

THE ANCHOR

RHODE ISLAND COLLEGE OF EDUCATION

FINAL
SUMMER
EDITION

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No. 12

Teachers of Science Busy



An intensive course in laboratory techniques is being offered for the first time this summer. Seven science teachers meet under the supervision of Dr. Mary M. Keeffe, visiting professor from the College of St. Thomas, St. Paul, Minnesota. The work includes many phases of laboratory science, and demonstrates methods valuable in bacteriology, dissecting, and care of laboratory animals.

Muscles Important, Too



While most of their time, like the time of other Summer Session students is taken up with the mental gymnastics necessary to keep teachers in tune with professional and cultural data, physical instructors must also include special gym studies to keep their own bodies in best physical condition and to learn latest techniques in an increasingly important phase of education. In this group are some of the outstanding schoolboy and college athletes of recent years.

Most of these men are working toward a certificate in Physical Education which will enable them to teach the very same course in their respective schools. Others, already certified Physical Education instructors, are taking the course to widen their field of activity. Upon completion of the required skills, the men will be masters of the basic gymnastic stunts, and will be able to pass on their knowledge to the many students who will come under their influence. In this particular course all is not work, however, for many are the hilarious incidents which provide a good laugh for all. A great deal of ribbing is undergone by all members of the class. The after-class shower feels very good on these hot days, too.

ASSEMBLY AND PARTY ON CLOSING PROGRAM OF SESSION THURSDAY

**Prof. Helen E. Scott
To Receive Ed.D.
Next Month**

The degree of Doctor of Education will be awarded next month at Boston University, to Miss Helen E. Scott, of the R.I.C.E. faculty since 1947. Her dissertation subject was "An Evaluation of Two Methods of Practice for their Effectiveness in the Improvement of Recall in Grade 5." The proving ground for the material for Miss Scott's thesis was the Providence Public Schools, 22 classes enrolling about 600 Grade 5 boys and girls.

Miss Scott is asst. professor of psychology. This summer, she is at the Newport Reading Clinic, and she teaches "Improvement of Reading" at the main college.

A native Kansan and graduate of the schools of that state, she went out to the University of Southern California for both B.A. and M.A. Degrees. A number of years teaching experience followed, in the secondary and elementary fields, then, Miss Scott came to New England, where she went into the field of Elementary School Supervision in Maine and Vermont. From there, she went to the Faculty of Lyndon Normal School, Lyndon, Vt., where she taught several classes and was made Supervisor of Student Teachers.

Fall Extension Courses Listed

**Wide Variety Stressed
In Announcement By
Dr. Donovan**

The list of courses for the fall extension school opening Sept. 26 was announced today by Dr. Fred J. Donovan.

Dr. Donovan asserted that a wide variety of courses will be offered. These courses will be presented by a faculty combined of visiting instructors and members of the regular faculty.

Included among the courses are two arranged especially for school nurses seeking their certificates. Instructors for these two courses are Mrs. Cassie L. Essley, B.S., formerly Nutritionist for Schraffts, New York, and Mrs. Angela L. Ganga, R.N., School Nurse of Lincoln School, Providence.

A Vocational Course on the Introduction to Shop and Mechanical Drawing will be presented by Wilfred Roberts, Ed.B., B.S.

Continued on Page 7, Column 1

**State Director Walsh
Slated To Deliver
Main Address**

An assembly and party for all students attending the R.I.C.E., Newport and Barrington summer schools will be held here at R.I.C.E. on Class Day, Thursday, Aug. 4, at 12:30.

Dr. Frederick J. Donovan, Director of the R.I.C.E. summer school will introduce Dr. Michael F. Walsh, State Director of Education, who will deliver the main address at the final day assembly which will be held in the school auditorium.

Performances by several classes of the R.I.C.E. summer session will bring down the curtain on the assembly series.

Miss Cameron's Rhythms and Dance class will put on a demonstration of American and European folk dances and other dance routines.

Miss McGunigle and Mr. Roberts will supervise the musical end of the assembly program which will include numbers by the chorus and instrumental music classes. Miss McGunigle will also award a supervisor's music certificate to Miss Sylvia Cronin who has completed her work toward this achievement.

Mr. Sloane's Arts and Crafts class will have a display in Room 102.

Following the assembly period, the students attending Newport and Barrington classes will join those at R.I.C.E. for an informal gathering and party to be held in the school cafeteria here at the Rhode Island College of Education.

Admission to the party will be by Anchor-Recreation Fund card.

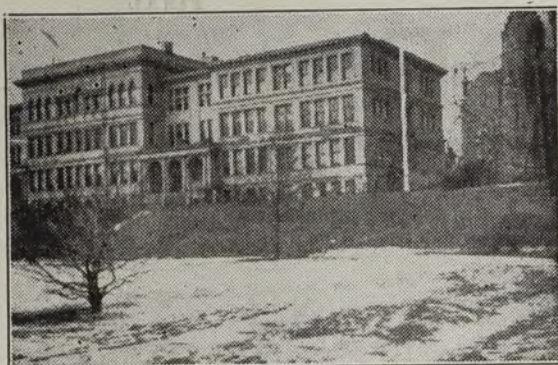
James E. Duffy Again Registers

**Has Served In Capacity
At Session For
15 Years**

James E. Duffy is both registrar and assistant administrator for the 1949 summer session at R.I.C.E. A graduate of Brown University, he has held this position for the past 15 years, in addition to his school-year instructorship in Latin and Algebra at the Barnard School.

Mr. Duffy directs the bulk of the office paper work at the College, including handling of report cards.

In his experience, Mr. Duffy has registered a minimum of 100 summer enrollees and a maximum, reached this year, of 645 teachers and students.



THE ANCHOR

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THE POLL RESULTS

Results of the recent poll indicate clearly that although the members of the Summer Session at the college are in almost complete agreement with the National Education Association in overwhelmingly opposing Communist Party membership for teachers, they do not see eye-to-eye with the Association on the question of scrapping loyalty pledges for teachers. This is particularly significant, since the N.E.A. is the one all-embracing educational association of America's public school teachers, with a membership of 850,000.

