

# THE ANCHOR

Vol. XXXI, No. 8

RHODE ISLAND COLLEGE OF EDUCATION

Friday, February 13, 1959

## ANNUAL WINTER WEEKEND FEBRUARY 13-15

### Queen To Be Chosen

The All College Girl will reign at the Ball of Winter Weekend on February 14. The three seniors nominated for this honor are Marguerite Brazeil, Alice Corsair, and Pat Smith.

These three girls are well known in the honorary and social circles of the campus. Marguerite is the editor-in-chief of the *Anchor*, a member of Kappa Delta Pi, Who's Who, and past-president of Newman Club. Alice is a member of Student Council, Kappa Delta Pi, Who's Who, Alpha Psi Omega, and the *Anchor*. Pat is the Vice President of Student Council and a member of Who's Who. She also was Student Coordinator in her junior year.

The court for the All College Ball will be comprised of two girls from each class. They are: Anita Pascale and Marna Stanton, juniors; Simone Bousquet and Annette Petrone, sophomores; and Maureen Lonergan and Joan Ziouchouski, freshmen.

### 38 Attain High Indexes

President William C. Gaige has announced that thirty-eight students are named to the President's List for academic excellence during the first term.

Seniors named to the list include: Mrs. Marian Barnes, Mrs. Eleanor Mullaney, and Pauline Ucci.

Juniors are: Virginia Behan, Dolores Caranci, Patricia Coughlin, Catherine Devaney, Madeleine Duhamel, Marilyn Grady, Barbara Gubala, Susan Lawton, Hedy Lowy, Ann Maginn, Abigail McLaughlin, Eleanor Neary, Louise Pitocchelli, Anna Silvestri, Rosella Smith, and Cynthia Talbot.

Sophomores include: Marcia Case, Pauline DiBisio, Virginia Dooley, Etta Gill, Carolyn Latham, Jean Maynard, Gilda Petrin, and Anne Reynolds.

Freshman named are: Lois Bennett, Shirley Derouin, Reine Leduc, Marjorie Nashaway, Simone Pepin, Suzanne Roberge, Barbara Wahl, and Joan Ziouchouski.

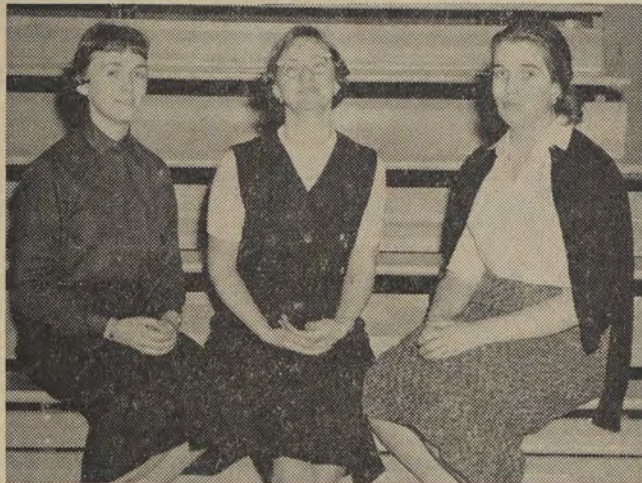
Specials listed are: Mrs. Elaine Hill, Mrs. Jeanne Walsh, and Mrs. Suzanne Ziemer.

### Helen Morally Wins

Helen Morally has designed the winning cover for the final report of the Rhode Island Commission on Higher Education, published yesterday. A twenty-five dollar prize will be presented to Miss Morally, a special.

Betty DiNuccio, a sophomore, placed second and will receive a ten dollar cash prize.

The report, a compilation of seven separate studies, examines the system of higher education in Rhode Island.



Nominees for All-College Girl are, left to right: Marguerite Brazeil, Alice Corsair, and Pat Smith.

### Costa Ricans Tour Campus

Some of the most interesting people who have visited our new campus to date came on February 2nd in the form of fifteen teachers from Costa Rica. Making a tour of the United States, they have been to Jacksonville and Philadelphia and they plan to visit Dayton and Miami after they leave Providence. In Providence they are scheduled to visit several junior high schools, high schools, and colleges, including Nathanael Greene Junior High, Classical High, St. Mary's Academy, Warwick High, and Brown University.

This tour of the United States is designed to give the Costa Ricans some idea of our educational system. They are teachers in the primary and secondary schools of Costa

Rica and have embarked on this tour during their three month's vacation, which is comparable to our summer vacation. They left their homeland on January 11th and will return on February 26th.

Very few of the visitors spoke fluent English, so that there was some difficulty in communicating with them, but one petite, unimposing woman was very helpful in explaining the school system in her country. Julieta Cubero, in what she thought was terrible English although she speaks very well, explained that lower education consisted of primary schools and secondary schools. A youngster in Costa Rica attends a primary school for six years; then, if he wishes, he may enter a secondary school for five years. In no way is he compelled to continue his schooling after primary school, although he is approximately twelve years old at the time. If he wishes to obtain higher education after secondary school, he may enroll in a university where his field of study determines how long he must remain there. A student who wants to be a teacher may enroll for two years or four years, depending upon whether he wants to teach in the primary or secondary schools; after either length of time, he receives a bachelor's degree. If he studies for four years, he may also teach in the university. There are no colleges in Costa Rica.

According to Julieta, who teaches science in the secondary level, not many teachers in Costa Rica are married. To illustrate the fact, she remarked that of the fifteen teachers present, only one was married.

Hank Guillotte was elected president of the senior class. Other senior officers are: Helen Harrington, vice-president; Lillian Norton, secretary; Ed Riley, treasurer; council representatives, Alice Corsair, Ann Feeley, and Walter Crocker.

Members of the *Anchor* staff elected the following editors: Elaine Cairo, assistant editor; Carol Giuliano, news editor; Sheila Laffan, feature editor; Mike Iacona, sports editor; Paul Hicks, photography editor; Eleanor Raignone, typing editor; Ed Rondeau, circulation editor; Louise Pitocchelli, exchange editor; Donna Nelson, business editor; Benita Blau, advertising editor; and Liz Davis, Ann Venagro and Marie Mainelli, make-up editors.

