

THE ANCHOR



"TRUTH IS ON THE MARCH . . .!"

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RHODE ISLAND COLLEGE

TUESDAY, OCTOBER 17, 1961



Mariann Cipolla first R.I.C. Home Coming Queen.

Kappa Delta Phi Sponsors First Homecoming Weekend

Rhode Island College's first Homecoming Weekend, sponsored by Kappa Delta Phi, will be held this coming weekend, October 21 and 22. Highlights include the soccer game, election and crowning of the Homecoming queen, a dance, and a concert.

The weekend will open with the crowning of the Homecoming Queen, elected by the soccer team from candidates submitted by the four classes and the fraternity. Following the crowning, the R.I.C. soccer squad will meet Gorham in a home game.

On Saturday evening, there will be a dance at the Crown Hotel from 8:30-12 p.m. Tickets for the dance will be available, on campus, the week prior to the dance.

"Panorama of Music," is the theme of the concert to be held on Sunday afternoon in Roberts' Hall. The program will feature

four phases in the development of American music. The participants in this concert will be: folksinger, Jim McGrath, who has appeared at the Hunt Club in Newport; the National Champion Women In Barbershop Competition; Jazz group, Tony Tomasso and his Jewels of Dixie, who have appeared at College concerts before, and the Imperials, a rock n' roll group. Winners of the '63 talent show are also expected to appear.

The Homecoming weekend is being sponsored by Kappa Delta Phi as part of the social program for the year. George Fleming, social committee chairman of Kappa Delta Phi and promoter of this event, stated that this is the first Homecoming, as such, that the College has ever held.

George said, "The fraternity is sponsoring this Homecoming in the hope that it will become a lasting College tradition."

The purpose of a Homecoming is to attract alumni back to the College and thereby foster a feeling of school spirit in them. It is also hoped that the weekend will give the undergraduates an opportunity to meet some of the alumni. Homecoming weekends are part of most Colleges' tradition, serving as a link between the graduate and his College.

As to the Homecoming's success, George felt that it would be successful if the students would support it. George said, "Let's all get behind Homecoming and make it the biggest social event on campus."

Mariann Cipolla Is Homecoming Queen

Last Thursday, the soccer team elected Mariann Cipolla, the talented and attractive senior class nominee, the first Rhode Island College Homecoming Queen.

When the *Anchor* notified Mariann of her election, her reaction was one of complete disbelief. "What?" she cried, "Really! I'm shaking—Oh! I'm completely overwhelmed!"

After recovering her composure,

Mariann said, "This is the greatest honor I've ever received. First, I'd like to thank my class for nominating me, and next, I want to thank the soccer team for electing me."

Our Homecoming Queen was not the only excited person. Her mother uttered a cry of surprise and said with more than a hint of maternal pride, "Oh, that's wonderful!"

Mariann's brother and four of her sisters were not present, but another sister, Jane, was there when Mariann received the news. Jane, a freshman and dormitory student at R.I.C., could, according to her big sister, appreciate the honor more than the others in the family.

Mariann's court consists of Patricia Galvin '62, the fraternity's nominee, Pamela Wallace '64, Phyllis Croach '65, and Andrea Eagan '63.

During her reign, the Queen and her court will participate in a series of activities, including a concert and a dance.

Mariann will be crowned at the Homecoming soccer game on Saturday afternoon. The coronation will be followed by a motorcade around the campus.

Each of the girls will ride in a decorated convertible provided by her class, or, in the case of Patricia Galvin, by the fraternity.

At present, Mariann is teaching the fifth grade at Chester W. Barrows school. Her major interests include tennis, learning to knit, dancing ("I like all kinds!") and classical music. She stated, "I like reading (mostly historical novels) but the most I get to do is in text books."

Our Homecoming Queen relies not only on her beauty for recognition, but has been active in various college activities and organizations.

Last year, she received her *Anchor* certificate and key for her outstanding contribution as make-up editor. She was a judge and the secretary of student court in her junior year.

Also in her junior year, Mariann worked on a Winter Weekend committee; she was a junior representative on the All College Girl Court; she worked on her class' Stunt Night presentation; she taught soccer skills to her Practicum II class; and she was model in the Campus Chest fashion show.

At the conclusion of her interview, Mariann, still exultant over her election, stated, "I'll be cheering the loudest at that soccer game!"

Mariann went on to say that she hopes the student body will support Homecoming Weekend in order that it may become an annual college affair.

