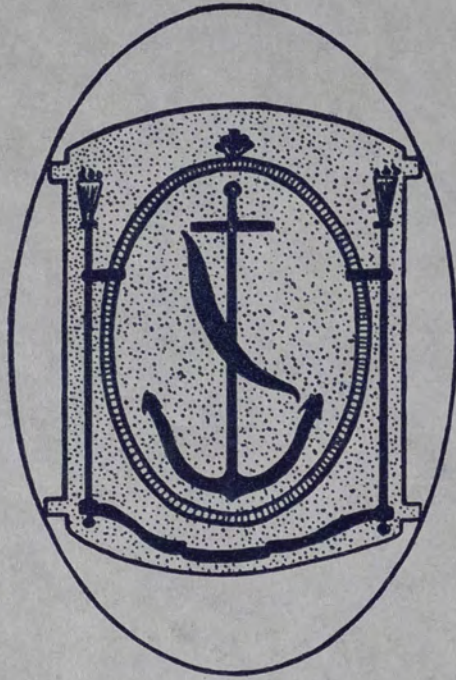


The Anchor



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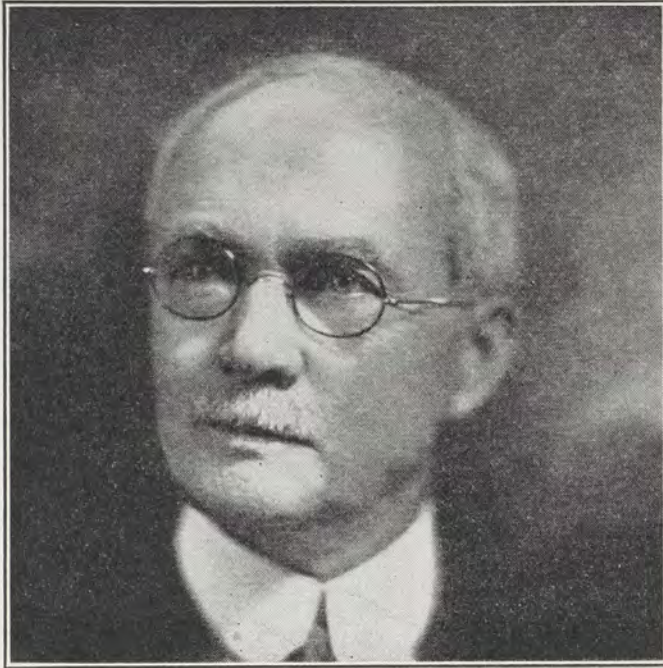


Photo by Bachrach

The general staff of THE ANCHOR dedicates this issue to President Dr. John Lincoln Alger.
As a mark of respect and affection,

OUR TRIBUTE

Dr. Alger, President of the Rhode Island College of Education, is a beloved person in the eyes of the student body. Those who have had occasion to seek him out for help or advice have been impressed by his unfailing kindness, his interest, and his spirit of co-operation. In all perplexing matters, he has the welfare of the College at heart and is constantly striving to raise its high standards ever higher.

Many of the features which have already made the new Henry Barnard School famous can be attributed to Dr. Alger. He has taken a prominent part in its construction and organiza-

tion. He has also seen the Rhode Island College of Education grow from a small institution with its entire course capable of being completed in two and one half years, to a college granting the degree of Bachelor of Education, known and recognized throughout the entire country.

This change which has resulted in the present high standards of our college is due, in no small degree, to John Lincoln Alger whose courtesy, interest, and fine service to his state regarding education and worthy ideals, inspire those around him to greater endeavor.

THE ANCHOR

RHODE ISLAND COLLEGE OF EDUCATION

Vol. I

Providence, R. I., April, 1929

No. 3

DR. JOHN LINCOLN ALGER, A. B., A. M., Ed. D.

History

As a speaker and as a writer, as an instructor and an educator, as a man who is devoted to his profession, Dr. John Lincoln Alger certainly deserves his place of honor among the educators of New England, and the respect and admiration of all with whom he comes in contact.

We feel especially proud of him because, after his early education which he received under the guidance of his father, a Vermont minister, he entered Brown University, where he made an enviable record, becoming a Phi Beta Kappa member in his junior year, and because he has spent the major part of his professional life in the schools and colleges of Providence, Rhode Island.

Even before his graduation, Dr. Alger launched out on his brilliant career which is of greatest interest to us as students who are fortunate enough to come under his guidance and enjoy his friendship. In the spring of his senior year at Brown, Dr. Alger was given permission by the college faculty to fill a vacancy in the Rutland High School in Vermont, under the principalship of Professor George Grafton Wilson, now Professor of International Law at Harvard. During his brief stay at the Rutland High School, Dr. Alger taught classes in Shakespeare, in history, and in American Literature.

Following his receiving an A. B. degree in 1890, he taught in the English High School in Providence, Rhode

Island; and in 1892, when Professor Davis, Head of the Mathematics Department of Brown University, was away on leave of absence, Dr. Alger was asked to teach at the University. He remained at that post until 1895, when he was awarded his Masters' Degree.

From 1895 to 1900, Dr. Alger was Superintendent of Schools in Bennington, Vermont, and at the same time he held the position of Examiner of Teachers for the whole county. For the four years immediately following, Dr. Alger was principal of the Johnson, Vermont, State Normal School.

