

VICTORY EDITION

ANCHOR

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RHODE ISLAND COLLEGE OF EDUCATION

Wednesday, November 3, 1954

President Announces Study Of Curriculum to Continue

President Gaige recently announced that a study of the curriculum would be resumed. The study was started in 1951, but because of the accreditation studies and visit it was laid aside temporarily.

The general committee which will conduct the investigation will consist of the administrative council and Chairmen of Divisions: President, William C. Gaige; Vice-President, Frederick J. Donovan, the director of the Extension Program; the director of the laboratory school, Dr. Mary T. Thorpe; Chairman of the Humanities Division, Dr. Mary E. Loughrey; Chairman of the Division of Professional Studies, Dr. Mary M. Lee; Chairman of the Social Sciences, Miss Marion I. Wright; Chairman of Mathematics and Sciences, Russell Meinhold; Miss W. Christina Carlson, registrar; Miss Catherine M. Conner, Dean of Women.

The committee will first review the material obtained three years ago. Then the general committee will divide the faculty members vertically and horizontally: vertically by Departments, and horizontally by a cross-section of departments. The third step is to raise the issues and problems—for example, the problem of crowded schedules. Student committees will be called upon to offer suggestions.

There will be an advisory committee. This committee will consist of School Superintendents and elementary and secondary school teachers. Professors from the Liberal Arts schools, such as Brown University, Providence College and the University of Rhode Island, will be consulted with respect to the liberal arts program.

It is hoped that six new faculty members will be added to the staff. The study will be an intensive study and it is hoped it will be completed within six months.

ANCHOR IS FIRST

Today **THE ANCHOR** publishes this paper in celebration of the victory attained yesterday in the referendum authorizing relocation of the college. Today's account reaches **ANCHOR** readers before their afternoon dailies.

Plans Changed

The plans for the new building have grown. More classrooms and conference rooms have been added. The location of the Henry Barnard School and the student activity section has been changed. The architects and members of the committee are considering to have a cluster of buildings rather than one building.

FLASH!

RICE Wins Again

Coach Brown's R.I.C.E. Soccer team won its second consecutive game yesterday by defeating Fitchburg 3 to 2 in the closing game of the season. The victory compensated for a previous loss to the fast Fitchburg team.

Stunt Night Rivalry Keen

Stunt Night, a highly competitive college tradition, will be held Dec. 3, at 8 p.m. Each class will present a skit, written and enacted by students of that class. A total of 100 Anchor points is awarded by the judges who are selected by the Vice-President of Student Council upon suggestions from the other members of the council.

The skit may be on any subject, excluding take-offs on faculty members. Each class has its own faculty member who approves the skit at least two weeks before its presentation. The time allotted for each skit is thirty minutes which does not include changes between acts or scenes.

The points are distributed as follows:

- A. Presentation (40 pts.)
 1. Setting (10 pts.)
 - a. Appropriateness of design
 - b. Consistency of mood and tempo
 2. Costumes (10 pts.)
 - a. Appropriateness of character and period
 - b. Enhancement of mood and tempo
 3. Direction (5 pts.)
 - a. Artistic grouping
 - b. Consistent stage movements
 - c. Tempo in accordance with theme
 4. Acting (10 pts.)
 - a. Characterization
 - b. Voice

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Board of Strategy elated at victory. Behind the scenes, but playing a major role in the successful campaign for passage of the \$3,500,000 bond issue for a new R. I. College of Education were members of the central committee pictured above. Seated from left to right are Professor Marion I. Wright, who organized the speaking bureau to cover meetings around the State; William C. Gaige, college president, and Miss Claire Ducharme, alumni president, who headed up the two major organizations staging the campaign. In the rear are, from left to right, Miss Mary Davey, who coordinated the work of committees and who handled volumes of publicity; Miss Anne McSherry, key figure in the alumni's opening rally; Miss Marjorie Brett and John Wilson, outstanding student aides in the undertaking.

New RICE Assured By State's Voters

by Ann Murphy

With a bond issue of \$3,500,000 approved by an overwhelming majority of Rhode Island voters in yesterday's election, the administration, faculty, and students of R. I. College of Education today look forward to a speedy start on the new college buildings on Mt. Pleasant Avenue.