Prof. Keeffe Named To Who's Who In America

Dr. Mary M. Keeffe, professor of biology at Rhode Island College, has been named to *Who's Who Of American Women*, a biographical dictionary of notable living American women. She was one of approximately 25,000 distinguished women who merited inclusion in the publication on the basis of positions of prominence held in their respective fields.

In the field of education, Dr. Keeffe's achievements are many. She received her Ed.B. from R.I.C.E. in 1928 and began to teach in the Rhode Island school system at Burrillville High School. In 1932, she received her A.B. from Providence College, and in 1940 she was awarded her M.A. from Columbia University.

During 1942-43, she taught at the University of Vermont, and after receiving her Ph.D. from Fordham in 1947 she became an assistant professor of biology at the College of Saint Thomas, where she remained for five years. In 1952, she came to R.I.C., as an

associate professor and in 1958 she was made a full professor.

Her services to the community are also numerous. In 1956, she was a member of the Rhode Island Schools Science Fair Committee, and in 1959, a delegate at large for the family and children's division of the Rhode Island Council of Community Services. She was made permanent director of the Rhode Island Students Science Workshops in 1960.

Dr. Keeffe is also a member of the American Association for the Advancement of Science, the American Association of University Professors (president of the local chapter in 1954), the New York Academy of Sciences, the Botanical Society of America, and the American Association of University Women. She is a member of Delta Kappa Gamma and Sigma Delta Epsilon, both national education fraternities; the Rhode Island Association of Business and Professional Women; and the American Men of Science, a scientific group.



Professor Mary Keeffe



The dividing line between East and West in Berlin (For more pictures see page 3)

Special To Anchor

Berlin Correspondent Reports

Ed. Note: This on-the-spot report is by a person who has been in the "Outpost City" for slightly more than a year. His present job is with the U. S. Liaison Office there and, as a German linguist, he is often called upon to conduct public opinion surveys. He is a native Rhode Islander and a recent graduate of Brown University.

It's now almost eight weeks since the shocking night of August 13, 1961, and the average Berliner is trying to convince himself that he has adjusted to the situation. But, has he?

If one visits the Kudam, Berlin's 5th Avenue, he would feel certain that people here have forgotten the cement walls, barbed wire fences, and armed VOPO's only a few kilometers away.

The streets are packed with Berliners and tourists. Lately the sun has been shining, the stores are exhibiting their new Fall fashions (Berlin is considered by many to be the Fashion Center of Germany) and most of the people seem to be worrying about how they will spend their next dollar

(deutsch mark) and not from whence it will come.

Yes, this is the picture one sees on the Kudam and neighboring streets. As one American tourist said to me, "It seems the closer one gets to Berlin, the less tense the 'crisis' seems to be."

I almost had to agree to this until I happened to interview a man who works in a real estate office which helps people find property and apartments in the Zone (West Germany). It seems an increasing percentage of the Berliners are inquiring about prices of apartments, land, cost of living, etc., in the West.

Again, at the first glance, this doesn't seem like anything to get excited about. Wages are better in the Zone, there is more room to travel (Berlin is ten times as large as Providence, but has slightly more than ten times the population — 1950) and, chances are, one has friends and relatives in the West whom he would like to visit more often.

However, on the other hand,

(Continued on Page 3)

EDITORIAL

No Action Taken—Students Aroused

In an editorial in the October 3 issue, the editorial board of the *Anchor* questioned the recent rise in meal prices. In addition, the *Anchor* requested that those persons who had set the meal prices give the students some explanation for their action.

To date, no word on the subject has been received from any person of authority. There has been no attempt to justify the present prices nor to correct them.

In the meantime the *Anchor* contacted the *Beacon*, the U.R.I. newspaper, to inquire about food prices at the University. The *Beacon* told the *Anchor* that students pay about 30-40 cents for a lunch meal and between 55-95 cents for an evening meal. The fluctuations occur because students may purchase just a hot plate or the full course meal.

Both the University of Rhode Island and Rhode Island College are state institutions and receive their food through a state purchasing agent. In view of this, the *Anchor* finds the present meal prices intolerable.

Since no action has been taken by the administration, the student body has been talking about taking dramatic action to redress what they consider to be an unnecessary wrong. The editorial board of the *Anchor* feels that, under the democratic process, epitomized in our free enterprise system, consumers are free to buy or not to buy. If the student body feels that the meal prices are too high, then they are justified in refusing to pay them.

Perhaps President Gaige is right in deploring the lack of student interest and activity in campus affairs. If the student body takes effective action to reduce the present meal prices, then perhaps they may reach the mature image desired by President Gaige.

