

# CATALOG

1959-60

**Rhode Island  
College of Education**

# Rhode Island College of Education

Providence, Rhode Island

## CATALOG

1959-60



*Rhode Island College of Education is fully accredited by the National Council for Accreditation of Teacher Education and by the New England Association of Colleges and Secondary Schools. The College is a member of the American Association of Colleges for Teacher Education, the New England Teacher Preparation Association, Eastern States Association of Professional Schools for Teachers and the American Council on Education.*

**RHODE ISLAND COLLEGE OF EDUCATION  
ACADEMIC CALENDAR  
1959 - 1960  
First Semester**

September 13, Sunday	President's Reception for Freshmen and their Parents
September 14, Monday	} Freshman Orientation & Registration
September 15, Tuesday	
September 16, Wednesday	
September 16, Wednesday	Upper Class Registration
September 17, Thursday	Opening Convocation and beginning of classes
October 12, Monday	Columbus Day - College closed
October 29, Thursday	R.I. Institute of Instruction - No classes
October 30, Friday	} Veterans Day - College closed
November 11, Wednesday	
November 20, Friday	End of first quarter Freshman grades due Reports of D's and F's for all other classes
November 26, Thursday	} Thanksgiving Recess
November 27, Friday	
December 19 through January 3	Christmas Recess
January 4, Monday	Classes resume
January 21, Thursday	Reading Day - No classes
January 22 through January 29	Final Examination Period
January 29, Friday	End of first semester
February 1, Monday	} Mid-term Recess
February 2, Tuesday	
<b>Second Semester - 1960</b>	
February 3, Wednesday	Registration - Second Semester
February 4, Thursday	Classes begin
February 22, Monday	Washington's Birthday - College closed
April 1, Friday	End of third quarter
April 16 through April 24	Spring Recess
April 25, Monday	Classes resume
May 26, Thursday	Reading Day for Seniors
May 27, Friday	} Final Examinations
June 3, Friday	
June 1, Wednesday	Reading Day for Underclassmen
June 2, Thursday	} Final Examinations
June 10, Friday	
June 11, Saturday	
June 11, Saturday	Commencement

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## Administration

### *Board of Trustees*

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## I

## Division of Professional Studies

Charles B. Willard, Ed.B., A.M., Ph.D.,  
*Dean*  
Mary T. Thorp, Ed.B., Ed.M., Ed.D.  
*Director of Laboratory Experiences*

### 1. Education:

S. Elizabeth Campbell, Ed.B., Ed.M., Ed.D.  
*Professor*  
Elizabeth Cooling, B.S., A.M., Ed.D.  
*Associate Professor*  
Robert P. Danilowicz, A.B., Ed.M.  
*Instructor*  
Gertrude T. Hanley, Ed.B., Ed.M.  
*Associate Professor*  
Thomas G. King, B.S., M.S., Ed.D.  
*Professor*  
Edward M. McEntee, A.B., LL.B., Ed.D.  
*Visiting Lecturer, Associate Professor*  
Helen Scott, A.B., A.M., Ed.D.  
*Professor*

### 2. Philosophy:

Joseph Jardine, A.B., A.M., Ph.D.  
*Assistant Professor*

### 3. Psychology

Robert T. Amos, A.B., A.M., Ph.D.  
*Associate Professor*  
Shelagh Gilmore, Ed.B., Ed.M.  
*Assistant Professor*  
C. James Herrick, A.B., A.M.  
*Assistant Professor*

### 4. Henry Barnard School

Philip O. Coakley, A.B., M.Ed., Ed.D.  
*Principal*

### Children's School:

Natalie A. Alger, Ed.B., Ed.M.  
*Assistant Professor*  
Geraldine A. Carley, Ed.B., Ed.M.  
*Assistant Professor*  
Prudence D. Fish, Ed.B., Ed.M.  
*Assistant Professor*  
Regina B. Gill, Ed.B.  
*Instructor*  
Ann Kibarian, Ed.B., Ed.M.  
*Assistant Professor*



Agatha B. Lavallee, Ed.B., Ed.M.  
*Assistant Professor*  
Maybelle W. Magee, Ed.B., Ed.M.  
*Assistant Professor*  
Ruth B. Whipple, Ed.B., M.A.  
*Instructor*

Elementary School:  
Theresa Barone, Ed.B., Ed.M.  
*Assistant Professor*  
Marjorie L. Bean, Ed.B., A.M.  
*Assistant Professor*  
Mary G. Colton, Ed.B., Ed.M.  
*Assistant Professor*  
Mary Davenport, Ed.B., M.S.  
*Assistant Professor*  
Kathleen F. Kelley, Ed.B., Ed.M.  
*Assistant Professor*  
Jennie Majka, Ed.B.  
*Instructor*

Isabel M. McGuinness, Ed.B., Ed.M.  
*Assistant Professor*  
Helen M. Triggs, Ed.B., Ed.M.  
*Assistant Professor*  
Mary H. Zajac, Ed.B., Ed.M.  
*Assistant Professor*

Junior High School:  
Mary D. Chatterton, Ed.B., Ed.M.  
*Assistant Professor*  
James F. Duffy, Jr., A.B., A.M.  
*Assistant Professor*  
Clement J. Hasenfus, A.B., Ed.M., C.A.G.S.  
*Associate Professor*  
Inez E. Jordan, Ed.B., Ed.M.  
*Associate Professor*  
Donald F. Lyons, Ed.B.

*Instructor*  
Vincent F. Trainor, Jr., Ed.B., Ed.M.  
*Assistant Professor*  
Wallace M. Whitelaw, Jr., A.B.  
*Instructor*  
Harriet V. Zurlinden, A.B., A.M.  
*Associate Professor*

Special Subjects:  
Edward S. Bogda, Ed.B., Ed.M.  
*Instructor*  
Dorothy M. Crompton, B.A.E., A.M.  
*Assistant Professor*  
Elsie S. Habercom, Ed.B.  
*Instructor*  
Lucy F. Hanley, B. S., Ed.M.  
*Assistant Professor*  
Hope L. MacAndrew, B.S. in A.Ed.  
*Instructor*

Avis G. Marden, Ed.B., Ed.M.  
*Associate Professor*  
Frances McKenna, B.S., M.A.  
*Assistant Professor*  
Anna R. Mullaney, Ed.B., Ed.M.  
*Assistant Professor*  
Helen M. Murphy, Ed.B.  
*Assistant Professor*  
Viola Peterson, B.M., A.B., A.M.  
*Assistant Professor*  
William E. Sloane, Ed.B.  
*Assistant Professor*  
Byron C. Tillotson, B.A., M.A.  
*Assistant Professor*

## II Division of Graduate Studies

William F. Flanagan, A.B., Ed.M., Ph.D.  
*Director*  
Harold H. Benjamin, A.B., M.A., Ph.D.  
*Associate Professor*  
Melvin R. Karpas, B.S., Ed.M., Ed.D.  
*Associate Professor*  
Harry Novack, A.B., A.M., Ph.D.  
*Professor*  
Marguerite Robertson, A.B., A.M.,  
*Associate Professor*  
Sidney P. Rollins, B.S., M.S., Ph.D.  
*Associate Professor*

## III Humanities

Mary E. Loughrey, A.B., A.M., Ph.D.  
*Chairman*

- 1. Art:**  
Edith C. Becker, B.F.A., M.F.A., Ed.D.  
*Professor*  
Dorothy Crompton, B.A.E., A.M.  
*Assistant Professor*  
Angelo Rosati, B.S., M.A.  
*Assistant Professor*
- 2. English:**  
Ernest C. Allison, A.B., A.M.,  
*Associate Professor*  
Lillian D. Bloom, A.B., A.M., Ph.D.  
*Assistant Professor*

- Constance Carlson, A.B., M.A.  
*Visiting Lecturer*
- Robert W. Comery, A.B., A.M., Ph.D.  
*Assistant Professor*
- Frank E. Greene, Ph.B., A.M., Ed.D.  
*Professor*
- Grace D. Preisser, A.B., A.M.  
*Associate Professor*
- \*Amy Thompson, A.B., A.M.  
*Professor*
- James E. White, A.B., A.M.  
*Assistant Professor*
- John H. Whiting, B.A., M.A.  
*Instructor*

### 3. Foreign Languages:

- Nelson A. Guertin, A.B., A.M.  
*Assistant Professor*
- Mary E. Loughrey, A.B., A.M., Ph.D.  
*Professor*
- Alfred E. Sauter, A.B., Ed.M.  
*Visiting Lecturer*

### 4. Music:

- Rita V. Bicho, Ed.B., Ed.M.  
*Assistant Professor*
- Gertrude E. McGunigle, A.B., A.M.  
*Associate Professor*
- Abraham Schwadron, Ed.B., M.A.  
*Assistant Professor*

### 5. Speech:

- Joseph D. Graham, A.B., A.M.  
*Assistant Professor*
- Grace D. Healey, B.L.L.I., Ed.M.  
*Associate Professor*

\* on leave first semester

## IV Division of Mathematics and Science

Russell Meinhold, A.B., M.S.  
*Chairman*

### 1. Biology

- Bernard Gordon, B.S.  
*Instructor*
- George C. Hartmann, A.B., A.M.T.  
*Assistant Professor*
- Mary M. Keefe, Ed.B., A.M., Ph.D.  
*Professor*
- Theodore Lemeszka, A.B., A.M.  
*Assistant Professor*

### 2. Health and Physical Education:

- Rosemarie Basile, B.S., Ed.M.  
*Instructor*
- Robert L. Brown, B.P.E., Ed.M.  
*Associate Professor*
- Billie Ann Burrill, B.S., M.S.  
*Assistant Professor*
- Antoinette Gentile, B.S.  
*Instructor*
- Thomas J. Sheehan, B.S. in P.E., M.A.  
*Instructor*

### 3. Mathematics:

- Mary F. Hasenfus, B.A., M.A.  
*Assistant Professor*
- John Nazarian, Ed.B., A.M.  
*Assistant Professor*
- Manuel Renasco, Jr., B.A., B.S.  
*Assistant Professor*
- Eileen Tormey, Ed.B., A.M.  
*Assistant Professor*
- Stanley Trail, A.B., A.M.  
*Assistant Professor*

### 4. Physical Sciences:

- Raymond R. Castillo, B.S., M.S.  
*Instructor*
- Renato Leonelli, B.S., Ed.M., Ed.D.  
*Associate Professor*
- Russell Meinhold, A.B., M.S.  
*Professor*

## V

## Division of Social Sciences

Marion Wright, Ed.B., A.M.  
*Chairman*

### 1. Geography:

- Chester Smolski, Ed.B., A.M.  
*Assistant Professor*
- Franklin R. Stern, A.B., M.A.  
*Assistant Professor*
- Marion I. Wright, Ed.B., A.M.  
*Associate Professor*

### 2. History and Social Studies:

- Vincent A. Aloia, A.B., D.S.S.  
*Assistant Professor*
- Catherine M. Connor, A.B., A.M.  
*Professor*
- Charles O. Ethier, Ed.B., A.M.  
*Associate Professor*
- Martin B. Horan, A.B., A.M.  
*Associate Professor*

Lawrence Lindquist, B.Th., A.M., Ph.D.

*Assistant Professor*

Katherine S. Perry, A.B., A.M., Ph.D.

*Assistant Professor*

Ridgeway F. Shinn, A.B., A.M., Ph.D.

*Associate Professor*

\*Evelyn M. Walsh, Ed.B., A.M.

*Assistant Professor*

EQB AB AM

#### LIBRARY STAFF

Katherine L. Cuzner, B.S., A.M.

*Librarian*

Helen Bolster, A.B., A.M.

*Assistant Librarian*

Joan Norris, B.S.

*Assistant Librarian*

Rose Snell, Ed.B., Ed.M.

*Assistant Librarian*

Helen Burroughs, Ed.B.

*Assistant to the Librarian*

#### MEDICAL STAFF

Clara Loitman Smith, M.D.

*College Physician*

Frances L. McKenna, R.N., B.S., M.A.

*Nurse, Henry Barnard School*

Helen L. Keenan, R.N.

*Nurse, College*

#### MAIN OFFICE

Violet Lord

*Administrative Assistant*

#### BUSINESS OFFICE

Norma G. Weeks, A.B.

*Bursar*

#### BOOKSTORE

Carlton H. Arnold

*Manager*

\*on leave first semester

## Correspondence Directory

Inquiries to the College should be addressed to officers of the College as noted in the following list:

#### Admissions, Registration, Records:

W. Christina Carlson, *Registrar*

#### Admissions Information:

Mary G. Davey, *Director of Public Relations*

#### Alumni, General Information:

Mary G. Davey, *Director of Public Relations and Alumni Secretary*

#### Business and Financial Matters:

Ernest L. Overbey, *Business Manager*; Norma Weeks, *Bursar*

#### Graduate Division:

William F. Flanagan, *Director*

#### Henry Barnard School:

Mary T. Thorp, *Director of Laboratory Experiences*  
Philip O. Coakley, *Director*

#### Health Services:

Helen Keenan, *R.N., College Nurse*

#### Library Services:

Katherine L. Cuzner, *Librarian*

#### Placement:

Mrs. Virginia G. Belanger, *Assistant Director of Public Relations*

#### Professional Studies:

Charles B. Willard, *Dean of Professional Studies*

#### Scholarships:

Fred J. Donovan, *Vice President*

#### Student Personnel Services:

Dorothy R. Mierzwa, *Dean of Students*

#### Veterans Affairs:

Fred J. Donovan, *Vice President*

College Telephone - TEmple 1-6600

## THE NEW CAMPUS

The new Rhode Island College of Education campus stands on a fifty-acre site on the North Providence border, commanding an impressive view of Providence to the South. Six Buildings, constructed at a cost to the state of \$5,500,000, make up the College. They will eventually accommodate 1,000 students. The entrance to the College is on Mt. Pleasant Avenue, Providence, not far from the junction of Mt. Pleasant Avenue and Route 44 (Smith Street).

The heart of the campus is the student Center. From the library, with its 40,000 volumes and quiet study alcoves, a hall leads to the well-stocked college book store and on to the men's lounge—the Charles Carroll Room—and to the women's lounge and the faculty room. The large Student Lounge opens into a patio on one side and into the cafeteria and snack bar on the other. Areas within the Student Center will be used for student social functions.

