**Summer Session Edition**

The Providence, will be in charge of Cronin, Recreational Director for the college and five at off-campus extend the elementary, junior high and President, will carry two credits. p.m. and spring semesters, according to TO OFFER TWO CREDITS EACH

**List Released**

Dr. Donovan Reveals Double Schedule Arranged

The 1947-1948 Rhode Island College of Education Program will include both fall and spring semesters, according to an announcement made this morning by Dr. Fred J. Donovan, Vice-President of the college. Dr. Donovan released the list of courses and instructors for the fall session, beginning October 6, 1947, and ending January 24, 1948, and that the schedule for the spring session is not yet complete. The latter program will extend from February 2 to May 22. All courses, said the Vice-President, will carry two credits. Included in the fall set-up will be a non-credit endorsed English Curriculum. Designed to bring about an integration and analysis of the English program throughout the grades, it will feature the services of two teachers each from the elementary, junior, high and senior high levels. The teachers, to be named later, will be recruited from Rhode Island schools.

Dr. Mary E. Thope, Principal of Henry Barnard School, will conduct the diagnostic Clinic in the Language Arts, and John E. Corbin, Recreational Director for President, will be in charge of a Saturday morning course, the title of which is indefinite.

Thirty courses will be offered at the College of Education Extension. College classes, with the exception of meeting on Saturday, will be held from 4:30-6:30 p.m., and from 7:30-9:30 p.m.

**On-campus Courses**

Monday, 7:30-9:30 p.m. - English Grammar, Mr. Frank Green, Charlotte; Mr. Christopher Mitchell, Audio-Visual Aids, Mr. Russell Meinhold; General Principles of Elementary Education, Mr. S. Elizabeth Campbell; Races and Minority Groups in a Democratic Society, Mr. John Munro; Conversational French, Mr. Nelson Guerin; Vocational Teacher Training, Mr. Raymond Smith.

Tuesday, 4:30-6:30 p.m. - Creative Design, Miss Edith Sherwood, Mr. Fred J. Donovan; Reading Production, Miss Avis Marden; Analytic Geometry, Mr. Christopher Mitchell; Elementary and Secondary Education, Mr. Martin Houran.

Wednesday, 7:30-9:30 p.m. - History of Education, Mr. Frank Czerwiski; Continued on Page 4

**Student at Summer Session Becomes Grandfather**

There is a new grandfather in our midst. The first grandchild of Mr. John E. Bassett arrived July 13. The proud grandfather of the 8 lb. 5 oz. boy is head of the electrical department of the Central Falls Trade School. Although not enrolled in the Child Growth and Development Class at the college, Mr. Bassett has a very busy schedule this summer. He is vice-president of Education and Principles of Education every morning, and engages in his business as an electrician in the afternoon. Harry James Bentley is proud little boy of his grandfather until the summer session is over.

**Miss Cuzner Offers Help To Students**

Librarian gives expert advice on many problems.

**Closing Day Will Feature Program By Music Groups**

10 Sullivan's Enrolled in Summer Classes At College

The number of Sullivan's enrolled in the 1947 Summer School of R.I.C.E. exceeds the number of Smiths by six, a grand total of 28.

The Sullivan's held on a tour of the Journalism-Bulletin building by Mr. Jess Willard of the newspaper's Public Relations Department. Mr. Willard lectured on the procedures of the various departments, and explained any points raised by students.

The trips enabled the Journalism Class, who have published two editions of the summer Anchor as part of their course, to gain first-hand knowledge of newspaper publishing on a large scale.

**High-Flying Teachers**

But "Flying" is Literal

Braving a heavy rainfall, fifty students of the R.I.C.E. summer session joined the Aviation Workshop class Thursday afternoon, July 17, on a tour of the state airport at Hillsgrove. The pro- gram included a visit to the communications tower, the plane hangar, the weather information center, and the service department. An official of each section explained the departmental procedures to the groups.

After the afternoon a helicopter owned by the New England Helicopter Company landed at the airport. It was piloted by Bill Randall, who last winter used the same ship to rescue a child from the icy Pawtuck River. Mr. Randall answered many questions posed by the interested class concerning the flying machine.