Although the contract has not yet been let, it is expected that the first graduation at the new college would take place in two years.

Voters in every city and town rallied to the support of the college after an extensive and intensive campaign participated in by hundreds of friends of R.I.C.E. Actually 112,490 favored the bond issue and only 40,413 opposed it.

The leadership of the referendum drive has been shared jointly by the college administration and the Associated Alumni. President William C. Gaige represented the college, while Miss Claire V. Ducharme, President of the Alumni represented that group.

Miss Mary G. Davey of the Public Relations Department integrated the many active committees. Miss Marion Wright organized a Speakers Bureau of thirty-five faculty members and alumni who addressed numerous audiences. Dr. Vincent Aloia coordinated the efforts of the students.

Leading off the campaign was a rally on October 7th, organized by Miss Ann McSherry. The rally aroused the enthusiasm of the hundreds in attendance. The interest snow-balled, and thousands of miniature calendars, 1500 *Anchor* tearsheets, handbills, and cartoons beyond counting were distributed throughout the state. Many of these reached the voter's hands by mail, but most were delivered by students to their neighbors and acquaintances.

Under the direction of Miss Ruth Weidenheimer, students produced more than 400 hand-screened posters which students placed in prominent public places. Sophomores in Miss Weidenheimer's art classes set up a display in Union Station. Its caption "Hope for Tomorrow's Children" caught the eye of many a commuter and its material urged a vote of "yes". A huge red and white sign suspended from the front terrace of the college attracted passers-by with its "Vote 'Yes' for R.I.C.E."

As election day approached, posters on U.T.C. buses, newspaper articles, radio and television programs bombarded voters with the message to vote "approve". Among the organizations who gave their support to the bond issue were: The R. I. Institute of Instruction and

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Art Students Reach Top in Bond Rally Campaign



Art students played a mighty role in the successful campaign for passage of the \$3,500,000 bond issue to construct a new R. I. College of Education. Here a typical group works on the college roof preparing material for display.

Rhode Island College of Education for the past several months has been very busy working on publicity for the recent bond issue. The alumni office has been filled with posters, pamphlets, and the like. Some people have been seen walking through the corridors with huge pieces of canvass under their arms, others with paint and brushes in hand. In the Art room miniature printing presses have been rolling to produce posters. Then, something entirely new was added, a new look. If you had been flying by the College you most likely would have noticed the small objects on the College roof. A crew of ambitious, air loving artists, under the direction of Miss Weidenheimer were sewing, drawing and painting huge campaign banners. Typical R.I.C.E. spirit!

Thank You

To the citizens of Rhode Island we extend a heartfelt thanks for their approval of our Bond Issue for a new college building. The challenge is ours—to make the high standards of our College reach an even higher peak; to make the most of our years at R.I.C.E. so that our thoughts and objectives will be conducive to our becoming excellent teachers; to attain for our State, our College, and ourselves that knowledge and experience which will make us worthy leaders in the community.

The Editor

Reflections on Curriculum

After long discussions with several students, your editor obtained the following reflections of the contemporary curriculum at our College. Please let it be realized that these are thoughts—not judgments.

The thoughts pertaining to the Kindergarten-Primary course can be divided into four main topics: Duplication in courses, Timing of courses, Closer working between R.I.C.E. and the public schools of our state, Emphasis of courses.

Duplication: there should be a wider choice of courses in that some of the prescribed courses aren't directed towards the needs of the students. For maintenance of interest, more electives should be given (to supplement the prescribed courses) so individuals could gain more knowledge of subjects which will be useful to them. There is too much overlapping in different courses concerning the teaching of methods . . . examples of this are: Arithmetic, reading, gym. There should be, it is felt, more concise and directed teaching of actual circumstances and classroom problems in each of these courses rather than the great emphasis placed on the teaching of methods.

Usefulness of timing of some courses: Tests and Measurements and R. I. Law are taught after the students come back from their training. It is felt that more could be gained from having these courses before the training period so that they can be correctly practiced during this period.

Closer working between R.I.C.E. and the public schools of the state: the courses in phonetics and penmanship given here do not coincide with those used in some of the school systems. Phonetics is outdated and no longer used.