The Henry Barnard School is the College laboratory school. It has completely modern accommodations for nursery, primary, elementary, and junior high school classes. There are two classrooms designed for physically and mentally handicapped children. Specially constructed observation areas with one-way sections allow students to watch teachers and children at work.

The classrooms in Craig-Lee Hall are used for Professional Studies, English, Speech, and Foreign Language classes. In the basement is located the Audio-Visual Division of the State Department of Education, the typing room, and two rooms for student activities. There are conference rooms in the building, and the Thomas Herbert Robinson Study.

John Lincoln Alger Hall houses the classrooms in Mathematics, Science, Social Studies, and Art. The Christopher Mitchell Study is here, as is the Student Health Center and more conference rooms. The Henry Barnard School and the Classroom buildings are equipped with television conduits to allow for future installation of closed circuit television.

Lucius A. Whipple Gymnasium has physical education classrooms and exercise rooms as well as the spacious double gymnasium. Sports areas behind the gymnasium have been developed as tennis courts, a soccer field, a cinder track, a girl's hockey field, and softball and baseball diamonds.

The auditorium in Dennis J. Roberts Hall has a seating capacity of 1,000. The Little Theatre and Music Room are designed to accommodate classes in dramatics, instruments, and voice, and to be used for small meetings. In the administrative wing of Roberts Hall are the offices of the President and other administrators, the general office, treasurer's office, and alumni office.



## Historical Development

The Rhode Island Normal School was established by act of the Rhode Island Legislature in 1854. Its founding was the result of years of effort on the part of Henry Barnard, first State Agent for Education in Rhode Island, and his successor, the Honorable Elisha B. Potter. It replaced the four-year private Normal School that started at Brown University in 1850.

When financial support was withdrawn in 1857, the College accepted the hospitality of the town of Bristol; but in 1865 it was forced to close. A vigorous campaign on the part of Thomas W. Bicknell, then Commissioner of Education of Public Schools, resulted in the reopening of the Normal School in 1871 in the Providence High School Building on Benefit Street, Providence.

In the last decade of the 19th century, educators felt that student teachers should have opportunities to observe and to practice teaching. Arrangements were made to use rooms in the Benefit Street School for this purpose. Later the plan involved schools in Central Falls, Cranston, and Pawtucket.

The new Rhode Island Normal School building was opened in 1898 with 10 rooms on the first floor planned for observation and practice classes. The training system was enlarged to include use of classrooms in cities and towns throughout the State and the assignment was lengthened to a full semester.

In 1908 the required course was lengthened to 2½ years and admission was limited to high school graduates.

In 1909 the first Saturday classes were held for teachers-in-service. In 1918 the first summer session was held. In 1924 the first master's degree was awarded.

Rhode Island College of Education was established in 1920 by act of the General Assembly and the four year course leading to the Degree of Bachelor of Education was instituted. The 2½-3 year normal course was continued as optional until 1932 when all students were required to have the four-year preparation.

The separate Henry Barnard School building was opened in 1926, allowing for growth and expansion in the College building; but by 1950, the building was again over-crowded.

A \$3,500,000 Bond Issue was authorized by the voters of Rhode Island in 1954 for the construction of a new College. A supplementary Bond Issue for \$1,500,000 was approved in 1956 and construction began on the new six-unit college located on the northern boundary of Providence.

A curriculum revision in 1941 differentiated courses for students

preparing to teach at the elementary and at the secondary levels. Further years of intensive study on the part of the entire faculty culminated in the introduction of a radically revised curriculum in 1956. The number of hours required for graduation was reduced from 140 to 130, the number of weekly student preparations reduced to five or six. The number of hours required in general education was increased to over 60% in the early childhood and elementary programs and to over 70% in the secondary programs. All elementary majors are now required to take a twelve-hour academic concentration in addition to the general education requirements, while secondary students may elect the Mathematics-Science or the English-Social Studies program with a major in one area and a minor in the other.

## Functions of Henry Barnard School

As early as 1893 Rhode Island Normal School made a contract with the Providence School Department by which three public classrooms might be used for demonstration purposes and five for practice teaching. Later similar arrangements were made with other public school systems in the State. In 1898 when the Rhode Island Normal School building was opened, ten classrooms on the first floor were designated as the Normal Observation School. Here children from Kindergarten through Grade 9 were available to Normal School students for observation, demonstration, and practice.

In 1920 the Rhode Island Normal School became Rhode Island College of Education and the laboratory school was renamed Henry Barnard School. Eight years later the separate Henry Barnard School building was opened.

Today Henry Barnard School comprises 25 classes, of which 4 are pre-school, 13 are elementary, and 8 are junior high school. The enrollment approximates 725. Twenty-two per cent of these children live in the district assigned to the school by the Providence School Department. Fifty per cent live in other parts of Providence and are transported by school bus or by private or public utilities. The remaining twenty-eight per cent reside in towns and cities outside of Providence.

The curriculum for the pupils who attend this school is basically the one used in the Providence city system. In addition the program includes all those special activities and extensions which are possible on a college campus because of the availability of college faculties and the help of college students. The study of education theories as they operate in practice is both a motivating and evaluative process from which the children benefit. For instance, 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 who for many years directed the laboratory experiences of college students.

Any campus laboratory school serves the teachers college in much the same way that a hospital serves the school of medicine. Offering first-hand professional experiences, it gives the prospective teacher an opportunity to observe a master teacher at work with children. Here theory and practice are harmonized and faculties and students together test the usefulness of professional methods and materials.

The college curriculum currently offers students a sequence of professional laboratory experiences. Freshman Professional Orientation introduces the student to the educational environment of a public school classroom. Courses in methods and materials use the laboratory school facilities to motivate and to demonstrate theory. Students are assigned to a given classroom and participate in regular classroom tasks, working with children and the master teacher. There are also those who seek educational opportunities to work with children in such specialized areas as elementary science, music, art, and literature.

Throughout the years it has become the practice for visitors, including teachers-in-service, student teachers from neighboring colleges, and public school officials, to come to the laboratory school to observe and discuss educational procedures.

### The Alumni

Graduates of Rhode Island College of Education have served the schools of Rhode Island for over a century and many of them have risen to positions of prominence in the field of education. There are more than 5,000 living alumni.

The Associated Alumni of Rhode Island College of Education was organized in 1928. The active membership now numbers almost 2,000.

The various activities of the association are planned to enable graduates to continue college friendships and to unite in promoting the welfare of the College. Members work actively to secure adequate public support for the College and to raise money for the purchase of extra facilities. An Alumni Night, Annual Bridge, Reception for Seniors, Alumni Ball, and Annual Meeting are regularly scheduled.

The Associated Alumni has the privilege of electing an alumnus to serve on the Board of Trustees of State Colleges. Alumni Trustee for 1957-60 is Catherine M. Casserly of Providence.

Edward P. Travers of Bristol is Associated Alumni President for the 1956-58 term.

In 1951 an Alumni Office was established at the College. Mary G. Davey, the Director of Public Relations, serves as Alumni Secretary. The bimonthly Alumni News is distributed by the Alumni Office to all active members. An Alumni Handbook is published annually.

### Entrance Procedure For September 1960

It is the responsibility of Rhode Island College of Education to educate young people for the teaching profession; therefore, students who are suited by character, ability and personality for teaching are encouraged to apply for admission to the College.

#### REQUIREMENTS

##### High School Diploma

The completion of a four-year high school course or its academic equivalent. A complete and official transcript of the high school record. High School preparation should include:

	Units
English	4
Algebra	1
Geometry	1
American History	1
Laboratory Science	1
Foreign Languages	2 of one Language
Additional Units	5
	15

Upon recommendation of the high school principal limited substitutions for the units listed above may be made. When a request for a substitution is made the committee on admission will consider the application and make a recommendation to the President of the College for a final decision.

#### EXAMINATIONS

All Candidates seeking admission to Rhode Island College of Education are required to complete examinations given by the College Entrance Examination Board, and full responsibility for arranging to take these tests must be assumed by each student. The Scholastic Aptitude Test (morning session) which includes verbal and mathematical sections, is required.

During the academic year 1959-60, the College Entrance Examination Board will hold examinations on each of the following dates:

December 5, 1959	March 12, 1960
January 9, 1960	May 21, 1960
February 6, 1960	August 10, 1960

The Scholastic Aptitude Test (Verbal and Mathematical Sections) for all dates listed above will be given at 8:45 A.M.

Candidates should make application by mail to College Entrance Examination Board, Box 592, Princeton, New Jersey. Each application submitted for registration must be accompanied by the examination fee, which is \$7.00 for the Scholastic Aptitude Test.

All applications and fees should reach the office of the Board not later than the dates specified below.

Date of Tests
December 5, 1959
January 9, 1960
February 6, 1960
March 12, 1960
May 21, 1960
August 10, 1960

Application should reach Board no later than

November 7
December 12
January 9
February 13
April 23
July 13

Candidates may take tests in December, January, or February, but the March date is usually most satisfactory.

The College code number is 3724.

Candidates who take the May examination risk the possibility that the class may be filled.

#### **APPLICATION AND HIGH SCHOOL RECORD**

Application forms and high school record forms may be obtained at the College or from principals and guidance counselors. Both forms should be filled out and sent to the College as early in the year as possible. Applicants filing after April 1 may find that all places have been filled.

#### **INTERVIEW**

After application forms and high school records have been received, candidates will be requested to come to the College for an interview with one or more members of the Admissions Committee.

#### **PHYSICAL HEALTH**

Admittance to the College is conditional until the student has submitted evidence of a physical examination by his own physician. Health record cards will be sent to acceptable candidates. Information requested should be supplied by the examining physician.

#### **CHEST X-RAYS**

The student is responsible for submitting to the College physician evidence of a chest X-ray taken after January 1, 1960. This should be received at the College by the date specified in the letter of acceptance. A 17" x 14" place is recommended.

#### **CERTIFICATE OF VACCINATION**

Vaccination within three years of the date of entrance must be certified by a physician.

Health records should reach the College by the date specified in the letter of acceptance.

#### **CANDIDATES IN MILITARY SERVICE**

Candidates who are serving with the armed forces are required to complete the tests noted above. The applicant must accept the dual responsibility of completing arrangements with the College Board and of arranging for a release from military duty to permit attendance at the test center. Special centers will be arranged for servicemen at or near their duty stations if request is filed several weeks in advance of the scheduled test dates.

#### **FURTHER INFORMATION**

Candidates having special problems concerning entrance examinations should write the Admissions Office, Rhode Island College of Education, Providence, R. I., for further information.

## **Proficiency Examinations**

Plans are under way to inaugurate at Rhode Island College of Education a system of proficiency examinations similar to that in force at most of the Eastern colleges.

Subjects under consideration for such examinations are English, Foreign Language, Mathematics, and Music.

It may be several years before such examinations will be in effect for all four subjects.

It is hoped to inaugurate the plan for Modern Foreign Languages in the fall of 1958.

1. Two years of one modern foreign language are required for admission.
2. One year of a modern foreign language above the two-year high school requirement is included as part of the regular curriculum.
3. Since only French and Spanish are offered at the present, it is recommended that high school students who plan to enter Rhode Island College of Education take one of these two languages to satisfy entrance requirements.
4. Language proficiency tests will be administered to entering students.
  - a. Students who prove proficiency will be excused from the year of language. However, they may elect to continue the language if they wish.
  - b. Students who do not show proficiency must continue the language in college until they have attained a grade of C in the second semester of Intermediate language.
  - c. Students who are accepted without the two-year entrance requirement must start the foreign language in College and continue it until they have completed satisfactorily the second semester of the Intermediate course.
5. Students who demonstrate proficiency in other foreign languages (e.g., German, Italian), will be excused from the language requirement in college.

## **Registration**

#### **Dates**

Registration for the fall semester takes place during the week after Labor Day. Freshmen register on Tuesday and upper classmen on Wednesday. Classes begin on Thursday of the same week.

Registration for the second semester takes place for all students on the Wednesday following the close of the first semester. The first semester ends on the fourth Friday in January.

## Freshman Orientation

Orientation of freshmen begins with a two-day program at the beginning of the school year and continues under the direction of the Dean of Students throughout the first semester.

## Counselors

Each student will be assigned to a counselor whose duty it is to help the student with his registration. It is the responsibility of the counselor to explain college and curriculum requirements. In addition to assisting the student with his academic problems, the counselor, with the help of the Dean of Students and Dean of Men, makes every effort to improve the student's social, emotional, and personal adjustment.

## Change in Registration

Changes in program may be necessary for various reasons. These should be made so far as possible within the first two weeks of the semester. No course may be dropped without permission in writing from the adviser and the registrar. A student will not receive credit for any course not properly registered on his program.

## Late Registration

A five-dollar fee will be charged for late registration. Any student not registering on the day designated for that purpose will be considered a late registrant. One week after the first registration day will be the last day such registration will be allowed.

## Veterans

All information should be obtained from the Veteran's Administration Office. Eligibility Forms and Enrollment Certificates are cleared through the Dean of Men.

Public Law No. 550 (Korean Veterans) is based on fourteen hours as a full load. Veterans to whom P. L. 550 applies must sign monthly forms five days before the end of each month. These forms are processed and sent to the V. A. Office before the fourth of the following month. Checks are paid on the twentieth.

Veterans who desire to attend summer school or to enroll in extension courses may do so after receiving the approval of their counselors and of the registrar.

## General Information

### College Credits

Rhode Island College of Education is operated on a semester basis with the year divided into two semesters of about eighteen weeks each. For the degree of Bachelor of Education 130 hours are required. Twelve semester hours of credit allowed for one full semester of responsible teaching are included in the total 130 required for graduation.

Students transferring to Rhode Island College of Education will receive credit for courses taken at other colleges if they meet requirements. Grades in courses accepted must be better than the minimum passing grade.

## Marking System

The marking system provides for quality points as follows:

A—Excellent	—4	quality points	per semester hour
B—Good	—3	quality points	per semester hour
C—Fair	—2	quality points	per semester hour
D—Pass	—1	quality point	per semester hour
E—Condition	—0	quality points	
F—Failure	—0	quality points	
W, F—Withdrawn, failing	—	indicates a course dropped	without permission
I—Incomplete			

A quality point ratio or index is computed by dividing the total quality points by the total number of credit hours.