Of equal significance is the fact that forty-one percent of the Rhode Island teachers taking part in the poll here are opposed to loyalty oaths, even though Rhode Island is among the twenty-four states having such legislation at the present time. The fact that undergraduates expressing an opinion through the poll opposed loyalty oaths by a two-to-one margin should not be overlooked, for they will soon join the ranks of classroom teachers in this and other states.

Aggressive opponents of teacher loyalty oaths would scrap all such oaths on the grounds that they are discriminatory, distasteful, and ineffective. They wonder whether the quality of loyalty that comes through mandatory legislation can be anything but superficial in nature. There is a feeling among this group that loyalty oaths being enforced in many states at the present time are in such a state of confusion that at best they are not likely to serve the purpose for which they are designed. Furthermore, these individuals doubt that the danger of subversive activity within their ranks is sufficiently real to warrant their being singled out to take oaths of loyalty.

Many who favor the plan of retaining the oaths do so because they know themselves to be faithful subscribers to American ideals, and as such they see no reason why they should hesitate to swear their allegiance. On the other hand, more rigid defenders of loyalty pledges contend that such pledges are the most effective means of barring from the American classrooms potential enemies of our free way of life. These adherents hold that faith alone does not constitute the whole price of freedom, rather they are staunch supporters of the age-old tradition of eternal vigilance.

It is also interesting to note that, while the vote against Communist Party membership for teachers appeared to be almost unanimous, some seven percent of those choosing to express an opinion on the matter approve active teacher-participation within this organization. Seven percent is really no small showing.

Even though a sharp division of opinion on these two vital issues may continue to persist for some time to come among members of the teaching profession,

one wonders whether a more definite analysis of the term "academic freedom" together with its many implications would not help to clarify the situation.

ELEVEN MONTH YEAR

For the past several weeks, the spotlight has been focused upon discussions stemming from the recent prediction by school leaders that eventually teachers in the public schools would have year-round jobs. The idea of extending the school year is not a new one. Many top-notch educators have been actively engaged over a period of several years in studying the values of the plan to abolish long summer vacations and keep schools open for at least eleven months each year. If the tone of current discussions centering on the issue may be interpreted as a reflection of public opinion in general, it is apparent that such a program would have many staunch opponents.

While some far-sighted educators optimistically envision year-round jobs for teachers with perhaps a month for vacation and the rest of the usual summer respite devoted, on full pay, to professional and personal growth, the summer program, as visualized by most educators, would consist of an activity-centered program with arts and crafts assuming a major role.

Such a program, it seems certain, would be welcomed by many parents, and accepted enthusiastically by a great many children. That most parents are anxious to have their children actively engaged in well-organized and wisely-guided learning situations during their out-of-school hours is evidenced by the ever-increasing enrollments at neighborhood playgrounds, privately-run camps, and day camps. During the past few years there has been a growing awareness of the value of such agencies as deterrents to juvenile delinquency. While proponents of the plan to extend the school year are profuse in their praise of the work being done by playgrounds in their efforts to bolster the fabric of community life, they are quick to note that the playground program lacks many of the attributes of a well-organized summer school.

On the other hand, there are many who would question whether the three-month vacation plan, which originated to meet the needs of an agrarian populace, has outlived its usefulness. Aside from increased costs of operation, there are many other angles to be considered on the issue. In New England, for example, there are those whose livelihood is entirely dependent upon the tourist trade, the bulk of which comes during the summer months. Likewise, other sections of the country would undoubtedly have similar problems.

It seems indisputable that a well-organized summer program has merit, but it will have to prove its worth more conclusively than educators have been able to do to date, and even then it will probably take a high-powered campaigning before many sections of the country will accept the plan.

FIVE-YEAR COURSE

The *Western College Collegian* announced recently that Washington teachers, beginning in September of 1951, will be required to have five years of college training and one to four years of teaching experience to qualify for a general teaching certificate. Several questions naturally arise concerning this issue—does it indicate a current trend? will it provide more teachers? who will be better equipped to enter the field of education? and will individuals in the teaching profession benefit?

A Washington educator is reported by the *Collegian* to have stated that, "Washington's teachers will be the best trained in the nation under the new program." If such should prove to be the case, it is highly probable that other states will follow Washington's lead and adopt the plan.

In regard to the second question, the problem appears to be more complex. Logically, it would seem that teachers who receive five years of college training would be better qualified to teach than those who had received only four years of training. Unfortunately, the plan appears to be defective in several instances. In the first place, the general teaching certificate would permit teachers to teach in either high school or grade school, and the *Anchor* doubts that one year's extra study can substitute for three years' concentrated study in the methods of teaching at one particular grade level—primary, elementary, or high school. Another feature of doubtful value is the stipulation that all public and private colleges may train teachers for a general teaching certificate. Teachers' colleges are the only colleges equipped to train men and women for the teaching profession, since that is the specific and primary purpose for which they were established.

Individual teachers would undoubtedly benefit under the Washington plan. The general certificates would be of life-time duration, thus assuring the teacher of security. The extra year of college study also appears to have

been arranged with consideration for the teacher. Since the additional year of study may be obtained either by attending summer school or by teaching for a year and returning to college for the fifth year. Hence, teachers can not feel that they are being needlessly detained.

The actual results of the Washington plan will remain undecided for some time yet, and until that time all that is said concerning the plan is mere speculation. It will be interesting to watch the results. If the plan succeeds, perhaps all states will require their teachers to have five years of college training and one to four years of teaching experience to qualify for a general teaching certificate.

NO COMMENT

Getting out a newspaper is no picnic. If we print jokes, people say we are silly. If we don't they say we are too serious. If we stick to the office all day, we ought to out hunting material. If we go out and try to hustle, we ought to be on the job in the office. If we don't print contributions we don't appreciate genius; and if we do print them the paper is filled with junk!