Apology In Order

The *Anchor* protests the recent treatment of Claire Horan, an alumna of this College and the first woman from Rhode Island to be accepted for Peace Corps duty, who was asked by Dean Mierzwa to speak at the College about the Peace Corps on October 2, at 7 p.m.

Miss Horan, however, never gave that talk. At 6 p.m. on the night she was to have spoken, she received a telephone call from the switchboard operator at the College stating that the talk had been cancelled because of a lack of student interest and that Miss Horan need not bother coming to the College.

The *Anchor* submits that the talk failed to materialize because it was not adequately publicized, not because of a lack of student interest. As a matter of fact, a dozen students waited in the Little Theatre for twenty minutes to hear Miss Horan, not realizing that it had been cancelled.

The publicity given the talk amounted to a half dozen notices, hand printed and on standard typing paper, placed on bulletin boards throughout the school. The notices provided room for the students to sign their names if they planned to attend. On the day of the scheduled talk the lists were still there but not more than a handful of names appeared on them. Still, no further attempt was made to publicize the talk nor any action taken.

The telephone call, one hour before she was to have spoken, was the last that Miss Horan ever heard of the incident. Never did she receive a note of personal apology either from the Dean or from the College itself for the inconvenience she had suffered.

Miss Horan, who had only three weeks at home before leaving for the Philippines, consented to set aside this time from her limited leave as a good-will gesture to the College. She also had speaking engagements at Salve Regina, Classical High School, St. Xavier, and the University of Rhode Island, where her talks were well received and well attended.

This incident shows a lack of preparation and planning on the part of Dean Mierzwa and her staff and is an insult to Miss Horan. The *Anchor* does not feel that a telephone call from the switchboard operator is the proper way to make amends for the last minute cancellation of a scheduled speaker.

Action Demanded Of Senate

The student senate of Rhode Island College is off to a very slow and uneventful beginning. Three meetings have been held at which, although important matters have been touched on, no concrete action has been taken. The only things so far actually accomplished are the naming of a Sergeant-at-Arms and a student court head. Certainly such procedural matters are important but, we feel that much more should be done beyond procedural business, should have been settled.

During the meeting of October 4, the student senate met for its weekly session. After the minutes and preliminary business, Bernie Singleton reported that student senate had a total of \$17.04 in its treasury.

Under Committee reports, Lionel Archambault reported that he had been unable to contact the organizations concerning the organizational boards. He stated that he would have this done by the next meeting.

Dick Danielson, president of student senate, reported that he had not yet found a senior man to assume the post of student court head. Under new business, Bernie Singleton moved to have three late-nesses to student senate count as one absence. The motion was approved. Frank Mattiucci was named Sergeant-at-Arms of the Senate by a unanimous vote.

A motion to set up a book of student senate laws was made and carried. The problem of insufficient ashtrays in the lounge of Craig-Lee Hall was discussed. Also discussed was the possibility of setting another date for a student senate dance.

During the 1959-60 academic year, the price of a complete meal was \$60, which was quite reasonable for the fairly substantial meal obtained. Even though the price rose to \$.65 last year, the purchase of a meal was still worthwhile.

However, this year the situation has worsened. For the sum of \$.75, (an increase of over 15 p.c.) a student gets a dinner, that while still of the same quality, is of

diminished quantity, like the children's portions which restaurants sell. But this is not the worst. At suppers the price of a meal, which is approximately the same as the noon meal, is \$1.25, an increase of 77 p.c. over last year's meals!

What can we, as students, do about this outrage? If the administration refuses to make a change in the meal situation, we can refuse to buy the dinners, both at noon and at night! Let the kitchen run at a loss for a time; perhaps then the meal policy will be revamped.

Bruce A. Blackwell
Junior

to all educators that 80% of all high school students do not continue their education. If these people must be absorbed into our society, how are they to know their interests and talents when we as future industrial arts teachers are incapable of giving them any depth into our field because of the lack of equipment and facilities we desperately need. I am sure that everyone understands this main problem, for all of us know that a person who must express his ideas by the use of his hands must have laboratory space to work in. No one denies the math department or the science department, or history department, of this inalienable right.

Now you are doubting the importance of I.A. as compared to math, science, or history, but you must remember that only in a general shop does a student get the opportunity to apply these related subjects. He can use his ideas, plan, and produce these ideas.

We do not see where the administration of the college is at fault for this problem. Never will we forget the help we have received from faculty members, advisors, and administration members. We feel that the problem concerning I.A. students at R.I.C. is due mainly to the failure of state officials to accept the importance of I.A. teachers.

We do not wish to cause any misunderstanding, for we feel that we are being educated by one of the finest educational institutions in the country.

