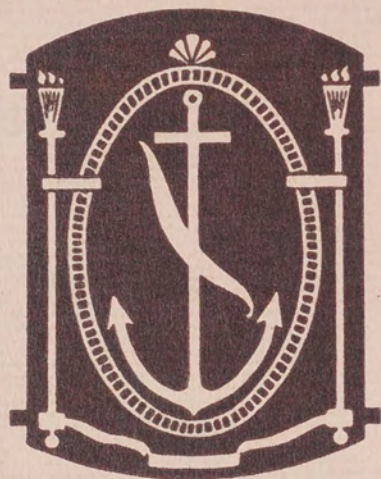


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THE

# ANCHOR



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# The Anchor

RHODE ISLAND COLLEGE OF EDUCATION

Vol. III

Providence, R. I., November, 1930

No. 1

## WE WELCOME

Through the medium of our college magazine, the Student Council and Association wish to extend to the Freshman Class a most cordial welcome to Rhode Island College of Education.

Despite the fact that you are the youngest of our group, still, each and every one of you forms a vital part of this College. You will ultimately become leaders of our College and upon you depends the future success of our various organizations and traditions.

Some of these organizations are still in their infancy and need your utmost support. We urge you, then, to make a happy atmosphere for yourselves by showing a decided interest in all college affairs in order that they may be continued. I say a "happy" atmosphere because it is through these extra activities that College Spirit is aroused. Without this interest in and love for your College, contentment is almost impossible.

ANNA FLYNN, '31, *President of the Student Council*

## We welcome also

Miss Lena Ford, as the new critic at the Harris School, Woonsocket.

Miss Jennie Cashman and Miss Elizabeth Jenney, as critic teachers in the Samuel Slater Junior High School, Pawtucket.

At the Henry Barnard School:

Miss Marjorie Bean, teacher in Grade 5B.

Miss Marion MacMillan, teacher in the Kindergarten.

Miss Jeanne Bachelin, teacher of French.

Mr. Robert Peabody, as Dean in the Junior High School.

## Graduate students at the College

Martin H. Spellman, Ph. B., 1925, graduate of Providence College  
Edward H. Cunningham, Ph. B., 1927, graduate of Providence College  
Ethel May Howerton, 1927, from Virginia State College  
Ezekiel Martinelli, Ph. B., 1928, graduate of Providence College  
Edward F. McLaughlin, Ph. B., 1928, graduate of Providence College  
Joseph Leo Rowan, Ph. B., 1928, graduate of Providence College  
Lillian Triplett, Ed. B., 1929, graduate of Rhode Island College of Education  
A. Wilson Whitman, A. B., 1929, graduate of Brown University  
Frank M. Crow, Ph. B., 1930, graduate of Providence College  
Dorothea I. Moore, 1930, graduate of Middlebury College, Vermont  
Fred Tomassi, Ph. B., 1930, graduate of Providence College  
Hope E. Willis, 1930 and Josephine M. Willis, 1930, both graduates of Rhode Island State College

*Tribute to Dr. Ranger*  
*in Honor of Twenty-five Years as*  
*Commissioner of Education in Rhode Island*

BY DR. CHARLES CARROLL

Walter Eugene Ranger, native son of New England, educated liberally in the university of life, in a small New England college, maker of men, and in the one-teacher, one-room rural school of old District Number Five; himself a teacher while a student, and later a teacher of teachers in the State Normal School at Johnston, Vermont; called to become the chief administrative and executive officer in the public schools of Vermont and next of Rhode Island; serving in both positions with rare fidelity and unusual accomplishment in measures for the promotion and improvement of public education; to Rhode Island bringing the fruition of ripened experience and scholarship, and for more than a quarter of a century holding constantly before himself and the people splendid ideals of citizenship to be attained through progressive measures for increasing the education common to all; a patient worker, exemplifying in unflinching meliorism and unlimited faith in the people sound principles of democracy; inspiring his associates and revealing to them his vision of a developing educational policy while seemingly only unfolding in pleasant conversation his own broadening philosophy of life;

exponent of sound educational principles, and constant builder of a finer public school system; co-laborer with Howard Edwards in the building of a greater Rhode Island State College at Kingston, raising the institution to complete college stature; constant advocate of higher professional and economic recognition for teachers and as contributor to a science of education and the training of members of the profession adequately, untiring promoter of Rhode Island Normal School and guide in the transformation of the normal school into the College of Education; giving unstintedly of time and service to the promotion of other educational institutions as agencies for the more complete provision of educational opportunities for all the people; urging forward the library movement to the realization of a collection surpassing a million books, and loans approaching three millions annually.