If we edit the other fellow's write-up, we're too critical; if we don't we're asleep. If we clip things from other papers, we are too lazy to write them ourselves. If we don't we are stuck on our own stuff.

Now, like as not, some guy will say we swiped this from some other newspaper. Well, we did!

From the Bryant Archway, who swiped this from the Rhode Island State Beacon, who swiped this from the Maine Campus, who swiped it from the Miami Hurricane, who swiped it from the U. of Houston Cougar, who swiped it from the Daily Texas, who swiped it from the SMU Campus, who swiped it from the Texas A&M Battalion, who swiped it from someone else.

LETTER-TO-EDITOR

Dear Editor and Editorine:

I paid my fifty cents.

I got my first issue.

I read the dribble on the first page. (A little irked by the 32 "commies" in the teaching profession.)

I turned to page two.

I read the first editorial. Sounded like a politician kissing babies! (I mean that exactly as it is written—don't go putting a "who" in there.)

The second editorial was just as uninteresting.

And then I read the third editorial. That's as far as I got. Your "Editors-in-Chief" are, presumably school teachers. You're supposed to have a little common sense, *too*. You tried to restrain a scorching editorial on "Working Together." You blasted the student body for not participating in a phoney poll and, for not contributing fifty cents for two issues of your rag, plus a party.

I don't care much about the blast concerning the poll. (I thought that after last election, polls were gone forever, such as the *Gallup*, *Literary Digest*, etc.) But when you started to cremate the *subscribers* for not contributing fifty cents, brother, that was the end. Who do you think read that editorial! Why the people who tossed you fifty cents!

Yours truly,

SILAS M.

THANK YOU

As the final edition goes to press, the staff of the *Anchor* is grateful to the students and faculty for their hearty co-operation. We are grateful even to the writer of the humorous letter above, and we take the message in the spirit in which it was sent.

Only two items of explanation remain: first, we hope no one concluded from our story on tuition that there are any retroactive charges. Tuition fees do not begin until September, and then only for Master's courses. Finally, names were omitted under group pictures because those in the pictures appear as types, not as individuals.

Again, thank you.

The thing that in the subway is called congestion is highly esteemed in the night clubs as intimacy.—Strunsky.

Talent is developed in retirement; character is formed in the rush of the world.—Goethe.

Women are never stronger than when they arm themselves with their weakness.—Mme. DuDefland.

Good temper is an estate for life.—Hazlitt.

Benny Goodman, Look Out!



Children Attracted, Others Distracted By Tooters' Row

Professor Roberts Tactfully Arranges Studio On Lower Floor—Seven Nuns Among Students

Eee! Gee! Eee! Squeak! No, it is not bird-feeding time at Roger Williams Park. These strange sounds are emanating from the "Tooters' Studio" in the remotest corner of the lower floor to which Professor Roberts, for reasons well known, has relegated his 20 noisy children.

Owing to the magnetic force of the music issuing through the hallowed walls of R.I.C.E. this summer, neighboring children have abandoned their play in the city streets to enjoy some of the finer things of life while peering through the windows at Mr. Roberts and his clarinet class. This class is comprised of seven nuns, 11 other women, and two men. The onlookers hear the professor give the order "Blow G, first space above." His pupils huff and puff and almost swallow their tongues, but no results. Then Professor Roberts dashes here and there adjusting mouthpieces, and pressing fingers into place.

Many of the students have home practice problems, but the future Benny Goodmans are determined to master the instrument at all costs. Pat Donovan's cocker spaniel is simply terrified when Pat begins her moaning. His barking and Pat's moaning give a perfect duet effect. Then there is Elsie Busch who, rather than subject her father to such annoyance, sits out in her car and practices. With many of the students it is a case of either they get out of the house to practice or everybody else is forced out. The students are consoled by the fact that even though they are no longer cherished members of the home at eventide while tooting on the

clarinet, at least the children of Smith Hill appreciate their talent.

The spirits of the tooters, however, are not dampened. They know that with such an excellent instructor as Mr. Roberts the day is not too far distant when the professor will stand quietly and proudly before his class, give a command, and from twenty clarinets will come forth—MUSIC.

Public Housing Views Aired By Experts In Field

The pros and cons of Public Housing were aired by guest speakers in Prof. Martin B. Horan's course "Issues and Persons in the News." Joseph E. Lyons, executive manager of the Providence Housing Authority, spoke for Public Housing on July 7. Leo V. Boyle, realtor and past president of the Pawtucket Real Estate Exchange and the Pawtucket Chamber of Commerce, gave the Realtors' view of Public Housing on July 19, 1949.

Husband and Wife Students



Two of the many interesting people attending the Summer session are Mr. and Mrs. Edward Medeiros of 766 River Ave., Providence. Mr. Medeiros teaches at Cumberland High School and Mrs. Medeiros at Central Falls High School.

They are the only married couple at this session. Mrs. Medeiros leads a busy life hurrying between the Barrington division of the college and the classes in Providence. Mr. Medeiros finds his work and interest in civic organizations fill his time completely. Both feel that the College of Education has something worthwhile to offer teachers.



Allison



Arnold



Brown



Campbell



Cuzner



Duffy



Greene



Loughrey



Meinhold



Mitchell



Scott



Waite

Regular Faculty Staff Gives Summer Courses

In addition to their regular academic duties the following members of the R.I.C.E. Staff are engaged in teaching in the summer school in their respective fields: Professors Ernest C. Allison, Robert L. Brown, S. Elizabeth Campbell, Frank E. Greene, Mary E. Loughrey, Gertrude E. McGunigle, Russell T. Meinhold, Christopher R. Mitchell, Helen F. Scott, Martin B. Horan, and Frank E. Waite.

Dr. Mary T. Thorp, Director,

James E. Duffy, Olive D. Arnold, Isabel Woodmancy, and William E. Sloane of Henry Barnard School are conducting summer classes here. Miss Katherine L. Cuzner, college librarian, is in charge of the library. Professor Greene, in addition to his classes in English and Journalism, is serving as faculty advisor to *The Anchor*.