In 1904, he transferred to a similar position in Vermont Academy at Saxtons River, and he was made a member of the board of Normal School Examiners. In 1908 he became principal of the Rhode Island State Normal School, Providence. Dr. Alger retained this principalship until 1920, when the name was changed to Rhode Island College of Education, and he became President.

Dr. Alger is a member of several professional societies, and is well known in educational circles as one of the foremost educators in New England. Mrs. Alger, who was before her marriage Miss Edith Goodyear, a resident of New Haven, Connecticut, is also a familiar figure in educational gatherings. Both are especially well-known as strong advocates of all matters pertaining to education in this state.

Editorials

SOMETHING TO THINK ABOUT

When God created man, He endowed him with that gift which elevates the human above the brute beast—the brain.

The brain is the power behind man—the machine that turns out the progress of the world. To those who employ it to invent the things which make the universe a better place in which to live, we apply the term “geniuses.” By that we mean that they possess a high mental caliber—they are professed in “the art of thinking.” Everyone who will “just be himself,” as both Dr. Faunce and Abbe Dimnet advocate, can be a genius at some moment; that is, at least he can do some creative thinking.

Why be a parasite, depending on the other fellow to do your thinking for you? Remember that life is never monotonous for the thinker. There is always something close at hand to attract his attention and hold his interest. Like Socrates, your personality will radiate and captivate those about you and will bestow upon them hope and cheer.

Why not put your brain to a test? Create something novel—something different from what is produced by the surface brain—something that will make people happier—and then administer the result through the columns of THE ANCHOR.

E. V. R.

TO WHOM IT MAY CONCERN

If you are human, you love pleasure. Some people love it more than others. Most of us want more than we ought to have. If you think the matter over, you'll find that the pleasure seeker seldom (if ever) attains the pleasure he desires. And while he is seeking it, he neglects the various things that he should do.

You have a battle to fight against yourself if you are one of these pleasure seekers. The best way to start is by preparing a budget. Decide just

how much pleasure you can afford and limit yourself accordingly.

But why not learn to get pleasure out of your work? It is possible. Unless you do your work and do it as well as you can, then it will always be a task. If you do it and do it well, it will become a pleasure. Remember that the successful are the ones who sacrifice pleasures for work; and then their success gives them pleasure.

W. R. L.

BEAR IN MIND

A wise man will make more opportunities than he finds.

Better by far that you should forget and smile,

Than that you should remember and be sad.

Truth needs no flowers of speech.

The only cure for grief is action.

No man is free who cannot command himself.

Life is not so short, but there is always time for courtesy.

WANTED AN AUTHOR

The Dramatic League has agreed to produce the best original play submitted by a student of the college. A committee from the Faculty will read the manuscripts and select the most

meritorious one for presentation. Rules of the contest may be had upon application and finished work will be received by Prof. Patterson or by officers of the League,

A GHOSTIE

(A chapter that A. A. Milne considered too poor to include in "The House at Pooh Corner.")

It was only a week after Eeyore's house had been changed to Pooh Corner from In-the-Middle-of-the-Lot, that Eeyore came hurrying after Piglet more woeful than usual. "Why, Eeyore," said Piglet, "what can possibly be so gone-to-the-pups that you look more woeful than usual when everything is all fixed up, tra-la-la?"

"All fixed up, tra-la-la?" said Eeyore. "My house, ever since it moved to Pooh Corner, is so stuck-up I can't live in it. It makes more and more demands on me."

"You mean your house has got 'nouveau riche,'" said Piglet.

"Exactly," said Eeyore. "And it's all Pooh's fault. He didn't think In-the-Middle-of-the-Lot was good enough for my house. My, it's asking for something every day. I've brought it a new fence and some real geraniums and real curtains. And still it isn't satisfied. Now what do you suppose it wants?"

"Maybe a new roof, maybe," said Piglet. "All houses are getting new roofs with colored shingles. Go ahead. Get your house a new spotted roof."

"A new roof, nothing," muttered Eeyore. "It has a pedigree. It wants to pretend to people."

"Oh, how awful," said Piglet. "Don't tell poor Pooh. His heart would be broken. He always said your house was such a democratic soul. No airs!"

"It wants to pretend it came over in the Mayflower. And to prove it, it wants a ghostie," wailed Eeyore. "Imagine living with a ghostie. Imagine having to take a bath in the dark so the ghostie couldn't peek. What shall I do?" wailed Eeyore.

"Let's tell Christopher Robin" suggested Piglet. "If he's back from that trip he was taking to Mars on the Chicken-House-Roof, he'll help us." Christopher Robin was just starting off for the Center-of-the-Earth through their cellar, when Piglet and Eeyore arrived quite out of breath.

Piglet had his hands in his pockets and his brow deeply wrinkled. "Eeyore's House has gone society mad," he moaned to Christopher Robin. "It wants a ghostie."

"Yes, don't tell Pooh, but the new location has just spoiled it," Eeyore wagged his head sadly.

"Well, you can hardly blame it. It's probably lonesome when you're out, Eeyore," said Christopher Robin reflectively. "Maybe it wouldn't do so much harm. I'll think it over on my way to the Center-of-the-Earth-and-Back."

"But I don't want to share my bed with a ghostie. There's no warmth in them of a cold night," said Eeyore. "Besides what use is a ghostie? All they do is clutter up and make noises when you want to sleep. I won't get it a ghostie."