### Mardi Gras Theme Of Winter Weekend

Mardi Gras comes to Rhode Island College of Education this afternoon at one o'clock when a pep-rally begins the activities of the second annual Winter Weekend, February 13-15.

Featuring the All College Ball and a Jazz concert, a basketball game and Stunt Night, Winter Weekend, with its Mardi Gras theme, is the high point of the social year at R.I.C.E. General chairmen for the affair are Liz August and Paul Gauthier.

Stunt Night, one of the oldest traditions of the College, takes place this evening at eight o'clock in the Roberts Hall auditorium as classes present original half-hour skits in competition for Anchor points. For the first time in the history of Stunt Night, full participation is not required of the freshman class. Since it would be almost impossible for the entire freshman class to take part, necessary participation has been reduced to 80% for them thru the consent of Student Council. Stunt Night chairmen are: Pat Smith and Carol Hulcup, seniors; Anita Pascale, junior; Muriel Frechette and Bill McDermott, sophomores, and Mike Iacona, freshman.

Saturday afternoon, at two p.m. in Whipple gym, the R.I.C.E. varsity basketball team will play host to the Gorham team. At half-time, announcement will be made of the winners of a school wide display contest. Most clubs and organizations have entered a display.

All College Girl will be crowned at the All College Ball on Saturday evening in the student lounge. Vin Capone and his orchestra will furnish the music for this semi-formal affair.

A jazz concert, featuring Herb Pomeroy, is scheduled for Sunday, at 2 p.m. Following the concert, at 6 p.m., a buffet supper will be held, closing the Weekend.

Members of the Inter Club Council, representing all the clubs and organizations, have worked hard to make this weekend successful. Committee chairmen include: Anne Cahill, Barbara Stewart, Hope Day, Rosalie Lopez, Eleanor Neary, Connie LaValle, Linda Spacagna, Natalie Alviti, Roberta Tomasetti, Ed Rondeau, Marna Stanton, Norman Camp, Marilyn Wrona, Helen Kearns, Tom Drury, Pete Kanarian, Tony Marino, Joe Caranci, Benita Balu, Claire Horan, and Nancy Campanella.

### R.I.C.E. Offers T.V. Course

Rhode Island College of Education, in response to the growing need of the Atomic age, has announced a special television course, *Atomic Age Physics*, to be offered on television during the spring semester of 1959. Enrollment can be for credit or audit.

The lecture part of this course will be given on television through Channel 10 by R.I.C.E. in cooperation with the National Broadcasting Company and the American Association of Colleges for Teacher Education.

The course will be given daily from 6:30 to 7:00 a.m. over WJAR-TV Channel 10 and from 4:00 to 6:00 p.m. on Thursday at the Rhode Island College of Education.

The class conducted at the College will be a laboratory experience based on the principles developed in the TV series.

Professor Russell Meinhold, Chairman of the Division of Science and Mathematics, and Staff, R.I.C.E. will coordinate the course and conduct the laboratory. Professor Harvey E. White of the University of California at Berkeley will conduct the television lecture part of the course.

The course will carry four credits on the Bachelor's level plus teacher certification credit.

### Why R.I.C.E. Received \$162

*The following is a statement from Dr. Fred J. Donovan, explaining the federal grant received by R.I.C.E. last week.*

Rhode Island College of Education applied to participate in the National Defense Student Loan Program. The application specifically required a statement of the number of loans requested. The College had eight students who asked loans on the average of \$200.00 each. The College applied for a contribution of \$1800.00 for the necessary funds which were to apply from January 1 to June 30, 1959. Naturally, we were disappointed when we were informed that the sum of \$162.00 was to be allocated to the Student Loan Fund at Rhode Island College of Education.

Figures released by the Office of Education in Washington indicated that an initial appropriation of \$6,000,000.00, to be applied from January 1, to June 30, 1959 was made for the entire country. Of this amount, \$31,755 was designated for Rhode Island. However, since the total of requests received from R. I. amounted to \$352,650, our share in terms of our requests was limited to \$162.00.

Therefore, we are not in a position to grant the requests for loans but if there are some cases that are urgent, students should re-apply, making known their wants. We shall then draw the money from a small loan fund which the College has.

In regard to the future of the National Defense Student Loan Fund, we shall re-negotiate with the Office of Education for the period from July 1, 1959, to June 30, 1960. A special questionnaire will be available for students who wish to apply for loans applicable during next year.

Continued on page 4

### Annual Breakfast Reunites Seniors

Seniors began the second semester last Thursday morning at seven forty-five a.m. with the traditional Senior Breakfast in the cafeteria at which Pat Weepie, first semester senior class president, formally welcomed training students back to the college.

On Saturday night, Seniors again got together with underclassmen for their Reunion Dance—the Valentine Dance, which was held in the student lounge. See picture, page 3.



## Editorials

### seniors puzzled

The Class of 1959 wants to know "What's going on around the College?" Having seen three classes of seniors come before them, they have cause to wonder at their present status in the college community.

Seniors were reunited at the Senior Breakfast on Thursday, January 29. In other years, underclassmen viewed this affair as important, and therefore no one dared to enter the cafeteria on the day of the breakfast. On the day of this year's breakfast, however, seniors had to squint and search to find the faces of their classmates among all the underclassmen.

For nearly two weeks, Seniors waited to be formally welcomed back by the administration, but no such welcome came and the seniors who had returned from training remained seated in rows T through Y in the auditorium.

"It has been suggested" that Seniors give up the old-fashioned idea of a May Day this year, and this means no May Queen unless perhaps they wish to crown the Queen of the May at the Cap and Gown dance. Somehow it is hard to imagine a queen of the May being crowned at an informal dance.

