of Master's Thesis). These course papers will be evaluated by the Instructor and a Committee on Graduate Study, after which the candidate will be advised as to his status.
6. After the candidate establishes his status, his courses should then be pointed toward a Major of 12 semester hours to support the thesis problem.
7. It is recommended that the Thesis Seminar be taken when the candidate has completed twelve semester hours toward the degree.
8. Only after the Thesis Seminar has been taken should data relating to thesis problem be submitted to the Graduate Committee. Date—February 15 of the year previous to the year in which the degree is expected.

The required data should include:

- a. A letter indicating fully your qualifications for handling the subject you have chosen. Herein you must convince the committee that you have the required background and experience for the investigation you are undertaking.
- b. The Statement of Problem in clear cut language.
- c. The Scope and Limitations whereby you restrict the area of study.
- d. The Development Procedure which will be the pattern or the method you are to follow in pointing toward the problem solution.
- e. Tentative Conclusions and Findings. These of course will not become Generalizations and Principles until your study has been completed.

9. Two copies of the Thesis are required by May 1st of the year the degree is to be awarded. Two copies of the thesis abstract and two copies of a brief autobiography should be submitted at this time.
10. The Master's candidate must have at least three years of satisfactory teaching experience as part of requirements.
11. All work must be completed within ten years.

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)

II SOCIAL STUDIES

History
 Geography
 Economics
 Sociology
 Political Science
 Philosophy
 Commercial Law
 Religion

III ARTS

English
 Speech
 Dramatics
 Modern Languages
 Classical Languages
 Art
 Music

IV MATHEMATICS - SCIENCE

Biology
 Mathematics
 Physical Sciences
 Health - Physical Education

2. A minimum of 25 hours must be earned in each area. Twenty-eight hours may be earned as free electives.
3. A total of 128 credit hours is required for the degree of Bachelor of Education.
4. Work taken at other colleges or normal schools will be evaluated by the committee. The candidate must present to the committee an official transcript of all such work.
5. Graduates of the discontinued Junior course at R.I.C.E. will be allowed a maximum of 16 credit hours from other colleges.
6. Transfer students must complete a minimum of forty credit hours at Rhode Island College of Education.
7. These regulations went into effect on July 1, 1947.

**Tentative Outline of Curriculum Leading to
The Degree of Bachelor of Education
(In Vocational-Industrial Education)**

I.	English		
	English Composition	6 Hrs.	
	English Literature	6 Hrs.	
II.	Social Studies	12	Hrs.
	American History & Government	6 Hrs.	
	Labor Problems, Industrial History	2 Hrs.	
	Economics	2 Hrs.	
	Electives	4 Hrs.	
III.	Science	14	Hrs.
	Physics	4 Hrs.	
	General Science	4 Hrs.	
	Electives	2 Hrs.	
IV.	Mathematics (Pure and Applied)	10	Hrs.
	Shop Mathematics	3 Hrs.	
	Teaching Shop Mathematics.....	2 Hrs.	
	Electives	3 Hrs.	
V.	Drawing and Design	8	Hrs.
	Electives	6 Hrs.	
VI.	Education	6	Hrs.
	History of Education.....	2 Hrs.	
	Rhode Island Education.....	2 Hrs.	
	Principles of Education.....	2 Hrs.	
	Educational Psychology	2 Hrs.	
	Tests & Measurements.....	2 Hrs.	
	Methods of Teaching Shop Subjects	4 Hrs.	
	Vocational & Educational Guidance	2 Hrs.	
	Shop Organization and Management	4 Hrs.	
	Trade Analyses and Course Organization	4 Hrs.	
	Educational Electives	10 Hrs.	
VII.	Applied Skills	34	Hrs.
	Applied skills and technical information to be evaluated and accredited according to established standards	36 Hrs.	
		36	Hrs.
	TOTAL HOURS	120	Hrs.

The Board of Trustees has approved the program leading to the Bachelor of Education degree in Vocational-Industrial Arts.

**Music Certificate Program
(Three Summer Sessions)**

The completion of the Three Summer Sessions (thirty semester hours after the Bachelor's degree has been obtained) qualified for certification in music by the State Department of Education. Students are admitted to this special program only after conference with Dean McGunigle. However, courses may be taken by teachers independent of the Certification Program without registering with Dean McGunigle. The courses should prove of value to music lovers whether teaching or not. Regular classroom teachers who are called on from time to time to teach music or conduct orchestra or band will find the courses of practical value. Credits of courses marked with an asterisk may be applied to a Master's Degree.