The acknowledged highlight of the afternoon was the fifteen-minute airplane ride offered each student. Pilots and planes for the trips were provided through the courtesy of the Wiggins Aircraft Company, the Draper Manufacturing Corporation, and the Nel- son Aircraft Company.

The tour was arranged and conducted by Dr. Frederick Tuttle, instructor of the Aviation Workshop held the week of July 14.
“And Pledge Our Loyalty”

Many of us have been taught from childhood not to value a gift above its cost, but rather by the thought which prompted it. Why, then, do we value ourselves educated, when we are putting a high value on cost?

How many parents will refuse to send their children to the dental clinic, where the charge for service is small, because they fear interior work will be done on their children's teeth? It's much easier to make the effort to investigate the dentist to discover his qualifications, and base their decisions on that, than send their children to a private dentist of whom they know little. How is it that charges taken without thought are seen to feel that there is a relation between price of service and quality of service? If we investigate the facts, we would soon discover that although this may be so at times, it does not always hold true.

Many of us graduates of the Rhode Island College of Education are guilty of the same kind of reasoning as these parents. We have received four years of a college education—four years which, had we attended some other college, might have cost us thousands of dollars; yet, because we received that education at a price, we are expected to perform services which are expected to be worth our talents. We do not base our decisions on the standing of our college, but rather go forth and, in ignorance, "tear down" the very institution to which we owe so much. A high monetary cost to an individual does not necessarily mean that he is less educated than another who enjoys lower costs. Many of the most beautiful things in life—the lovely gifts of nature, the song of the birds, the red sunsets, the starlit heavens—are free for all to enjoy. Yet, because a price is charged, we try to treat them as if we are got to take for granted these wonderful gifts of God.

In discarding our college, do we stop to think what we are doing to ourselves? If we are graduates and, as such, lower the value of our education by public fault-finding and accusations, are we not also lowering our own reputation in the eyes of our listeners? The answer is obvious.

What a wonderful opportunity is offered to the teachers through the summer sessions at the college. Here with no charge made for courses, a teacher of Rhode Island may receive a wealth of knowledge. Because this too is free, we are apt to underrate the value of what we are receiving.

Let's wake up! It may be true that one can find fault with our college, but is this not true with any college? Rather than make the effort to investigate the school dentist to discover his qualifications, and base their decisions on that, they may send their children to a private dentist of whom they know little. How is it that charges taken without thought are seen to feel that there is a relation between price of service and quality of service? If we investigate the facts, we would soon discover that although this may be so at times, it does not always hold true.

Does the Shoe Fit?

Now to the armed services, the teaching profession is the greatest exponent of discipline. Every school has its rules, and each teacher establishes her own classroom regulations and standards.

What are some of the things that teachers demand of their pupils? They require the completion of assignments on time, disregarding the other assignments a child may have and the time-consuming activities of a pupil outside school. They prohibit lunching in classes. They expect a child to perform before he wishes to express orally any feelings that may have been aroused during a lesson, never permitting half-smothered remarks of individuals nor spontaneous group outbursts.

Contracted behavior in assemblies, neatness about the school property, and honesty are traits which the teacher is an enthusiast to develop in the boys and girls who come under their influence.

A teacher, if in some magical process, you could observe you in your attendance at this summer session, or at Teachers’ Institute in the fall, would they be able to say, “There’s a person who practices what she preaches?”

**Letters to the Editor**

**Editor:**

I’m a ten-year man. That’s it! About ten years since I’ve brought up the idea of the R.I.C.E. College’s summer sessions. After I’ve revisited the subject and followed the developments in education, why I’ve noticed such a transformation in its spirit and in the building on the funds. Not the obvious kind, you know—just a steady rise. But they’re doing something to lessen up things on the inside. At last long there’s a comfortable place to relax on for the frayed nerves. And we’re reading in real-leather, easy chairs and listen to someone playing the piano in spite of classes going on. It must be a joy to be a student these days. They can find a comfortable place to smoking without being frowned upon, for doing it.