Withal, a gentle, kindly soul, out of whose eyes shine the gladness of benevolence and from whose mouth proceed words of wisdom. We honor you for all that you have been, and wish that your service may continue for years to come in Rhode Island.

## THE SEMI-SOPHISTICATE

There is a period in the lives of some young people—and yet they are not all young—which is permeated with the pose of being “sophisticated.” I have coined the word “semi-sophisticate” to designate them. “Sophisticated” won’t do, for if they really were sophisticated, they wouldn’t be so proud of it. Sophistry and sophistication have, according to the dictionary, very unsavory definitions. They imply a propensity for inconsistent criticism and general dissatisfaction. To them, however, and indeed to the general English-speaking public, a “sophisticated” person has come to mean a man of the world who has done so much and seen so much that he is convinced that there is nothing new for him to experience. This is hardly a desirable state to be in, even had the “semi-sophisticate” really attained it. For the “semi-sophisticate” believes that, if he manages to assume an air of boredom in all matters, he has succeeded in making people believe he merits this modern sense of the attribute “sophisticated.”

Have you ever met the “semi-sophisticate?” Probably. And have we not each had a time in our own lives when the name would have fitted even you and me? It begins as a pose, but if continued, soon robs us of our very soul. We are convinced that nothing is good, nothing perfect; that no ideals are worth working for; that it is only the ignorantly superstitious who believe in a heaven-sent mission guiding our lives; and that there is no doubt that the scientific spirit, rigidly applied, can shake the foundations of religious faith.

Semi-sophistication is the dangerous product of semi-education. It is easy to say that science disproves religion;

but the average person who says so has usually not given the matter one-fifth the amount of thought that the problem merits. I have no quarrel with the man who has honestly come to atheistic conclusions after years of patient study of the problem; perfect liberty of conscience is his right; but the “semi-sophisticate” simply is a cynic because he erroneously thinks that it is the modern fashion to be one. He is educated enough to see some of the challenges which science presents to religious thought, but not educated enough to perceive some of the contributions of science to religion nor to wonder if, after all, there is any real disagreement between science and religion.

What a responsibility the teacher has! The “semi-sophisticate” is not only found in college; he is probably much more commonly found in high schools. What if the teacher only half educates him? Surely it is his or her duty to teach him not only the scientific spirit which calls everything in question and demands careful proof, but also the wisdom to retain all that is not totally disproved. More than that, he must learn to suspend judgment until there is no longer any question.

Only the half-educated “semi-sophisticate” is sure of his own omniscience. Let him once become aware that the wise are not “cock-sure” on debatable questions; let him once realize that the most highly educated and most widely experienced people are the most humble; and his boasted “sophistication” will vanish into thin air.

A. WILSON WHITMAN  
*Graduate Student*

**“THE FEMALE OF THE SPECIES”**

Much has been said about hen-pecked husbands. With Socrates as their patron saint and Rip Van Winkle as their famous exponent, they have occupied a singularly pathetic notch in the history of the world. Little has been said, however, concerning those equally sad and heart-rending subjects—brow-beaten wives. They never seem to claim any attention, other than pity. They are always in the background. Sometimes they are so unimportant, they are not even there. Perhaps their ego has been so effectively suppressed by the lordly male that to intrude in any manner is not only unthought of—it is unthinkable.

By brow-beaten, I do not mean actually bullied into submission by brutal force, but intellectual pressure is brought to bear, ever so gentle yet so insidiously efficient that the ultimate result is a meek, unassuming female whose every thought is centered in that acme of perfection—her husband. In fact, her chief fault seems to be a misplaced conception of the deity. Were her logic to be tested, her syllogisms would take the following form:

“I like such and such a thing.

But John (my husband) does not like such and such a thing.

Therefore, I mustn't.”

“Absolutely false reasoning!” declares the logician. “Such propositions cannot be placed under any valid mood in the subject of dialectics.” Immediately he would characterize their author as a benighted but

a harmless creature. His estimate would be far from wrong.