Correct size pictures of Dr. Donovan, Professor Horan, Professor McGunigle, and Dr. Thorp were not available.

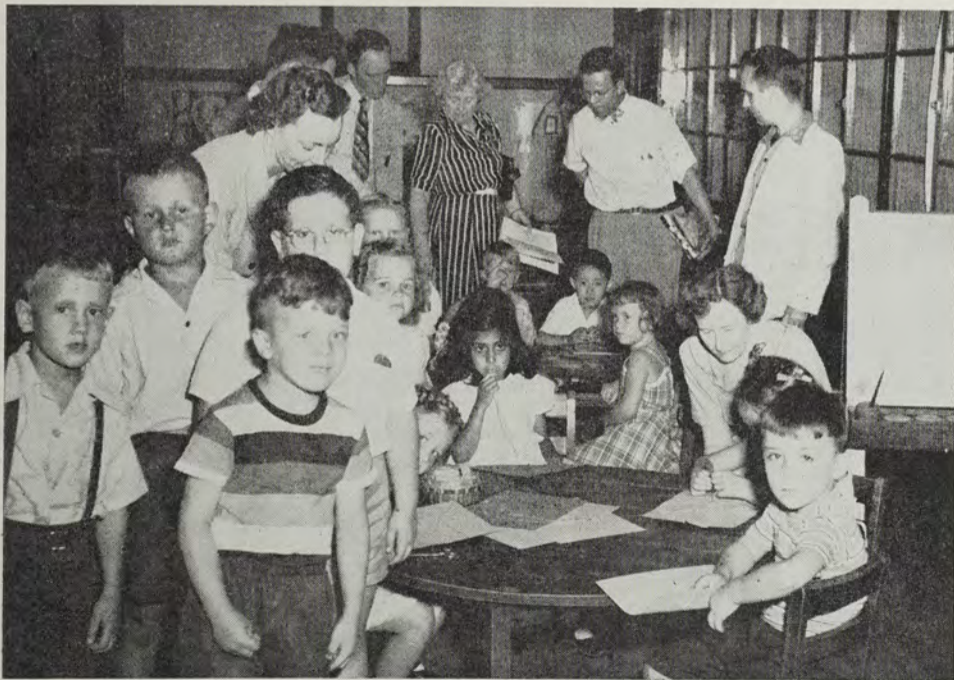


Sloane



Woodmancy

Scenes at Barnard School



One of the most important phases of the summer program this year was the demonstration-observation laboratory held at the Henry Barnard School. Two groups of students took part under the direction of two members of the regular faculty. Several regular classes at the college made visits to the Barnard School as part of the field trip program.

Children At Barnard Find Extra-Schooling Pleasant

The children attending the current summer session at Barnard have been given the opportunity to express their opinions regarding summer school. In a recent interview of kindergarten and third grade pupils, answers to such questions as: "Do you like summer school?" and "What have you done so far?" revealed that the majority finds the extra month of school no ordeal.

Tony, for instance, is in kindergarten and was quite anxious to relate why he didn't mind summer school. His reason was simply that he liked school anyway, and this reason centered in a recent group trip to the beach with the experience of finding an old horseshoe crab. To keep Tony and his companions busy and happy, Mrs. Arnold, his teacher, is directing the children in making a beach scene mural for her classroom.

The other class at Barnard is a third grade group. The pupils here responded eagerly to the lead questions and elaborated by relating what they liked especially about summer school. Lynn, a nine year old, gave an excellent reason why summer school is not

an ordeal, stating, "It is a good opportunity. If you have missed some work during school, you can make it up." Gerald, a youngster whose whispered answer indicated a strictly confidential tone, told how much he enjoyed the present subject matter. The group is now studying the growth and use of cotton. Last week this study was supplemented by a class visit to the R. I. School of Design.

By referring to various projects connected with the study of cotton, Miss Woodmancy was able to suggest to her pupils other reasons for enjoying the summer session. These suggestions brought about the following barrage of opinions. Gail voiced interest in the different kinds of clothing seen at the School of Design. When asked if he would rather be out playing, James, a pint-size live wire, said that all day is too much time for play, so he doesn't mind spending the morning in school.

In general the attitudes of the children at Barnard are excellent; no gripes at all. Even unvoiced disapproval would be eliminated by the little eleven o'clock social program directed by Allan Pearlman, an upper grade pupil.

Beauty and Brains



Between Classes



Not a Journal Photo



Preparing at Newport



Newport Remedial Reading Clinic Functions Smoothly

Teachers and Pupils Demonstrate Latest Methods In Key Subject—Modern Aids Used In Course

Ninety-eight teachers and 60 children are registered at Cranston-Calvert School in Newport where a remedial reading clinic has been established which enables teachers to acquire a knowledge of the latest theories of remedial reading and practice these theories by instructing the children at the clinic. The clinic functions as a phase of the Rhode Island College of Education summer session. Two of the students are veterans.

After attending classes on the theory of remedial reading, teachers observe the teaching methods of three master teachers and apply the knowledge that they have gained by tutoring a child who requires additional help in reading. Children registered at the clinic have average or superior intelligence, but their reading age is at least one year below their mental age. Through the remedial reading clinic, these children are being aided at the same time that they are providing an opportunity for teacher study.

Several features have been introduced to facilitate teacher study at the clinic. There is a teachers' workroom where teachers may plan their lessons. An audio-visual aids room is equipped with the latest audio and visual means of correcting reading difficulties. In the clinic's reference library, teachers may obtain text-books, work-books, catalogues, and games pertaining to remedial reading. Every method of correcting reading difficulties that is recommended at the clinic is illustrated practically, either in the classes where the teachers observe or in the rooms where recommended material is displayed for teacher consumption.