Seniors have also been asked to consider incorporating the traditional Cap and Gown ceremony, at which all Seniors in past years have received their caps from the college president, into the final convocation of the dedication year program. Also to this recommendation, the administration has added a new policy beginning with this senior class—that only class officers will be capped. The hood, another tradition and the symbol of academic achievement, will not be worn by this year's seniors.

As the first class to graduate from this new College, it would seem that the Class of 1959 might be setting new traditions; instead it is fighting to keep some of the old and valued ones.

President Gaige said at a recent Chapel meeting that the student body should influence the faculty and administration as much as the faculty and administration influence the students. *If this is true*, then the sincere protests of the Seniors should not go unheeded.

## Inquiring Reporter

by Ed Rondeau

"Ed, I'd like you to contact the returning seniors and ask them how they feel coming back to college, after having taught for a semester." These were the instructions I received as I munched on a piece of Leo's pizza and sipped a slightly diluted (too much ice) coke. When I asked my editor how I could contact these people, she replied, "Just look for new faces." So, operating out of my usual headquarters, the caf, I began asking anyone I didn't recognize: first, if they were newly-returned seniors; second, if they had an answer for the question of the week. It appears the seniors feel... Well, I guess I'll let them speak for themselves:

"I almost had a nervous breakdown."—

Caroline M. Vanable

"It's good to be sloppy again."—Nancy Allen

"Great"—Marky Trainor

"They asked me for an encore."—Carol Hulcup

"It's a good thing we have Freshmen to give us directions around here."—Donald Babbitt

"It's great getting back in sneakers."—

Ann Feeley

"It's a wonderful experience. Thank God it's over."—Ann Murphy

"I need motivation."—Helen Harrington

„Vini. Vidi. Vici. We fell flat on our faces."—

Senior B 2

"My feet hurt."—June Hadfield

"Just wonderful."—Elizabeth McAleer

"Public school, junior high students don't have compulsory chapel."—Anonymous

"Public school students have too many excused absences."—Joanna Doyle

"Exhausted."—Mary Gilmartin

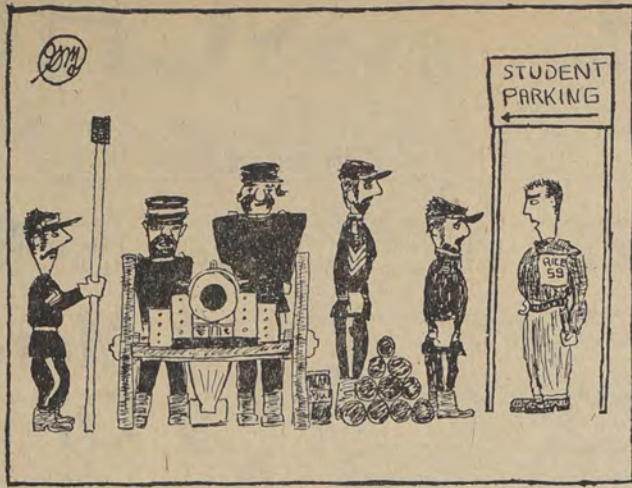
"I'd rather be back out there at the moment."—

Hank Guillotte

"We're not used to the campus, yet."—

Mary Jane Trombi

As for my ability at picking seniors out of a crowd, I made only one wrong guess. I called on John Flynn, a sophomore who is back in school after a semester's leave of absence. "I feel wonderful," said John.



"Would you mind firing a couple of shots at that parking lot while you're waiting to be discharged."

## Letters to the Editor

### intellectuals?!

Dear Editor,

When I returned to the campus a few days ago, I was greeted by glowing reports of a new "intellectual climate"; of new and avid interest in art, in writing, and in the theatre. I, like so many others, was more than pleased by the reports and looked forward to a full and fruitful last semester.

I must say, however, that my hopes were dashed on Tuesday afternoon when the film, "Oedipus Rex", was presented in the auditorium. I have never seen such a display of poor manners at R.I.C.E. Granted that the dialogue was at times difficult to hear and understand, and the Greek manner of presentation somewhat, although not entirely, unfamiliar. Such minor difficulties in no way excuse the disgusting behavior of the students. Even if they were thoroughly bored by the film, they should have, in common courtesy, at least remained quiet. Instead, they talked, laughed, ate, called out comments, mimicked the actors, and walked in and out of the auditorium; all with the maximum possible noise. And it must be emphasized that not only Freshmen were guilty, as some contend. Many upperclassmen should be thoroughly ashamed.

It is my hope that the Assembly committee will not be deterred from presenting programs of the caliber of "Oedipus Rex" because of the behavior of a few R.I.C.E. "intellectuals".

A Disgusted Senior

## promises, promises, promises

Dear Editor,

Promises, promises, promises! That's all we get around this school! Now I don't consider myself a stickler for perfection, but some things can stand an improvement.

Today I paid 15¢ for a half & half (which is ridiculous—this is the only place that charges extra for half & half, which looks like regular coffee, anyway), and five cents for a donut. Well, the coffee was L-O-U-S-Y! (How often do they clean out the grounds?) The donut must have been left over from Thursday or Friday—this is Monday. You know, *hard and dry*.

Some improvements have been made, but why do a half-way job?

Also, Mr. O, it's about time for another tour of the caf and snack bar.

A junior with ulcers

## Here 'N There

by Louise Pitocchelli

The quiet little freshman co-ed from the country was on her first college date, and thrilled beyond words. She didn't want to appear countrified: she had put on her prettiest dress, got a sophisticated hair-do and was all prepared to talk understandingly about music, art or politics.

Her hero took her to a movie and then to the favorite college malt shop.

"Two malts," he told the waiter.

She, not to be outdone, murmured: "The same for me."

UCLA Scop

Surgeon: "That television comic that I operated on today is a pretty slick customer, a p-r-e-t-y slick customer."

Wife: "How so?"

Surgeon: "He started to tell us a funny story while he was on the table—then wouldn't tell us the ending until he came out from under the ether."

Yale Record

Young thing to chum: "He has a photographic mind, but nothing ever develops!"