In addition, he took a look at me the honey, easy corner at the back of the library. That sure does something toward raising the old tension round our heads. They’re not only improved, but improved within them, too. I mean, my month has been literally wide open for days watching the “face-lifting” process everywhere at R.I.C.E. Each person planning to attend is a true happy-go-lucky, eviden to a ten-year man that you’ve succeeded! And to the students who think R.I.C.E. is on the way! You’re less time and space for being “worn out” among other things, and you’re not about to a ten-year man at the expense ofд. And to the students who think R.I.C.E. is on the way! You’re less time and space for being “worn out” among other things, and you’re not about to

**NEWSFLASH**

The 172 teachers and teachers’-in-service, enrolled at the Rhode Island College of Education, have spent a week attending the summer session at the college. During this time, 99 percent of those attending are teaching in Rhode Island, two of the teachers are out of state, and the other three are on summer vacation. The teachers were given ten hours each day to attend classes and were encouraged to participate in the courses and activities offered.

**LETTERS TO THE EDITOR**

To the Editor:

I have been an educator for the past ten years, and I have noticed a significant change in the education system. The once rigid and impersonal approach to teaching has given way to a more student-centered and inclusive method.

In the past, the focus was solely on delivering content and passing exams. However, in recent years, there has been a shift towards understanding the needs and perspectives of students. The educators are now more proactive in engaging students and encouraging critical thinking.

Additionally, there has been an increased emphasis on providing resources and support to students. The availability of online learning platforms and digital tools has allowed for a more flexible and accessible learning environment.

I believe that these changes have had a positive impact on the education system, and I hope that this trend will continue in the future. The role of educators has evolved, and it is essential that we continue to adapt and innovate to meet the needs of our students.

Sincerely,

[Your Name]
The need for concerted action and public interest in safety problems, a panel of seven speakers addressed the summer school on July 25, in the college auditorium. The latter provided the opportunity for teachers to become better acquainted with the services and activities which students may carry on as part of the curriculum.

In conjunction with the Institute there are also courses in art, and industrial arts objects made by Rhode Island pupils. Miss Alice Comecon, Junior Red Cross Field Representative, directed the Institute.

The schedule of courses follows:


**Fourth Period—Educational Psychology, Arithmetic for the First Six Grades, The Critic Tunes, Aeronautics in the Rhode Island Department of Public Works, and the Rhode Island Department of Education summer session on July 16 at 1:00 p.m. in the school auditorium. Dr. Frederick Tuttle, instructor of the Aviation Workshops course which has been given as part of the curriculum introduced Mr. Fletcher to the group.

**THE AIRPLANE AND US**

(With apologies to R. L. S.)

Oh, how I love to go up in the air, Up in the sky so high. Oh, I do think it's the loveliest thing Ever a child can do. * * *

"Going up, chum?"

"Not me, I like good old terra firma."

"Me neither, not 'til it's safe to come down.

"Nonsense! Fraid cats—you. Come on."

"Nope, someone has to stay on the ground. They can write about the tragedy."

"Aids to and similar comment everyone will make to his turn in the plane. Did I say wait? I should have said chanced, for in reality the plane was out to make sure he got his ride. Even the rain, which did an excellent job on everything else, was unable to dampen our spirits. Truly, it was a happy group that traveled around the airport, listened to the experts tell of the workings of the various departments, dashed under airplane wings for protection from the elements, and (ah, happy climax!) finally went up in the air.

Looking down at the toy sail boat in the bay, the doll houses that studdied the landscape, and even looking DOWN on the crowds was a new experience for most of us.

Fun, sure thing; educational, of course! Why? Said they couldn't have a visit to the "oofy" air pocket."

"Oofy? What happened?"

"Just hit a small air pocket. Why?"

"Tell you later when my stomach gets high up in the plane, chum."

AÑCHOR Page

THE ANCHOR Page

**LIE AND LAY**

While, free from care, the other day

Beneath the verdant shade I lay.

I said, "How charming here to lie"

And view the glories of the sky.

While thus at ease I long had lain,

I saw a traveler cross the plain.

And bade him on the sod I lay.

A load that galloped on his way.

Well pleased, his burden down he laid

And lay beside me in the shade.