"Did it say what kind of a ghostie it wanted?" demanded Christopher Robin.

"No," said Eeyore. "That's what makes it worse. Suppose it makes up its mind to have an elephant. Where should I put it?"

"Now whit," said Christopher Robin, "I know of a nice, harmless ghostie that anybody would be glad to have. You can keep him chained up in the yard if you want to."

"Whoever heard of a chained ghostie," sniffled Piglet.

"All ghosts have chains. Don't you remember 'Old Scrooge'?" said Christopher Robin.

"Oh," said Piglet, very impressed by what he didn't know, "Oh."

"Well, there is a black dog that barks behind our doors and scares Narmie. Sometimes he's in the clothespress, sometimes behind the curtain. But he barks every night just when Nanny is telling me what I did all day. We hate to put him out right in the middle of winter. But with a good home it would be different. I'll send him over to Pooh Corner tonight."

"Will he keep off burglars?" said Eeyore drying his eyes.

"Certainly and he won't bark at friends 'cause he'll know them all."

"We'll keep him in a Haunted Dog House," said Christopher Robin.

"Yes, on a chain," said Piglet, "like 'Old Scrooge'."

Then, he determined to tell Pooh to impress him and made up a song about chains all the way to Pooh Corner.

TWO POINTS OF VIEW

Woman's Subtlety

In this day and age, many people are apt to think that woman is not regarded with courtesy as she used to be. This may be true. For example, let us consider the street car scenes. Before women obtained equal rights to stand in the aisles during a trip to the city, men insisted that women occupy the seats in their stead. Now all this is changed and men look blandly at women who stand in the aisles, not daring or caring to offer the seat unless she is old enough to be one of the previous era.

Woman is not dismayed by this turn of events. Her cunning is a match for the situation. This is how she meets it.

The hour is late and men, dreaming of their evening meal and a cosy sitting room, are homeward bound after a hard day's work. One seat is va-

cant. A pretty young lady boards the car and sits down. Soon a lady, a little older, gets on. After waiting to see what the men will do and finding no action forthcoming, the pretty one smiles and offers her seat to the other, who graciously accepts it. A man's face becomes a source of color and he rises, stammering, "Please, take my seat." He then stalks to the rear of the car. The other men smile, but not for long. Another lady gets on and the pretty young lady gets up again, relieving another man of his seat. Presently the corner which was occupied by men is given over to members of the weaker sex, so that, in spite of all man can do, woman through her subtlety will always find a way to create conditions favorable to herself.

WALDON POOLE, '32

IS KNIGHTHOOD DEAD?

The subject, Knighthood, is becoming trite and hackneyed, yet it ever presents a new aspect. Knights of old entered upon crusades for the preservation and restoration of ideals which were in danger of being obliterated. Knighthood will never die so long as man retains the idealism which gives him courage to persevere from day to day. Recently, when riding home on a trolley car, I noticed a longer stop than usual. I saw the motorman getting down from the car with a blind man. Another man took him to the sidewalk while a third, a laborer of the poorest class, took his arm and proceeded up the street with him in his cheeriest manner. To me

he was a knight fulfilling the vow of service.

"The Old Order changeth yielding place to the new

And God fulfils himself in many ways,

Lest one good custom should corrupt the world."

Not all the men of medieval times sponsored the vows of knighthood; no more do those of modern days, but as large a percent as once found joy in service is paralled by the youth of today. I believe in the modern knight and am convinced that he, having preserved his ideals, may see the Holy Grail.

MARION STANWOOD, '30

WHO?

Who has not sailed a pirate ship,
Or sought for treasure lands;
Who has not lived in coral isles
Or on the Arab's sands;
Who has not dreamed of wealth and
power,
Or cherished hope and fame;
Who has not slept where fairies dance
'Mid clouds of golden flame?

Who has not seen in hazy dream
A royal home and court,
Who has not wished instead of here
To be in a South Sea port;
Who has not peered with enchanted
look
At the face of a maiden fair;
Who has not longed for mountain tops
And yearned to linger there?

DOROTHY E. CAMPBELL, '32

THE TIME HAS COME

*"The time has come," the Walrus said,
 'To talk of many things—
 Of shoes and ships and sealing-wax
 And cabbages and kings.'"*

Perhaps you don't know the South Side. Oh, of course, you know the East Side with its exclusiveness and selectiveness, its white pavements, its mansions. You know the Italian section with its glamour of that long-lost Italy, its mellowness and bustling activity on marketing day. Perhaps you have even tried to translate the musically worded signs on the bakery windows. You know the North Side. Can it be that you have not seen the clouds of black smoke curling from its mills, or have not heard the Babel which results when the noon hour breaks the toil of day? But to become really acquainted with the nucleus of the small American city, you must go to the South Side, for it is there that the real meets the unreal and forms a delightful mixture brimming with romance.

It is not difficult to find the South Side, for the center of the city has attached itself to its outskirts. An enterprising railway company has wound its talons of steel in and out among its worn, old highways. A public school system has dotted its few streets with an incredible number of schools.

It is intensely American. It holds no foreign element. Unlike the East Side, it has not withheld its charms from the newcomers from the Balkans. It has not ignored them and driven them away by sheer coolness of reception.

It was densely settled three or four generations ago by English and Irish immigrants, who immediately mingled and adapted themselves to their new environment, as only the English speaking Celtic can. From these early settlers have descended leaders of city, state, and country.