Chicago Tribune

Chem Prof to class: If this chemical were to explode, I'd be blown through the roof. Now gather 'round so you can follow.

Missouri Showme

Long-faced doctor to patient: "Let me know if this prescription works—I'm having the same trouble myself."

Saturday Evening Post

Father to daughter's boy friend: "It's all right with me, but would you mind eloping? I Can't afford a big wedding right now."

Today's Health

## More Letters . . .

### welcome back

Dear Editor,

During our three previous years in the old R.I.C.E. building we have taken back seats to the Seniors. These included the very back seats in the Auditorium which we occupied as mere Freshmen, as Sophomores the closely spaced seats in the balcony where if you happened to sit in the second or third row could neither see nor hear the speaker, and lastly, as Juniors, were moved up to the middle of the auditorium.

It seems then that the tradition of the college has been for the *entire* senior class to sit in the front of the assembly hall. This, I think, would give the Seniors a feeling of at last having come within attainable distance of their goal. What, then, has happened to the "tradition of the college" stressed by so many people? Tradition is supposed to be part of the college—this is their constant cry.

When the Seniors who did their training in September came back on campus, they were enrolled in classes, without even having been notified of the time, date, or place of registration. The first college chapel program revealed that the Seniors were to take a back seat, again. This could be understood since the chapel exercises took place on our first day of classes. As yet, the training students had not even seen President Gaige.

When the second chapel program was presented, President Gaige made his appearance. As far as Seniors were concerned they might just as well not have been there. Another "tradition of the college" was thrown to the wind. There usually had been some sort of welcoming speech made to the Seniors (so that they felt as if they belonged to the college and its activities once again.) However, this year no speech or even just "Welcome Back Seniors" was uttered by President Gaige, who represented the faculty and administration.

It is very difficult for a student in his fourth year of college to return to a new group of buildings about which he knows nothing. The underclassmen have had a full semester to become accustomed to the rules and regulations of the college. The Seniors who are supposed to know these, look like a group of high school students on the campus for a tour. They feel strange enough as it is without being totally denied any respect by underclassmen and faculty members. This may seem a trivial matter, but, nevertheless, it seems that the finishing touch of our career should be a position of esteem in the college.

D.S. (Displaced Seniors)

Dear Editor,

This matter may appear petty to many of the student body, but to many others of us it is of no small importance. The members of the class of 1959 have seen three classes of seniors return to the college from responsible teaching to be officially greeted and welcomed back. This welcome was usually extended at the first Chapel or Assembly program after their return.

This year, no one has seen fit to display any sort of welcome to the returning seniors. Two Chapel meetings and one Assembly have gone by at this writing and we remain unwelcomed. Not even division advisors deigned to extend a word of welcome to their relatively few and familiar advisors.

Perhaps, as some underclassmen have so clearly indicated, we are not only unwelcomed, but actually unwelcome.

"Those Seniors"

## is anything right?

Dear Editor,

I like R.I.C.E.! But lately I feel as if I am a minority of one. Out of the seventeen letters to the editor published this semester in the *Anchor*, three were complimentary and one of these was from President Gaige stating how well the complaints about the caf were handled.

When we were at the old school, the "Word" whenever anything went wrong was "wait 'til we get to the new campus!" Now here we are but more dissatisfied than ever. Compared to the old R.I.C.E., this is heaven on earth but no one appreciates it. Maybe everyone is so busy looking for petty things that are not quite right that we do not notice all that is at our disposal.

In the future I suggest that, if someone has a petty "beef" or an uncomplimentary remark to make, they write a long letter to the *Anchor* then rip it up and file it in the circular container and count their blessings.

B. Paula Hughes



## A Dare And Willa Cather

Eighteenth century English literature and the twentieth century American novel have little to do with each other in most cases, but in 1947 a dare brought them together.

When someone dared Dr. Lillian Bloom and her husband that they could not do an article of pure literary criticism, they proceeded to do six. The strange thing about the articles was their subject, however. Although both Mrs. Bloom, professor of English here at R.I.C.E., and her husband, Dr. Edward Bloom, professor of English at Brown University, are specialists in the eighteenth century English literature of ideas, they chose twentieth century novelist Willa Cather as their subject of critical analysis.

The first of these articles on Willa Cather was published in March, 1949 and the sixth will be published this spring. They have appeared in such publications as *American Literature*, University of Toronto *Quarterly*, *Twentieth Century Literature*, and in anthologies of American literature. An analysis of Miss Cather's *My Antonia* is, according to Mrs. Bloom, "sandwiched in between Virginia Wolfe and Bernard DeVoto" in *A Complete College Reader*, edited by Holmes and Trowle.

At a December meeting of the R.I.C.E. faculty, Mrs. Bloom spoke on "Willa Cather's Irate Muse", in which she discussed two of Miss Cather's most-used themes: the idealism of the pioneer, and the loss of the pioneer's idealism in modern days. For Miss Cather, twentieth century man seems concerned only with making life easier, but not necessarily better.

Since the first article in 1949, the Blooms have developed a great interest in Willa Cather's life and writings. After years of searching, they finally acquired a batch of letters written by Miss Cather, but they can never be publicized because of a clause in Miss Cather's will.

## Ode To An Editor

The following is reprinted without permission from the *NEWS of Xavier University, Cincinnati, Ohio*, March 14, 1958. It was originally plagiarized by Bob Frommeyer, Associate News Editor. It is touching.

Getting out the paper is no picnic, If we print jokes, people say we are too silly.

If we don't they say we are too serious.

If we stick close to the office all day,

We ought to be around hunting material.

If we go out and try to hustle, (material)

We ought to be on the job in the office.

If we don't print contributions,

We don't appreciate genius;

And if we do print them, the paper is filled with junk.

If we edit the other fellow's write-up, we're too critical;

If we don't we're asleep.

If we clip things from other papers,

We're too lazy to write them ourselves.

If we don't we're stuck on our own staff.

Now, like as not, some guy will say We swiped this from some other paper.