Unpretentious as those beings are, one can never accuse them of lacking will-power. They possess it in a remarkable degree, and this fact makes their case all the more hopeless. This strange faculty acts in rather a peculiar manner. It is directed, not to accomplish anything for personal gratification, but to see that the slightest whim of the husband is carried out. Opposition is accepted with a martyr-like air that would be heroic were it not so absurd. Almost herculean efforts are exerted to accomplish these ends. Then the wife returns to bask in the husband's smile of commendation, which, if there is any, is short but presumably sweet.

This rather odd existence is eventually taken as a matter of course by the husband. His personality so dominates his wife's that the lesser gradually becomes absorbed by the greater—almost a process of osmosis rather than of fusion. The wife seems to be quite happy. She lives only for her husband—to get him his rubbers on a rainy day, and to accept his dicta on such timely topics as the extraordinary foolishness of women's fashions or the only solution of the problem of world peace. I sometimes wonder if she will ever be supremely content until she is accorded that inestimable privilege of carrying her husband's golden harp when they both pass into the glory of future existence.

CATHERINE MARTIN, '32

**THE NEW FOUNTAIN IN THE LUNCHROOM**

The new General Electric Drinking Fountain in the lunchroom is more than the adequate and practical addition that it appears. It is symbolic. In all day schools, it is difficult to find a common footing upon which old and new, upper and lower classmen can meet. The Alumni have discovered that foundation. It is

loyalty to Alma Mater. This loyalty, however, cannot be fostered unless it is shown by the undergraduates as well as the Alumni.

The members of the student body can express their gratitude to the Alumni, by becoming true, faithful sons and daughters of Alma Mater.

—Editor

## RHAPSODY

To indulge in reflection is a very ordinary happening; a hundred times each day we all react to stimuli which start our mental processes a-going along divers paths, and we find ourselves reflecting on some attractive subject. The other week I was with a group of performers who were discussing a subject which always sets me thinking in a most pleasant and, I hope, fruitful fashion; namely, the oft-heard injunction, "Be Yourself."

Now this may seem a ridiculously childish *point de depart*; but let us see what we can find here. Expressed more intelligently, the question might be stated: "Should an individual make his own mode of thinking and of conduct conform to that of the group of which he forms a part?" Let us not build an abstract theory out of this, but rather let us apply the idea to common-place occurrences such as each one of us encounters.

Take, for example, the question of intellectual freedom. How many of us, when asked for a positive statement of one sort or another, usually give the obvious answer implied oftentimes in the wording of the question itself, without regard for our real opinions and feelings on the subject! We can all call to mind numerous instances when this has happened, usually without our thinking of the real implications of such a procedure. Sometimes we have acquiesced to avoid being different, sometimes from disinclination to argue, sometimes because we know that discussion is not welcome and we do not wish to be disagreeable, sometimes because there really isn't time for an extended parley. There are, of course, occasions when it is easier to be still than vociferous; we all know that; and as teachers practically concerned, we can appreciate the fact that endless talk will accomplish nothing but the consumption of time.

On the other hand, however, there are times when an opinion is asked for and we fail in rendering an adequate response. Of course, adequate response is not to be understood as a silly bickering over fine points that don't amount to anything anyway, nor yet as a hair-splitting performance conducted by two or three members of a group of twenty or thirty. Far from it. Adequate responses demand the participation of the whole group in sensible, logical, and polite discussion. Note the adjectives. Our arguments should be sensible, logical, and polite in order to be enjoyable. For instance, we should discuss opinions and ideas and not the persons who cherish them. Many a friendly discussion has ended in an unfriendly quarrel merely because the personal element has entered too strongly into the thing. Furthermore, we should offer considered opinions rather than snap judgments when we wish to contribute to a discussion, and we should make what we say stand for something. Many a good germ of an idea has been deluged in a flood of verbiage to the extent of never seeing the light of day. Then again we should not emulate the young philosophers in Plato's "Republic," who argue for amusement and are always contradicting and refuting . . . "like puppy dogs who delight to tear and pull at all who come near them." However, these evils of discussion, in politeness, in authenticity, and prolixity, are not usually present when a whole group is participating; but rather stand out when little cliques start buzzing in the various corners of the class, leaving the main issue to one or two members.