An index of 1.75 is the minimum acceptable for all students in any semester. A student who earns an index lower than 1.75 is placed on academic probation. A student who fails to meet the minimum index of 1.75 for a second time or one whose index is lower than 1.00 for any semester is automatically dropped from the college rolls.

A cumulative grade point average of 2.00 for the seven semesters spent on campus is required for graduation.

A student who is placed on academic probation is notified in writing by the Registrar immediately following the marking period when such action becomes necessary. Parents or guardian of students who are under twenty-one are also notified.

A student on academic probation is ineligible to hold class or college office, to take part in any formal production or program, or to be a member of a team or group representing the college in any extracurricular activities.

A student who receives a grade of "F" in a required course must make up such a course by attending summer school, taking a course at some other college, or prolonging his stay at Rhode Island College of Education. All courses taken outside of the regular schedule must be approved by the counselor and the registrar.

A student who is dropped for academic reasons may not apply for reinstatement until at least one semester has elapsed. This regulation also applies to students who wish to transfer from another college.

A student who has been granted readmission must attain a minimum index of 2.00 the first semester.

## President's List

Students who attain an index of 3.50 have their names placed on the *President's List* in recognition of scholastic achievement. This is one of the foremost honors at Rhode Island College of Education.



### **Kappa Delta Pi**

Epsilon Rho chapter of Kappa Delta Pi, national honorary society in education, was installed at the College in 1944. Founded at the University of Illinois in 1911, the Society was organized for the encouragement of high professional, intellectual, and personal standards, and for the recognition of outstanding contributions to education. More than 170 colleges throughout the United States have chapters of the society.

### **Audio-Visual Aids**

Proficiency in the operation of audio-visual equipment must be demonstrated by every student before graduation.

## **Fees and Expenses**

### **Tuition**

There is no tuition charge for full-time students who are residents of Rhode Island. Out-of-state students are charged \$300 a year.

### **Fees**

Beginning in September 1959, a General Fee of \$25 in addition to the STUDENT COUNCIL FEE of \$25 will be required of each student.

### **Student Activity Fee**

A student activity fee of \$25 a year is required of each student at the college. Registration is not complete until the fee is paid.

This fee entitles each student to the RICOLED, the senior year-book; every issue of the ANCHOR, the college newspaper; and admission to all dramatic productions, all home games in varsity sports, and intramural games for both men and women. The Student Council funds are used to send student delegates to several educational conferences and are also used to help defray expenses of May Day activities.

The activity fee will not be refunded if a student withdraws.

A special student who carries eight semester hours or less will pay only one half of the regular student activity fee.

A student who has paid the activity fee and withdraws because of illness may return to the college within three years without paying the activity fee for the first semester.

Registration is not complete until fees are paid.

### **Extension and Summer Sessions**

Beginning in Summer, 1958, tuition for all extension courses will be \$25 for each three-semester-hour course.

### **Master's Degree Graduation Fee**

There is a ten dollar graduation fee for candidates for the degree of Master of Education.

### **Transcript**

A student is allowed four transcripts free of charge. This includes one sent to the Rhode Island State Department of Education. A fee of one dollar will be charged for each transcript thereafter.

### **Other Expenses**

Students buy their own textbooks. Students in certain industrial arts courses and fine arts courses must pay for supplies in excess of a certain maximum furnished by the College.

### **Scholarships**

A few scholarships are available for deserving students. Some funds have been given to the college for this purpose by the Edgewood Women's Club. Other groups have from time to time awarded scholarships to deserving students.

### **Loans**

The Student Loan Fund and the Margaret Hill Irons Fund provide several thousand dollars to students for approved loans at no interest during matriculation and low interest until repaid.

## **Student Life and Welfare**

### **Student Government**

All regularly enrolled students are members of the Student Assembly and participate in the election of the Student Council. This Council is the executive branch of the Student Assembly and is headed by the president of the student body. Its function is to plan, promote, and direct major phases of student life with the advice and assistance of a faculty representative who serves on the Council in an advisory capacity. The Dean of Students is the present faculty representative in the Council.

The Student Council has the responsibility of fixing the amount of the student activity fee and controls its distribution among the various student clubs and organizations.

### **Student Health Service**

The college employs a full-time nurse who is ready to see students concerning health problems at any time between 8:30 and 4:30 when the college is in session.

A physician is employed on a part-time basis. Conferences may be arranged when necessary at the request of the physician or the student.

A chest X-ray is required for each student each year that he is in college. Arrangements are made with the State Department of Health to have this done free of charge at the college. In case a student is absent on the day on which X-rays are given, arrangements must be made through the medical office to have the X-ray taken elsewhere as soon as possible.

Regulations concerning procedure to be followed in case of absences due to illness may be found in the Student Handbook.

### **Student Publications**

The *College Handbook* contains much information valuable to the

student in orienting himself to college life. College rules and regulations are also included in the Handbook. Each student is given a copy of the Handbook when he registers and should become thoroughly familiar with all information given therein.

The *Anchor* is the college monthly newspaper in which important news items and announcements are recorded. The college paper provides an opportunity for students to express views and opinions about all phases of college life. Each student receives all issues of the paper without cost. Expenses incurred are paid from the allotment designated for that purpose by Student Council.

The *Helicon* is the annual literary publication. All students are encouraged to submit material and deem it a great honor to have such material accepted for publication.

The *Ricoled* is the college yearbook and the most elaborate of the student publications. A whole year is spent in its preparation and it includes an account, mostly pictorial, of all major college activities, pictures of the current year's graduates, and a student directory.

#### **Living Accommodations**

Rhode Island College of Education maintains no dormitories, but is looking forward to the time when at least one building for that purpose will be added to the new campus. In the meantime, students who wish to live in the city will be aided in securing accommodations. Students will be permitted to board only in places approved by the deans.

#### **Clubs and Organizations**

The purpose of these is to provide opportunity for students to participate in extra-class activities which enrich the college program.

A description of the following clubs and organizations may be found in the College Handbook.

Canterbury Club	Men's Athletic Association
College Choir	Newman Club
Debating Club	International Relations Club
Dramatic League	Ski Club
Fraternity	Student NEA
	Women's Recreational Association

#### **Library Facilities**

The College Library is located in the northern area of the Student Center. Its collection is made up of approximately 30,000 volumes which provide reading matter of a cultural and recreational nature as well as standard reference works and text materials. An excellent and extensive selection of periodicals is available.

Adequate study and reading areas are provided in pleasant surroundings.

Library hours allow the student ample time to use the facilities to advantage.

#### **College Shop and Book Store**

The Controllor's Office maintains a College Store where textbooks, College stationery, and certain special supplies may be purchased. There is also a good selection of greeting cards, college souvenirs, and small gift items available.

#### **The Curriculum**

The curriculum as outlined in the succeeding pages is the result of several years of intensive study and critical appraisal on the part of the faculty and administration of the College. Its purpose, briefly stated and greatly simplified, is to offer courses in general education which provide a broad and rich learning experience for the student and to offer professional courses which aim to develop teaching competence.

The faculty of Rhode Island College of Education believes that the success of democracy depends upon a literate, informed, and dedicated citizenry; that students can become no better teachers than they are persons; and that it is therefore necessary to promote and encourage scholarship of a high order. It is our task to provide opportunity for each student to develop freely the sum total of his capacities for the benefit of society and for his own enduring satisfaction.

The student at Rhode Island College of Education may choose from four major curricula: Early Childhood Education; Elementary; Secondary; English-Social Studies; and Mathematics-Science.

#### **Degree Requirements**

One hundred thirty hours are required for graduation. Not less than 60% of the hours for the Early Childhood and Elementary Curricula shall be in liberal and general education. Not less than 30% shall be in professional education. Students electing the Secondary Curricula shall complete no less than 70% of the required hours in general education and not less than 20% in professional education. Any student admitted without condition may choose two three-hour electives from all courses offered.

#### **Concentrations**

Students electing the Early Childhood or Elementary Curriculum shall also elect an academic field of concentration. Areas from which choices may be made and credit hour requirements are listed with course requirements for those curricula.

#### **Majors and Minors**

The student electing the Secondary curriculum shall choose a major and a minor from the following subject matter areas: English, Social Studies, Mathematics, Science. Those desiring to substitute a minor in French may do so if approved by the language department.

#### **Responsible Teaching**

All candidates for graduation must complete successfully a semester



of full time teaching at the appropriate level in one of the training centers of the state under the guidance of a certified critic teacher.

Freshmen and Sophomore classes began the revised program in September, 1956. By September, 1958, all classes in the College will be following the new course of study.

### Freshman Year—All Curricula

First Semester	Credit Hours	Second Semester	Credit Hours
Introduction to Education	(3) 2	English Composition & Language	3
English Composition & Language	3	History of Western Civilization	3
History of Western Civilization	3	Modern Language	3
Modern Language	3	General Biology	(4) 3
General Biology	(4) 3	Survey of Mathematics or College Arithmetic	3
Survey of Mathematics	3	Physical Education	(2) ½
Physical Education	(2) ½		
	17½		15½
			(33)

During the second semester of his Freshman year, each student must select the curriculum area in which he plans to specialize. He may choose from the following curriculum areas:

1. Early Childhood Education
2. Elementary Education
3. English-Social Studies (Secondary Education)
4. Mathematics-Science (Secondary Education)

In addition to choosing the general area of specialization, the student must also elect a particular area of concentration or major.

In the case of students electing *Early Childhood Education* or *Elementary Education*, this concentration shall consist of four three-hour courses (12 semester hours) in one of the following fields:

Art	Geography	Music
English	History	Science
French	Mathematics	Social Studies (2)

Students who elect the curriculum in *English* and *Social Studies*, will take a *Major* of 21 semester hours in one area and a *Minor* of 12 hours in the other area, (e.g., a Major in English and a Minor in Social Studies, or vice versa). Within the areas of their major and minor choices they must also select a specific field of emphasis, for example, *English* or *American Literature*, if the field is English.

Music  
US History

Students who elect the curriculum in *Mathematics* and *Science* must choose either Program A (emphasis on the Biological Sciences) or Program B (emphasis on Mathematics and Physical Science).

Specific course offerings in concentration areas are listed in succeeding pages.

1. Not all courses in every concentration will be offered every year. Some will be given in rotation over a three-year period. This will be indicated in cases where such rotation has been determined.

2. Courses in concentrations are to be taken in addition to the courses in General Education required of all students.

3. It is recommended that students consult faculty members in the departments in which they are interested as well as the counselors before making final decisions.

### Early Childhood and Elementary Curricula

First Semester		Second Year	
A-Divisions		A-Divisions	
General Psychology	(3) 3	Practicum I (Core Curr. of Elem. School)	(12) 9
Orientation to Music		Principles of Geography	(3) 2
Principles of Geography	(3) 2	Human Growth & Development	3
Fundamentals of Speaking	(3) 2	Concentration	3
Personal & Community Health	2	Physical Education	(2) ½
Concentration	3		
Physical Education	(2) ½		17½
			15½
			(33)
B-Divisions		B-Divisions	
General Psychology	3	Human Growth & Development	3
Principles of Geography	(3) 2	Principles of Geography	(3) 2
United States History (½ class) or Physical Science	(4) 3	Physical Science (½ class) or United States History (½ class)	(4) 3
Fundamentals of Speaking	(3) 2	Orientation to Music	3
Concentration	3	Personal & Community Health	2
Elective	3	Concentration	3
Physical Education	(2) ½	Physical Education	(2) ½
			16½
			(33)

Elective

take US Hist & Phys Sci 16½

Biol

Third Year		Credit Hours	Second Semester	Credit Hours
<b>First Semester</b>			<b>A-Divisions</b>	
Practicum II (10)	8		Responsible Teaching	12
(Special Curr. Areas)			Social & Legal Aspects	3
% Art Education (2½)	2		of R. I. Education ...	15
(5 times per week for one quarter)				
% Children's Literature	2			
(4 times per week for one quarter)				
Concentration	3			
Elective <i>Ken Boyce</i>	3			
<i>Reading</i>	18			(33)
(% to be alternated)				
<b>B-Divisions</b>			<b>B-Divisions</b>	
Practicum I (12)	9	Practicum II (10)	8	
Philosophy of Education	3	% Art Education (2½)	2	
*Western Literature	3	% Children's Literature	2	
Concentration	3	Concentration	2	
	18		15	
			(33)	

Fourth Year		Credit Hours	Second Semester	Credit Hours
<b>First Semester</b>			<b>A-Divisions</b>	
Practicum I (10)	8		Philosophy of Education	3
(Special Curr. Areas)			*Western Literature	3
% Art Education (2½)	2		United States History	3
(5 times per week for one quarter)			Visual Arts in Society (4)	3
% Children's Literature	2		Elective	3
(4 times per week for one quarter)				15
Concentration	3			(31)
Elective <i>Ken Boyce</i>	3			
<i>Reading</i>	16			
(% to be alternated)				
<b>B-Divisions</b>			<b>B-Divisions</b>	
Practicum II (12)	9	Educational Psychology	4	
Philosophy of Education	3	*Western Literature	3	
*Western Literature	3	Social Problems	3	
Concentration	3	Visual Arts in Society (4)	3	
	15	Elective	3	
			16	
			(31)	

(\*Students taking Concentration in English have had this course in their Sophomore year. They will replace it by another course in English.)

## Early Childhood & Elementary Curricula Areas of Concentration

The following areas of concentration are offered for students in the Early Childhood and Elementary Education curricula. A concentration comprises four courses (12 points) in one academic area.

### Art:

Students electing this concentration will take the general education course in *Visual Arts in Society* (required of all students before graduation) before they take the four courses in their concentration. Courses to be offered will include:

- Visual Arts (Fall of each year) Required as basic course
- Design Workshop (Spring of each year) Required as basic course
- Space Arts (Fall, 1960)
- Oil Painting (Spring, 1961)
- Survey of Western Art (Fall, 1959 Fall, 1961)
- Ceramics (Spring, 1960 Spring, 1962)

### English:

Students electing this concentration will take the general education course in *Western Literature* (required of all students before graduation) before they take their concentration. The concentration will consist of four courses drawn from the Department's offerings, of which one is in English Literature and another in American Literature. The remaining two choices are open and may be made from the entire range of the Department's offerings: English Literature, American Literature, Advanced Composition and Modern Literature.