Instructors at the clinic include Miss Marguerite Brennan, reading supervisor for Newport schools; Miss Helen Scott, assistant pro-

fessor of psychology at R.I.C.E.; Miss Esther Russell, elementary supervisor in Amherst, Mass.; Miss Alice Dobbyn, director of reading in Plainfield, Conn.; and Miss Mary Nugent, principal of Underhill School in Newton, Mass.

The teachers studying at the clinic are principally from Newport, but others are from Fall River, Pawtucket, and Barrington. Credit towards a Master's degree is sought by 45 of those registered. Nine school principals are also taking the course. Interest in the clinic has been so great that several besides those registered have been attending the sessions.

An analysis of registration disclosed the following:

Colleges represented—Brown, 1; R.I.C.E., 61; Boston Kindergarten Training School, 1; Bridgewater Normal School, 6; Fall River Normal, 4; St. Anselm's, 1; State Teachers' College of Alabama, 1; Our Lady of the Elms, 5; Maryland State Teachers' College, 1; Pembroke, 1; Fitchburg Normal, 1; Wheelock, 1; Emmanuel, 1; North Adams Normal, 1; Providence College, 1; Boston University, 3; Rogers High, 2; C. T. C., 1; Hyannis Teachers' College, 2; St. Rose, Albany, N. Y., 1; William and Mary College, 1; Ithaca College, N. Y., 1.

Town and State represented—Newport, R. I., 6; Little Compton, 1; Tiverton, 2; Fall River, Mass., 15; Middletown, 4; James-town, 3; Pawtucket, 3; Barrington, 1.

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at

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Rhythm



. and Dancing

Miss Cuzner
Key FigureLibrarian Ever Ready
With Answers For
Term Papers

Miss Katherine L. Cuzner, librarian at the College of Education, in an interview commented on the quietness and earnestness of the students using the library this summer. To have no problems of noise, to work in a restful and serene atmosphere has been a source of great delight to her during these hot, sultry days, she says. Many of the teachers can well understand her appreciation, she is sure, for to have no disciplinary problem would bring joy to any of them.

Miss Cuzner finds her work with the teachers interesting and stimulating, because of the variety of research problems they bring to her. Few or none find time to do any recreational read-

17 Men and 28 Women Now
Dance With True Rhythm

Seventeen heroic men representing Providence, Pawtucket, Bristol, Cranston, North Providence, Lincoln, and Riverside answered the call of duty by joining the summer Rhythms and Dance class. These 17 strong men are outnumbered, but not outdanced, by the 28 women members of the class.

Everyday, Monday through Saturday from 10 to 11 o'clock these men exhibit the strength and poise of the male animal. A quick glance at the many pleased expressions tells the audience of the fun they are having.

In order to break down the formality of the first meeting, Miss Cameron introduced the friendly democratic folk dance. It discouraged people like Mr. X who

ing, but must concentrate on finding material necessary to help them better understand the particular subject that interests them.

cunningly asked the guests to dance just so he could sit with them and watch too. After a few weeks of folk dancing, Mr. X is now only too eager to exhibit his mastery of the dance.

After the formality of Mr. X and his 44 companions disappeared so did the never to be forgotten folk dance. The current maneuvers being performed in the R.I.C.E. gym are rhythms and exercises. Walking, skipping, sliding, stepping, and bending are being done in perfect timing to *Tea for Two* and *The Darktown Strutters Ball*.

As the mastery of the dance is developed, the bobbing heads, stiff knees, dangling arms, and serious faces disappear. The amount of confidence in any one of the rhythm boys is amazing. Mr. X is proof of this theory since he now believes that he is much lighter on a girl's feet. No comment.

Prof. Campbell Awarded
Scholarship For
Special Study

Miss S. Elizabeth Campbell, assistant professor of education, has been awarded a national scholarship to Northwestern University. She will leave for Evanston, Illinois, on August 4 to begin her study of the psychology of group leadership under the direction of E. T. McSwain, dean of the College of Education at Northwestern.

Miss Campbell is a graduate of RICE and Boston University, cum laude. She has been a visiting professor at Bridgewater Teachers' College in Massachusetts, the University of Maine, and at Bryant College.

Steering Board
Meets AgainConfers With Director
On Problems Met
This Summer

The length of the summer session for the future and the number of cuts to be allowed were debated by the "steering committee" of the student body at the latest meeting, July 26, at the College of Education.

Most hotly debated issue centered in the length of the summer session. A spokesman for the veterans suggested a six week, five day, session, followed in other institutions, as best for all concerned and would also provide another week for subsistence payments on which most vets depend rather heavily during their schooling. This plan appeared to be sidetracked in favor of other arrangements which were aimed at securing 30 hours of work on a five week, five day basis. They were: 1) Five weeks and five days with periods of one hour and twelve minutes each. 2) Five weeks and five days with the sixth period meeting in the afternoon at 2 o'clock on successive days. The 9 o'clock classes would meet on Mondays at 2 as well as 9; 10 o'clock classes would meet on Tuesdays at 2, etc.

Cuts taken in order to participate in field trips will not be charged against the students, the faculty decided at a meeting held on the previous day. Other cuts, in excess of two, will have to be explained in writing to Dr. Donovan in order to secure full credit. The Committee concurred with the faculty on allowing cuts for the field trips and made suggestions to control it.

Dr. Donovan requested help in framing a questionnaire to be circulated among faculty and students in order to improve the service.

A committee of five was appointed to work with Mr. Duffy in making plans for the closing party.

14 Join Faculty
For '49 SessionVisiting Instructors
Here for Special
Courses

With fourteen visiting instructors and members of the regular staff, the summer session began functioning at R.I.C.E. on June 30. Included in the group of guest instructors are some who have offered courses at R.I.C.E. in former years.

Dr. Charles B. Willard, superintendent of Providence Center, R. I. State College, is conducting a course in Poets in the News.

Dr. Mary M. Keefe, Professor of Science at St. Thomas College, Minneapolis, is conducting courses in Survey of Biology and Biological Techniques.

Marguerite Tully, Ed.D., Supervisor of Psychological Dept. for Providence Schools, is conducting a course in Educational Statistics.