"Well, we did."



Some of the children at the Center—children who need care and love

## Brown Professor Speaks

by Barbara Wahl

As second in the Dedication Year lecture series, the college was very fortunate to have as a speaker, Professor Juan López-Morillas of the Modern Language Department of Brown University on February 5. Professor Morillas' topic

was *Ortega y Gasset and the Sociology of History*.

Ortega y Gasset is a Spanish writer and philosopher, author of the *Revolt of the Masses*, a book published thirty years ago and destined to become one of the most disturbing books to Western civilization. Professor López-Morillas studied under Ortega at the University of Madrid, and has done extensive research on Ortega's philosophy and ideas.

Before elaborating on the potential qualities of the work, Prof. López-Morillas gave, as a background, the conditions of Spain preceding the time of the writing.

During the Counter-Reformation, Spain seemed to withdraw behind the shelter of the Pyrenees Mountains. The defeat of Spain at the Battle of Trafalgar at the beginning of the nineteenth century seemed prophetic of the other disasters, civil wars, and invasions which tended to produce a mood of national dejection in Spain. During the second half of the nineteenth century, Spanish writers began to produce realistic literature, and there a conflict arose between progress and tradition.

Ortega was a professor of physics at the University of Madrid. Outwardly appearing cold and self-restrained, he really possessed a warm personality. His was a humanistic philosophy characterized by restless dissatisfaction. Ortega was first read in the daily press where he was able to reach the masses.

Ortega y Gasset felt that historians should not speak of Spain's internal decay, as Spain was never "healthy," even in the Sixteenth century. He felt Spain was defective from the start, and he sought proof to substantiate his claims.

To Ortega, mass did not mean social class or political party. Mass is a qualitative expression referring to men in whom are found a special set of characteristics. He felt that "mass man has been mass-produced." This type of man, which has become especially prevalent since 1800, is driven by his appetite, and refuses to believe he has duties. This modern element of modern society drives toward complete conformity in himself and his fellowmen. Socialism and Fascism breed readily among such people.

Prof. López-Morillas explained that Ortega laid the blame on the Industrial Revolution, which made man a slave to machines, and upon the educators for failing to instill in man the ability to think. Thus man has become irresponsible and even barbaric.

Ortega y Gasset feels that decay is at work on the European culture and that the United States is a "prolongation of Europe." The Western nations must redeem themselves.

## Meet Our Neighbors

by Liz August

Now that we're settled in our new neighborhood, it's about time for us to be officially introduced to our next door neighbor, the Children's Center.

Organized under the Child Welfare Service, a department of our state's social agencies, the Children's Center is operated by the state employees and financed by state taxes. Its main function is to provide an intermediary home for children who need to be reestablished in their own homes or a foster home. The average length of stay for a child is about six months.

The Center takes in children from ages four to sixteen. At the present time, there are about one hundred and forty children living there.

All the children are committed by the Juvenile Court. They come because they do not have a proper home life. Some are orphans, others are neglected or neglected children, others have parents or relatives who are not capable of rearing a child for financial reasons. The majority of the children are victims of cases of dependency and negligence.

There is also a small percentage committed for detention study; i.e., they are wayward children, and possibly products of negligence. The staff at the Center is asked to study and diagnose the child's case and then recommend to the court the best way to handle him and his problems. This is not the average child.

It is the chief aim of the center to have every child reestablished in his own home for there is nothing that can better replace two loving parents. If this cannot be done—if the child is an orphan, or if his parents can't, won't or shouldn't receive him—he is placed, if possible, in a foster home. If neither of these solutions is satisfactory, boarding schools are often utilized.

Every child's health, intellect, emotional disturbances, and family acceptance must be looked after by the Center's staff. This staff includes: a trained nurse on duty every day, a doctor who visits three times a week, three psychiatrists, a social worker, a psychologist and a psycho-motrist.

The children are sent to the public schools in the area when possible. When this is not possible—when the child is not emotionally or intellectually capable of attending a public school—the child is sent to the three room school house on the grounds where he is placed in one of three groups. One group is a pre-primary for ages four to six, a second is for grades one to three and for those who have great reading handicaps, and the third group includes grades four to six, some junior high pupils and occasionally one from senior high. Found especially in the last group, are what are called the "level-off problems." Such a child may be doing fifth grade work in math, second grade work in reading, and first grade work in social studies. The teacher tries to level-off this child's studies to a sixth or fifth grade level. It is the aim of this school to prepare the children for public schools.

The most important phase of a child's education is a child's home life and looking for the right foster home is a difficult job. Prospective foster homes and parents are screened this way and that. Only one out of seven applicants receive a foster child.

Home life is created as much as possible at the Center. The children live in the brick cottages on the grounds, averaging eighteen boys or girls to a cottage. Each cottage has a pair of house parents who come in at six p.m. to care for their children after supper and to tuck them into bed. These parents sleep in the cottage and leave in the morning at ten o'clock. During the day the cottages have house mother reliefs.

As you know, many R.I.C.E. students do tutoring at the school house at the center. The students receive much valuable experience in their group work or individual tutoring with children of all ages in all subjects—although reading is the one area where these Ricans have been the most help. The Newman Club's social service committee has made tutoring at the Center one of its special projects.

Some students who are not members of Newman Club go to the Center, however. Any help is gratefully received, said Mrs. Libby, supervisor at the Center.

## Craig-Lee Hall Scene of Flood

Between the hours of six and seven on Thursday morning, February 5, a slight flood enveloped the basement floor in the north end of Craig-Lee Hall, which houses the Audio-Visual Aids department and organization rooms.

The flood was due to a break in the main water line which services the north end of the building. The leak was first noticed by the janitors around 7 a.m. at which time Mr. Carey, head of the maintenance department, removed some of the more valuable equipment from the Audio-Visual Department and repair work was completed by noon.

Mr. Danilowicz stated that the situation was completely in hand, however,—his coffee pot, cups and saucers, and a large jar of cream were salvaged.