Why—only ten or eleven blocks up to the south is the home of a Governor; three blocks to the north stands the home of one of the city's wealthiest families. To the west, one block, is an imposing apartment house, while one block to the east is crowned by a nondescript tenement house. There on the street corner resides one who has just returned from Europe while next door lived the two sisters who have never ventured beyond their own city.

Besides its variegation of outside appearances, beneath the cloak of apparent unconcern, lies a deep pathos.

There were the two old sisters, objects of charity all their lives. For years residing in abject poverty, at last peace and comfort were found for them in death. They died together as they had lived, and when the death was discovered, a great horde of money was found under their pillows.

Then, too, there was the beautiful, young girl, wealthy and pampered, who wrecked her life while very youthful, squandered her ample inheritance, went on the stage, and joined the great world of the "ladies of the ensemble." When her age became too great a foe to be combated by mere cosmetics, she threw away all pretenses of respectability, burnt her little candle at both ends, and then returned to the South Side for a final resting place—a pitiful, beautiful butterfly with broken, battered wings.

But it has also its small triumphs.

Each year for five successive years, a daughter of the South Side has won a much coveted competitive scholarship at a Southern college.

And all this on four small streets!

Oh! to be an O'Henry.

SKETCHED IN A CITY

The Streets

Shining ribbons
 At the bottom of yawning canyons
 Among patterned mountains that
 touch the stars:
 The blue-print, not Nature, describes
 them.

The Houses

Houses on my street speak to me
 with their eyes:
 Those dull lights from windows with
 lids half closed say—sadness,
 grief, burdens too heavy to bear;
 Those shining lights—happiness, joy,
 contentment, life;
 Those winking lights—one half of the
 household does not know how the
 other half lives.

That one yonder—yes, it speaks an-
 other tongue,
 Strange, to be sure, but I think I
 understand.
 It has its tongue in its cheek and its
 fingers crossed.
 We'll say no more; this is common
 neighborhood gossip.

One Church Among Many

A huge dark Gothic hulk,
 A church
 Where God is bolted behind lock and
 bar
 Six days a week:
 Chimes celebrate His release on Sun-
 day morning.

The Old Section of the City

Poor little old town,
 Mother of a great city,
 An old woman, frightened, huddled,
 bewildered,
 Hiding away in a labyrinth of crooked
 side streets and silly alleys
 To escape the whirling, screeching,
 dizzy, death-dealing traffic of her
 child.
 You sympathize with the old town.
 You are a pedestrian
 And have your life in your hand.
 God-speed!
 I hope to meet you on yonder sidewalk.

DR. WILLIAM GOULD VINAL

Dr. Vinal was a professor of Nature Study at this college from 1911-1925. While serving in this capacity, he built up our present course in nature work. He was very enthusiastic about all out-of-door activities for young people. He was very active in the Nature Club, each Saturday leading student trips on which various phases of Nature were discussed. Dr. Vinal was particularly interested in the work of the Boy Scouts as he heartily endorsed all kinds of camping activities. From 1914 until 1927 he was the director of Camp Chequesset, a camp for girls.

Dr. Vinal started the first Modern Nature Lore School on Cape Cod and 1925, he became professor of Nature School for Nature Councillors. In

1925, he became professor of Nature Study at New York State College of Forestry at Syracuse University. He is now the head of the Nature Study Department at the School of Education in Cleveland. In addition to his other accomplishments, Dr. Vinal is an author of nature books. His own book, "Nature Guiding," which was published in 1926, is very unique. A great deal of the material in this book is taken from his experiences in Rhode Island, and it contains many interesting references to sections familiar to almost all of us. He is also the joint author with Comstock of the "Camping and Field Notebook," a handy book for campers.

CATHERINE M. CASSERLY, '31

TESTS AND MEASUREMENTS IN MUSIC EDUCATION

Teachers are salesmen. In order to sell their goods they must make their pupils like their samples. As in salesmanship, in teaching or in any other subject, one's success may be recorded by tests or measurements. In music education it is the same.

Long ago people did not realize the importance of music in education, and so it was almost disregarded. Today, everyone realizes its value.

Music should be taught with regard to the interest and ability of the

children. In order to measure this ability, certain tests have been devised.

For example, "Fullerton's Scale," which is a test on the names of the notes and the child's ability to sing them. Then there are the Seashore Tests to determine accuracy of hearing and the degree of natural talent. Another test which is in common usage is the Kwalwasser Test. This is for use in every grade and makes a satisfactory check-up for the teacher.

MARY R. THORNTON, '31

AN APPRECIATION OF BEETHOVEN

Resounding through the spacious theatre are the deep sonorous tones of the cellos, singing the andante movement in a Beethoven symphony. Then comes the wistful oboe, again the cellos, followed by the violins and brasses as the melody weaves its pattern of beauty. You are enjoying a world-loved composition.

What is it that is so entrancing? Is it because the conductor with his magic baton is casting a spell over us, or is it because Beethoven is revealing in the music his very life?

Music to Beethoven was no agreeable pastime, no pleasant diversion. It was his life. He lived solely for it. It is said that he was ill at one time and was given some medicine to be taken daily. Knowing he could never remember such an insignificant thing,

he took it all on Sunday to last for the coming week.