R. Di Cecce
R. Sharkey
Sigma Iota Alpha

First, it means that we will continue to use high school shops. Secondly, we will never be a truly accepted course even though I.A. teachers are desperately needed. The third problem is that the I.A. student hasn't any laboratory on campus to which he may go to work on his ideas during leisure time. Finally, it is a known fact

Currently, the College is seeking to attract more women students to fill the vacancies in the new dormitory. The *Anchor* doubts the wisdom of this request for more resident students when adequate protection has not been provided for those already living on campus. The base fixtures for the lights, which have been standing both empty and useless between Henry Barnard and Mary T. Thorp Hall for approximately five weeks, certainly have not provided much illumination. The fact that on September 14 several inebriated persons stole quietly up the dark dormitory road in the early morning hours and crashed into the dormitory's "prowler proof" seven foot fence (see the September 19 issue of the *Anchor*) necessitates the question, "Where were the campus police?"

R.I.C. is a state institution drawing the majority of its students from the Rhode Island area. At Pembroke last year, a resident woman student was stabbed. If such an incident happened at a state-run college and to a local student, it would not only defeat the administration's effort to fill Mary Tucker Thorp Hall, but also would evoke stringent criticism of the College and of the laxity of its administration in not taking proper security measures.

We, therefore, urge that the college administration, in order to protect the resident women students, take the following measures:

1. The immediate installation of lights extending from the front of Henry Barnard to the entrance of the dormitory;
2. The hiring of a watchman solely for the dormitory;
3. The patrolling of the dormitory area by the campus police at least every 15 minutes from 10 p.m. until daybreak.

From The Senate

Meeting of October 4

On Wednesday evening, October 4, the student senate met for its weekly session. After the minutes and preliminary business, Bernie Singleton reported that student senate had a total of \$17.04 in its treasury.

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Meeting of October 11

The meeting of October 11 con-

vened at 6:30 p.m. The budget total stood at \$17.04.

Under committee reports, Lionel Archambault reported that he had met with Mr. Overbey. He stated that Mr. Overbey agreed to a meeting in three weeks, at which the student senate, Mrs. Lewis, and Mr. Overbey could discuss the problem of meal prices. Mr. Overbey agreed to order vending machines to alleviate congestion in the cafeteria. He also agreed to have more ashtrays placed in Craig-Lee Lounge.

Tom Santopietro reported that he had contacted all but two of the organizations, Helicon and Hillel, concerning the organizational boards.

Ron Di Orio reported on the conference in Boston which he had attended. The theme of the conference was, "Teacher Education for a New Age."

Ed Blamires' name was submitted as a candidate for student court head. The nomination was approved by a senate vote.

George Fleming inquired as to why the M.A.A. allotment was being held up and Bernie Singleton explained that the allocation would be withheld pending an audit of M.A.A. books.

Bernie Singleton moved that the senate support a student boycott of the cafeteria by giving five dollars to help finance the move. The motion was passed. Bernie Singleton reported that allocations would be available on Friday, October 13.

Letters to the Editor

Meal Prices Are Outrage

Dear Editor,

There seems to be an issue on this campus causing a certain amount of ferment among the students—the meal problem.

During the 1959-60 academic year, the price of a complete meal was \$60, which was quite reasonable for the fairly substantial meal obtained. Even though the price rose to \$.65 last year, the purchase of a meal was still worthwhile.

However, this year the situation has worsened. For the sum of \$.75, (an increase of over 15 p.c.) a student gets a dinner, that while still of the same quality, is of

Industrial Arts Slighted

Question to the State Officials

Why, may we ask, are the Industrial Arts students of R.I.C. so neglected in comparison to other students of the college? I am referring to the inadequate facilities that the students are subjected to. More specifically, I am speaking of the laboratory space and materials which are available. For example, why should a student pay tuition and be forced to wait as long as two months for laboratory materials in order to begin his training. This is valuable time lost! Why, also, must an Industrial Arts student be forced to take required courses at neighboring or even distant high schools during after school hours. This idea of "substitute school" was kindly accepted by the students on a temporary basis; but now we find that there is to be no great alleviation of the existing deplorable conditions. For instance, the state has appropriated a new science building for the College which is to include only two basic I.A. laboratories. There won't be any wood shops, machine shops, printing shops, or any other greatly needed laboratories.