Also, it is felt that in view of the fact that the Henry Barnard School is a laboratory school, the experiences learned there are not really comparable to those of a public school classroom. If the students of R.I.C.E. could observe demonstrations of the methods used by several of the schools, and if the principals of several of these schools could lecture to us on pertinent subjects, a good deal could be derived.

Breakdown of courses for emphasis: in some cases, it is the opinion that courses should be scheduled in number of required hours depending on the future use of the course, and that the teaching should be applied more to real classroom situations. Specifically, the arithmetic course lacks classroom demonstration. It is thought that the music, speech, science, and art courses given here are excellent and provide much for the future use of the students. The reading course, however, should include more direct work with children.

In the Elementary course, it was commented that such an important subject as United States History, should not be combined with the English-Social curriculum. Also, there is felt to be a need for a science course that would meet three hours a week and which would include elementary science and methods of teaching . . . in place of the Freshman and Senior biology. Subjects needed prior to training include Language Arts and Children's Literature. The art course should include methods of working with children concerning the teaching of this sub-

ject. Also, the experience of classroom management comes from training and therefore there is no need for it when the trainees return.

For the Secondary courses: the English-Social curriculum should include the following before the training period: History of Civilization and English Composition (in the Freshman year), English Literature, Mythology, Advanced Composition (all in the Sophomore year), Health, Teaching and School Management (co-ordinated with History and Philosophy of Education . . . perhaps in one 2 hour course . . . in the first part of the Junior year), Political Science, Biology, Math (both in Freshman year), Psychology, Adolescent Psychology, World in the 20th Century-History, Geography, American History, Theory and Practice of Physical Education, Gym, Modern European Language, Philology, Social-Studies and English Electives, First Aid. Moreover, the cultural subjects, being not so important before training, should be given after. These include: Anatomy, Music (a course of the history of fine music would be most valuable), Art (Art Then and Now would be excellent), R. I. Law, Economics, Sociology, Tests and Measurement, Cultural Electives . . . Modern Drama, Literature, Music, Art, Creative Dance and the like.

In conclusion, we feel that the majority of courses offered at the College of Education are informative, useful, interesting and needed. But, the thoughts of the student body are necessary . . . in that it is we who are being taught and prepared and we, most probably, who can best feel the necessity for a few changes in curriculum. We pass no final judgments, but our thoughts should be heard.

Here 'N There

by Joan Little

Before we travel to other colleges, may we pause here at our own. I know it is not customary to be giving orchids in the fall, but orchids to Miss Mary Davey and Miss Marion Wright for their unceasing efforts to get R.I.C.E. a new building. The success was largely traceable to their work.

* * * * *

From the *Vermont Junior College*

I love the paper
I think it's swell.
The day it comes out
I run pell mell
To get my copy
And read each line.
The stories and columns
I think are fine:
I laugh at the jokes,
I read all the ads,
I note all the news,
I take in all the fads.
When I praise the paper
I scorn those who laugh
I'm really loyal
(I'm on the staff)

* * * * *

Does this sound familiar?

"I've a friend I'd like you to meet."
Athletic girl: What can he do?
Chorus girl: How much has he?
Literary girl: What does he read?
Society girl: Who are his family?
College girl: Where is He?

* * * * *

From the *Daily Lobo* (University of New Mexico)

He asked me: "When?"—
I could not tell.
He queried: "Who?"
Again I fell.
He named a man
To me a stranger.
And I could see
Myself in danger.
What was this plight—this mystery
Oh! Just my course in History.

* * * * *

A University of Texas Prof commented: "The trouble with a fellow who thinks he can read women like a book is he's always forgetting his place."



INQUIRING REPORTER

by Charlotte Rosenberg

Well, things are pretty much back to normal again now that the elections and extended Daylight Saving Time are over. That extra hour was really great though, at least for those of us that work. After all, at what other time could we catch "Howdy Doody"? Let's see what some other Riceans did with that extra hour.