D. Alexander Severino, Ed.D., Head of Department of Art and Product Development, Bradford Durfee Technical Institute, Fall River, Mass., is conducting a course in History of Art for Appreciation.

Vincent A. McKivergan, A.M., Director of Personnel for Providence Schools, is conducting courses in Creating a Zeal for Democracy and What Business Expects of the Schools.

George J. O'Brien, A.M., Assistant Superintendent of Schools for Providence, is conducting a course in Current Economic Problems.

Elmer R. Smith, A.M., Assistant Superintendent in Charge of Instruction, is conducting courses in Improving the Curriculum and Guidance from the Standpoint of the Classroom Teacher.

Ame A. Cameron, A.M., Professor of Physical Education, Radcliffe College, is conducting courses in Rhythms and Dance and Physical Educational Activities for the Elementary School.

Thomas Lowery, A.M., studying under a fellowship in the English Dept. at Notre Dame University, is conducting a course in Introduction to the Study of American Civilization.

Marie E. Gearan, Ed.M., Director of Training, Lowell College, is conducting the courses in Current Trends in Elementary Education and Curriculum Materials and Techniques.

Bernard C. Dullea, A.B., M.A., Superintendent of Schools, Block Island, is conducting courses in Psychology of Adolescence and Educational Psychology.

John F. Brown, Ed.M., Principal, Kenyon St. School, is conducting a course in Elementary School Principal.

Wendell S. Withington, Ed.M., Director of Music, Melrose, is conducting courses in Survey of Musical Literature for Appreciation and Intermediate Music Methods.

Wilfred Roberts, Ed.B., B.S., Band and Orchestra, LaSalle Academy, is conducting course in Wood-Wind Instruments—Clarinet.

Fall Extension Courses Listed

Continued from Page 1

Mrs. Francesca Battestini Olivieri, Ed.B., formerly with Kurath Dance Group and Creative Dance Guild of Rhode Island, will give a course on The Dance.

An Art Workshop, Teaching Art in the Elementary School, will be conducted October 30, November 1, 2 in Providence by Binney and Smith, and on November 28, 29, 30 in Cumberland, also by Binney and Smith. One credit will be given for 15 hours work.

The off-campus schedule follows: Monday afternoon, Newport, Arithmetic in Grades 1-6, Miss Campbell; Wednesday afternoon, Cumberland, Democratic Procedures, Miss Campbell; Wednesday afternoon, Woonsocket, Audio-Visual Aids, Mr. Meinhold; Thursday afternoon, Woonsocket, Origin and Functions of Rhode Island Political Institutions, Mr. Horan; Thursday afternoon, Pawtucket, Audio-Visual Aids, Mr. Wilfred Berube; Thursday evening, Warwick, The Evolving Curriculum in English and Social Studies, Mr. Elmer Smith.

All courses carry credit toward the degree of Bachelor of Education. Some may be credited toward Master of Education. Others are required for certification by State Department of Education, and some may be accredited toward Teacher's Certificate.

The courses offered during the fall are for teachers in service or those who are preparing to teach in the public schools of the State. Opportunity is thus provided for cultural development and professional growth.

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

Tuition rate for those seeking their Master's Degree will be seven dollars and fifty cents a semester credit and ten dollars for a graduation fee. Both residents of the State and out-of-state residents will be charged these fees. Tuition fee is payable to Bursar at the time of registration.

Classes begin on Monday, September 26, and continue for fifteen meetings. Each session unless otherwise indicated lasts two hours, and each course carries two credits. No registrant will be permitted to take more than two courses sponsored by the College. This applies whether courses are on or off the campus. No classes on October 12, 27, 28, November 24, December 22 to January 2, January 30, 31, and February 1.

Registration at the College office: September 17, 19, 20, 21. Week days, 9 a.m. to 6 p.m., 7 p.m. to 8:30 p.m. Saturday, 9 to 12. Registrations for campus or off campus courses *must* be made in person. No registration by mail or phone.

Schedule of courses is as follows:

RELIGIOUS ORDERS

Among the students at R.I.C.E. this summer are members of two religious orders, Sisters of the Cross and Passion, and Sisters of Mercy. Seven of the sisters are specializing in music while others are taking various courses in methodology.

Monday Afternoon (4:30-6:30) — Thesis Seminar, Dr. Fred J. Donovan; Social Learnings in the Elementary Grades, Mr. C. Owen Ethier; Development of Ancient Thought and Institutions, Dr. Emma Thomson; Nutrition and Health, Mrs. Cassie L. Essley; Child Study, Dr. Mary T. Thorp.

Monday Evening (7:30-9:30) — English Trends in the Secondary School, Mr. Walter Brownword; School Nursing, Mrs. Angela L. Ganga; Techniques Used in the Study and Treatment of Children's Problems, Dr. Marguerite Tully.

Tuesday Afternoon (4:30-6:30) — Health 33, Dr. Florence M. Ross; The Public Library as an Integral Part of Public Education in the Community, Mr. Stuart C. Sherman; Geography and the Air-Age, Miss Marion Wright; Three Dimensional Art, Mrs. Edith C. Becker; Financial Mathematics, Mr. Christopher R. Mitchell; History of Education, Mr. Frank E. Waite.

Tuesday Evening (7:30-9:30) — Types of Literature, Mr. Frank E. Greene; Science in the Elementary Grades, Mr. McCahey; Drawing—Introduction to Shop & Mech. Drawing, Mr. Wilfred Roberts; Dance, Mrs. Francesca Battestini Olivieri.

Wednesday Afternoon (4:30-6:30) — Rhode Island Education, Mr. Martin B. Horan; Contemporary Culture and the Teaching of English, Mr. Ernest C. Allison; Educational Seminar, Mr. Frank E. Waite; Reading Seminar, Miss Helen E. Scott; Junior High Materials and Methods for Social Studies Instruction, Miss Avis G. Marden.