Once he was asked by Hofel, a young painter, to sit for his portrait. For five minutes he remained reasonably quiet, but his temperament allowed him to sit still no longer. With an awkward leap, for Beethoven was very uncouth, he left Hofel's presence and went to the piano to improvise. Hofel was advised to follow him there and continue his sketch at his leisure, since Beethoven would sit at the piano for hours. Hofel worked as long as he wished and then departed without the slightest notice from Beethoven.

What a genius was Beethoven! Who can resist the allurements of a Beethoven symphony?

GRACE WILLIAMSON, '31

NATURE CLUB NEWS

At a meeting of the Nature Club on March 8, 1929, Elizabeth Riley was elected president, and Anna Hawthorne, secretary.

Miss Carlson announced that there will be morning bird trips before school for anyone who wishes to attend. These trips are arranged so that students who have a class the first hour will be able to be in college

on time. There will also be Saturday trips, under the direction of Miss Carlson, to Quinsnicket and various other places.

The spring series of lectures at Roger Williams' Park, which ended on March 17, has been very enjoyable as well as educational.

CATHERINE B. QUINN '31

YOUNG NATURALISTS' CLUB

On Friday, March 1, 1929, the "Young Naturalists' Club" of the seventh grade gave an entertainment to the Henry Barnard Junior High School. Nicholas Caldarone, as chairman, extended a welcome to the audience and introduced the speakers. He announced that during the last semester, the Club has constructed a miniature estate on a sand table.

The opening presentation was an original poem entitled "Carriers of Happiness" by John N. Woods. The second speaker, Dorothy Kelman, explained the organization of the Club, telling about the committees chosen, and the activities at the meetings. A description of the house and garden was given by Martha Crovitz, who told about the erection of the two structures. Evangeline Stevens gave an account of the grounds, including the flowers and vegetables in the garden, the tennis court, and the two plasticine dogs.

Each member of the "Young Naturalists' Club" made a notebook in which he pasted pictures of flowers found in catalogues, magazines, or newspapers. Betty Calder presented a report about this interesting feature and called several of her classmates to the platform to show their notebooks to the audience. Among those chosen were Mary Howe, Eleanor Patton, Anna Janigian, and William Rice. The program ended with a recitation of Joyce Kilmer's "The House With No-

body In It," by Ellen Dahlin, who had written an additional stanza of her own to introduce the poem.

The miniature estate also contained a bird bath, a bird house, and three plasticine birds. This was brought out by a poem entitled "Bird Conveniences," written and recited by Betty Briggs.

BIRD CONVENIENCES

A failure flat the children thought
Their project fine would be,
Unless it had a bird or two
To sing to them in glee.

So, on top of their home perched three
plaster birds;

A mother, two children, that uttered
no words;

In front of their house conveniently
faced,

A little round bird bath was cheerfully
placed.

These three tiny creatures do nothing
but sit;

They cannot e'en fly, and they sing
not a bit;

But, to tell you the truth and what I
think is right,

They play quite a part in this pictur-
esque sight.

The assembly was declared adjourned by the chairman, Nicholas Caldarone, who expressed the hope that the audience had listened to the program with as much pleasure as the club had felt in presenting it.

NATURE'S CHILD

April is a little girl
With her hair all in curl.
Anemone and shepherd's purse
Yearly does she gently nurse.
Bold skunk cabbage does she see

All about her on the lea.
Oh, how happy is the child
Finding Nature gay and mild!

ROSE C. LEVE, '32

WATCH "JIMMIE" YEN

Y. C. James Yen, a Chinese of distinguished ancestry, graduate of Yale and Princeton, originated during the World War a plan for the education of the Chinese citizenry. In the days of monarchical rule, it was deemed advantageous to have an illiterate common people since a thinking and a reasoning following is apt at times to be a thorn in the flesh of autocracy.

The greatest obstacle to literacy in China was the language. The classical language is involved and can be mastered only after years of study. Thus only the gentry or the aristocracy knew it. The language of speech in China, the language of the people, is Pai-Hua, but this has never been recognized as a literary medium. The problem that Yen faced was the conversion of Pai-Hua into a written language of simplicity, and the translation and publication of the classical literature of China into this common tongue. By means of careful research the words used commonly in conversation by the people have been compiled and with these as a basis, Yen has formulated out of the complicated Chinese language a relatively simple and adequate one. Already readers and lesson books in this new selected language have been issued and a real beginning in education for all has been successfully inaugurated.

The mass education movement is

now under an efficient organization and it is being carefully administered chiefly by volunteer workers. The old classical scholars, the aristocracy and the rulers were at first strongly opposed to the movement but they are now being slowly persuaded to cooperate. Today more than 5,000,000 students are enrolled for courses and most of them will receive this year the "Degree of Literate Citizen." The movement is sweeping the country with great rapidity. It is not connected with any political, religious or social faction; it is a cross section of all of these, and it is a more wide spread and unanimous movement than has originated in China for over a thousand years.

The future for a Chinese democracy without education was dark, but the awakening of this race of strong characteristics and conspicuous personalities to the need of literacy is a remarkable accomplishment. China is experiencing a renaissance. No one knows what the result will be, but the drama is unfolding rapidly. If one desires to know what the future of China is likely to be, do not watch the war lord of Manchuria or the Nationalist's leader of Nanking, but watch the man known familiarly to Yale students as Jimmie Yen.