As a matter of fact it is the members of these little *groupes a part* who deserve the censure. Not only are they usually the ones who do not take any part in discussion but by their

**RHAPSODY (continued)**

indifference to what others are saying encourage those others to monopolize discussion and to lead the issue in question into devious by-paths whence it is extricated with difficulty. It should be the prime concern of every member of a class to be interested in what is going on in the class. We should probably be going too far in blaming the evils of many discussions to the indifference of some of the non-participants; but at the same time it is evident that many of the annoyances would be removed if a larger number took part.

Now let us consider the situation. Why does it exist? Is there any reason for it? Is there an excuse? A justification? Many excuses, but little justification, I venture. That future teachers and administrators of all people should shirk responsibilities which devolve fairly upon them! Why should we not ponder the issue and offer reasonable and defensible points for the common information? Why should we timorously retire to the background and leave the business of sifting for the truth to a minority? Such an attitude would seem to indicate a lack of moral strength—and what does a good teacher need more than moral strength?

It is often expressed—indeed, so often that the idea has become trite—that education is the most important agent in ameliorating society; that educators have the future of the nation in their keeping. We hear

that one of the chief aims of education is the creating of mental perspective; the development of ability to form accurate judgment. Now, bearing in mind these responsibilities, we ask what should our verdict be on the justifiability of lackadaisically acquiescing to the most obvious point of view! Can he who lazily refuses to think be safely entrusted with the development of the powers of judgment and of the mental perspective of the people of tomorrow? Is he one to whom can be confided the ultimate formulation of the destinies of the state and nation?

So I recapitulate: “Be Yourself!” Think for yourself! Reason out the points and form the opinion which the points support. If the opinion is wrong, attempts at defending it will reveal the fact, and one more erroneous belief will be ousted. If it is right, some one else will be brought so much nearer the truth by your defense of it.

Let us particularly as teachers, weigh the points of the issue pro and con, in our own minds, and let us consider the merits of the case for ourselves! Let us form our own ideas and defend them. Let us be ourselves! Judiciously and conscientiously applied, this principle will guarantee us more respect as members of the profession, will give us greater strength of character, will make us think more clearly, and will make us more worthy of the title, “*teachers*.”

**SILVER**

A silver sea,  
A silver sky,  
A silver moon,  
Is riding high.  
A silver sail,  
A silver light,  
A silver song  
In the silvery night.

MADLINE BRIGGS, '31





## PALESTINE (continued)

It could be construed as nothing less than a bid for aid by the Allies to Jews of all nationalities. What was truly astonishing about this declaration was that British and Arab forces under Gen. Allenby were at that moment successfully wresting Palestine from Turkey and the Arabs were cooperating with the British likewise in separating Arabia, Syria, and Mesopotamia from the Turkish Empire. After the conquest of Jerusalem the district was held under military authority until the provisions of the Treaty of Sevres could be put into effect. According to provisions of this treaty England assumed mandatory power over Palestine under the control of the League of Nations. Thus, his Britannic Majesty became protector of his Christian subjects, in Palestine as well as his Mohammedan subjects and his Jewish subjects, truly a large order. According to the British constitutional system, this power is delegated to his Cabinet, but authority is in the Council of the

League of Nations and they are ultimately responsible to the world public opinion.

Zionism was a movement which grew out of this situation and had for its object the establishment of Jewish colonies in Palestine. The members of the colonies came from countries where the Jews had been hampered by government or economic restriction and the money to finance these undertakings came principally from Jews living in countries like England and America. A distressing feature of the situation was that in proportion to the progress of this movement in Palestine Arab apprehensions were aroused. This led to riots in 1929 and to governmental investigations. Recently the British Cabinet has taken action to curtail immigration of Jews into Palestine and to forbid buying of land by Jewish colonists. This has caused a storm of protest by Zionist leaders and the resignation of Dr. Weizmann, the head of the world Zionist movement.

## OUR KITCHEN

To those of us who are not initiated in the intricacies of cooking on a large scale, the kitchen of our College has been a region of unexplored mysteries. We know that food is cooked deliciously and efficiently, but how this is done is a question seldom considered. This year the heart of our dietician, Miss Russell, has been made glad by the addition of countless new devices to facilitate the task of supplying the College with scientifically cooked food. The list of improvements is long and exhaustive; the effect on the kitchen efficiency is marvelous.