Note: A two-semester course in *Western Literature* is required of all students for graduation. Those who elect the concentration in English will take this course during their Sophomore year before they start their concentration.

English Literature offerings will include:

- Beginnings to 1660, exclusive of Shakespeare (Fall of each year)
- Shakespeare (Spring of each year)
- The Neo-Classical Period (Spring of each year)
- Romantic and Victorian Poetry (Fall of each year)

American Literature offerings will include: (Offered in spring of each year)

- American Poetry, beginnings to early twentieth century
- American Fiction of the Nineteenth Century
- American Non-fictional Prose, beginnings to early twentieth century

Other courses to be offered will include:

- Advanced Composition and Language  
(Fall and spring each year)
- Modern Literature (Fall of each year)
  - a) Modern British and American Poetry
  - b) Modern British and American Fiction
  - c) Modern European and American Drama
- The Victorian and Edwardian Novel (ELECTIVE)

#### French:

- Advanced Written and Oral French (Fall of each year)
  - Required basic course
- Eighteenth Century: Age of Ideas (Fall, 1959)
- Nineteenth Century: Romantic Literature (Spring, 1960)
- The French Novel before 1870 (Fall, 1960)
- The Contemporary French Novel (Spring, 1961)
- French Classic Plays (Fall, 1961)
- French Theatre of 19th and 20th Centuries (Spring, 1962)

#### Geography:

Students electing this concentration will not be required to take any particular sequence of courses. Generally, topical courses are to be offered each fall semester and area courses are to be offered each spring semester. No substitutions for geography are allowed.

- |                            |                |
|----------------------------|----------------|
| Geography of Rhode Island  | (Fall, 1959)   |
| Geography of Latin America | (Spring, 1960) |
| Political Geography        | (Fall, 1960)   |
| Geography of Europe        | (Spring, 1961) |
| Economic Geography         | (Fall, 1961)   |
| Geography of Asia          | (Spring, 1962) |

#### History:

Students electing this concentration are not required to take any particular sequence. The courses are offered in the following sequence. Students can plan an integrated program to meet their own interests. No substitutions for history are allowed.

An Ancient History course will be offered each fall semester.

- |                   |              |
|-------------------|--------------|
| History of Greece | (Fall, 1959) |
| History of Rome   | (Fall, 1960) |
| History of Greece | (Fall, 1961) |

European sequence to be offered each year.

- |                            |                |
|----------------------------|----------------|
| European History 1789-1870 | (Each fall)    |
| European History 1870-1918 | (Each spring)  |
| Tudor and Stuart England   | (Fall, 1960)   |
| Modern Britain             | (Spring, 1961) |

*French applied*  
*French literature*  
*French composition*

American courses to be offered each semester.

- Colonial History of the United States (Fall, 1959)
- United States History in Twentieth Century (Spring, 1960)
- History of Rhode Island (Spring, 1960)
- Social and Intellectual History of U.S. to 1865 (Fall, 1960)
- Social and Intellectual History of U.S. since 1865 (Spring, 1961)
- History of the Westward Movement (Fall, 1961)
- Diplomatic History of the U.S. (Spring, 1962)

A Modern History course is offered each spring semester.

- Contemporary Europe (Spring, 1960)
- International Relations (Spring, 1961)
- Contemporary Europe (Spring, 1961)

#### Mathematics:

All the courses listed below are required for the concentration.

- Trigonometry (Fall of each year)
- Analytic Geometry (Spring of each year)
- Calculus I (Fall of each year)
- Calculus II (Spring of each year; Fall, 1960 and 1961)

#### Music:

- Theory of Music (Fall of each year) Required
- Keyboard and Written Harmony (Spring of each year) Required
- History and Development of Instrumental Music (Appreciation course) (Fall, 1959)
- Twentieth Century Music (Spring, 1960)
- Opera (Fall, 1960)
- Choral Conducting (Spring, 1961)
- Literature of Music (Fall, 1961)

#### Science:

*Either four courses in Biology or two courses in Biology and two courses in Chemistry.*

- |                              |                                    |
|------------------------------|------------------------------------|
| General Botany (Fall, 1959)  | General Chemistry I (Each fall)    |
| Microbiology (Spring, 1960)  | General Chemistry II (Each spring) |
| Ecology (Fall, 1960)         | Organic Chemistry (Each fall)      |
| Genetics (Spring, 1961)      |                                    |
| General Zoology (Fall, 1961) |                                    |
| Physiology (Spring, 1962)    |                                    |

#### Social Studies:

*Two courses in each of two Social Studies selected. (Social Studies: Geography, Economics, History, Political Science.)*

*Geography: A course is offered each semester. Usually a topical*



course will be offered in the fall and an area course will be offered in the spring. See courses listed on previous page.

**History:** Courses are given every semester. Ancient and Modern courses are to be offered in the fall and spring respectively. European and American courses will be offered every semester. See courses listed on previous page.

**Economics:** Courses will be offered every fall semester and occasionally in the spring.

- Labor Economics (Fall, 1959)
- Comparative Economics (Fall, 1960)
- Principles of Economics (Fall, 1961)

**Political Science:** Courses will be offered every spring semester and occasionally in the fall.

- American Government (Fall, 1959)
- Comparative Governments (Fall, 1959)
- Political Science (Spring, 1960)
- Political Theory (Spring, 1961)
- Political Science (Spring, 1962)

## Program A—Major in English & Minor in Social Studies

First Year Same as for Elementary Curriculum

Second Year	
General Psychology .....	3
Western Literature .....	3
Principles of Geography .....	(3) 2
Personal and Community Health .....	2
Major Concentration: Survey Course in Literature .....	3
Minor Concentration: History .....	3
Physical Education .....	(2) $\frac{1}{2}$
	16 $\frac{1}{2}$
	16 $\frac{1}{2}$
	(33)

### Third Year

First Semester	Second Semester
<b>A-Divisions</b>	<b>A-Divisions</b>
Practicum .....	Responsible Teaching .....
Development Reading .....	Social & Legal Aspects of R. I. Education .....
United States History .....	15
Major Concentration: Modern Literature .....	
Major Concentration: Period or American Studies Course .....	
Minor Concentration: Social Study .....	
18	(33)
<b>B-Divisions</b>	<b>B-Divisions</b>
Philosophy of Educ. ....	Practicum .....
Visual Arts in Society (4) .....	Development Reading .....
United States History .....	Major Concentration: Advanced Composition .....
Major Concentration: Modern Literature .....	3
Major Concentration: Period or American Studies Course .....	Minor Concentration: Social Study or .....
Minor Concentration: Social Study .....	Major Concentration: Period Course .....
18	15
	(33)

#### Fourth Year

##### A-Divisions

Educational Psychology	4
Visual Arts in Society (4)	3
Major Concentration:	
Advanced Composition	3
Minor Concentration:	
Social Study <i>or</i>	
Major Concentration:	
Period Course	3
Elective	3
	<hr/>
	16

##### B-Divisions

Responsible Teaching	12
Social & Legal Aspects of R. I. Education	3
	<hr/>
	15

##### A-Divisions

Philosophy of Educ.	3
Social Problems	3
Major Concentration:	
Shakespeare	3
Minor Concentration:	
Period Course <i>or</i>	
Minor Concentration:	
Social Study	3
Elective	3
	<hr/>
	15
	<hr/>
	(31)

##### B-Divisions

Educational Psychology	4
Social Problems	3
Major Concentration:	
Shakespeare	3
Minor Concentration:	
Period Course <i>or</i>	
Minor Concentration:	
Social Study	3
Elective	3
	<hr/>
	16
	<hr/>
	(31)

## SECONDARY CURRICULUM

### Major in English & Minor in Social Studies

#### Requirements for Major in English:

- English Composition - Required of all Freshmen
- Western Literature (one semester) (Fall of every year)
- English Literature (three semesters)
  - Beginnings to 1660, exclusive of Shakespeare (Fall of every year)
  - The Neo-Classical Period (Spring of every year)
  - Romantic and Victorian Poetry (Fall of every year)
- Shakespeare (Spring of every year)

- American Literature, from beginnings to early twentieth century (Spring of every year)
- One American Literature course chosen from the following three: (Spring of every year)
  - American Poetry, from beginnings to early twentieth century
  - American Fiction of the Nineteenth Century
  - American Non-fictional Prose, from beginnings to early 20th century
- Advanced Composition and Language (Every spring and fall semester)
- One Modern Literature course chosen from the following three: (Fall of every year)
  - Modern British and American Poetry
  - Modern British and American Fiction
  - Modern European and American Drama

(Including Western Literature) 27 hours

#### Elective Course

The Victorian and Edwardian Novel

#### Requirements for minor in Social Studies:

- Two courses in *History*  
(no restrictions as to period) 6 hours
  - Two courses in *one* of the following Social Studies:  
Geography, Political Science or Economics 6 hours
- 
- 12 hours

## SECONDARY CURRICULUM

### Major in Social Studies & Minor in English

#### Requirements for Major in Social Studies:

- Five courses in *History*, distributed as follows: one course in each of the four periods of History listed below, and a fifth course chosen from any one of the four periods. 15 hours
  - In the Junior Year, concurrent with Secondary Practicum, Social Studies Majors must take the Social Studies Seminar Course. The Course thus



designated (Seminar), will meet one of the four periods of history requirements. (In most cases it will satisfy a B, C or D requirement. At no time will it meet the requirement for period A.) Students should plan their choices to include the seminar course in their total program for three years.

2. *Two* courses in any *one* of the following Social Studies: 6 hours

<i>Anthropology - Socy</i>	21 hours
Economics	
Geography	
Political Science	

(Certain substitutions for secondary Social Studies students only are allowed. See note on page 9.)

\* \* \* \* \*

The periods of History and the course offerings in each are:

*Period A - Ancient History*

(One course to be offered every fall semester.)

History of Greece	(Fall, 1959)
History of Rome	(Fall, 1960)
History of Greece	(Fall, 1961)

*Period B - European History*

(Sequence offered each year.)

European History 1789-1870	(Each Fall)
European History 1870-1918	(Each Spring)
Tudor and Stuart England	(Fall, 1960)
Modern Britain	(Spring, 1961)

*Period C - American History*

(Course to be offered each semester.)

Colonial History of the United States	(Fall, 1959)
United States History in the Twentieth Century	(Spring, 1960)
History of Rhode Island	(Spring, 1960)
Social and Intellectual History of U.S. to 1865	(Fall, 1960)
Social and Intellectual History of U.S. since 1865	(Spring, 1961)
History of the Westward Movement	(Fall, 1961)
Diplomatic History of the U.S.	(Spring, 1962)

*Period D - Modern History*

(One course to be offered each spring.)

Contemporary Europe	(Spring, 1960)
International Relations	(Spring, 1961)
Contemporary Europe	(Spring, 1962)

*Seminar Course*

Period B or D	19th Century European Biography (Fall, 1959; Spring, 1960)
Period B or D	(Fall, 1960; Spring, 1961)
Period B or D	(Fall, 1961; Spring, 1962)

*Note:* Possible substitutions for secondary students only:

American Government for Period C
Economic History for Economics
Contemporary Europe for European, Period B
Geography of Europe for Modern History D
Geography of Latin America for Modern History D
Geography of Asia for Modern History D

**Requirements for Minor in English:**

- ✓ 1. Western Literature (one semester) (Fall of every year)
- ✓ 2. *One* period course in English Literature, to be chosen from the following:
  - a) Beginnings to 1660, exclusive of Shakespeare (Fall of every year)
  - b) The Neo-Classical Period (Spring of every year)
  - c) Romantic and Victorian Poetry (Fall of every year)
3. Shakespeare (Spring of every year)
4. Advanced Composition and Language (Every spring and fall semester)
- ✓ 5. *One* course drawn from the Department's offerings in American Literature (Spring of every year)
  - a) American Poetry, from beginnings to early twentieth century
  - b) American Fiction of the Nineteenth Century
  - c) American Non-fictional Prose, beginnings to early twentieth century
- ✓ 6. *One* course drawn from the Department's offerings in Modern Literature (Fall of every year)
  - a) Modern British and American Poetry
  - b) Modern British and American Fiction
  - c) Modern European and American Drama

*(Including Western Literature) 18 hours*

*Anti Soc*

*Gen*

### Program B—Major in Social Studies & Minor in English

#### Second Year

##### First Semester

General Psychology	3
Western Literature	3
Principles of Geography	(3) 2
Personal & Community Health	2
Major Concentration: History	3
Minor Concentration: English	3
Physical Education	(2) ½
<hr/>	
	16½

##### Second Semester

Human Growth & Development	3
Western Literature	3
Principles of Geography	(3) 2
Fundamentals of Speaking	(3) 2
Major Concentration: History	3
Minor Concentration: English	3
Physical Education	(2) ½
<hr/>	
	16½
	(33)

#### Third Year

##### First Semester A-Divisions

Practicum	(5) 4
Development Reading	2
United States History	3
Major Concentration: History	3
Major Concentration: Social Study	3
Minor Concentration: English	3
<hr/>	
	18

##### Second Semester A-Divisions

Responsible Teaching	12
Social & Legal Aspects of R. I. Education	3
<hr/>	
	15
	(33)

*Anti*

#### B-Divisions

Philosophy of Education	3
Visual Arts in Society	(4) 3
United States History	3
Major Concentration: History	3
Major Concentration: Social Study	3
Minor Concentration: English	3
<hr/>	
	18

#### B-Divisions

Practicum	(5) 4
Development Reading	2
Major Concentration: History	3
Minor Concentration: English or	
Major Concentration: Social Study	3
Elective	3
<hr/>	
	15
	(33)

#### Fourth Year

##### First Semester A-Divisions

Educational Psychology	4
Visual Arts in Society	(4) 3
Major Concentration: History	3
Minor Concentration: English or	
Major Concentration: Social Study	3
Elective	3
<hr/>	
	16

##### Second Semester A-Divisions

Philosophy of Education	3
Social Problems	3
Major Concentration: History	3
Major Concentration: Social Study or	
Minor Concentration: English	3
Elective	3
<hr/>	
	15
	(31)

#### B-Divisions

Responsible Teaching	12
Social & Legal Aspects of R. I. Education	3
<hr/>	
	15

#### B-Divisions

Educational Psychology	4
Social Problems	3
Major Concentration: History	3
Major Concentration: Social Study or	
Minor Concentration: English	3
Elective	3
<hr/>	
	16
	(31)

## SECONDARY CURRICULUM

### Mathematics-Science Curriculum

There are two programs open to students wishing to specialize in Mathematics and Science. The program designated as "Program A" places slightly more emphasis on the Biological Sciences and less on Mathematics; the program designated as "Program B" places emphasis on Mathematics and the Physical Sciences.