- Margie Jackson I don't know where the hour goes, but I wish they'd add it between seven and eight A.M. (Terrific idea, Margie.)
- Joan Sondler I got engaged.
- Wanda Peczka Physics. (Groan, groan.)
- Freshman Div. 6 We stayed up late in vain trying to study Miss Nelson's history; consequently, we are still flunking.
- John Farrell I was out all night. I lost it.
- Barbara Martinelli I used more gas.
- Betty Ueding Gave me an extra hour to dig clams for my supper.
- Robert DeRiso Gave me an extra hour to translate Betty's shorthand.
- Jane Mullin Saved electricity.
- Helen Harrold I spent it high in a hilltop.
- Eddie Larkosh I took time out to smoke the cigar Doug Pinto gave me. (Baby girl—nine pounds. Congrats, Doug.)
- Jacqueline Ducharme I studied.
- Frances Makwski I let my kids play out an extra hour.
- Madeleine Ferreria Spent it thinking of Charlie.

Well, I still say "Howdy Doody" was pretty good. See you next month!!

THE ANCHOR

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Anchor Salutes

Perhaps the greatest abuse of our Freedom of Speech and Press is found in commercials. The American public is constantly being bombarded by never-ceasing barrages of commercial propaganda, prepared by psychological experts who are hired by sponsors to ethically and unethically appeal to the consumer. Every unscrupulous device known to man is used to attract to the all too glib public. Devices ranging in extremes from dishonest use of words, endorsement of products by well known political, theatrical, athletic celebrities and "authorities", or the use of fantastic experiments with results whose percentage is overwhelmingly in favor of the sponsor are employed.

Unlike any other commercial enterprise, The Container Corporation of America is unparalleled in advertising excellence. A Container Corporation advertisement has no "sales talk", and is devoted to the artistic betterment of advertising, along with the offering of cultural contributions for the populous. The commercials usually run in series. The present series is entitled "Great Ideas of Western Man", which features the philosophy of such great minds as Thomas Jefferson, Thomas Aquinas, Woodrow Wilson, and a host of others. Usually the philosopher and a quote which sums up his philosophy is arranged by an artist in a superior layout. Different artists are employed, thus assuring the greatest possible variety of techniques which might otherwise tend to make the series become monotonous. Other series have included portraits of foreign countries which were symbolic composites for the various nations, and a series on the forty-eight states, which were also symbolic composites often painted by actual residents of the state represented. These series have appeared periodically on full page spreads in such nationally known magazines as *Time*. The only reference made to the product is the name of the Corporation in a bottom corner of the advertisement—an almost insignificant line which seems to merely be an afterthought overshadowed by a cultural presentation.

It must be acknowledged that the Container Corporation of America is in a better position to maintain this high standard of advertising than the companies which must sell directly to the consumer. The Corporation provides a commodity for business and is only indirectly associated with the public. Nevertheless this should not take away from any credit or praise due this fine company. The author knows of several other companies of this type who can't even begin to compare with these outstanding standards. Therefore it is only natural that the Container Corporation of America should be an inspiration to all businesses which employ commercials; should serve as an incentive to banish commercial deception; and should be as an outstanding guide for furthering advertising to its highest degree.

It is with great pride that for the first time, the *Anchor* gives a double salute to the Container Corporation of America, an enterprise whose sound American principles have led to a most successful attempt in elevating the standards of commercials in addition to making a most noteworthy cultural contribution to this country and foreign nations which it earnestly serves. This is a unique organization deserving the highest possible commendation for being a pioneer in the development of an idea which may some day spread and bear great fruits of reward.

Foreign Student Among Specials

While speaking to Mrs. Taimi Lepasaar, a special student at R.I.C.E., one finds it difficult to believe that this calm, soft-spoken person has already lived through more danger than most of us will experience in a lifetime.

In 1944, Mrs. Lepasaar fled from Estonia with 100,000 others. Although three ships slipped away during the night, Mrs. Lepasaar's was on one which reached Germany. Aided by the American National Lutheran Council, she arrived in the United States in 1949.

Although America is new to Mrs. Lepasaar, teaching is not. A graduate of the Teachers' College of Estonia, she taught in the public school. Mrs. Lepasaar also graduated from the Highest Music School, an institution comparable to our Conservatory of Music, and became music teacher at Teachers' Training College of Tartu, Estonia.