ROBERT M. BROWN

LIBRARY NOTES

Miss Makepeace wishes to express her appreciation of the co-operation being shown by the students who use the library. The library is now being used more nearly as it should be used and not as a recreation room.

We imagine there are many who do not know what the library contains. There are new books of poetry, novels, music, drama, botany, physical education, as well as a new atlas, and an encyclopedia. Among the recent books are "The Forsyte Saga" by John Galsworthy, "Lincoln Library of Essential Information," and "Napoleon, The Man of Destiny" by Ludwig.

Other treasures in the library include "Comedies of Shakespeare" with many drawings by Edwin A. Abbey;

"Midsummer Night's Dream" illustrated by Arthur Rackham; "Silva of North America" by Charles Sprague Sargent, in twelve volumes; "Romola" by George Eliot, in two volumes illustrated by photographs; and "North American Wild Flowers" by Mary Vaux Walcott, in three volumes, published by the Smithsonian Institute at Washington. This last contains two hundred and forty pictures of flowers of natural size and colored by hand. The binding of "Romola" exhibits one of the finest examples of Italian book-binding.

Some material for public speaking not to be found in any other collection, may be found in the "Library of Southern Literature."

Faculty

Miss Langworthy has been absent from college because of a broken collar-bone.

Recently, Mrs. Small entertained with organ selections at the biennial meeting of the Federation of Music Clubs held at the Music Mansion. She also entertained at the President's Day of the Colonial Dames held at the Music Mansion. Mrs. Small gave an organ recital at the State Hospital this month.

After the close of the present Saturday session, Dr. Grace E. Bird, Professor of Educational Psychology, will offer a short course of lectures and conferences for parents, teachers, and others to whom the care of children and youth has been entrusted. The lecturer will seek to explain the behavior of normal children as well as of problem cases requiring special treatment. The principles involved will be analyzed and discussed with a view to a clearer understanding of the child and his needs, and to a closer co-operation between the home and the school.

Professor Brown is to speak before the assembled teachers of Whitinsville, Mass., at some date within the next month. The date and subject are not set as yet. The subject will in all probability be along general educational lines. He gave a lecture on Boulder Dam recently before the Beneficent Church Brotherhood.

While in Cleveland, Dr. Alger visited Dr. Vinal, former Professor of Nature Study at R.I.C.E. He is now lecturing in the Cleveland City Teacher's College. Dr. Alger entered his classroom as Dr. Vinal was about to begin a lecture to the Cleve-

land teachers on the subject of "Nature Study."

In September, the 10th grade will be opened at the Henry Barnard School. The tuition has been placed at \$125 per year.

Dr. Carroll spoke before the Warren Parent Teacher's Association on February 22, 1929. His subject was "Rhode Island Educational Problems."

March 13, Dr. Carroll spoke before the Rhode Island Society for Handicap Rehabilitation.

In chapel February 27, Professor Craig gave a talk explaining what is to be expected by students who are going out into training. She also stressed several other points including the importance of the Penmanship, Public Speaking and Health courses. The importance of courtesy at all times was another matter of which she spoke.

Professor Frank E. Waite of the Rhode Island College of Education began a series of eight lectures on "Child Psychology" at the Universalist Church house, Woonsocket. The first lecture was on "Principles of Teaching the Modern Child." These lectures are sponsored by the Universalist Church School and teachers; and Sunday School workers from other churches are invited to attend the course.

A luncheon and a conference were held at the R. I. College of Education on March 23, for a discussion of the Social Sciences in the Junior High School.

Miss Theresa Barone of the Henry Barnard Faculty has been appointed to the State Board of Recreation.

RECIPE FOR MODERN TEACHER

In a recent interview Superintendent of Schools R. G. Jones of Cleveland said that the old-fashioned teacher is not the ideal one. The modern teacher must have poise, cultural background, a good sense of balance, and a sense of humor. The teaching staff must keep abreast of the times in dress as well as in thought.

Mr. Jones' expectations are really not too great, for the ideal modern teacher is only the modern college girl grown a little older, a person of serious purpose and social wisdom. She is healthier and better dressed

than her mother of the 1900's and she has more power and energy to go ahead.

The modern teacher strives to live up to the new way of seeing things. She wants not only to think but to embody her thoughts in new forms.

Mr. Jones realizes that this type of girl has learned that a social and intellectual standard go hand in hand. He reasonably expects both social poise and intellect.

—The Journal
School of Education, Cleveland, Ohio.

STUDENT COUNCIL NEWS

Since the beginning of the new semester, the Council has been especially interested in securing quiet in chapel. This work has been carried on ably by the committee consisting of William Loughery, chairman, Catherine C. McCabe, and George R. Kenson. The plan devised consists of posters about the assembly hall, a bell rung at nine o'clock, and twelve sergeants-at-arms to aid in enforcing the program of silence. The sergeants have been chosen from various classes according to their location in chapel and are all reliable students. These officers all have assistants to aid them or substitute for them at times of

their absence. The plan has started well and just needs the co-operation of everyone to make it a success.

The constitution of the Student Council is in the process of being amended. These amendments do away with all unnecessary words and phrases and will make the constitution a more workable unit.

Students are all urged to have their problems for investigation presented to the Council by their representatives. This organization will then become an even more vital and important phase of the life of the college than it is today.

V. J. G.

The Freshmen

The girls of the Freshman B Class were excited over invitations which requested their presence at a St. Patrick's party in the "gym" on Thursday, March the fourteenth. The party turned out to be a dinner at which Edward Ryan catered.