First, there is a new double gas range, equipped with immense ovens for all kinds of meat cookery. A gas steamer cooks all the vegetables so that the greatest nutritive value is

retained. Our pastry is baked in a professional baker's oven. Above these cooking devices is a large hood, connected with the ventilating system. Thus the tantalizing aromas of cooking food are not wafted to the classrooms to tempt our appetites. Occupying an important position among the apparatus is a huge General Electric refrigerator where perishable goods are stored. Those of us who dread dishwashing at home will envy the electric dishwashing machine in the kitchen. To complete our list, we have a thirty-quart mixing machine, a Buffalo bread slicer, tables for all purposes, and a saucepan rack. In these many ways have science and modern improvements come to the aid of that homely, but fascinating art—cooking.





## FROM THE OLD TO THE NEW EDUCATION

BY PROFESSOR W. A. BALDWIN

This book, published by the New England Publishing Company, Boston, Massachusetts, appeared early in September, 1930.

The author states in the preface that "The book is intended particularly for three classes of readers:

1. It is hoped that it will prove interesting and inspiring to that great body of progressive teachers who are, singly or in groups, doing each year some professional reading.

2. Students of education in normal schools and colleges should find here much varied material for discussion, consideration, and application.

3. It should prove particularly helpful for use as a text-book of modern education in summer classes in education. It may be useful not only as a text-book but as a reference book, as a whole or in parts."

Some idea of the way in which this book is being received by educators may be gained from a few quotations taken from letters which are coming to Mr. Baldwin.

Commissioner Payson Smith, an honorary alumnus of R. I. C. E., says:

"I am very grateful to you for having organized a part of your fine philosophy of education and having made it available in 'From the Old to the New Education'."

Principal J. Asbury Pitman, an honorary alumnus of R. I. C. E., of the Salem Normal School says:

"I bespeak for it a large sale and a useful influence upon the progressives

in education who do not yet know where they are going. It goes without saying that it will be very illuminating and directly helpful to prospective teachers in normal schools as students and to teachers in the service who have not had the advantage of much systematic professional study."

Superintendent of Schools B. D. Remy says:

"It seems to be written in a very different style from most books of its kind—a style as readable as many stories. It seems to me any teacher starting to read it will surely complete it with little delay."

Principal Clarence M. Weed of the Lowell Normal School says:

"I am sure your interesting chapters will help bridge the gap from the old to the new education and will be of great value to the teacher training institutions throughout the country."

Miss Delia G. O'Connor, President of the Modern Methods Association, says:

"I read your book last Saturday and I read it again yesterday (Sunday). It is certainly a very helpful and interesting book and one that every teacher will appreciate having near at hand. I prize it and shall show it to my friends in education."

Charles E. Finch, Supervisor of Junior High Schools, Rochester, New York, says:

"Fundamental issues are presented in a most interesting and thought provoking manner. I congratulate you heartily."













## WHO'S WHO at R. I. C. E.

### DRAMATIC LEAGUE

The Dramatic League of the Rhode Island College of Education is one of the most popular organizations of the college. It is composed of students who have completed one course in Public Speaking with a grade of B, and who have attained the standard of +5.

The purposes and functions which are upheld by the League, to quote from its constitution, are: "to develop a taste for the best in classic and modern plays and to study the art of producing them; to improve Oral Ex-

pression; and to stimulate an interest in the social and economic questions of the day through debating and other forms of Public Speaking."

The officers for the present semester are: President, Claire McKenna, '31; First Vice-President, Fred Hutchins, '32; Second Vice-President, Ruth Leonard, '31; Secretary, Constance Morin, '33; Treasurer, John McInnes, '33; Stage Manager, Joseph Itchkawich, '33; Property Mistress, Ruth Paddock, '31.

### RICOLED BOARD

When the members of the Class of 1929 became dignified Seniors, they realized the need for a college year book. This need was satisfied when the class met and the first Ricoled board was organized for the purpose of editing a Senior Year Book for R. I. C. E. When the class of 1930 became Seniors, they almost immediately organized their Ricoled Board, which worked zealously to make the 1930 edition of the Ricoled even better than that published by their predecessors. Now that the way has

been shown by these pioneer classes in the field of our year books, it is understood by each class that at the beginning of its Senior Year a board shall be elected by the class, which is to be called the Ricoled Board and whose duty it will be to carry on the business necessary for the publication of the "Ricoled" worthy to be called the Year Book of R. I. C. E.