When asked how she felt about the United States, Mrs. Lepasaar replied, "Thank you, I like it very much. It is wonderful to be free and independent again."

SOPH HOP

The annual Sophomore Hop will be held on November 6 at the college.

Co-chairmen for this semi-formal dance are Nancy Ogg and Everett Maxwell. Natalie DiPonte is chairman of the refreshments committee; Charlotte Rosenberg is chairman of the decorating committee. Sophomores chose "Blue Moon" as theme for the dance and decorations will follow accordingly. Favors for the Hop will by no means be conventional.

Candidates for queen, voted upon by the class, include: Sylvia Morrone, Nancy Ogg, Evelyn Farrell, Delfina Trindade, and June Millen.

Club News

by Carmel Scardera

The reading of President Gaige's letter thanking the choir for its part in making the Bond Rally a success highlighted a recent choir rehearsal.

New members have been selected and the Choir is now in actual preparation for their coming Christmas Concert. Officers elected for the first semester include: President—Barbara Mannish Vice President—Bernice Finan Sec.-Treas.—Louise Murray Soc. Com. Ch.—Nancy Ogg Librarians—Georgette Bilodeau and Carmelita Trigo

Rehearsals are now in progress for the first Dramatic League presentation of the season. The cast of "Kind Lady" to be presented November 18 and 19 in Henry Barnard Auditorium has been chosen.

Have you wondered what P.M.M.W.H.K.L. stands for? It's the campaign slogan for membership in Future Teachers of America. The first meeting of F.T.A. will take place Wednesday evening at 7:30 p.m. Let's have 100% turnout. Remember—"Every Ricean an F.T.A.'er."

New officers are as follows: President—Marcia McCormick Vice President—Barbara Hill Secretary—Eilene Smith Treasurer—Joan Hayman Soc. Com. Ch.—

Pauline Daigneault

Seniors wishing to work on 1955 Helicon please sign your names on notice on Bulletin Board before Nov. 15.

TEACHER EXAMS

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, will be given at 200 testing centers throughout the United States on Saturday, February 12, 1955.

At the one-day testing session a candidate may take the Common Examination, which includes tests in Professional Information, General Culture, English Expression, and Non-verbal Reasoning; and one or two of nine Optional Examinations designed to demonstrate mastery of subject matter to be taught.

Application forms and a Bulletin of Information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teacher Examinations, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. Completed applications, accompanied by proper examination fees, will be accepted by the ETS office during November and December, and in January so long as they are received before January 14, 1955.

Student Explains Reactions To Having Father as Teacher

For what is believed to be the first time in the hundred-year history of the college, a student has as an instructor her own father. She is Joyce R. Greene, a sophomore English-Social major. Her father is Associate Professor Frank E. Greene. The following interview was designed to get Joyce's reactions to the unusual situation.

Reporter: For how many classes do you have your father?

Joyce: I have him for two classes, that is five hours a week. I have him three times in English Literature and twice in Classical Backgrounds of English Literature.

Reporter: Do you enjoy his classes?

Joyce: Yes, indeed: I enjoy them very much. The classes are not only beneficial but very interesting. I have always liked literature, and I find mythology fascinating, although some of the myths are quite involved. Incidentally, it is a whole lot easier to read them in English than to translate them, as I once had to do, from Latin. I do find, however, that the background in Latin, especially in Virgil's *Aeneid* is most helpful.

Reporter: Do you feel uncomfortable in the class?

Joyce: Not at all. One of the main reasons that I do not feel uncomfortable is that Dad treats me just like any other student. The rest of the class knows that Dad is very impartial too. As a matter of fact, I think I get some of the very difficult questions such as the one he used to open our last class: When was Minerva's birthday, Joyce?

The text mentioned July in one sentence and the date—the 28th—in another. To make matters worse, I knew the answer, but was so slow in response that he called on someone else while I was organizing my thoughts.

Reporter: Then you think you do not receive any special treatment?

Joyce: The only way in which I am treated differently is that when Dad addresses me, he calls me Joyce, a perfectly natural thing to do. We both feel it would be artificial to call me Miss Greene.

Reporter: Does your father expect more of you than of others in class?