#### Program A

##### (Emphasis on Biological Science)

Major in Biological Sciences		Minor in Mathematics	
General Chemistry	6 hours	Trigonometry	3 hours
Organic Chemistry	3 hours	Analytic Geometry	3 hours
General Botany or Zoology	3 hours	Calculus I	3 hours
Physiology or Microbiology	3 hours	Calculus II	3 hours
Physical Science	3 hours	*Mathematics Elective	3 hours
<hr/>		<hr/>	
18 hours		15 hours	

\* *Mathematics* courses to be offered will include:

- History of Mathematics (Fall of every year)
- Ordinary Differential Equations (Spring of every year)
- Theory of Equations (Spring and Fall, 1960 and 1961)
- Mathematics of Finance (Spring and Fall, 1960; Spring, 1962)
- Statistics (Spring and Fall, 1961; Spring, 1962)

#### Program B

##### (Emphasis on Mathematics and Physical Science)

Major in Mathematics		Minor in Physical Sciences	
Trigonometry	3 hours	Physics	6 hours
Analytic Geometry	3 hours	General Chemistry	3 hours
Calculus I	3 hours	Astronomy	3 hours
Calculus II	3 hours	Elementary Atomic Physics or Biology Elective	3 hours
Ordinary Differential Equations	3 hours		
History of Mathematics	3 hours		
<hr/>		<hr/>	
18 hours		15 hours	

### Program A—Emphasis on Biological Sciences

#### Second Year

First Semester		Second Semester	
General Psychology	3	Human Growth & Development	3
Western Literature	3	Western Literature	3
Principles of Geography	(3) 2	Principles of Geography	(3) 2
Personal & Community Health	2	Fundamentals of Speaking	2
Major Concentration: General Chemistry	(4) 3	Major Concentration: General Chemistry	(4) 3
Minor Concentration: Trigonometry	3	Minor Concentration: Analytic Geometry	3
Physical Education	(2) 1½	Physical Education	(2) 1½
	<hr/>		<hr/>
	16½		16½
			(33)

#### Third Year

First Semester		Second Semester	
<b>A-Divisions</b>		<b>A-Divisions</b>	
Practicum	(5) 4	Responsible Teaching	12
Development Reading	2	Social & Legal Aspects of R. I. Education	3
United States History	3		
Major Concentration: Organic Chemistry	(4) 3		
Major Concentration: Botany or Zoology	(4) 3		
Minor Concentration: Differential Calculus	3		
	<hr/>		<hr/>
	18		15
			(33)

**B-Divisions**

Philosophy of Education .....	3
Visual Arts in Society (4) .....	3
United States History .....	3
Major Concentration: Organic Chemistry (4) .....	3
Minor Concentration: Botany <i>or</i> Zoology .....	(4) 3
Minor Concentration: Differential Calculus .....	3
_____	18

**B-Divisions**

Practicum .....	(5) 4
Development Reading .....	2
Major Concentration: Physical Science .....	(4) 3
Minor Concentration: Integral Calculus .....	3
Elective .....	3
_____	15
_____	(33)

**Fourth Year****First Semester****A-Divisions**

Educational Psychology .....	4
Visual Arts in Society (4) .....	3
Major Concentration: Physical Science .....	(4) 3
Minor Concentration: Integral Calculus .....	3
Elective .....	3
_____	16

**B-Divisions**

Responsible Teaching Social & Legal Aspects of R. I. Education .....	12
_____	3
_____	15

**Second Semester****A-Divisions**

Philosophy of Education .....	3
Social Problems .....	3
Major Concentration: Physiology <i>or</i> Microbiology .....	(4) 3
Minor Concentration: Math Elective .....	3
Elective .....	3
_____	15
_____	(31)

**B-Divisions**

Educational Psychology .....	4
Social Problems .....	3
Major Concentration: Physiology <i>or</i> Microbiology .....	(4) 3
Minor Concentration: Math Elective .....	3
Elective .....	3
_____	16
_____	(31)

**Program B—Emphasis on Mathematics and  
Physical Sciences****Second Year****First Semester**

General Psychology .....	3
Western Literature .....	3
Principles of Geography Personal & Community Health .....	(3) 2
Major Concentration: Trigonometry .....	3
Minor Concentration: Physics .....	(4) 3
Physical Education .....	(2) ½
_____	16½

**Second Semester**

Human Growth & Development .....	3
Western Literature .....	3
Principles of Geography Fundamentals of Speaking .....	(3) 2
Major Concentration: Analytic Geometry .....	3
Minor Concentration: Physics .....	(4) 3
Physical Education .....	(2) ½
_____	16½

(33)

**Third Year****First Semester****A-Divisions**

Practicum .....	(5) 4
Development Reading .....	2
United States History .....	3
Major Concentration: Differential Calculus Major Concentration: Math Elective .....	3
Minor Concentration: General Chemistry .....	(4) 3
_____	18

**Second Semester****A-Divisions**

Responsible Teaching Social & Legal Aspects of R. I. Education .....	12
_____	3
_____	15
_____	(33)



**B-Divisions**

Philosophy of Education	3
Visual Arts in Society (4)	3
United States History	3
Major Concentration:	
Differential Calculus	3
Major Concentration:	
Math Elective	3
Minor Concentration:	
General Chemistry (4)	3

18

**Fourth Year****First Semester****A-Divisions**

Educational Psychology	4
Visual Arts in Society (4)	3
Major Concentration:	
Integral Calculus	3
Minor Concentration:	
Atomic Energy or	
Biology Elective	3
Elective	3

16

**B-Divisions**

Responsible Teaching	12
Social & Legal Aspects of R. I. Education	3

15

**B-Divisions**

Practicum	(5) 4
Development Reading	2
Major Concentration:	
Integral Calculus	3
Minor Concentration:	
Atomic Energy or	
Biology Elective	3
Elective	3

—

15

(33)

**Second Semester****A-Divisions**

Philosophy of Education	3
Social Problems	3
Major Concentration:	
Differential Equations	3
Minor Concentration:	
Astronomy	3
Elective	3

15

(31)

**B-Divisions**

Educational Psychology	4
Social Problems	3
Major Concentration:	
Differential Equations	3
Minor Concentration:	
Astronomy	3
Elective	3

16

(31)

## RHODE ISLAND COLLEGE OF EDUCATION PROVIDENCE, RHODE ISLAND

**SECONDARY CURRICULUM****Industrial Arts Major**

Beginning in September 1959, the College of Education will offer a Major in Industrial Arts. This four-year undergraduate program will prepare students for teaching the various areas of Industrial Arts in the junior and senior high schools.

A professional Planning Committee composed of Dr. William F. Flanagan, Assistant Director of Extension and Graduate School; Dr. Charles B. Willard, Dean of Professional Studies; Mr. William Sloane, Henry Barnard School; Mr. Edward Medeiros, State Department of Education; Dr. John Kames, University of Connecticut; Professor James Hammond, Fitchburg Teachers College; Professor William Chatfield, New Britain Teachers College; and Mr. Thomas F. Dungan, State Teachers College, Boston, under the Chairmanship of Dr. Fred J. Donovan, is preparing a program that will incorporate the best modern practices in the field of Industrial Arts. The distribution of courses will include:

General Education	52 Semester Hours
Industrial Arts	48 Semester Hours
Professional Courses	31 Semester Hours

The Industrial Arts teacher like all others must have a strong background in general education in addition to technical knowledge and skill. Our approach will emphasize the acquiring of this technical knowledge in terms of laboratory experience, tests and demonstrations rather than through activities of making, servicing and repairing. Since Drafting, Basic Design and the Graphic Arts provide the language and communications media within industry and with society, extensive work in these areas will be offered.



The Freshman program as still tentative is as follows:

First Semester	Credit Hours	Second Semester	Credit Hours
*Professional Orientation	2	English Composition and Language	3
English Composition and Language	3	History of Western Civilization	3
History of Western Civilization	3	General Shop	3
Survey of Mathematics	3	Survey of Math	3
Physical Education	½	Physical Education	½
Space Arts	3	Technical Drawing (Drafting)	2
General Laboratory	3	General Biology	3
	17-½		17-½

The rest of the program will be publicized when the Consultants, Curriculum Committee and Faculty of the College have had an opportunity to consider and approve it.

\*\*\*\*\*

The College will accept twenty-five selective students for admission to this program. They are expected to be of high quality and to meet the regular college requirements.

\*A unit of work in this course will focus attention on Industrial Arts.

## Extension Program

The College offers opportunity for cultural development and professional growth to teachers and those preparing to teach through its extension and summer school programs. Students may register for individual courses or they may enroll in one of four programs leading to a degree. These are given below.

### 1. Master of Education Degree

Application blanks for admission to graduate work may be secured from the Director of Graduate Program. Official transcripts of all undergraduate work must accompany the written application. More complete information may be obtained from the Graduate Bulletin and from the Bulletin of Extension School Courses. See also section on Degree Requirements in this catalog.

### 2. Bachelor of Education Degree

Graduates of two, two and one half, or three year courses given by a normal school or teachers college are eligible to register for a bachelor's degree in the extension school. Details regarding requirements may be found in the extension bulletins.

### 3. Degree of Bachelor of Education in Vocational-Industrial Education

This degree is offered for teachers already in the field of industrial-vocational education. Academic courses are given by Rhode Island College of Education. Evidence of technical skill and knowledge must be presented by the applicant and evaluated according to standards established by the State Department of Education. Further information regarding this program may be had by writing to the Registrar. Course requirements are given on Page 56 of this catalog.

### 4. Degree of Bachelor of Education—School Nurse-Teacher

A degree program for the school nurse-teacher will be offered beginning in September 1957. Candidates for this degree must first complete the requirements for professional certification as a School Nurse Teacher. Details regarding the program can be found on Page 57.

Requirements for

**Degree of Bachelor of Education in Vocational-Industrial Education at Rhode Island College of Education**

<b>I. Arts</b>	
English Composition	6 hours
Literature	6 hours
Drawing and Design	6 hours
Electives	3 hours
	<hr/>
	21 hours
<b>II. Social Studies</b>	
American History and Government	6 hours
Human Relations	6 hours
Electives (Economics, Sociology, Geography, Political Science)	6 hours
	<hr/>
	18 hours
<b>III. Science and Health</b>	
Physics	3 hours
General Science	3 hours
First Aid and Safety Education	3 hours
	<hr/>
	9 hours
<b>IV. Mathematics</b>	
Shop Mathematics	6 hours
Teaching Shop Mathematics	3 hours
	<hr/>
	9 hours
<b>V. Education</b>	
History of Education	3 hours
Rhode Island Education	3 hours
History, Principles, and Practices of Vocational Education	3 hours
Philosophy of Education	3 hours
Educational Psychology	3 hours
Tests and Measurements	3 hours
Vocational and Educational Guidance	3 hours
Methods of Teaching Vocational Subjects	3 hours
Occupational Analysis	3 hours
Course Organization and Shop Planning	3 hours
Electives	6 hours
	<hr/>
	36 hours

**VI. Applied Skills**

Applied skills and technical information to be evaluated and accredited according to established standards. 35 hours

Total for degree—128 hours

1. Candidates for the degree will be allowed transfer credits for work completed at other colleges. Official transcripts of all such work must be presented to the registrar for evaluation.
2. All material relating to applied skills should be submitted to the State Department of Vocational-Industrial Education for evaluation by the designated committee.

**Degree of Bachelor of Education—School Nurse Teacher**

Candidates for this Degree must first complete the requirements for professional certification as a School Nurse-Teacher.

**I. Arts**

English Composition	6 hours
Literature	6 hours
Elective (Arts, Music, Foreign Languages, Speech)	12 hours
	<hr/>
	24 hours

**II. Social Studies**

American History and Government	3 hours
Human Relations—Group Development	3 hours
Orientation to Social Work in Family and Community	3 hours
Sociology	3 hours
Electives	12 hours
	<hr/>
	24 hours

**III. Science**

Microbiology	3 hours
General Science	3 hours
Elective	3 hours
	<hr/>
	9 hours

#### IV. Nursing and Health

School Nursing	3 hours
Mental Hygiene	3 hours
Public Health Nursing	3 hours
The Exceptional Child—Physically Handicapped, Epileptic, Emotionally Disturbed, Mentally Retarded, Cerebral Palsied	3 hours
Nutrition	3 hours
Field Work	3 hours
	<hr/>
	18 hours

#### V. Education

History of Education OR Philosophy of Education	3 hours
Rhode Island Education	3 hours
Educational Psychology	3 hours
Tests and Measurements OR Techniques of Counselling	3 hours
Child Growth and Development	3 hours
Materials and Methods in Health and Safety Education	3 hours
	<hr/>
	18 hours

#### VI. Applied Skills

Applied skills and technical information to be evaluated and accredited according to established standards	35 hours
	<hr/>
Total for degree—	128 hours

## Master of Education Degree

### Nature of Graduate Work

1. Our advanced work emphasizes the broader cultural development of the teacher including personal growth and professional improvement.
2. Our regular staff is supplemented by a carefully selected visiting staff of men and women from various parts of the country who are in close touch with everyday problems of the teacher.
3. Graduate work is presented on a mature level. The instructor can expect research papers to reflect knowledge not only of theoretical material, but also classroom experiences and current professional resources.