At a recent meeting of the Class of 1931, the board for the class was elected as follows:

Editor-in-chief	Mary Rynn
Associate Editors	Mary Conway
	Miss Evelyn Earnes
Business Manager	Miss Ruth Paddock
Associate Business Manager	Miss Anne Sullivan
Secretary-Treasurer	Miss Anna Bliss
Associate Secretary-Treasurer	Miss Mary O'Brien







## SO THEY SAY (continued)

More power to you, Freshmen! On you we are pinning our hopes that in future years all students may be as desirous of showing their loyalty as you are. You have the proper spirit—

keep it up. For the sake of your successors and for the sake of the position you will one day want, don't lose your pride in the quality of your College!



## ALUMNI NOTES

### Toole—Deignan

One of the season's most charming weddings took place Saturday, October 18, 1930, in St. Paul's Church, Edgewood, at 10 o'clock when Miss Gertrude Mary Deignan of Edgewood, became the bride of Harry C. Toole of Pawtucket.

The bride is a graduate of R. I. C. E. in the Class of 1930.

The keynote of the decorations was in keeping with the autumnal season. Autumnal flowers and leaves were placed on the altar, while bouquets of white button chrysanthemums tied with white satin ribbons ornamented each pew.

The bride wore a medieval ivory satin gown with two trains. Her veil was arranged in Juliet fashion. She carried an arm bouquet of calla lilies.

The bridesmaids, the Misses Virginia Gilbane, R. I. C. E. '29; Marguerite Bartley; Pauline Gleason;

Marguerite Downing; and the maid of honor, Miss Olga Bartley, wore frocks of satin, fashioned in Victorian style, shading in hue from sunrise to sunset colors. They wore Poiret model hats of French felt and carried arm bouquets of shaded chrysanthemums and oak leaves.

Mr. John S. Mahoney of Greenfield, Mass., was best man, and the ushers were the Messrs. Timothy Murphy, John Hanley, Laurence Mooney, Richard Hopecraft, John H. Deignan, and Austin Toole.

Following the ceremony at the church, over three hundred guests attended the reception at the bride's home on Arnold Avenue.

Upon their return from a motor trip to New York, Atlantic City, and Washington, Mr. and Mrs. Toole will make their home at 78 Young Street, Pawtucket.

## WHAT THE CLASS OF '30 IS DOING NOW

Harriet Seelan is teaching in the third grade at Meshanticut Park.

Lillian Driscoll is teaching mathematics in the Joseph Jenckes Junior High School in Pawtucket.

William R. Loughery, former editor-in-chief of THE ANCHOR, is now teaching in Esek Hopkins Junior High School.

Marion Stanwood is at the Bridgham Junior High School.

Alma Bishop is teaching in the Nathan Bishop Junior High School.

Frank Jones is teaching social studies and mathematics in the George J. West Junior High School.

Gladys Gornall, president of the Class of '30, is at the Slater Junior High School, Pawtucket.

Alice Wells is teaching in the sixth grade at Grove Street School in Pawtucket.

Margaret Long, circulation manager of the 1930 Ricoled, is teaching gymnastics at Veazie Street School, Providence.

### *Special Training*

Anna Hawthorne, '30, is now at the Esek Hopkins Junior High School.

Katherine Dolan, '30 is teaching at Bridgham Junior High School.

Ruth Clifford, '31, is teaching general science at the Nathan Bishop Junior High School.

Alice McCormick, '31, is teaching English at the George J. West Junior High School.

### *City Training*

Providence girls who are serving their city training period are:

Mary F. Casey at Academy Avenue School; Vivian Maynard and Esther Johnson at Benefit Street; Grace Ryder and Helen Curran at Candace Street; Frances Cunningham at Peace Street School.



## ANCHOR LINE

### "A LIVE-WIRE"

Mabel: You know, I think Bessie has a wonderfully magnetic personality.

Marge: Yes. Everything she wears is charged.

### NO WAY OUT

In Washington, they tell the story of a golfing clergyman who had been beaten badly on the links by a parishoner thirty years his senior, and had returned to the clubhouse rather disgruntled.