Joyce: No, he doesn't. He realizes that I have much the same background for the subject matter as anyone else. He doesn't expect me to know more than anyone else. He's probably surprised that I do as well as I do, since he is a great believer in my taking part in activities, attending home and away games, participating in bond rallies, and the like.

Reporter: Does your father supervise your own work and check your assignments?

Joyce: No, Dad and my mother, who is a graduate of R.I.C.E. herself and a teacher, have always felt that homework is my own responsibility. He does, however, inquire whether I have done all my homework for all my classes. His attitude towards homework is the same as that of other parents, I suppose.

I might mention that sometimes I do reading for his class when he drives me to the college in the morning, and once, quite to my surprise, I walked right into a first period test in literature which I had just read. That was probably the only day this year that he didn't inquire whether I had done the reading.

Reporter: Do you know, either by inside information or signs, when you are about to have a test?

Joyce: The only tests I know about are the ones that Dad announces to the class, and he usually announces them well in advance. I have been surprised though with an occasional quiz. In fact, some of the other girls in the class must have keener intuition than I, because they have guessed that a quiz would be given when my guess was to the contrary.

Reporter: Do you get all A's in your father's classes?

Joyce: The very first day Dad told the class that he expected me to get A's, not because of our relationship, but because I could earn them. I have come close, but I did get a B recently. And you can be sure that if I get an A—and I am really working for the most that I can get—I will have earned it.

Reporter: Did you take the English-Social course because your father has a great many of those students in classes? Did he suggest it?

Joyce: No. I like that program more than the others. Dad and Mother were pleased with my choice, I know, but they exerted no pressure whatsoever. The children in our home make their own choices, within reason, of course. Dad leans towards what he calls client-centered guidance.

Reporter: On the whole, would you say that you are happy in your classes?

Joyce: Absolutely, not only in Dad's, but in the others too. I have a fine group of instructors, and I am very happy that every one of them treats me as just another student. That's what I want, and I know it is what Dad wants. I'll have to live my own life, you know.



Members of R.I.C.E. soccer team are shown in these pictures during their game with Keene.



U.S. in Olympics

The United States has been represented—and most effectively—at all the modern Olympic Games since they began in 1896. Our participation has always depended on the interest and generosity of the sports-loving American public. As the scope of the Games has broadened, it has become increasingly difficult to assure proper support for our teams. We estimate it will cost in excess of \$1,000,000 to finance U. S. participation in the 1956 Olympic Games in Australia and Italy and the 1955 Pan American Games in Mexico—a third again as much as we have ever needed before.

To focus maximum attention on the Olympic cause during the four years between Games, the U. S. Olympic Committee and other national organizations have joined together to sponsor an annual National Olympic Day. Congress has authorized President Eisenhower to proclaim October 16th as the first National Olympic Day, and surrounding that date we hope to attract public attention all over the country to the Olympic cause.

STUNT NIGHT

Continued from Page 1

1. Appropriateness of character
2. Sufficient volume
3. Clear and precise articulation
5. Continuity (15 pts.)
- B. Novelty of theme (40 pts.)
- C. Participation (20 pts.)
 1. Number of active students on stage (10 pts.)
 2. Percentage of class attendance in audience and on stage (10 pts.)

Thanksgiving Heritage

This is the time of the harvest festival when the free people the world over take a holiday to thank God for their blessings.

Ours is a heritage not to be overlooked. It was a meager summer in 1621. Our Pilgrim fathers had broken ground on Plymouth Bay. They planted their seeds, but the rains did not come. When autumn came there was not much grain to harvest. Beholding the scanty crop, Governor Bradford issued a decree. As an official act, the Pilgrims set apart a day to thank God for their small harvest.

Was there ever a time when we had greater occasion to be thankful—we, in Rhode Island who have witnessed the chaos and destruction of two successive hurricanes?

Our greatest blessing—we still have our faith. We have a faith that makes us willing to die for our freedom. We have known good times and bad but whether in peace or war we have kept alive this spirit of freedom.

We are not only free, but we so love freedom that we are ready to fight and to die, "that it will not perish from the earth."

This is our greatest blessing and for this, above all, we should praise our God on this Thanksgiving Day.