The table was attractive in appropriate decorations which included place cards and favors, clay pipes dressed up with green ribbon and filled with nuts.

Professor Sherman, Miss Langworthy, and Professor Brown were additional guests of the class, as was Miss Louise Hall of the Freshman A class who played for dancing after the dinner.

Arrangements for the party were in charge of Miss Anne Donahue, chairman of the social committee, assisted by Miss Madeline O'Neil, Miss Helen O'Brien, Miss Anne Corrigan, Miss Jeanette Casey, Miss Madeline Struck, and Miss Catherine Coleman of the social committee, and Miss Kathleen

Hogan, president of the class.

The Freshman Class is now ready to "Sail On" under the leadership of the following:

President	Constance Cunningham
Vice-president	Helen Scott
Secretary	Mary Lyons
Treasurer	Jean Stanley

Social Committee

Chairman, Ruth Sanchez
 Isabelle Hancock
 Helen Fitz Simmons
 Helen Shields
 Kathleen Dwyer

Student Council

E. Adelaide Harson
 Constance Moran
 Hannah Bergel
 Dorothy Slocum

TENNIS PRACTICE

Girls who wish to learn to play tennis will have an opportunity to do so on Wednesdays at 3:30. Each girl should supply herself with a tennis racquet and at least one ball.

Music Notes

Rehearsals of the violin ensemble of college students accompanied by the piano have begun. It is proposed to have this a feature of our future entertainments.

The Glee Club has begun rehearsal on the cantata, "The Unknown

Soldier" by Professor Hosmer, which will be given in May.

Incidental music at the play, "The Torch Bearers," was furnished by Miss Grace Williamson, violinist; Miss Elizabeth Smith, pianist; ably assisted by Mr. A. Forest Ranger.

EDUCATION

We are taught that we have three powers in our being—memory, will, and understanding. These three powers, as it were, are shut up in the soul of every child when it is first born into the world. But something is necessary to draw out these powers and give them their proper direction; this is what we call the work of education.

The word "education" is derived from a Latin term which means "to lead or draw forth" because the draining of one's soul is the gradual bringing out of all his different powers. Education does consist not merely in the teaching which a child receives at school but the influences, good or bad, which call out his abilities and teach him how to use them.

All men are more or less educated; they cannot live in a world surrounded by varying objects and not receive ideas or notions from what they see around them and also not learn by observation how to use their natural powers. Even savages are nature-educated men. They grow cunning

and ingenious, learn to catch animals which are suitable for their food, and make garments for themselves out of leaves and skins; but they cannot control and direct their impulses and passions.

Nations that are civilized possess a higher kind of education. The ideas of former minds have been preserved, and the young start out for the pursuit of knowledge and wisdom that has already been gained and laid up for them by the toil of those who lived before.

A man's education must fit him for his life-goal, or it will be simply good-for-nothing. It must call forth his powers of observation and reasoning because in all affairs of life he has need of good sense and sound judgment. It must strengthen his memory and fill it with useful facts. It must aim at making him an intelligent being with powers capable of being directed to the particular end which each man has to accomplish.

MAY R. MURRAY, '31

Exchanges

THE ANCHOR, since it is still in its infancy, wishes to build up an exchange with other college publications. It will attempt, to the best of its ability, to comment upon their special merits. It is hoped that by examination of the exchanges and by their criticism, it will be possible to observe certain advantages and disadvantages of their special features. Already, several institutions have answered our appeal and sent in their representative publications — monthly, bi-monthly, and quarterly magazines and weekly news sheets. All have the same purpose as THE ANCHOR. They are the official mouth-pieces of their institutions.

Careful examination shows that the magazines which are published less frequently are often more complete in make-up. Much more freedom and space are allowed. The contributors to a monthly are held within too rigid bounds. Because of limited space much material has to be "cut-down" and worthwhile articles have to be omitted. This is especially true in the

selection of a short story for publication.

The Laurentian states that forty years ago, when first started, its editors were apologizing for not getting its issues out on time. Evidently, we were not the only paper to have that trouble.

THE ANCHOR acknowledges the following exchanges for this month:

Emerson College Review.

Simmons College Review, Simmons College.

The Tufts Weekly, Tufts College, Massachusetts.

The Techne, Kansas State Teachers College.

Temple University News, Temple University, Philadelphia, Pennsylvania.

Providence College Alembic.

The Beacon, R. I. State.

Crimson and Gold, New Brighton High School, New Brighton, Penn.

The Journal, School of Education, Cleveland, Ohio.

Alumni

The Alumni members of the Dramatic League have chosen "Dear Brutus" by James M. Barrie for the play to be given College Night, June 3. The play represents the best of Barrie's whimsical humor, and gives us a glimpse into midsummer eve mysteries and miracles.

The undergraduate classes will look forward to meeting the members of the alumni who are expected to attend in large numbers.

The cast chosen is:

Will Dearth	Frank Lombardi
Alice Dearth (his wife)	Helen Sadlier
Lob	Robert Brooks
Jack Purdie	H. Gordon Pilkington
Mable Purdie (his wife)	Ida Anderson
Johanna	Marian Haven
Lady Caroline Laney	Elizabeth Duffy
Maty, the butler	George Orford
Margaret, a "might have been"	

	Eleanor Caulfield
Mr. Coade	Milton Blackwell
Mrs. Coade	Margaret Murray

Miss Edith Hutton of Pawtucket is a teacher of English in the Joseph Jenks Junior High School.