### Requirements for the Degree

1. A Bachelor's Degree from a college or university approved by the Graduate Committee. For candidates who hold a degree other than an Ed.B., a prerequisite in education equal to the requirements for a provisional certification for teaching in the State of Rhode Island is necessary.
2. Satisfactory grade in the Graduate Record Examination which is given annually in April.
3. Three years of successful teaching approved by the Education Division of Rhode Island College of Education.
4. A total of 36 semester hours in graduate work, with an average grade of B. Of these 36 hours, six may be obtained through writing an approved thesis. Transfer credits may be accepted up to six semester hours. The selection of courses to be taken in other colleges should be approved in advance by the Director of the Graduate Department.
5. Candidates who choose to take courses totaling the full 36 semester hours instead of writing a thesis are required to take Comprehensive examinations in two areas. The major area examination is the Graduate Record Examination in Education. In the case of the other area, the examination is prepared and corrected by the department of the candidate's concentration.
6. Subject of thesis proposal must be approved by the Graduate Committee on or before February 15th of the year previous to the awarding of the degree. Before submitting the problem, it would be to the advantage of the candidate to seek advice from instructors in his Area Concentration. At the time the thesis outline is approved, the candidate will be assigned officially to



a Thesis Adviser. The thesis is written under the direction of the department of the candidate's area concentration, and must be recommended by that department.

7. Two copies of the thesis in complete and acceptable form, typed and bound in hard covers must be presented by May 1st of the year the degree is to be awarded. A 200 word abstract and brief autobiography should also be submitted.

#### Establishment of Provisional Status

1. Admission to Graduate Courses does not automatically admit the student to candidacy for the Master of Education Degree.

A candidate formally applies by letter to the College's Graduate Committee for acceptance as an advanced student and submits his qualifications.

Authorized transcripts of all work leading to the Bachelor's Degree which candidate holds, except in the case of graduates of Rhode Island College of Education, should be presented. Educational prerequisites equal to the requirements of Provisional Certificate for teaching in the State of Rhode Island should be met before graduate courses are taken. The Graduate Record Examination should be taken.

2. Before full status can be established, the candidate should satisfactorily complete three Ed.M. courses. During these three courses, the applicant must give evidence of his ability to do independent study and research. Part of this evidence will be the writing of a research paper in each course. These papers should be fashioned on the lines of the College's approved thesis format and technique as outlined in Campbell's Form and Style in Thesis Writing (latest edition).

The Faculty members to whom these papers are submitted will rate these on a prescribed form and submit the reports to the Graduate Committee which, in turn, will use them to help determine the applicant's ability to do independent graduate study of quality scholarship.

3. The candidate will be advised by letter of his status, and, if accepted, will be assigned a Program Adviser, and permitted to continue course work.

#### Developing the Pattern of Studies

1. Having now been formally accepted, the candidate, in consultation with his Program Adviser, develops an over-all plan of study aimed at meeting the requirements.

- A. A Program balanced between required courses and a major concentration. The required courses include:

- (a) Comparative Philosophies of Education (3)
- (b) Current Criticism of American Education (3)
- \* (c) Fundamentals of Research Reporting (3)
- (d) General Education, directed by adviser and to supplement work of the Bachelor Degree, six credit hours in one of these fields:

Science  
Humanities  
Social Studies

- B. The Area Concentration should be selected from:

- (a) Administration and Supervision
- (b) Secondary Education
- (c) Elementary Education
- (d) Guidance and Counselling
- (e) Orientation to Special Education

2. Work in the Area Concentration should include at least 12 credit hours, planned to support the development of the thesis problem. If the minimum of 12 credit hours does not seem adequate, the candidate shall be required to take additional work in the area.
3. A course in Statistics is a requirement only for those whose thesis will require statistical analysis. The course in Fundamentals of Research Reporting must be taken before the candidate has completed half his course work, or eighteen credit hours. Preferably, this course in basic patterns for reporting research should come as early in his work as the candidate can schedule it, since it will also be of help in preparing course papers. If Educational Measurements has not been taken on the undergraduate level, it should be taken.
4. The Schedule of proposed studies must be presented to the candidate's Program Adviser, and the approved form filed with the Graduate Committee before the work in the Area Concentration is begun. The Master of Education is a professional degree. *Our program does not lend itself to intensive specialization in academic subject matter fields.* However, a candidate who chooses to do a research thesis of this nature must have his problem fully supported by both undergraduate and graduate work in the content area of his choice. Subject matter support at the graduate level should be acquired under the guidance of the program adviser. This may necessitate additional courses.

\*The former Thesis Seminar will be handled in the future by the Thesis Adviser as part of the personal guidance and direction given during the immediate preparation of the thesis. The credit of six hours for the thesis will include the credit for the Thesis Seminar.



5. Because of a limited number of advisers, we have to adhere strictly to a close time schedule. The candidate should complete 18 hours before presenting his Thesis problem. During the work of these courses, the candidate should locate a suitable problem within his Concentration Area, and develop an orderly plan of research according to standards set in the course, Fundamentals of Research Reporting.

### Organization of Plan of Research

1. By February 15 of the year preceding that in which the candidate hopes to be granted his degree, he prepares a set of data. These should be typed, placed in a suitable folder, and presented to the Graduate Committee.
2. These data are of two kinds:
  - A. A Letter. This letter seeks permission to engage in the proposed study. It defines the candidate's qualifications for handling the study. Herein the candidate must convince the Graduate Committee that he has the necessary background and experience to undertake the proposed investigation, or that his plans call for securing this experience.
  - B. A Proposal. The Proposal consists of several parts. The purpose is to make clear to the Graduate Committee precisely what the candidate proposes to do. The parts of the proposal are these:
    - ..... A Tentative Title
    - ..... A Statement of the Problem in Precise Language. This is a development in paragraphs of the exact nature of the problem, defining it beyond the obvious limitations of the title, and indicating the reason for working on this particular problem.
    - ..... The Scope and Limitations within which the area of study is to be restricted.
    - ..... The Development Procedure which will define the pattern or the method step-by-step to be followed in arriving at a solution to the thesis problem.
    - ..... The Tentative Hypotheses: (These, of course, do not become generalizations or principles until the study has been completed.)
    - ..... An Annotated Bibliography

3. After a study of his material, the Committee will advise the candidate by letter regarding acceptability of the proposal; acceptance may be conditional or unconditional, or the study may be rejected.
4. A candidate who chooses to take the comprehensive examinations instead of writing the Thesis should make his request on or before February 15 so that an adviser can be assigned to plan an Independent Study Program.

### Completion of the Thesis and Course Requirements

1. Within a month after receipt of the letter of acceptance, the candidate should seek an appointment with his thesis adviser in order to clarify his problem and plan a schedule of appointments. By November, the candidate should be meeting regularly with his adviser to insure consistent development of his problem.
2. In consultation with his adviser, the candidate prepares his thesis and submits the completed form by April 1. The final typed and bound copies must then be ready by May 1 of the year in which the candidate expects his degree.
3. In addition the candidate includes:
  - A. Two typed copies of a 200-word abstract giving the statement of the problem, scope, basic procedure, and findings. This abstract is to be published and therefore, should show the full value of the thesis.
  - B. A brief autobiography
4. The candidate completes his course work (if not already completed) and is (or is not) recommended for the degree of Master of Education by the Board of Trustees for State Colleges and the Faculty of Rhode Island College of Education.

### Scholarship Standards

All candidates for the Master of Education are expected to meet high standards of scholarship. Therefore, candidates should have a B average with Quality Index of 3.0.

The marking system includes three levels of work:

- A. Quality points 4, giving evidence of outstanding scholarship and initiative.
- B. Quality points 3, superior work and sustained effort.
- C. Quality points 2. Only a limited number of credit hours can be offered at the C level.

The course paper should show evidence of ability to do independent research. It is an integral part of the course and is considered in assigning the grade.

## Description of Courses

### Art

#### Art 301—Art Education 2 semester hours

This course gives students experience in a wide variety of art media suitable for teaching in the elementary grades. Art activities will include experiences with crayon, paint, chalk, plasticine, paper construction, and scrap materials.

#### Art 401—Visual Arts in Society 3 semester hours

The course is planned to provide an introduction to the fine and industrial arts through a sampling of the arts throughout history. Function and inter-relationship among the art forms is studied within the context of society. A limited amount of studio work is included as an aid to visual understanding.

#### Art 503—Introduction to Ceramics 3 semester hours

The studio course is planned to provide experience with freehand forming processes in clay. Emphasis is placed on the rightness of design to be interpreted in the plastic clay medium. The activities include modeling, freehand pottery construction, decorative techniques, glazing, and handling techniques essential to finishing ceramic pieces.

#### Art 503 A—Ceramic Sculpture 3 semester hours

This advanced course is planned to provide an opportunity for the student to develop a sense of sculptural form. Emphasis is placed on creative visualization and composition. Introduction to Ceramics is an essential prerequisite.

#### Art 508—Survey of Western Art 3 semester hours

A historical survey course with emphasis on the understanding and appreciation of architecture, painting, sculpture, and the minor arts within the context of the cultural period in which they were produced. The course covers the period from prehistoric times through the Renaissance.

#### Art 513—Design Workshop 3 semester hours

A course in two dimensional creative expression making use of a wide variety of materials. Experimentation with different combinations of materials and techniques is encouraged. Understanding of the creative process is fostered through the use of research materials, observation, and discussion. The work includes representational and abstract approaches in the basic art media: crayon, chalk, tempera, colored paper, ink, and numerous scrap materials. Whenever possible, reference is made to the style, technique, or contributions of well-known artists or designers.

#### Art 516—Survey of Modern Painting 3 semester hours

The course is designed as an analytical and interpretive discussion of the more outstanding artists and movements from 1874 to the present. Parallel developments in the culture are brought out and the significance of contemporary art as a product of contemporary civilization is considered.

#### Art 520—Oil Painting 3 semester hours

The course is designed to encourage the student to explore a number of approaches to modern painting and thereby find a suitable style for self-expression. A course in modern art is a helpful prerequisite. Work will include a variety of subject matter to be interpreted in both representational and abstract manner.

#### Art 522—Space Arts 3 semester hours

A studio course in three dimensional expression making use of a wide variety of media. Creative experimentation with different materials and processes is encouraged. Activities include carving, construction, and modeling. Emphasis is placed on the relationship of design to the material and the process.

## Education and Psychology

#### Ed. 101—Professional Orientation 2 semester hours

In this course, the college Freshman has an opportunity to become familiar with modern school organization and equipment, to appreciate the setting in which educational practice takes place, and to observe the skill with which the master teacher uses the tools of learning.

Through class discussions the principles of teaching and the laws of learning will be seen as integrated parts of a single process. During observation modern theories will come to life in the classroom situation. Critical examination of accepted techniques and procedures will help the student to evaluate their contribution to the total educational program.

#### Ed. 206—Practicum I (12) 9 semester hours

Practicum I develops general principles of teaching and the subject matter, materials, and methods of the core elementary school curriculum. Theoretical and practical aspects of the work will be integrated through participation at Henry Barnard School. Subjects in the core are: reading, language arts, social studies, and arithmetic.

#### Ed. 207—Practicum II (10) 8 semester hours

Practicum II develops the subject matter, methods, and materials of special areas in the elementary school curriculum. Areas included are: music, science, physical education, and speech. Participation at Henry Barnard School is a planned part of the course.

**Ed. 208—Secondary Practicum** (5) 4 semester hours

Secondary Practicum gives all students preparing to teach in the junior high school opportunity to harmonize educational theory with practice. Content areas of English and Social Studies, Science and Mathematics, and sometimes French, are used with appropriate methods and materials in the actual classroom situation. Students prepare and teach units of work under the guidance of both college and laboratory school instructors; they experience what it means to work with individuals, small groups, and classes of junior high school pupils; they learn to teach by teaching.

**Ed. 209—Developmental Reading** 2 semester hours

A course required for all juniors preparing to teach in secondary school. Its purpose is to make student teachers aware of the influence of reading mastery upon pupil achievement, and to give them a working knowledge for teaching the reading aspects of all subject matter courses. The course content approaches reading as a developmental process, considers such topics as The Need for Reading Power, Objectives of a Reading Program, Elements of the Reading Process, Reading Readiness, Mechanics of Reading, Development of Speed and Comprehension, Appreciation, and Study Skills. Both discussion and assignments are designed to relate course content to the curriculum of the college student.

**Ed. 400—Responsible Teaching** 12 semester hours  
(junior or senior year)

Upon the completion of the experiences in the practicums which involve educational theory and then observation and practice in the laboratory school, each student is assigned to a semester of full-time teaching in one of the public classrooms of the state under the supervision of a master teacher who has taken a special course at the College of Education. During the first few weeks the student gradually assumes full responsibility for the instruction and extra class activities in the particular grade or subject matter field in which he is assigned. He participates fully in all of the activities of a regular teacher. In addition to the constant supervision and assistance of his supervising

**Ed. 401—Social and Legal Aspects of Rhode Island Education** 3 semester hours

A study of the interrelationship of social and educational institutions and agencies in the state, and the development of laws governing the conduct of public schools in Rhode Island.

**Ed. 402—Philosophy of Education** 3 semester hours

Examination of various philosophic problems with reference to the educational implications which follow from them. The role of philosophy of education as critic of basic assumptions employed in the educative process. Discussion of solutions to problems which arise in the areas of freedom in the schools, academic freedom, teaching

controversial issues and others. Reference to basic commitments on issues such as are involved in the consideration of the nature of man, educational aims and values, traits of reality, nature of knowledge and truth.

**Ed. 405—Educational Psychology** 4 semester hours

A general course in educational psychology giving attention to those factors which are the core of the teaching-learning process. Emphasis is placed upon the application of psychology to understanding and furthering the process of development.

**Psy. 201—General Psychology** 3 semester hours

An introductory course designed to develop a general understanding of the fundamental principles and dynamics underlying human behavior, as examined by the scientific method. Not open to Freshmen.

**Psy. 202—Psychology of Human Growth and Development** 3 semester hours

A study of individual development from conception through later maturity, with special attention given to sequential learnings of each major period of the life span. Characteristic features of physical, intellectual, emotional, and social growth are considered in detail, with emphasis on the age level appropriate to each curriculum.

Prerequisite: Satisfactory completion of General Psychology, or permission of the instructor.