Some of the seniors at the Senior Breakfast, left to right: Sheila Thompson, Pat Weeple, and Ann Kraunells



## A Dare And Willa Cather

Eighteenth century English literature and the twentieth century American novel have little to do with each other in most cases, but in 1947 a dare brought them together.

When someone dared Dr. Lillian Bloom and her husband that they could not do an article of pure literary criticism, they proceeded to do six. The strange thing about the articles was their subject, however. Although both Mrs. Bloom, professor of English here at R.I.C.E., and her husband, Dr. Edward Bloom, professor of English at Brown University, are specialists in the eighteenth century English literature of ideas, they chose twentieth century novelist Willa Cather as their subject of critical analysis.

The first of these articles on Willa Cather was published in March, 1949 and the sixth will be published this spring. They have appeared in such publications as *American Literature*, University of Toronto *Quarterly*, *Twentieth Century Literature*, and in anthologies of American literature. An analysis of Miss Cather's *My Antonia* is, according to Mrs. Bloom, "sandwiched in between Virginia Wolfe and Bernard DeVoto" in *A Complete College Reader*, edited by Holmes and Trowle.

At a December meeting of the R.I.C.E. faculty, Mrs. Bloom spoke on "Willa Cather's Irate Muse", in which she discussed two of Miss Cather's most-used themes: the idealism of the pioneer, and the loss of the pioneer's idealism in modern days. For Miss Cather, twentieth century man seems concerned only with making life easier, but not necessarily better.

Since the first article in 1949, the Blooms have developed a great interest in Willa Cather's life and writings. After years of searching, they finally acquired a batch of letters written by Miss Cather, but they can never be publicized because of a clause in Miss Cather's will.

## Ode To An Editor

The following is reprinted without permission from the *NEWS of Xavier University, Cincinnati, Ohio*, March 14, 1958. It was originally plagiarized by Bob Frommeyer, Associate News Editor. It is touching.

Getting out the paper is no picnic, If we print jokes, people say we are too silly.

If we don't they say we are too serious.

If we stick close to the office all day,

We ought to be around hunting material.

If we go out and try to hustle, (material)

We ought to be on the job in the office.

If we don't print contributions,

We don't appreciate genius;

And if we do print them, the paper is filled with junk.

If we edit the other fellow's write-up, we're too critical;

If we don't we're asleep.

If we clip things from other papers,

We're too lazy to write them ourselves.

If we don't we're stuck on our own staff.

Now, like as not, some guy will say We swiped this from some other paper.

"Well, we did."



Some of the children at the Center—children who need care and love

## Brown Professor Speaks

by Barbara Wahl

As second in the Dedication Year lecture series, the college was very fortunate to have as a speaker, Professor Juan López-Morillas of the Modern Language Department of Brown University on February 5. Professor Morillas' topic

was *Ortega y Gasset and the Sociology of History*.

Ortega y Gasset is a Spanish writer and philosopher, author of the *Revolt of the Masses*, a book published thirty years ago and destined to become one of the most disturbing books to Western civilization. Professor López-Morillas studied under Ortega at the University of Madrid, and has done extensive research on Ortega's philosophy and ideas.

Before elaborating on the potential qualities of the work, Prof. López-Morillas gave, as a background, the conditions of Spain preceding the time of the writing.

During the Counter-Reformation, Spain seemed to withdraw behind the shelter of the Pyrenees Mountains. The defeat of Spain at the Battle of Trafalgar at the beginning of the nineteenth century seemed prophetic of the other disasters, civil wars, and invasions which tended to produce a mood of national dejection in Spain. During the second half of the nineteenth century, Spanish writers began to produce realistic literature, and there a conflict arose between progress and tradition.

Ortega was a professor of physics at the University of Madrid. Outwardly appearing cold and self-restrained, he really possessed a warm personality. His was a humanistic philosophy characterized by restless dissatisfaction. Ortega was first read in the daily press where he was able to reach the masses.

Ortega y Gasset felt that historians should not speak of Spain's internal decay, as Spain was never "healthy," even in the Sixteenth century. He felt Spain was defective from the start, and he sought proof to substantiate his claims.

To Ortega, mass did not mean social class or political party. Mass is a qualitative expression referring to men in whom are found a special set of characteristics. He felt that "mass man has been mass-produced." This type of man, which has become especially prevalent since 1800, is driven by his appetite, and refuses to believe he has duties. This modern element of modern society drives toward complete conformity in himself and his fellowmen. Socialism and Fascism breed readily among such people.

Prof. López-Morillas explained that Ortega laid the blame on the Industrial Revolution, which made man a slave to machines, and upon the educators for failing to instill in man the ability to think. Thus man has become irresponsible and even barbaric.

Ortega y Gasset feels that decay is at work on the European culture and that the United States is a "prolongation of Europe." The Western nations must redeem themselves.

## Meet Our Neighbors

by Liz August

Now that we're settled in our new neighborhood, it's about time for us to be officially introduced to our next door neighbor, the Children's Center.

Organized under the Child Welfare Service, a department of our state's social agencies, the Children's Center is operated by the state employees and financed by state taxes. Its main function is to provide an intermediary home for children who need to be reestablished in their own homes or a foster home. The average length of stay for a child is about six months.

The Center takes in children from ages four to sixteen. At the present time, there are about one hundred and forty children living there.

All the children are committed by the Juvenile Court. They come because they do not have a proper home life. Some are orphans, others are neglected or neglected children, others have parents or relatives who are not capable of rearing a child for financial reasons. The majority of the children are victims of cases of dependency and negligence.

There is also a small percentage committed for detention study; i.e., they are wayward children, and possibly products of negligence. The staff at the Center is asked to study and diagnose the child's case and then recommend to the court the best way to handle him and his problems. This is not the average child.

It is the chief aim of the center to have every child reestablished in his own home for there is nothing that can better replace two loving parents. If this cannot be done—if the child is an orphan, or if his parents can't, won't or shouldn't receive him—he is placed, if possible, in a foster home. If neither of these solutions is satisfactory, boarding schools are often utilized.