**APOLOGY**

In the last issue, John Carrello, Thomas Cullen and Catherine Kennedy, all of Fall River, were inadvertently left out of the story on out-town registration.

**57 Providence Teachers Attend Summer Classes**

In a survey of the registration for the 1945 Summer Session of R.I.C.E., the City of Pawtucket was found to have the largest representation of any R.I. town or city, excluding Providence. Providence has 99 veterans enrolled, 43 teachers, while Providence is represented by 57 teachers, including both private and public school teachers.

North Providence High School, 1st and 2nd, is in Newport, and Samuel Gorton High School in Warwick have the largest individual enrollment, each enrolling nine teachers. Pawtucket East has eight teachers attending summer session.

Also present are two members from Bryant College, two from the Providence Bible Institute, two from Heywood-Bickford School, and one from a Jewish Parochial School. Cockenbush and Oakhill School for Gals are also represented.

**R.P. Air Plans Are Outlined**

Mr. Willard Fletcher Tells of Bright Future for State

Mr. Willard Fletcher, the administrator of the Division of Aeronautics in the Rhode Island Department of Public Works, addressed the assembly of the Rhode Island College of Education summer session on July 16 at 1:00 p.m. in the school auditorium. Dr. Frederick Tuttle, instructor of the Aviation Workshops course which has been given as part of the curriculum introduced Mr. Fletcher to the group.

In preparation for that time, an over-all plan involving six state-conducted airports was outlined at Hillsgrove, Westerly, Quonset, North Smithfield, Newport and Block Island was conceived. W.P.A., and any other available appropriated funds have been utilized toward the realization of this plan. During World War II, the Quonset, Quonset, and Westerly Division exhibited excellent records as military and naval air bases. Block Island and North Smithfield have airports in comparatively early stages of development, and the procurement of land for the planned Newport airport will soon meet the vested interests in that locality.

With the ever-increasing fund of knowledge gained in compiling and interpreting pertinent data concerning weather and wind in this locality, Mr. Fletcher maintains that invaluable data has been put at the disposal of his engineers, who, consequently, have been able to plan less expensive but equally usable airports with fewer landing strips. With the procurement of "caterpillar-type" landing wheel, already being used on heavy planes, Mr. Fletcher foresees the coming of the field with one enlarged air strip.

The one problem confronting the Aeronautics Division, Mr. Fletcher said, is the procurement of money appropriations sufficient to insure the establishment, the upkeep, and the general development of adequate airports and airport facilities to meet the increasing demands.

Mr. Fletcher feels that the most effective solution lies in the education of the public in this direction.

The final answer period followed the talk.
**Retired Teacher Advises Travel as Aid to Work**

Louise Hobson Recall's Her Own Journeys Around World—Crossed Atlantic Five Times

"Travel every chance you get—especially even if you have to go on a shoe string. Learn all you can before going on a trip, but if a chance to go appears before you know what you will see—do not wait—" advises Miss Louise Hobson, a retired teacher attending the summer session, in a recent interview.

She is a disciple of her own advice. Five trips across the Atlantic, one to Hawaii, one to Japan, a 5-day trip to South America and the West Indies, three summers spent camping in Yosemite, and a hobbler's trip to Alaska amply qualify Miss Hobson as an inveterate and experienced traveler.

Having come in contact with people of many lands throughout the life from Trotsky'soundingBox to humble Mexican peasants, she feels they have more similarities than differences. "The country of the Mexican peasant is wonderful," said Miss Hobson, and "their voices are usually more pleasant and well-modulated than ours. We could certainly learn much from them."

Miss Hobson believes travel sharpens one's appreciation and enjoyment of things. A chat with her turns into a fascinating story hour with one tale following another—a tale of a stern wheel bateau in the Yukon that had to change its route because the river wouldn't relinquish their position in the stream, or of the taxi driver in Hawaii who, having overheard his customers speaking derogatory about him, "told them right to their face."

In speaking of the Swiss Alps, Miss Hobson quoted the following statement by Dr. Edward Schaller: "The Alps are far grander than the Alps, but in Switzerland it is like landscape gardening. Each mountain stage goes on to the best advantage."