	Semester hours
METHODS	
First year: Primary Methods.....	2 hours
Second year: Intermediate Methods.....	2 hours
Third year: Junior and Senior High School Methods	2 hours
INSTRUMENTAL MUSIC	
*First year: Woodwinds.....	2 hours
*Second year: Brasses.....	2 hours
*Third year: Strings.....	2 hours
THEORY	
First year: Applied Music Theory.....	2 hours
Harmony I	2 hours
Second year: Harmony II.....	2 hours
*Third year: Harmony III.....	2 hours
CHORUS AND CONDUCTING	
First year: Chorus and Conducting I.....	2 hours
Second year: Chorus and Conducting II....	2 hours
*Third year: Chorus and Conducting III.....	2 hours
SUPERVISION: General and Music.....	2 hours
SURVEY OF MUSIC LITERATURE.....	2 hours
	30 hours

Requirements for Certification of School-Nurse/Teachers

The applicant shall be eligible for nursing registration in Rhode Island.

A total of thirty semester hours shall be taken in approved professional courses, of which twenty-two semester hours shall be taken in required courses.

	Required Courses	Semester Hours
I.	A. School Nursing—Materials & Procedure	
	Part I	2
	Part II	2
	B. Applied Methods in Teaching Health	2
	C. Principles in Public Health Nursing	
	Part I	2
	Part II	2
	*D. Field Work—School and Public Health Nursing	2
II.	A. Rhode Island Education	2
	B. History and Philosophy of Education	2
	C. Educational Psychology	2
	D. Child Growth and Development...	2
III.	A. Expository Writing for the School-Nurse/Teacher	2
	B. Electives	8

Electives may be taken in the fields of history, literature, sociology and nutrition.

This program covers three areas of study, all of which are interrelated, and shall supplement the preparation and training received in the school of nursing.

School-Nurse/Teacher shall take at least one course in each semester or a total of four semester hours credit annually, while working towards professional certification in order to be eligible for the renewal of the provisional certificate.

*This course will be given, when the program is established. School-Nurse/Teachers who have completed all the requirements for professional certification except Field Work may substitute an elective for this requirement temporarily.

Teachers Served Through Rhode Island College of Education Extension Programs 1946-1950

	1946	284
Summer	1946	799
Fall		
Spring		1083
	1947	476
Summer	1947	1178
Fall		
Spring	1948	899
		2553
	1948	517
Summer	1949	1364
Fall		48
Aviation Workshop Easter		1250
Spring	1949	75
Parent-Teacher Workshop		3254
	1949	645
Summer	1949	1037
Fall		
Spring	1950	1033
		2715
	1950	638
Summer	1950	1041
Fall		
Spring	1951	965
		2644

EXTENSION CLASSES NUMBER OF TEACHERS IN ATTENDANCE

SUMMER SCHOOL NUMBER OF TEACHERS IN ATTENDANCE

1934-35	1935-36	1936-37	1940	1941	1942	1943
1624	1612	2111	434	367	209	93
1937-38	1939-40	1940-41	1944	1945	1946	1947
2438	1370	2736	93	138	284	476
1941-42	1942-43	1944-45	1948	1949	1950	1951
1821	1300	902	517	645	638	560
1945-46	1946-47	1947-48				
921	1083	2553				
1948-49	1949-50	1950-51				
3254	2715	2644				

Attendance

	1946-47	1947-48	1948-49	1949-50	1950-51
Seniors	54	70	71	97	83
Juniors	73	72	101	97	94
Sophomores	71	102	101	97	116
Freshmen	124	139	115	134	109
Special Students	25	33	37	34	26
	<u>347</u>	<u>416</u>	<u>425</u>	<u>459</u>	<u>428</u>
Students in Attendance for Part of Year Only	20	30	19	50	46
Total Enrollment in Regular Classes	<u>367</u>	<u>446</u>	<u>444</u>	<u>509</u>	<u>474</u>
Attendance in Extension Courses for Teachers ...	793	1557	2623	2101	2080
Attendance in Summer Session	474	592	645	613	560
TOTAL	<u>1634</u>	<u>2595</u>	<u>3712</u>	<u>3223</u>	<u>3114</u>
Pupils Enrolled in Henry Barnard School	604	672	679	686	713

DEGREES GRANTED IN COURSE

	1946	1947	1948	1949	1950	1951
Master of Education	11	11	7	32	43	45
Bachelor of Education	87	83	111	112	164	138