What problems does this create? First, it means that we will continue to use high school shops. Secondly, we will never be a truly accepted course even though I.A. teachers are desperately needed. The third problem is that the I.A. student hasn't any laboratory on campus to which he may go to work on his ideas during leisure time. Finally, it is a known fact



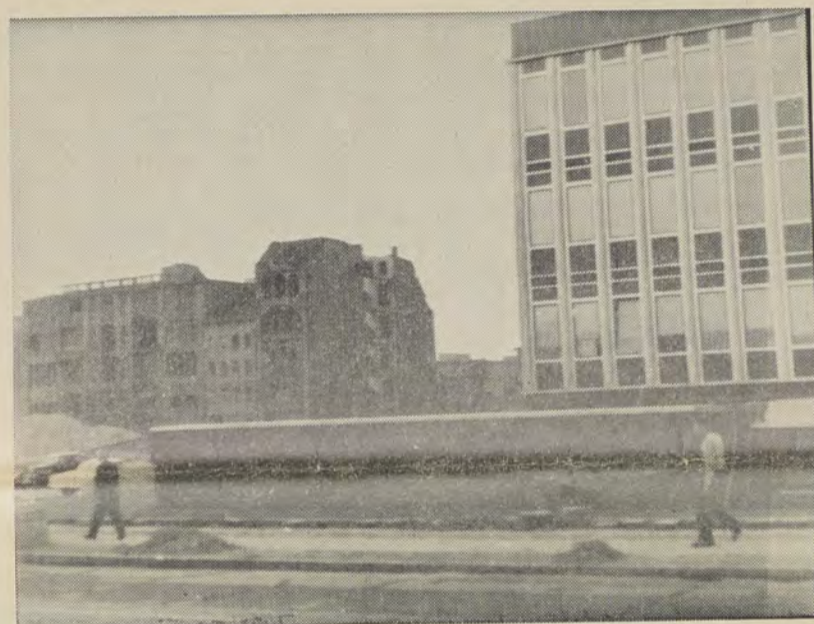
The Brandenburger Cafe. This is the famous crossing point between East and West Berlin. The Russian War Memorial is on the left side of the street.



The "Wall." In the vicinity of Friedriecher, U. S. Sector. The wall is built directly across the road. East German soldiers may be seen directly behind the wall.



Barbed wire has been drawn across the street at this crossing point bordering the U. S. sector. In this vicinity is the only crossing point now open to the Allies.



The modern western building in the foreground and the ruins in the rear show the contrast in development between East and West Berlin.



Berliners escape war threat on crowded beaches.

Berlin (Continued from Page 1)

Berlin has everything that a person could want; most nights, one can choose from any of four concerts, twelve plays, three operas, at least ten different lectures, probably four hundred movie houses, and over six thousand night clubs and corner bars. One can hunt, fish, swim, water ski, snow ski in winter, roller skate,

ice skate, go to horse races, bicycle races, auto races (although there are only about six organized races a year—the daily ones are about as disorganized as those in Providence every day, although a bit more dangerous here) and, in general, there is never a lack of things to do or see here in the Divided City.

Perhaps the one thing that is missing, is the freedom to take that Sunday afternoon "ride in the country." As a kid I used to hate that "ride in the country" more than anything else—except maybe liver, but now I begin to realize, not how wonderful that ride in the country is, but rather, how wonderful it is to have the choice of being able to take that ride when and if you so desire.

The present generation here spends most Sundays at the Wannsee (Lincoln Woods Reservation many times over) or walking in the Gruenewald, but the older folks begin to weep when they tell about the "good old days" when they went for a ride to the Muegelsee (now East Berlin) and into the surrounding countryside.

And now, finally, the younger people are beginning to wake up to the harsh realities of living in almost the same world as Communism and its ruthless air of uncertainty and ever-changing policies. Yes, here is the real crisis in Berlin—uncertainty.

What thinking young man or woman wants to get married, live, and raise a family, under the pall of impending Communism? Tomorrow the Reds could seal West Berlin off from the West just as quickly as they sealed West Berlin off from East Berlin (and tomorrow would be a likely time since the Reds almost always choose to act Saturday night while the Amis are celebrating, knowing that it will be sometime Monday before someone with any authority decides that it is too late to do anything).

So what? you might ask, Berlin

has everything a man could want. Granted. And one can always go to West Berlin by train or car, if he's not a refugee—refugees must fly because if they get caught traveling through East Germany, they are put in jail for fleeing, which is considered a crime against the state—for a vacation or even for the weekend. But keep in mind that gas is 55 cents a gallon and it is 110 miles just to the border. Very few Berliners make much more than \$125 dollars a month, living costs are lower here but rarely is an apartment less than \$40 a month. Try to feed a family of three or four on what is left—and don't forget clothes, newspapers, gas and light, etc.