**Phil. 500—Introduction to Logic** 3 semester hours

Principles of valid reasoning in responsible statement and argument; detection of fallacies; inductive procedures in the sciences. Application to subject matter areas and for practical use in critical thinking.

## English

**English 101-102—Freshman English** 6 semester hours

Required of all Freshmen, a two-semester course in clear and effective writing. Some study of the present nature of the English language.

**English 201-202—Survey of English Literature** 6 semester hours

A chronological study of the works of major British writers, and of related historical, biographical, and literary backgrounds.

**English 203-204—Survey of American Literature** 6 semester hours

Reading and discussion of major American literary works.

**English 207-208—Western Literature** 6 semester hours

Required of all students, a two-semester course in the appreciative



## English

### English 101-102 – English Composition and Language

6 semester hours

Required of all Freshmen, a two-semester course in clear and effective writing. Some study of the present nature of the English language.

### English 201 – English Literature from the Beginnings to 1664

3 semester hours

An intensive study of the chief works of the Early, Middle, and Renaissance periods. (Offered in fall of each year.)

### English 202 – English Literature from 1664 to 1784

3 semester hours

An intensive study of the chief works of the Neo-Classical Period. (Offered in spring of each year.)

### English 203 – American Literature

3 semester hours

The growth of American Literature from colonial times to the early twentieth century, with reference to cultural values revealed in varied imaginative literary forms. (Given every spring.)

### English 207-208 – Western Literature

6 semester hours

Required of all students *except* English majors and minors. A two-semester course in the appreciative and critical reading of literature. Selections from the works of important writers of the Western world, with such explanatory, historical, and critical materials as are needed.

### English 207A – Western Literature

3 semester hours

Required of all English majors and minors. A one-semester course in the appreciative and critical reading of literature. Selections from the works of important writers of the Western world, excluding English and American writers, with such explanatory, historical, and critical materials as are needed. (Fall of each year.)

### English 302 – Children's Literature

2 semester hours

A wide reading of material from early folklore to current writings, to develop discrimination in selection of books for Grades 1-6. The course provides literary and artistic pleasure, sets up criteria for evaluation of different types of literature, and gives practical experience in guiding children's reading.

### English 402 – Advanced Composition

3 semester hours

There are two separate but related parts to this course: Some study of the grammar and behavior of modern English. Considerable practice in the use of selected principles which, operating creatively in composition, produce works of some craftsmanship. (Offered every fall and every spring semester.)

### English 504B – The Nineteenth Century American Novel

3 semester hours

An analysis of the major novelists from Cooper and Hawthorne to James and Crane.

### English 505A – Modern Poetry

3 semester hours

Major British and American poets of the twentieth century.

### English 506P – Romantic and Victorian Poetry

3 semester hours

A study of the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, and Arnold. The works of each poet will be related to prevailing critical theory and to the philosophical and cultural background of the period. Considerable emphasis will be placed on poetic theory and the close analysis of individual poems. (Offered in fall and spring of each year.)

### English 508 – Shakespeare

3 semester hours

A study of twelve of Shakespeare's major plays drawn from the histories, comedies, and tragedies. In the section for English majors the twelve plays will include those the students will most likely be called upon to teach, such as *Julius Caesar*, *Macbeth*, *The Merchant of Venice*, and *Midsummer Night's Dream*. (Offered in spring of each year.)

### English 515A – Modern Drama

3 semester hours

A study of twentieth century drama, European and American, with emphasis on American. (Fall of each year.)

### English 540 – American Poetry, Beginnings to Early 20th Century

3 semester hours

The poetic imagination at work in writers from Anne Bradstreet to the mid-twentieth century group. Robinson, Frost, and Sandburg are included in this study. (Offered in spring of each year.)



English 546 — **The British Novel, 1837- 1914**

3 semester hours

An analysis of the major novelists from Dickens and Thackeray to Hardy and Galsworthy.

English 570 — **Modern Fiction**

3 semester hours

An analysis of major trends in the modern British and American novel with special emphasis on the works of Steinbeck, Hemingway, Faulkner, Cather, Frost, Joyce, Lawrence, Huxley, and Carey. (Offered in fall of each year.)

English 570N — **American Non-Fictional Prose**

3 semester hours

A study of selected non-fictional prose which provides insight into the mood and mind of the American people.

(e. g., *History of Plymouth Plantations*, *Age of Reason*, *The Education of Henry Adams*.)

(Offered in spring of each year.)

## **SPEECH**

### **Speech 101—Fundamentals of Speaking**

(3) 2 semester hours

The development of basic skills through directed practice in individual and group experiences. The theory includes the study of: the speech mechanism, voice production, and articulation. Interviews and recordings are used to check improvement throughout the course.

### **Speech 201—Speech in the Elementary School**

3 semester hours

A study of Speech instruction in the Elementary School with emphasis upon the integration of Speech with class and extra-class activities. The purpose of the course is to develop the fundamental principles and techniques, for improving basic voice and articulation skill, and for applying these skills in all other oral activities in the classroom. Oral activities considered are: talks, discussions, dramatics, choral speaking, and puppetry.

### **Speech 520—Play Production**

3 semester hours

A study of the practical problems of play production. The course provides experiences in: choosing the script, organizing production units, directing, rehearsing, and staging the play.

### **Speech 520A—Stagecraft**

3 semester hours

This course seeks to provide theory and practice in the artistic planning and execution of the physical aspects of play production including scenery, lighting, and properties. Sixteen clock hours of craft work in connection with an actual production is required for course credit.

### **Speech 521—Debate**

3 semester hours

This course is designed to develop the principles and techniques of debate through a program of guided speaking experiences.

### **Speech 540 —Storytelling**

3 semester hours

This course provides experiences in selecting, arranging, and presenting stories for children. Materials are adapted for creative dramatic and puppet presentations.

### **Speech 551—Oral Interpretation of Literature**

3 semester hours

A study of the principles and techniques of the oral interpretation of poetry and prose.

### **Speech 575—English Theatre of the Sixteenth and Seventeenth Century**

3 semester hours

A survey of the historical and literary factors governing the staging of English drama in the 16th and 17th Centuries with emphasis on the resultant nature of the Elizabethan and Restoration theatres.

## **Health and Physical Education**

### **Health 201—Personal and Community Health**

2 semester hours

The course is designed to give the student an understanding and appreciation of the physical, mental and social aspects of healthful living. Consideration is given to health agencies and community resources.

**Physical Education 101-102—Physical Education**

1 semester hour

*Freshmen Women*—A basic course which provides knowledge and practical experience in team and individual activities, various dance forms and rhythmic fundamentals.

*Freshmen Men*—The purpose of the Physical Education program for Freshmen men is to prepare each student through activity to develop the basic skills in all sports and athletics. The activities are designed to develop a balanced muscular structure and a basic physical condition. Each student is required to purchase equipment prescribed by the Physical Education Department.

**Physical Education 201-202—Physical Education**

1 semester hour

*Sophomore Women*—A practical situation in which the student selects a different activity each quarter. Some activities that have been offered are volleyball, modern dance, swimming, tennis, fencing, basketball, softball, paddle-tennis, badminton, folk dance, and fundamental gymnastics.

*Sophomore Men*—This course is designed to further the activity program of Physical Education 101. In addition each student will be given broad sports education, instructor training, and a basic knowledge of Physical Education program planning and administration.

**Mathematics**

**Math. 101—Freshman Mathematics** 3 semester hours

This course is designed to make meaningful the fundamental concepts and principles of mathematics. Aspects of mathematics treated include the history and nature of number and number systems, topics from the fields of college algebra, mathematics of finance, functional relationships, combinations and probability.

**Math. 102—Freshman Mathematics** 3 semester hours

This course is a survey of the basic subjects in college mathematics. It consists of a sampling of fundamental topics drawn from statistics, trigonometry, analytic geometry, differential and integral calculus.

**Math. 103.—Fundamental Theories & Principles of Arithmetic**

3 semester hours

This course places an emphasis upon the understanding of the fundamental principles underlying arithmetical operations. Emphasis is also placed upon the "why" rather than the "how" of the fundamental operations with respect to whole numbers, common fractions, and decimal fractions. Much historical material is included.

**Math. 201—Plane Trigonometry** 3 semester hours

This course includes a study of functions of the general angle and the addition and subtraction formulas and formulas derived from them.

Formulas pertaining to the solution of right and oblique triangles are developed. Solution of trigonometric equations and proofs of identities are considered. A treatment of complex numbers is included.

**Math. 202—Analytic Geometry** 3 semester hours

The major content of this course is concerned with a complete treatment of the general equation of the second degree in two variables, and the relation of this equation to the conic sections. Transformations of co-ordinates by rotation and translation are discussed. Other topics treated include polar co-ordinates, higher plane curves, and empirical equations. Math. 101-102 is prerequisite for this course.

**Math. 204—College Geometry** 3 semester 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. Attention is also given to ruler and compass constructions.

**Math. 301—Differential Calculus** 3 semester hours

It is the purpose of this course to develop the fundamental principles, techniques, and uses of the differential calculus. The presentation is designed to give the student an understanding of the application of calculus in science.

**Math. 302—Integral Calculus** 3 semester hours

This course is a continuation of differential calculus. The techniques of integration and the application of integral calculus to problems in geometry and science are presented.

**Math. 502—College Algebra** 3 semester hours

This course consists of a brief review of high school algebra and the treatment of advanced topics. Topics receiving emphasis are: linear and quadratic equations, exponents and radicals, logarithms, the binomial theorem, progressions, permutations and combinations, complex numbers and elementary theory of equations.

**Math. 505—Mathematics of Finance** 3 semester hours

The course is designed to provide the mathematical background for various problems encountered in investment, accounting and actuarial work. Topics receiving emphasis include: compound interest and compound discount, amortization of indebtedness, annuities, sinking funds and depreciation. Computational techniques and applications are treated.

**Math. 513—History of Mathematics** 3 semester hours

A study of the development of mathematics from primitive civilization to 1800.

**Math. 514—Differential Equations** 3 semester hours

This course is a study of the methods of solution of differential equations and their application to geometry, physics, and chemistry

**Math. 520—Statistics**

3 semester hours

This course is designed as an aid in the interpretation of tests scores and similar data. It is concerned with the elements of statistical method and includes a study of the frequency distribution and the computation and application of means of central tendency and variability. Other topics to be treated include correlation and the testing of experimental hypotheses.

**Modern Languages****French****French 101-102—Elementary French**

6 semester hours

A thorough study of pronunciation and grammar; conversation, dictation and reading of easy texts, plus acquisition of some cultural material. (Offered every year.)

**French 103-104—Intermediate French**

6 semester hours

The course includes review of grammar and reading of texts of average difficulty. Stress is laid on pronunciation and oral work. The use of French during class is strongly encouraged. (Offered every year.)

**French 105-106—Advanced French**

6 semester hours

Course planned for students who have studied French for at least three years in high school. Emphasis is placed on rapid reading and oral proficiency. First semester, reading of modern short stories; second semester, French classic plays. (Offered every year.)

**M. L. 510—The French Novel Before 1870**

3 semester hours

A study of the development of French fiction from the medieval period to the end of the second Empire. Particular emphasis is placed on writers of the nineteenth century.

(September, 1957)

**M. L. 510 B—The Contemporary French Novel**

3 semester hours

The course is concerned with the principal writers of the late nineteenth and early twentieth centuries. Reading, criticism, and reports.

**M. L. 512—The Eighteenth Century Age of Ideas**

3 semester hours

A study of the principal trends of thought in France during the Age of Enlightenment, based on the reading of typical selections from the works of Montesquieu, Voltaire, Rousseau, Diderot and others. Critical reports on individual reading of other works than those studied in class.

(September, 1959)

**M. L. 513—French Romantic Literature of the Nineteenth Century**

3 semester hours

The development of the Romantic movement with emphasis on the great Romantics—Lamartine, Hugo, Vigny, and Musset. Outside reading with critical reports required.

(February, 1960)

**M. L. 529—The French Theatre of the 19th and 20th Centuries**

3 semester hours

A study of the principal authors and plays from the Romantic drama to the contemporary theatre. Reading, criticism, reports.

(September, 1958)

**M. L. 535—Advanced Written and Oral French**

3 semester hours

A course designed to develop literary and oral skill. Emphasis placed on accuracy and idiomatic use of the language.

(February, 1959)

**Spanish****Spanish 103-104—Intermediate Spanish**

3 semester hours

Review of grammar and reading of texts of average difficulty. Stress is laid on pronunciation and oral work. The use of Spanish in class is encouraged. (Offered every year.)

**Music****Music 201—Orientation to Music**

3 semester hours

(Required for Sophomores in Early Childhood and Elementary Curricula)

**Music 202—Elementary Music Theory**

3 semester hours

(Required for Concentration in Music—Elementary Curriculum)  
Spring 1959

**Music 501—Harmony**

3 semester hours

Experience at the piano, writing, and playing original harmonic accompaniments, creating melodies and hearing and analyzing great musical compositions.

Fall 1958

**Music 507—Opera**

3 semester hours

A study of great operas and their composers and of the development of the opera forms from 1600 to the present. Opportunity will be provided to listen to the greatest operatic literature as a means to further understanding and appreciation of this great art form.

**Music 569—Music Literature**

3 semester hours

A study of musical forms (both vocal and instrumental), great composers, their works and their contributions, through reading and through listening to recordings.

Fall 1959



Music 511—**Choral Conducting** 3 semester hours

The techniques of the art of conducting and the study of voices, voice testing, choral interpretation, and program building.

Fall 1958

Music 518—**Creative Musical Activities for the Elementary Grades** 3 semester hours

An experience type of course in which students will plan and participate in integrated musical activities (vocal, rhythmic, and instrumental) suitable for classroom units and assembly programs.

## Science

### Biology

Bio. 101-102—**General Biology** 3 semester hours

A study of the plant and animal kingdoms including the main principles of biology with particular attention focused on the bodily functions and anatomy of man and with emphasis on man's practical problems in respect to biology. Laboratory work, demonstrations and field trips included.

Two single periods and one double period each week. Three credits per semester.