Wednesday Evening (7:30-9:30) — The Exceptional Child—Part II—Mental Deviates, Mrs. John Langdon and Mrs. Miranda G. Willoughby; Org. & Functions of R. I. Political Institutions, Mr. Martin B. Horan; Elementary Education, Dr. Frederick B. Tuttle; Conversational French, Mr. Nelson A. Guertin; School and Public Relations, Mr. Edward A. Walsh.

Thursday Afternoon (4:30-6:30) — The Improvement of Reading, Miss Helen E. Scott; Economics I, Mr. Benjamin G. Sinclair; Improvement of Elem. Eng. Instruction, Miss S. Elizabeth Campbell; Education in Atomic Energy and Its Implications (Workshop), Mr. Russell Meinhold.

Thursday Evening (7:30-9:30) — Program Evaluation on the Elem. Level, Miss S. Elizabeth Campbell; Hearing Conservation, Miss M. Regina McPhillips and Miss Helen MacPherson; Literature Survey (Beginnings to Tudor Period), Mr. Colin E. MacKay.

Journalism Class Plans Two Papers

School Publication Students to Hear Newspapermen

Journalism and school publications offered by Prof. Frank E. Greene is among the courses taking place here at R.I.C.E. this summer. The course deals with all school papers. Two editions of the *Anchor* will be published.

Visiting speakers and a trip to the Providence Journal Company are an integral part of the course program. Vernon C. Norton, outstanding news and radio commentator and Dean of State House reporters, is among speakers scheduled. Mr. Norton speaks from wide experience and offers an insider's views on reporting.

Later in the session a mimeograph representative will speak on the problems facing the adviser of a mimeograph paper. The trip to the Providence Journal Company will include a tour of the entire plant and will give members of the class an opportunity to see the manner in which a daily paper is edited and published.

The course is designed to give students a practical knowledge of effective and up-to-date school papers.

Barnard Offers Arts and Crafts

William E. Sloane Gives Course For 22 Busy Adult Students

The studio of the Arts and Crafts class over at Barnard this summer is crowded with 22 busy adult students. Instructor William E. Sloane is the regular instructor of the Barnard children in the winter term. This course includes lectures given by Mr. Sloane on History and Development of Industrial Arts, Aims and Objectives at Different Age Levels, Mechanical and Shop Drawing, and Model Making for Science Projects.

Practical work projects by the adult students make use of numerous mediums, including wood, plaster-board, paper, and metals. Visiting at the benches, the reporter saw in the making original patterns for coping-saw work, a plastic desk set, linoleum block printing greeting cards, silk screen printing for holiday cards in which a different stencil is used for each color in the finished print, small toys made of light wood and colored construction papers, and lawn ornaments of heavy wood representing a Fire Chief, to which the garden hose is to be attached. Much fun, say the grown-ups!

A brief bibliography was made up by the reporter on Teaching Arts and Crafts from some of the periodicals and trade journals in Mr. Sloane's studio: *Fellowcrafters Catalog*, 130 Clarendon St., Boston, Mass.; *School Arts Magazine*, Printers Bldg., Worcester, Mass.; *Industrial Arts and Vocational Education*, Bruce Pub. Co., 540 North Milwaukee St., Milwaukee, Wisconsin; *Universal School of Handicrafts*, 221 West 57th St., New York; *Magnus Catalog of Handicraft Materials*, 108 Franklin St., New York; *The Deltagram* (monthly), Milwaukee, Wisconsin; *Gyros Products Co.* (power tools), 31 Union St., New York.

THESIS MISSING

The original copy of Miss Burns' thesis entitled "Audio-Visual Aids in the Elementary School" has been moved from the usual shelf in the library. Will any student who has knowledge of this 1949 thesis please see the librarian.

Miss Cuzner, librarian, disclosed that many magazines are missing. She hopes teachers will return them before August 3.

Children's examination questions and answers in Science:

What is a solid? A solid is something that has its whole inside full.

Why do you feel cold when jumping out of the bath tub?

Answer. It takes all the heat out of your paws. (pores)

North Carolina Educator Among Summer Students

"How the People of Winston-Salem, North Carolina, Try to Make Democracy Work" was the subject discussed recently by Miss H. Belle Raiford in "Creating a Zeal for Democracy" class. Combining professional improvement with a summer visit to relatives in Providence, she is taking two courses at R.I.C.E. summer school in the desire to gain information that will help her in her work as Dormitory Director for Junior and Senior Women at the Winston-Salem State Teachers College.

Miss Raiford's educational and professional background make her views pertinent to a class interested in furthering democracy. Born in South Carolina, the daughter of a minister, she attended private schools in Florida and South Carolina. Although these were none too good, private schools were superior to public schools available. She graduated from the Normal Division of Benedict College, Columbia, South Carolina. Her additional study has been at Fiske University, Nashville, Tennessee, and Hampton Institute, Hampton, Virginia. At the former school, she worked as assistant to the Dean of Women for three years. She taught for three years at the Fort Valley Normal and Industrial School—now the Fort Valley State College—Fort Valley, Georgia. She considers her work as adjudicator for the War Department in Newark, New Jersey during the war and the six years that she was a social investigator for the Welfare Department of New York City as some of the most valuable experience she has had. This fall will start her fourth year at Winston-Salem Teachers College. Winston-Salem is one of the most democratic communities in the South, in Miss Raiford's estimation. It is evident to her that both races are working slowly but surely to improve social and cultural conditions for all. Four things seem to be responsible for this: first, the influence of the press is very strong. The liberal policy is reflected throughout the handling of all news. To explain, Miss Raiford said that all women mentioned by the newspapers are given the courtesy of "Miss" or "Mrs." which is not a common southern journalistic practice. Second, in the development of racial toleration, is the place that outstanding Negroes of the community have earned for themselves.

Recently a former Army chaplain was elected to a public office. Other outstanding citizens are found serving on various city boards. The leading tobacco company of the region has hired a graduate of West Virginia State College as a field representative.