But I digress—what does one expect for tomorrow? Perhaps there will be no more travel allowed on the Auto-bahn for Berliners—they can't stop the Allies (supposedly) but no treaty says they have to let Berliners use the Autobahn.

This doesn't have to be an outright decree against using the Autobahn — just a warning that anyone caught spying on East Germany will be put in jail. So, in the next few days, several Berlin families are caught "spying" and soon the Autobahn is used by very few West Berliners. This leaves only the airways, and probably not one married man in fifty can afford to fly his family to the Zone for a vacation once in five years, much less every year.

I don't imagine that any of you can imagine yourself confined forcibly to Providence County. There may be some of you who have

never been out of the county, but this was your own choice. If you had been forbidden to leave, it would be something entirely different. Try to imagine how you would feel if everytime you wanted to go to Boston you had to fly. (Think in terms of money — be a true American—if you must.)

And, basically, this is what is facing the young Berliner today.

Many Berliners feel it is only a matter of time before we give Berlin in compromise (is he wrong to feel so?) and it will not be long before we think about conceding on West Germany. Probably it is best to get out now and get an early start on getting settled in the West (Go West, young Berliner). The stampede hasn't started yet, but the inquiries are being made.

This leaving of Berlin is even more serious if one understands the German and particularly the Berliner. These people are proud of their capital (Bonn is only temporary) and love her dearly. This is perhaps well illustrated by the 1953 uprising when workers fought Russian tanks with stones and bare hands and now when crowds on both sides of the border throw stones at heavily armed VOPOs. The West Berliners only get wet or cry a little but the East Berliners are beaten with nightsticks and then jailed. And, in vain, because every day the resistance becomes weaker and the West does nothing but defend its stand. No offensive, no positive solutions. Nothing. It's time to think about heading West while we can.

Construction Underway

With construction begun on the library, the science building, and the new dining hall, plans for the expansion of the college campus are at last beginning to materialize.

The library being built by the Sterling Engineering and Construction Co., Inc., will be located north of Craig-Lee Hall. It has been moved from its originally-planned position, north-west of Henry Barnard School, to the site of the baseball field, in order to centralize the available facilities.

The building, which is scheduled for completion in the fall of 1962, will be a two story structure. Gray-blue slate will be used for the exterior walls. To give the library a more ornate appearance, white concrete structural members will be exposed. A pale green, glare-reducing glass, will be used for the windows.

The structure will have two full floors and a deep basement, where a mezzanine will eventually be added. The building is designed so it will be used to its full capacity of 870 students and 300,000 volumes after the completion of three phases of development.

When the building is first opened, there will be room to seat 550 students and store 147,000 volumes.

In the first phase, there will be a complete television studio located on the ground floor, for our closed circuit system, as well as typing rooms, stacks, and study carrels.

On the main floor, there will be a large reading room which will seat at least 148, which, by the use of bookshelves, will be divided into four sections. On the same floor, will be two reading rooms seating 72, which will be available for those who wish to smoke while studying.

The top floor will house the college curriculum research center as well as a fine arts exhibition center, graduate study offices, three classrooms, and three conference rooms. There will also be a reading room located on this floor.

The installation of a partial mezzanine on the ground floor, thus providing room for 69,300 volumes and 104 study carrels, constitutes the second phase of development.

The third phase involves the elimination of the graduate offices, the three classrooms, the fine arts center, and the T.V. studio. This will provide space for the seating of another 250 students. When the mezzanine is completed, there will be storage rooms for 85,000 volumes and space for 50 more people.

Boiler Bursts In Whipple Gymnasium

Members of the tennis and field hockey clubs interrupted their activities on Monday, October 2, when a cloud of yellow smoke with a peculiar odor poured out of the gymnasium chimney. Shortly, there was a blast followed by a cloud of black smoke, as one of the boilers exploded.

Other clubs, meeting in the gymnasium, fled out, as the fire alarm sounded. The approaching fire trucks brought a large crowd to see what the excitement was all about.

The explosion blew out a jalousie window, cracked the brick lining in the boiler, and forced the boiler to bulge in two places. The blast apparently resulted from an accumulation of gases.

A maintenance man, Thomas O'Hara, was in an upper level of office when the explosion occurred. He was not hurt. Ernest L. Overbey said the other boiler is sufficient to heat the building while the damaged one is being repaired, since both are used only in sub-zero weather.

There will be a total of 197 individual study carrels on the three floors when the library has been completed.