A course in European History given by the late Dr. Stevenson of Princeton aroused Miss Hobson's interest in seeing the tennis-court of Estates-General fame which she would otherwise have missed.

Under the auspices of the World Federation of Education Association, which grew out of the International Relations Committee of the N. E. A., she journeyed to many ports and attended biennial conventions in Edinburgh and Geneva.

A few of the South American souvenirs she brought to the United States are displayed in the summer session. There may be seen babas boats, pictures made of butterfly wings, a mate cup, cocao pod, dolls such as the children of Rio de Janeiro and Buenos Aires actually play with, and many other interesting articles.

Having retired from school teaching last June, Miss Hobson is now spending much of her time with her granddaughter, Miss Hobson has not yet decided where she will be next summer, but, she observes, "I won't be in Providence."

Among the significant courses offered at the R.I.C.E. summer session was Fundamentals in Audio-Visual Aids, given by Mr. Russell Meinhold, M.S. Mr. Meinhold is head of the science department at Rogers High School, Newport.

The scope of the course included the principles governing the use of audio-visual aids; examination, evaluation and selection of apparatus; preparation and selection of materials; evaluation of film strips and recordings; and the various sources of visual helps for the individual teacher.

The aim of modern audio-visual teaching as stated by Mr. Meinhold is to bring the world to the classroom; and the theory of the medium of time-saving and interest-stimulating devices, to supply the child with a series of vicarious experiences which will result in a sharpening of the mental processes, rapid and increased learning power, richer understanding.

**Four Journalism Students Conduct Round-Table**

Four students in the class in Journalism and School Publications took part in their own original radio program presented over Station WPRO Tuesday morning as part of a regular Junior League Series. Special portable radios were installed in the auditorium so that the Summer Session students might join in the class radio listening audience.

Those taking part in the round-table discussion were George C. Westover, who was principal in Stockton, Cal.; Belle Calvin, a teacher in Riverside; Ethel C. Johnson, a teacher in East Providence and F. P. Pontassere, a teacher in North Providence High School. All are graduates of R.I. College of Education.

The speakers discussed the part played by journalism and publications in school life. Special emphasis was placed on the vocational and social values resulting from the work. It pointed out that instead of being considered an extracurricular activity, journalism can be intrinsically a valuable part of the curriculum.

Mr. Russell Meinhold Explains Methods of Application of New Devices—Seeks to Bring World to Classroom

Mr. Meinhold feels that it is the taciturn and lackadaisical attitude of the teachers themselves toward visual helps which has given rise to most of the objections to a program of this sort within the past decade. This "pleasure" motive which many teachers have been communicating to their classes must be eliminated before sound, practical instruction through these devices can be achieved.

Another misconception which Mr. Meinhold is determined to combat is the general idea that the visual aid programs are an integrated and distinct part of the curriculum. It is stressed that these aids are tools interlarded merely to supplement and not to obscure existing teaching techniques.

It is hoped that the students of the principles of audio-visual instruction, and the use of proper materials at the proper psychological moment, the teacher of today has been given a powerful instrument with which to assist the learning process. Mr. Meinhold feels.

Laboratory and conference periods were arranged by the instructor for those members in the course who desired actual experience in the operation of the audio-visual apparatus made available to the class.

**Audio-Visual Aids Course: Covers Subject In Detail**

Mr. Russell Meinhold Explains Methods of Application of New Devices—Seeks to Bring World to Classroom

Among the significant courses offered at the R.I.C.E. summer session was Fundamentals in Audio-Visual Aids, given by Mr. Meinhold, M.S. Mr. Meinhold is head of the science department at Rogers High School, Newport.

The scope of the course included the principles governing the use of audio-visual aids; examination, evaluation and selection of apparatus; preparation and selection of materials; evaluation of film strips and recordings; and the various sources of visual helps for the individual teacher.

The aim of modern audio-visual teaching as stated by Mr. Meinhold is to bring the world to the classroom; and the theory of the medium of time-saving and interest-stimulating devices, to supply the child with a series of vicarious experiences which will result in a sharpening of the mental processes, rapid and increased learning power, richer understanding.