Miss Fanny Orabone is taking her city training at the Candace Street School.

Miss Sally Fagan is taking city training at the Branch Avenue School.

Miss Margot Baggott is an assistant to Dr. Allen, Director of Vocational Guidance in Providence.

Miss Marguerite Kelliher is teaching at the Veazie Street Grammar School.

Miss Hortense Burdon is teaching in the Junior High School at Barrington.

The Misses Hazel King, Norma Eddy, and Anna McMahon of the Class of '28 and the Misses Margaret Connell and Mary Behan of the Class of '27 are all included on the teaching staff at the Thornton School.

Miss Connell has charge of a Girl Scout Troop in Johnston.

Miss Rosella Storin, formerly a member of the present Senior Class, has been appointed as primary instructor in the Lincoln Avenue School, Pawtucket.

Miss Mary Morris, '28, has been permanently placed in Grade Four at the South Woodlawn School.

Mrs. William Erskine of Albion recently announced the engagement of her daughter, Margaret E. Erskine, to Patrick Scallin of Pawtucket. Miss Erskine was a member of the class of '28 and is now teaching in a school in Lincoln.

A commendable part of the college program is the extension courses offered for those in the service. On Tuesdays, Thursdays, and Saturdays, the halls of R. I. C. E. are thronged with alumni. Graduation from the college does not mean that their Alma Mater has nothing more to offer them. The overwhelming registration proves that rich fields for further study are open, and her graduates are taking advantage of them.

TO THE ALUMNI:

The following report was given by Professor Frank E. Waite concerning the Convention of the National Superintendents' Association and the American Association of Teachers' Colleges held in Cleveland, Ohio.

Professor Waite said, "There were two outstanding factors of the convention:

1. The close association of people from all over the U. S.
2. The discussion of all problems so that one may be directed and advised."

One branch of the convention attended by Professor Waite is considered the best he had ever visited. The speaker was a minister with a peculiar personality more like that of a philosopher than like that of a minister.

At another branch of the Convention, Dr. Strayer spoke on "How Can the Schools of America Better Fit the Pupils to Serve as Citizens of the Community?" Dr. Strayer pointed out that we spend \$2,000,000,000 for Education every year and \$16,000,000,000 for Crime. He also said that there is no complaint of the desire for more

ALUMNI (Cont'd)

money for a new prison, but that there is a big complaint of the need for money for a new school. Dr. Strayer said that we have just begun to spend money for Education.

Other speakers discussed the growth of the six-year high school in answer to the needs of large cities. Pittsburg is turning all high schools to the six-year system. A movement sweeping the country is the idea that the child can go from kindergarten through University Commencement at the expense of the city.

Another idea brought out at the convention was that of the need of a degree for teaching. In California every teacher must have a degree to teach anywhere in any grade in the state. Kansas City authorities will no longer hire teachers without a de-

gree and two years of experience.

When John Dewey, the greatest Philosopher in the country, spoke, every person stood to pay him respect for his great work. He received far more acclamation than any other speaker at the convention. Dewey stands for complete departmental organization even to the kindergarten. He says that too much of any one teacher for a year's time is bad for any child. Dewey is strong for individual education. He expressed the fact that because the high schools are becoming more and more crowded, the longer unit is brought in. His closing thought was that no teacher has the right to start in with a child without surveying the equipment and experiences presented by the child. The teacher should take advantage of this as the child progresses.

DO YOU KNOW THESE?

Tale of Two Cities...*Charles Dickens*
 Idylls of the King...*Alfred Tennyson*
 Ivanhoe.....*Sir Walter Scott*
 Silas Marner.....*George Eliott*
 The King's Henchman
 Edna St. Vincent Millay
 The Lady of the Lake
 Sir Walter Scott

Pride and Prejudice.....*Jane Austen*
 Tristram...*Edwin Arlington Robinson*
 Merchant of Venice
 William Shakespeare
 Queen Victoria.....*Lytton Strachey*
 (Chosen as ten books of good literature by the Current Literature Class).

Heard while passing: "How are you getting on in Economics?"

"I'm in the last stages of consumption."

ENGLISH PROF: "How do we know that Byron's first poem was written when he was a student?"

VIRGINIA: "Didn't he call it his 'Hours of Idleness?'"

Note received by elementary school teacher: "Since Wednesday Sammy has had a pane in his stumick. Please send him to the clinick for a doctor to look into it?"

—*Westerly Sun*

A POPULAR PROFESSOR: "Miss Smith, what are the measurements of a brick?"

MISS SMITH: "It depends on the size of the brick."

Our Dr. of Psychology (looking out window): "Why there's a dog chasing an automobile. I wonder what he'd do with it if he caught it."

A prominent instructor in Literature: "He goes to bed on the top of page 328, in the second paragraph.

Man in corridor to Betty F: "Does _____ get through now?"

Miss F: "I don't know her."

Man: "Yes, you know, the girl with the glasses.

FRESHMAN: "I believe that the school is haunted."

SOPH: "How come?"

FROSH: "Well, the seniors are always yelling about school spirit."

—*The Mountain Echo*

SCHOLAR: "Where have I seen you before?"

STUDENT: "Where have you been?"

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