"Cheer up," his opponent said. "Remember, you win at the finish. You'll probably be burying me some day."

"Even then," said the preacher, "it will be your hole."

### WITH LEADEN HEELS

Slim: Your son is pursuing his studies at College, isn't he?

Jim: I guess so. He's always behind.

### FOG TO BLAME JUST THE SAME

"What does this mean, sir?" said the boss to his clerk, "coming in thirty minutes late."

"It was on account of the awful fog," exclaimed the culprit.

"Fog!" said the boss, testily. "What has the fog to do with it? You do not live across the bay."

"No, sir, I know I don't, but you do, and I thought you'd be late."

### A SEVERE TEST

"I never had such a tough time in my life. First I got angina pectoris, followed by arterio sclerosis.

"Just as I was recovering from these I got tuberculosis, double pneumonia and phthisis. Then they gave me hypodermics.

"Appendicitis was followed by tonsilotomy.

"I don't know how I ever pulled through it. It was the hardest spelling test I've ever seen!"

### EXPLAINED

Tom: Is there any difference in meaning between sight and vision?

Jerry: I should say so. My girl is a vision and yours is a sight.

### BOTH RIGHT

As a steamer was leaving the harbor of Athens, a passenger approached the captain, and, pointing to the distant hills, inquired:

"What is that white stuff on the hills, captain?"

"That is snow, madam," replied the captain.

"Well, remarked the lady, "I thought so myself, but a gentlemen just told me it was Greece."

### FOOLISH QUESTION

"See here, Annie, do you ever sweep under this bed?"

"Yes, mum, always. It's much easier than using a dustpan."

# General Staff

## Editorial Board

Editor-in-Chief .....	H. Gertrude Coleman, '31
Assistant Editor .....	M. Louise Hall, '32
General Business Manager .....	Edward Connors, '34
Secretary-Treasurer .....	Esther Carroll, '32

## Associate Editors

News .....	Anne C. Sullivan, '31
Literary .....	Catherine Martin, '32

## Assistant Business Managers

Advertising .....	Thomas Giblin, '34
Assistant .....	Llewellyn Jones, '33
Circulation and Subscriptions .....	Marion Williams, '31
Production .....	M. Barbara Murray, '31

## Faculty Committee on Publication

Professor Robinson	Professor Sherman
Professor Waite	Miss Thompson

Financial Report for THE ANCHOR last school year:

Subscriptions .....	\$240.20
Advertisements .....	431.60
<hr/>	
Receipts .....	\$671.80
Cost Printing five ANCHORS .....	\$625.74
Miscellaneous .....	43.20
<hr/>	
Expenditures .....	\$668.94
Total Receipts .....	\$671.80
Expenditures .....	668.94
<hr/>	
Balance on hand .....	\$ 2.86

(Signed) ESTHER CARROLL, *Treasurer*  
 BENJAMIN SINCLAIR, *Auditor*

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***in Satin!***

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That's you—at the next big dance. For the smartest new evening gowns are long and straight looking with little "wings" and pep-lums like a Greek statue's draperies. In pastels, high shades and black.....Satin or moire.

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Junior Shop - *Fifth Floor*

**Cherry & Webb Co.**  
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**PADDOCK  
PAPER  
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***The***  
***NEWS—TRIBUNE***

**A Home Newspaper**

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# ..WALDORF..

*The Best in T-U-X-E-D-O-S To Hire*

**Caps**



**Gowns**

## **WALDORF CLOTHING COMPANY**

**Largest Formal Clothes House in America**

**212 UNION STREET**

Special rates to R. I. C. E. students

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### *A Shopping Haven for the Active School Girl.....*

Are you a busy school girl brimming over with social engagements? Then of course you'll want to know of a dependable, fashion-right shop where you can purchase smart, becoming clothes at prices that do not upset your budget. Once you pay our **Junior Miss Shop** a visit we're sure you'll become one of its staunchest friends.

There are sturdy frocks for class every bit as smart in fabric and design as the lovely feminine frocks for afternoon. And the adorable evening gowns! You'll fall in love with them at first sight—they're so graceful, so exquisite in coloring. And there are coats for all occasions—for school, for sports or dress. You will find that the **Junior Miss Shop** answers practically all your needs.

## **The Shepard Stores**