The science building, designed by Charles A. Maguire, will have two floors where laboratories for psychology, physics, chemistry, general science, and biology, as well as two smaller labs for advanced work, will be located. There will also be two separate lecture halls, one designed to seat 300 and the other, 100 students; thirty-one faculty offices; and five classrooms which may later be converted to laboratories.

A half-basement in the building will provide shops for the industrial arts curriculum.

The completed structure will be similar in appearance to the original campus buildings and will be built with brick of a matching color by the Nanni Building Co. of Johnston. This building should be ready for use next fall.

Both the library and the science building will be wired for closed circuit television.

The new dining center, under construction by Lanborghini, Christoph and Pipka of East Greenwich, is also scheduled for completion in September, 1962. It will be a steel and aluminum structure, walled on one side with specially tinted gray glass to filter out part of the sun's heat.

On the main floor, beneath a twenty foot mezzanine, there will be several banquet-meeting rooms, the main dining area, and the kitchen.

In the basement, there will be an area described by Ralph Lanborghini as a "hostel-type accommodation" for as many as twenty male commuters.

The mezzanine, combined with the main dining area will accommodate 1,000 students at each of the main dining area, will accommodate.

Tables and chairs on the 60 by 120 foot outside terrace will provide additional dining space when weather permits.

A second structural phase calls for the building of a faculty dining room accommodating one hundred.



"Gay Fowler"

Towlen Entertains

An outstanding performance by the nineteen year-old pianist, Gary Towlen, was presented at the October 5 college assembly.

Hailed by critics since his New York debut recital at the age of twelve, the Columbia University junior is a master of the instrument.

Mr. Towlen has a brilliant technique and firm control of every key; the tones produced are clear and distinct; there is rarely a slur of sound.

The young pianist displays a great feeling for the music he plays. His touch is light and smooth, but there is power and rapid hand movement when needed. The variety of his selections showed Mr. Towlen's versatility to be comparable to his skill.

Uncommitted Third Determining Factor

"This is what we have to sell: Freedom!" Mrs. Rozella Switzer, the guest speaker for chapel, October 5, 1961, emphatically stated that America's greatest product is freedom. But, it is also her greatest problem, continued Mrs. Switzer. America is trying to keep Africa free from Communism and, at the same time, is fighting civil strife on her own home front. How can America preach equality in other lands when segregation is present in her own South? How can she, as a nation, expect world support, when she belies her own teachings and refuses the Negro equal status?

Mrs. Switzer reminded her audience that the non-whites, the "uncommitted third," are actually

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Sophs Get Record Attendance

"Have you heard?"
"About what?"
"About the soph-frosh dance that was held on October 6."
"No."
"No! Why it was mobbed—like there were people all over the place—like you had to do the two step all night."
"Like how many people were there?"
"About 572."
"Really—gads!"
"The—eh—president of the sophomore class—eh—Lionel Archambault—was so happy he said—eh—'This was a record attendance for any social activity given at the college. This is another sophomore class first. We would like to thank all those who attended, especially the freshmen class.'"
"He said that?"
"Those were his exact words!"
"Who was responsible for this mob scene?"
"Josephine Squillante and Tom Izzo, social committee co-chairmen."
"Who blew the flute and hit the leather for this dance?"

"Bob Emma and his orchestra."
"Did they really have trees in the lounge and cafeteria?"
"Trees covered with balloons, and then there were balloons on the ceiling, balloons on the air vents, balloons, balloons . . ."
"That dance sounds like it was great. When did you say the next sophomore dance would be?"
"I didn't say!"

Alpha Psi Omega Holds Dance

Alpha Psi Omega held its "Lucky Nite" Record Hope Friday, the 13th of October. The informal dance began at 8 p.m. and ended at midnight with the awarding of a special doorprize. The dance was co-ordinated by Judi Duffney and Lori Cimini, with a committee of Claire O'Rourke, Sue Guilotte, Carol Martino, Mary Jane Lepley, Ron Gaudreau and Mike Ranalli.

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Sport-Light Shines

The Anchor sportlite this week shines on Norman Camp, starting fullback on the R.I.C. soccer team. Norm, now in his senior year, has been a leading force on the team since his sophomore year. He is rated by his team-mates as the best man on the team to play at fullback position.

When asked to pinpoint some of the problems that the team will be faced with, Norm reported, "Scoring an early goal will be one of our main problems." Looking to the future of the team, he realizes that, "... although we must be concerned with next year's team, we have to seek our main objective now which is to capture the conference title this year."

Norm feels that with the team's potential and its proven ability in the games with Keene and Willimantic, despite the defeat at the hands of Castleton, that the conference title is not an impossible goal. R.I.C. and our strongest competitor, Fitchburg, are favored to capture the conference title this year.