NEW RICE ASSURED

Continued from Page 1

other teacher's organizations; P.T.A. groups; both the Democratic and Republican parties; the A. F. of L. and the C. I. O. labor unions; the Catholic Teachers Institute, and numerous other educational, political, social and service clubs.

Governor Dennis J. Roberts, Dr. Henry M. Wriston of Brown University, Dr. Carl R. Woodward of the University of R. I., Father Robert J. Slavin of Providence College, Dr. Max Sullivan of the R. I. School of Design, and Dr. Albert W. Claflin of the R. I. College of Pharmacy were among many leaders who declared their support and urged approval of the Bond.

For several days prior to November 2nd, students participated in colorful motorcades through Providence, wore sandwich boards while they distributed handbills to city shoppers. On election day, Riceans were on hand to greet voters at most of the state's polling places.

Perhaps at times the work seemed overwhelming, but approval of the bond issue has proved that it was not in vain. With the vision of a new college before them, those at R.I.C.E. may not mind the dingy classrooms, crowded cafeteria, and inadequate library quite so much. They know that the battle has been won and that the new College of Education will provide true hope for tomorrow's children.

M.A.A. News

A spirited R.I.C.E. soccer team slashed through mud and rain to defeat a powerful Bridgewater eleven 2-1 in an overtime contest. Bridgewater, league champion, entered the game undefeated. John "Red" Heslin scored for R.I.C.E. at the opening of the first period. Then R.I.C.E. fought feverishly to maintain its one goal lead. It was successful until late in the fourth quarter when Bridgewater scored on a penalty kick, sending its 150 fans into a frenzy.

At the beginning of the first overtime period, "Red" came through again and punched in the winning goal. A stalwart defense protected R.I.C.E.'s lead in the second overtime period and the victory was theirs.

Outstanding in the game was the defense. Led by goalie John Veader, who made several spectacular stops, the team thwarted the efforts of the league's highest scoring team. The backs, Roger Viera, Don Verrisimo, Ev Maxwell, Joe Genereux, Dave Steele, and Dick Brochu played flawless ball throughout the game.

The forward line, sparked by Doug Pinto and Vin Cullen, was excellent on the attack using a good passing combination. Jerry Pantalone and Dick Brassard were invaluable in the upset. This is a team of which R.I.C.E. can be proud.

Fiz-Ed Feast

Food and fun will be the keynotes of the Fiz-Ed Feast which the W.A.A. will hold on November 16 in the cafeteria at 5 p.m.

Everyone, students and faculty

ADIEU

T'was the day after the second
And all through the night,
We'd hoped and we'd prayed
That the vote would be right.
The banners were hung
From the landing with care,
In hopes that the voters
Would all do their share.
While Riceans were tucked
All snug in their beds,
Visions of blueprints
Danced in their heads.
And men in the newsrooms,
And those at the polls
Had just settled down
To tally the tolls.
When out on the campus
Arose such a clatter—
We sprang from the Anchor Room
And beheld a sight
To see what was the matter.
We dashed down the stairs,
Threw open the door,
And beheld a sight
Never seen before.
The moon on the crest
Of the Providence River
Revealed a picture
To make anyone shiver.
For there, all alone,
On the verge of tears
Stood old R.I.C.E.,
As it's stood through the years.
Its name has been touched
With glory and fame;
It served its purpose,
Long live its name.
Soon we shall leave here
But there'll always be
Fond and happy memories
Of old R.I.C.E.

RULES DRAFTED FOR REC ROOMS

A tentative set of rules has been drawn up for the new recreation rooms in 101 and 102, by a committee consisting of Lois Chabot, John Heslin, and Ben Windsor. Although these rules have not been approved in their entirety, we would like to acquaint the student body with the general procedure of conduct to be carried on while enjoying the facilities of these rooms. The point emphasized in this report is to keep the rooms clean and orderly.

The rules of this report will not apply to the Charles Carrol Club or the girls' rec room on the third floor, as both of these rooms will still maintain the same rules which are presently governing them. As soon as the report is completed the rules will be posted in rooms 101, 102, and the former Sigma Rho room.

Meet the Gang

at

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