Every child's health, intellect, emotional disturbances, and family acceptance must be looked after by the Center's staff. This staff includes: a trained nurse on duty every day, a doctor who visits three times a week, three psychiatrists, a social worker, a psychologist and a psycho-motrist.

The children are sent to the public schools in the area when possible. When this is not possible—when the child is not emotionally or intellectually capable of attending a public school—the child is sent to the three room school house on the grounds where he is placed in one of three groups. One group is a pre-primary for ages four to six, a second is for grades one to three and for those who have great reading handicaps, and the third group includes grades four to six, some junior high pupils and occasionally one from senior high. Found especially in the last group, are what are called the "level-off problems." Such a child may be doing fifth grade work in math, second grade work in reading, and first grade work in social studies. The teacher tries to level-off this child's studies to a sixth or fifth grade level. It is the aim of this school to prepare the children for public schools.

The most important phase of a child's education is a child's home life and looking for the right foster home is a difficult job. Prospective foster homes and parents are screened this way and that. Only one out of seven applicants receive a foster child.

Home life is created as much as possible at the Center. The children live in the brick cottages on the grounds, averaging eighteen boys or girls to a cottage. Each cottage has a pair of house parents who come in at six p.m. to care for their children after supper and to tuck them into bed. These parents sleep in the cottage and leave in the morning at ten o'clock. During the day the cottages have house mother reliefs.

As you know, many R.I.C.E. students do tutoring at the school house at the center. The students receive much valuable experience in their group work or individual tutoring with children of all ages in all subjects—although reading is the one area where these Ricans have been the most help. The Newman Club's social service committee has made tutoring at the Center one of its special projects.

Some students who are not members of Newman Club go to the Center, however. Any help is gratefully received, said Mrs. Libby, supervisor at the Center.

## Craig-Lee Hall Scene of Flood

Between the hours of six and seven on Thursday morning, February 5, a slight flood enveloped the basement floor in the north end of Craig-Lee Hall, which houses the Audio-Visual Aids department and organization rooms.

The flood was due to a break in the main water line which services the north end of the building. The leak was first noticed by the janitors around 7 a.m. at which time Mr. Carey, head of the maintenance department, removed some of the more valuable equipment from the Audio-Visual Department and repair work was completed by noon.

Mr. Danilowicz stated that the situation was completely in hand, however,—his coffee pot, cups and saucers, and a large jar of cream were salvaged.



Some of the seniors at the Senior Breakfast, left to right: Sheila Thompson, Pat Weeple, and Ann Kraunells



## Basketball Intramurals

The W.R.A. basketball intramurals will begin a seven week competition on Monday, February 9. One hundred one girls make up the 11 teams, of which 8 teams are freshmen, one junior, one sophomore, and one senior. Each team shall play ten games, a total of 55 in all, on the following afternoons, from 4 to 5:30: February 9, 16, 25, March 2, 9, 16, and 23.

The team with the most number of wins shall be officially named the winner, with no playoffs, except in the case of a tie.

The following girls have become active members of the W.R.A.: June Blanchette, Nancy Campanella, Gail Davis, Sharon Army and Maureen Baldwin. To become an active member a student must take part in at least two activities a year and attend this activity a minimum of four times. Active members have the privileges of working for awards, holding office, and voting in elections.

## Providence Library Raises Annual Fee

At a recent meeting of the Executive and Library Committee of the Board of Trustees of the Providence Public Library it was voted to establish a \$3 annual charge for the use of the Library by all persons with a legal residence outside of Providence. This will be effective on or after February 1, 1959.

## STUDENT COUNCIL NOTES

by Anita Pascale

The first meeting of the semester was, for Student Council, an interesting and busy one. Donald Babbitt, as president, efficiently started the meeting by appointing the necessary committees and their members. These committees, as stated in the constitution, will be as follows for the entire semester: Finance Committee, which consists of the four class presidents, treasurer of council, president of council, and last semester's president of council; Social Committee (Ann Feeley, chairman); Election Committee (Walt Crocker, chairman); Constitution and By-Laws Review Committee (Alice Corsair, chairman); Awards Day Committee (Pat Smith, chairman); Bulletin Board Committee (Beverly Kinioan and Newton Allen, members); Cafeteria Committee (Anita Pascale, chairman); and Book Store Committee (Anita LeClaire, chairman).

The Parliamentary Workshop will be held on February 17 and 24 in the Faculty Dining Room from 7 to 10 p.m. Presidents and vice-presidents of all organizations are required to attend.

The General Chairman of Stunt Night will be Pat Smith, senior. Pat, as vice-president of Council, is required by the constitution to fill this position.

Now that the payment of *Who's Who* pins has been settled (members should apply to the treasurer of the Council, Anita Pascale, for payment), there remains the question of whether or not *Who's Who* will stay at R.I.C.E. in the future. At a previous Council meeting the Dean pointed out that the pin itself should not be valued more than the actual honor of being a member of *Who's Who*. The present status of *Who's Who* and its future role will be discussed at a later date. The Administration



President Gaige talks with Hank Soar, American League umpire at the Alumni Sports Banquet. Mr. Soar was the guest speaker.

## "TRUE TO ITS TIME"

How different in appearance from the old campus of R.I.C.E. is the new one! Unlike those of the old, the building of the new campus are practically devoid of ornamentation. What little there is has been provided by the color and texture of the materials used. Without sacrificing beauty, the emphasis is on simplicity and spaciousness. Vertical and horizontal lines accent the rectangular shapes of the flat-roofed structures. Unquestionably, these geometric, unembellished buildings illustrate the principle that architecture should be "true to its time."

How, we may ask, did such a style of architecture evolve? It evolved from one of the most influential forces in twentieth-century

esthetics—*De Stijl*. *De Stijl* ("The Style") was a small group of Dutch artists and architects formed in Holland in 1917. The group remained intact for about ten years. Today its best known painter-member, Piet Mondrian, is dead, but some of his ideas are still very much alive. Mondrian's crisp, rectilinear paintings, once scoffed at as being mere linoleum patterns, are now being viewed in their right, thereby establishing him as one of art's great space organizers.