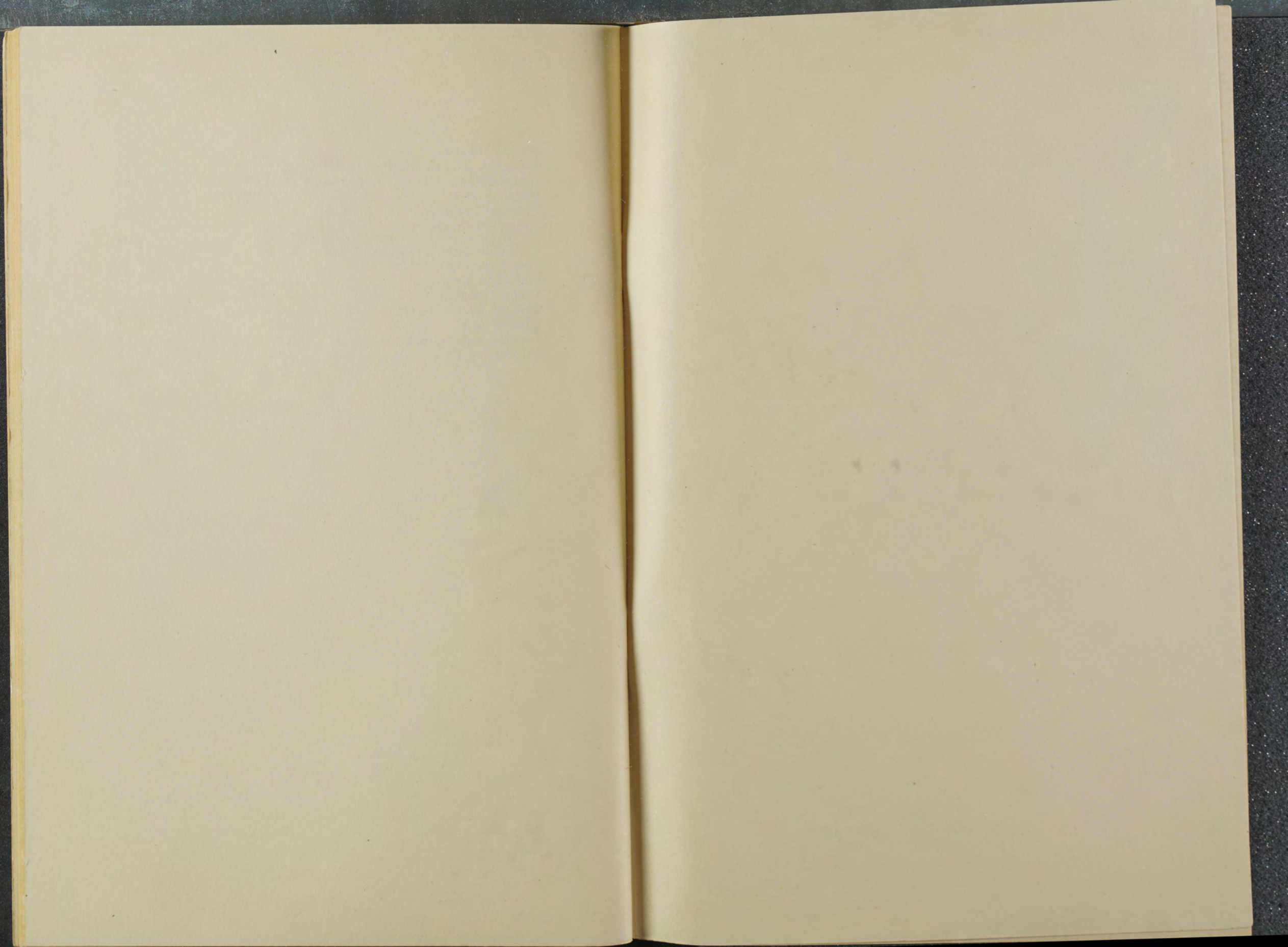
TOTAL NUMBER OF GRADUATES

Master of Education, 1924-1951	288
Bachelor of Education, Four-Year Course, 1922-1951	2990
Bachelor of Education, Graduates of Other Colleges, 1929-1940	121
Completed Junior Courses, 1871-1926	3483
Completed City Training Course, 1891-1902	390
Completed Normal Course, 1854-1865	62
	<u>7334</u>
Less Names Counted More Than Once	<u>215</u>
	<u>7119</u>

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