Third, from its settlement, North Carolina has not been as poor as many of the other southern states. Because they have not been so economically pressed, both races have had time to look to each other and without the state toward better living for all. Fourth, is the proximity of Winston-Salem to

Chapel Hill, "the liberal spot of North Carolina." Citing specific examples of democratic practices commonly found in this city, Miss Raiford mentioned a recent soap box derby held in the municipal stadium for both races. When excitement reached such a peak that people forgot about segregation rules and spilled into sections not reserved for them, no issue was made of it. The taxis are free for anyone's hire. The ten cent store lunch bars are available to all. Negroes are members of labor unions.

Local radio stations are doing their share to improve democratic practices by co-operating with the schools in a "Junior Town Meeting of the Air." High school students of both races are represented each week with no distinction made. Negro moderators are sometimes used. WTOB has its own Negro disk jockey. They also employ a Negro sound effects man. Speaking of housing conditions, Miss Raiford told the class that there are still ghettos and very bad conditions for both races. It is equally true that there are lovely homes belonging to both races. It is not a rarity to find each living side by side in harmony.

Negro education in the South has been making slow but real gains. The improvement of existing schools, the establishment of high school and the taking over of schools started by churches by the state has done much to raise the standards. To illustrate her point, Miss Raiford spoke of the Winston-Salem State Teachers College. Originally, it was a church school founded in 1892, a one room structure. In 1925, it became the first Negro college in the U. S. to offer four years of college training and a bachelor's degree for teachers in the elementary grades. The college, in 1948, was accredited by and admitted to membership in the American Association of Colleges for Teacher Education. In order to insure further progress in the education of teachers, the state has appropriated one million five hundred nineteen thousand dollars for permanent improvements. In North Carolina, there is a state salary schedule that applies to all teachers. This, combined with improving educational opportunities for teachers and the broadened outlook of men who served in the war, has encouraged more young people to train to be teachers. Winston-Salem Teachers College graduates, on the average, 90 teachers yearly who are trained to work with the Negroes of North Carolina.

When questioned on her views about civil rights, Miss Raiford stated that "segregation is a part of the South. It is not, however, an isolated Southern problem. Wrongs cannot be legislated out of existence. The answer lies in creating sentiment to get good minds working on the problem. Progress comes through knowing when and how to speak out. It requires patience and constant effort."

Faculty Leaders on Summer Staff



Dean Gertrude E. McGunigle



Dr. F. J. Donovan



Dr. Mary T. Thorp

Among the summer session faculty members are three leaders of the regular college faculty. They are Miss Gertrude E. McGunigle, Dean of Freshmen Women; Dr. Mary T. Thorp, Director of Henry Barnard

School; and Dr. Fred J. Donovan, Vice President of the college and Director of the summer session.

Professor Meinhold Offers Audio-Visual Aids to All

About 75 Per Cent of Students Take Advantage of Chance to Use Latest Devices

Approximately seventy-five per cent of the summer school students saw the McGraw-Hill Text Films on Teacher Education which were released through the office of Russell Meinhold, State supervisor of Audio-Visual aids and professor of science at R.I.C.E.

Under a new plan which was put into effect this summer, the course in Visual-Aids was abandoned in order to more effectively spread the films over a number of classes. With a full-time projectionist to handle the camera, the various films were shown to many classes.

Besides the McGraw-Hill films, basketball, football, and track films were shown to coaches of the State who are members of the Gymnastics Class. March of Time films were used extensively in Professor McKivergan's class,

Creating a Zeal for Democracy. Dr. Keefe showed films on Heredity, Mechanism of Breathing, and others to her Biology class. The 2 by 2 and 3 1/4 by 4 slides were used in Dr. Severino's Art class.

Mr. Meinhold had but one criticism to offer, "While many of the films were intelligently handled and well used, it was noticed that in many of the classes the pictures were merely shown. In order to gain the maximum benefit the class should discuss the film before and after the showing." Meinhold also thought that the tape recorder could have had a wider use. Mr. Meinhold also stated that the plan would be continued next year. Beginning September 1, 1949 he will have a complete film library for the public schools. More information may be obtained from his office which is located in this building.

Consul For Dominican Republic and Spain Studies Here

Alfredo Raimundo Do Rego, who is at present Consul for the Dominican Republic, and Spain and her Colonies, is among the members attending the current Summer Session at the College. In addition to his consular duties, Mr. Rego is also president of both a manufacturing company and a brokerage concern, manager of an Anglo-Ethiopian trading corporation, and a lecturer of local repute.

Mr. Rego has lectured at Salve Regina College, Providence College, and before local businessmen's organizations including the Kiwanis and Rotary Clubs. His lectures, which are designed primarily to promote good will and understanding, deal with such topics as Consular service and duties, business trends, foreign trade, tourist trade to Pan America, and the customs, traditions, culture, and education in the Latin countries.

Consul-Student



Alfredo R. Do Rego

Office Staffs Help Program

Provide Valuable Aid To All Instructors At College

During the summer session as well as during the regular college year, a small but important group of people are constantly at work in the various offices of the college.

Miss Helen L. O'Mara, secretary to Dr. Donovan, is enjoying

the summer despite the fact that she always seems to be extremely busy in that office at the end of the second floor corridor. Besides her usual secretarial work, Miss O'Mara processes certificates of eligibility for the veterans and is now hard at work preparing the fall extension catalogue. Miss O'Mara has become a friendly consultant, and, both winter and summer, listens to the many and varied problems of the students.

Headquarters for those handling the financial business of the college are located on the first floor. Mr. Stanley Gairloch is the

college controller. With him in the Controller's Office are Miss Nora G. Weeks and Miss M. Theresa Doran. The major portion of their work concerns the collection of tuition fees from out of state students and the handling of veterans fees.

In an office on the basement floor, Miss Judith Manning, secretary to Mr. Meinhold, arranges the booking system for the state department of films. Although the summer session required Miss Manning's return from a trip to Indiana, she enjoys her work and describes it as "very interesting."

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