Among architects and among designers of such everyday items as printing type, fabrics, and packages of merchandise, "The Style" has gained in popularity.

Because architects were ready to accept some over-all theory of esthetics which would allow them to combine their desire for a modern architecture with their knowledge of engineering and the availability of relatively new materials such as steel and glass, they grasped the rectangularism of Mondrian and applied it. They were delighted with its emphasis on symmetry, which freed them from the regularity of the Classic and the verticality of the Gothic, modes which had been copied for hundreds of years. Debated to Mondrian and *De Stijl* today are scores of architects, including the great European-American, Ludwig Mies van der Rohe (with his buildings for the Illinois Institute of Technology), and Walter Gropius and associates (with their buildings for the Harvard Graduate School). Gropius will also be remembered for work with the Bauhaus in Germany, particularly with the new Bauhaus in Dessau.

### Costa Ricans (Continued)

ried. Julieta personally feels that a good teacher must devote all her time to her work.

Another interesting person was Manuel Lopez, who teaches mathematics, chemistry, and physics in the secondary schools. He was very enthusiastic about the tour and remarked about all the wonderful people he has met. When asked about the literature which Costa Ricans study, he said that on the primary level they are concerned with the literature of their own country, but on the secondary level they also study Spanish and world literature.

Several of the students and teachers met the visitors at the tea sponsored by the I.R.C. last Monday afternoon. Somehow or other, the barrier of language was surmounted, so that there were some very interesting discussions. One teacher ingeniously solved the problem by speaking in Italian while his Costa Rican friend spoke

## J.V. "PUPS" SHOW PROMISE SO FAR

Due to a lack of experience and the fact that they had never worked together before, the R.I.C.E. "pups" made a poor showing in their first two games against Worcester and Bridgewater. The team began to show the results of its hard work with a one-point victory over Keene Teachers College. A driving lay-up by Don Hickey gave R.I.C.E. a three-point lead with less than one minute remaining. Gaining impetus, the frosh rolled to a 63-48 victory over arch-rival Fitchburg, playing a game in which the scoring was well distributed. In its next game, which was against Wilmantic, the team again met with defeat, despite a strong second

half. Since Plymouth did not bring a freshman team with it, a game was arranged between the frosh and sophs, with the latter losing by the score of 42 to 33. The team then suffered its fourth defeat of the year in a 45-42 squeaker at Westfield, Massachusetts. Although they were pressed harder on their home surface, the pups were again successful against Fitchburg. Finding little opposition from the Boston frosh, the team coasted to an easy victory.

The outstanding feature of the freshman team has been the uncanny scoring ability of Claude Gladu, who has averaged 19 points per game. The team, now with a five and four record, has also depended on such mainstays as Dick Holt, Steve Brown, Stan Rzepecki, Don Mulme, Don Hickey, Ruben Ether, George Fleming, Ed Dowling, Dick Danielson, John Kurbec, Joe Menard, and Pete D'Amico.

All agree that if one element were to be singled out for the success of the pups, it would have to be the expert job done by Coach Roland Blais.

## Council President Speaks to Students

Let me first of all express my humble thanks to all the student body for electing me as president of the Student Government. I fully realize the responsibilities with which I have been entrusted; I intend to do everything in my power to fulfill these responsibilities in the best possible manner. Let me, however, make it clear that you, the student body, in electing the other council officers, and in electing class representatives, owe to us responsibilities which are just as great and just as important as those responsibilities which we owe to you.

The Student Government can function effectively only when it has the complete cooperation and respect of the student body.

From what I have observed, this lack of mutual respect and cooperation is largely responsible for the conflicting relationships among students, the administration, and faculty members. This semester, seminars which will be attended by representatives from the student body, the administration, and the faculty, are being planned in order to correct this situation. But, these seminars will only partially solve the problem. In order to come to a satisfactory solution, it will take the full cooperation and interest of all concerned,—the entire student body, every member of the administration, all faculty members, and any other persons concerned with the functioning of this college.

As president of Student Government, I sincerely hope that this concept of complete cooperation will become a concrete reality, serving as a basic premise for this college's continued growth and progress.

Donald Babbitt.

## If You Smoke . . .

Dr. Fred J. Donovan has announced that student requests for additional smoking areas have received approval. Smoking areas have been extended to include Robinson Study in Craig-Lee Hall and the East Entrance of Alger Hall. At no time should there be smoking in the corridors or areas other than those designated. Students are asked to cooperate in using ash trays and receptacles with the same regard for college property as in their own homes.

in Spanish, and because of the similarity of the two languages, they were able to understand each other.

## Series of Spring Lectures Offered

Reverend Charles F. Donovan, S.J., Dean of the School of Education, Boston College, will be the first of four prominent educators to lecture at Rhode Island College of Education in the initial phase of the Graduate Lecture Series to be inaugurated at the College this Spring under the sponsorship of the Graduate and Extension Program. Father Donovan will speak on February 18, at seven o'clock in the evening. His topic is "The Action and the Passion of Learning."

On Tuesday, March 3, Dr. Dana L. Farnsworth, Director of the University Health Services at Harvard University, will speak on "Motivation for Learning—the Community's Responsibility."

Dr. Jerome S. Bruner, Professor of Psychology at Harvard University, will lecture on Monday, April 13. His subject will be "Functions of Teaching."

The fourth lecture in the series will be given by Dr. Elmer R. Smith, Professor of Education, Brown University, who will speak Thursday, May 14, on "Group Discussion and Learning."

## CLASSIFIED

Want to buy or sell a book?

Lost something?

Found something?

Then, advertise in the ANCHOR. Watch for more detailed information.

Keep your new books  
In good condition.

Buy  
R.I.C.E. Bookcovers

at

College Bookstore

Center for all your supplies