Biology 201—**Zoology** 3 semester hours

A course consisting of lectures, class discussions and laboratory covering the general principles of the biological science as applied to animals. It includes a detailed survey of the animal kingdom with application to histology, embryology, heredity, and organic evolution.

Two class periods and one two-hour laboratory period per week.

Prerequisite: General Biology.

Biology 202—**Botany** 3 semester hours

A course based on the fundamental principles of biology as illustrated by plants with emphasis on the form, structure and functions of plants. Included are reproduction in plants; principles of inheritance and variation; relationship of plants to the environment; the principal groups of plants; organic evolution.

Two class periods and one two-hour laboratory period per week.

Prerequisite: General Biology.

Bio. 301—**General Physiology** 3 semester hours

A study of the functions of selected living systems and including both plant and animal forms from the viewpoint of both the cellular and the systemic organization, with stress placed on the human physiology in respect to the nervous system and the endocrine glands. Lectures, class discussions and demonstrations.

Prerequisite: General Biology.

Bio. 302—**Microbiology** 6 semester hours

A study of micro-organisms and their relationship to health and disease; effective methods of destruction; specific applications of serological and immunological principles; applications to sanitation of water, milk, and food, proper sewage disposal. Field trips included.

Three class periods per week.

Bio. 303—**Genetics** 3 semester hours

A basic course including the historical development; the fundamental principles; the experimental methods; applications of statistics to genetic problems; and familiarity with current literature.

Three class periods per week.

Bio. 304—**Ecology** 3 semester hours

The effects of the environment upon the structures and functions of plants; plant and animal associations and adaptations. Special reference is made to the general principles of succession and ecological plant geography. Field trips included.

Three class periods per week.

### Chemistry

Chem. 201—**General Chemistry** 3 semester hours

The course is concerned with the theories, laws and principles of inorganic chemistry. Emphasis is placed upon the structure of matter, nomenclature, chemical reactions and the periodic table; treatment tends to be quantitative. Two lectures and one two-hour laboratory period.

Chem. 202—**General Chemistry** 3 semester hours

The course is built around three main areas: chemical reaction rates, equilibria and a limited amount of qualitative analysis. Chemistry 201 is a prerequisite. Two lectures and one two-hour laboratory period.

Chem. 545—**Organic Chemistry** 3 semester hours

A brief course planned to acquaint the future science teacher with the nomenclature classification and basic reactions of the carbon compounds. Two one-hour lectures and one two-hour laboratory period.

### Physics

Phys. 201—**Physics** 3 semester hours

The course is concerned with the concepts and theories of physical science with considerable emphasis on scientific methods and their development. Specific areas included are mechanics and heat. Laboratory work is based upon problem solving experiences rather than rigid duplication of traditional experiments. Two lectures and one two-hour laboratory period.



Phys. 202—**Physics** 3 semester hours  
A continuation of Physics with a somewhat increased emphasis on the mathematical development, which is planned to parallel student's increased competence resulting from his mathematics courses. Topics taken up include electricity, sound and light, along with some aspects of modern physics. Two lectures and one two-hour laboratory period.

Phys. 525—**Elementary Principles of Atomic Physics** 3 semester hours  
This course is definitely planned for the mathematics-science major; topics include certain aspects of the theory of relativity, mass-energy relationships, Bohr's quantum theory of the atom, radioactivity and nuclear energy.

Prerequisites are: Physics 201 and 202, chemistry 201 and mathematics 301 and 302. Three one-hour lectures.

Phys. 401—**Physical Science** 3 semester hours  
A two-hour lecture and two-hour laboratory course dealing with the following main areas: Structure of Matter, Heat, Energy, Electricity, Magnetism, Sound, and Light. The laboratory periods arranged around the solution of practical problems under the various areas discussed in class.

Phys. 521—**Descriptive Astronomy**, 3 semester hours  
A course treating with the solar family—a thorough treatment of all its members and those natural processes that apply, and the universe beyond the solar family. The various motions, gravitation, Kepler's laws and eclipses round out the course.

Phys. 521—**Astronomy** 3 semester hours  
This course is designed specifically for mathematics-science majors. The course is concerned with the laws and theories which describe the relationships, constitution and evolution of the bodies which make up the universe. The approach is through the use of mathematics, physics, and chemistry.

Prerequisites are Math. 201, 202, 301, and 302; Phys. 201, 202, and 525; Chem. 201.

## Social Science

### Economics

Econ. 301—**Principles of Economics** 3 semester hours  
A basic course introducing the student to the nature of the economic systems, principles governing the operation of economic activity, modern economic activity, modern value, price, money, banking, credit, international trade and the role of government and labor in the operation of our economic system. (Fall, 1957)

Econ. 504—**Labor Economics** 3 semester hours  
A study of the labor movement background; policies and administrative structure of labor unions; collective bargaining and its economic impact on management-labor relations; the role of the government in industrial relations. (Spring, 1958)

Economic Geography may also be counted as Economics—see Geography.

Economic History of the United States may be counted as Economics—see History.

### Geography

Geog. 201-202—**Principles of Geography** 4 semester hours  
(6 hours)

This course is required of all sophomore students. The objective of the course is to analyze the interrelationships between man and his physical and cultural environment. This is done through a discussion of weather, and climatic elements, land forms, soils, minerals, water resources, population and settlement. An important goal throughout the course is to build map skills.

Geog. 501—**Economic Geography** 3 semester hours  
This course deals with the man-land relationship as it directly concerns ways of making a living. Selected units in fishing, forestry, grazing, farming, mining, and manufacturing will be considered as well as those geographic factors involved in transportation and trade. (Fall, 1958)

Geog. 502—**Political Geography** 3 semester hours  
World trouble spots all have a geographical setting. An understanding of the problems existing in these areas is based on an understanding of this setting. This course will treat and discuss selected world areas in terms of their geographical background; also, an analytical appraisal of the influence of the geographical factors on the actions of nations will be given.

Geog. 504—**Regional Geography of Anglo-America** 3 semester hours

The fundamental geographic attributes of the United States and Canada are developed. This is followed by a systematic study of the regions of this area.

Geog. 508—**Geography of Rhode Island** 3 semester hours  
Discussion centers on 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. The analysis will attempt to assess Rhode Island's place and problems as they exist in New England, national, and world scene. (Fall, 1959)

**Geog. 509—Geography of Latin America** 3 semester hours

We, as North Americans, need to be aware of the problems of our South American neighbors if the ideal of pan-Americanism is to become a reality. A geographical study, such as this, seeks to describe and explain the close association of man and his environment in these varied areal settings. In assessing the potential of the separate nations of Central and South America, an evaluation of their physical, human, and economic attributes will be made.  
(Spring, 1960)

**Geog. 520—Geography of Asia** 3 semester hours

Asia will be appraised on the basis of its physical, economic and social attributes. The countries of Asia will be treated separately, with principal emphasis on China, India, Japan, and the Soviet Union. The geographic factors related to the present strengths and weaknesses of each nation will be considered.  
(Spring, 1959)

**Geog. 519—Geography of Europe** 3 semester hours

A study of the main cultural and physical features of Europe as a whole will serve as an introduction to a discussion of these factors in the life of each individual country. Nations of Scandinavia, the British Isles, the Low Countries, Central Europe, and the Mediterranean will be treated in turn.  
(Spring, 1958)

## History

**Hist. 101-102—Foundations of Western Civilization** 6 semester hours

A survey course to show the influence of Western civilization on the economic, social and political institutions with a special emphasis on the cultural contributions to our own civilization.

**Hist. 401—United States History** 3 semester hours

An Advanced course in the development of our nation.

**Hist. 504—Rhode Island History** 3 semester hours

A survey course stressing colonial origins and distinctive characteristics, the part played in the pre-Revolutionary period, and industrial growth with the accompanying social changes during the national period.  
(Spring, 1960)

**Hist. 508—Foreign Relations of the United States Since 1865** 3 semester hours

Beginning with a survey and analysis of the historic bases of our foreign policy, this course emphasizes the emergence of the United States as a world power and the factors shaping our foreign policy in the twentieth century.

**Hist. 516—Economic History of the United States** 3 semester 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 policy, and our international relations.

(Fall, 1958 and Spring, 1959)

(Year course may be taken in whole or part)

**Hist. 517—Social and Intellectual History of the United States** 6 semester hours

An interpretation of the American scene in different periods as revealed in outstanding literary and historical works. The American heritage from the social and intellectual standpoint.

(Fall, 1957 and Spring, 1958)

(Year course may be taken in part)

**Hist. 526—English History** 3 semester 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 the understanding of Anglo-American relations.

**Hist. 528—Colonial History of the United States** 3 semester hours

The course traces the founding and development of the English colonies in North America, their individual and peculiar social, economic, political, and religious problems, and the accumulating grievances which ultimately drew them together in rebellion against the mother country. The colonial period is also evaluated as a formative period of American institutions and traditions, attitudes, ideals and values. (Fall, 1959)

**Hist. 535A—European History: 1789-1815 (The French Revolution and the Napoleonic Era)** 3 semester hours

This course considers the forces and personalities which made up the French Revolution, the events leading to Napoleon's coup d'etat, the Napoleonic system, its working and Europe's reaction to it, and the collapse of the Grand Empire. (Fall, 1957 and Spring, 1959)

**Hist. 559—History of Rome** 3 semester hours

Beyond the historical background, the course emphasizes those aspects of Rome's cultural growth which represent a significant contribution to Western Civilization. Government and law, literature, art, religion, and philosophy are treated as fully as possible. (Fall, 1957)

**Hist. 561—Contemporary Europe** 3 semester hours

Current issues, political, social, economic, and ideological, are examined against the background of the late nineteenth and twentieth century historical developments. European problems of the post-war period are emphasized but understanding is sought through placing them in an historical perspective.  
(Spring, 1958). (May also be counted as History B)

*was given*

Hist. 565—**Totalitarianism**

3 semester hours

The phenomenon of the total organization of society is studied in its origin, in its definition, in its instruments, and in its twentieth century manifestations in Nazi Germany and Soviet Russia. Students are required to examine the conclusions of a wide variety of scholars, analysts, and observers, as to the methods, effectiveness, strength and weaknesses of totalitarian regimes, and the dangers they present to the non-totalitarian world.

(Spring, 1960) (May also be counted as Political Science)

*was given*

Hist. 566—**European Socialism**

3 semester hours

The course reviews the entire range of social reform movements: idealistic, ethical, Christian, pragmatic, and scientific. The last, Marxism, is studied in its theory and practice, in its role in political parties and in union movements, in its disparate development in different countries, and in its chief rivals and alternative systems.

(Spring, 1959) (May also be counted as History B or Economics)

See Geography of Europe, Asia and Latin America as History D credits.

See Foreign Relations of U.S. since 1865 as History D credit.

Hist. 535B—**European History 1815-1870**

3 semester hours

A study of the major themes of this period in European History. The Introduction is concerned with the general cultural setting at the opening of the nineteenth century. Then follows more detailed analysis of such topics as the Congress of Vienna, nationalism and its various manifestations and stages of growth, political, and social democracy and their opponents.

(Spring, 1958 and Fall, 1959)

Hist. 535C—**European History 1870-1914**

3 semester hours

This course emphasizes the major issues of the period such as the "New Imperialism," the causes of the intense nationalistic rivalries, the manipulation of international relations, the construction of the pre-war alliances, and the coming of the war in 1914.

(Fall, 1958 and Spring, 1960)

*was given*

Hist. 554—**The Reformation**

3 semester hours

Like the Renaissance, this study is approached by a study of the great range of changing historical interpretation concerning it. The student then proceeds from a review of the political, social, and economic bases of the Reformation to an examination of the religious conditions and attitudes which gave rise to the major movements in Germany, Switzerland, England, the Low Countries and France. The reformers themselves and their teachings and influence are fully treated. The course concludes with a consideration of the counter-Reformation and an assessment of the impact of the Reformation on European society and institutions by the end of the 16th century.

Hist. 555—**Medieval History**

3 semester hours

An understanding of the civilization of Western Europe in the twelfth and thirteenth centuries is the primary objective of the course. The contribution of Roman, Germanic, and Christian institutions and values to the making of Europe are evaluated. The uniqueness of the medieval institutional synthesis is demonstrated as well as the continuity in industrial traditions which form the substructure of modern society.

(Fall, 1958)

Hist. 556—**The Renaissance**

3 semester hours

This course is initially a study in historical interpretation. Against this background, the student examines the political and economic bases of the Renaissance, its peculiar attitudes, ideals, and values, and its achievements in terms of literature, philosophy, the fine arts, education, political and social thought, and science.

Hist. 558—**History of Greece**

3 semester hours

Political and social history forms the background for a study of artistic and literary, scientific and philosophic achievements of the Greeks. From the pre-Hellenic Aegean cultures to the Hellenistic era, the course emphasizes the influence of ancient institutions and ideas upon the development of Europe and America.

(Fall, 1949)

**Political Science**

P. S. 502—**American Government**

3 semester hours

The objective of this course is to examine in broad outline the basic principles of American national government. Attention is given to constitutional foundations, Congress, the President, political parties, the Supreme Court and the leading functions and services. This course is intended as a foundation for other courses in American Government.

P. S. 505A—**American Political Theory**

3 hours

The origin and development of American political ideas from the time of the Puritans to the present, the philosophy of revolution, Jeffersonian and Jacksonian democracy, nullification, secession, the development of the interventionist state and reforms in the twentieth century will be included.

See Totalitarianisms under History. (May be credited as Political Science).

**Social Science**

Soc. Sci. 402—**Social Problems**

3 semester hours

This course is required of all students in their senior year. Will be offered for first time September, 1958.



**Anthropology 500 – Introduction to Social Anthropology**

The aims, theories and problems of social anthropology, specifically dealing with the institutions of family and kinship; magic, religion and symbolism; political institutions; and economics. This study of cultural variations will emphasize the advantages of interdisciplinary interests essential to a fuller understanding of modern life.

**Anthropology 503 – Cultural Contacts**

A study of societal changes, conflicts and accommodations caused by the contact of differing cultures, with particular emphasis upon those non-Western or primitive societies affected by modern Western innovations. On this basis, the problems of pluralism, integration and assimilation will be considered, as these affect our contemporary modern American society.



U. S. X. 1150

1150