Re-emphasizing the need for student support of the team, Norm remarked, "I believe the team plays better and has much more incentive to win when we know that the fans are behind us cheering us on to victory. The spirit of the team is the highest I've seen in my three years on the team."

Active in both Kappa Delta Phi and Kappa Delta Pi fraternities, Norm has also achieved the honor of being named to Who's Who in American Colleges and Universities.

Norm also is an avid tennis player, and has played on the R.I.C. tennis team for two years. He expresses great interest in youth achievement, and is presently active as a Boy Scout leader.

Watch for Frontier Night Saturday November 4 Sponsored by Kappa Delta Phi

here for the beginning of the semester.

Pheroza had to buy her plane ticket to the States on the "fly now pay later plan" as she could not cover the expense of the ticket at the time.

Now that she is here, Pheroza is in a difficult situation.

It was the help of the Franciscans, whom Pheroza worked for as a kindergarten teacher in India, that got Pheroza to the States. In the rush to get to the States the factor of a sponsor was somehow overlooked. Pheroza now has no one to take care of her debt of 738 dollars, which is the cost of her plane ticket.

Because Pheroza has this debt and no sponsor, immigration officials have permitted her to work. The amount she will make cannot possibly cover her debt.

The students of Rhode Island College now have an opportunity to show the world what the young Americans are really like. They may show that they are concerned with the reputation that foreign students receive in the States. Or, they may show the apathy that is generally accredited to them.

The choice is up to the students. Will they make the right one?



Rock Reveals Rivalry

There are small rocks and there are big rocks, rough rocks and smooth rocks, but Rhode Island College has THE ROCK. Situated on the crest of the road leading to the college, the rock has been painted many times.

This tradition began late last spring when several members of

A.C.C.R. Finds Housing Major Problem Here

The State Advisory Committee on Civil Rights found that the general race relations between the white and the non-white population in Rhode Island has been very good. Generally speaking, all minority groups have received equal treatment by all levels of government. Transportation, stores, eating establishments, and recreational facilities offer equal accommodations to all who seek them. There have been no incidents of interracial violence. The major single problem is housing.

The biggest barrier to improvement is the lack of mutual knowledge and understanding between white and colored people. Most white landlords and real-estate brokers refuse to lease, sell, or rent to the colored. But, as many incorrectly surmise, often their actions are not results of their own prejudice. A landlord may fear that his neighbors will object and he therefore does not want to risk his social standing in the neighborhood and community. A real-estate agent may feel that he would be placing his reputation in jeopardy and, therefore, not wanting to risk his business, he takes the safer, easier course and refuses the Negro.

Recently, Rhode Island has undertaken a massive urban renewal program. It was understood that some sacrifices would have to be made and many people would be inconvenienced by the necessity of moving. But, to the Negro, the sacrifices are small. He will be rewarded by seeing new housing development take the place of his old down-trodden neighborhood. He will see, slowly at first, but surely, other neglected areas being torn down and replaced by suitable housing. In the near future the Civil Rights Commission hopes the housing problem in Rhode Island will have improved considerably and all present information indicates that it will.

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Let's Look at Sports

By Tony Mancini

The R.I.C. soccer squad squeezed by Barrington College and Durfee Tech by identical scores of 1-0. Previous to this, they suffered two defeats, winding up their pre-season schedule with a 2-2 record.

Late in the third period of the Barrington game on Sept. 27, Chuck Moffit scored on a penalty kick, providing the winning goal. To bolster the team's defensive line, Coach Bogda put Tony Mancini at halfback and George Fleming at fullback position. This combination provided the needed stronger defense, since prior to this the booters had allowed 13 goals to sneak through the line.

With three minutes to go in the game with Durfee Tech, Ed Blamires scored the goal which secured the 1-0 victory for the team. An outstanding display by the reorganized defensive backfield sparked the team to their second straight shutout.

In the first game of the ten game conference, we played host to Keene State Teachers College. Co-captain Tony Mancini, although hampered with a knee injury since the New Bedford game, led the R.I.C. offense by scoring three goals. Chuck Moffit contributed a

Indian Student Studies On Campus

How many American students realize how fortunate they are to live in a nation where a college education is available to most who desire it; where scholarship aid is available to most who need it; where more and better educational facilities are being provided for the younger generation?

The people of America have always taken a great interest in the education of their children. For hundreds of years the education of the American child has been adequately provided for, and American children have been given great educational opportunities.

Now that the world is becoming smaller because of the great mass communication facilities available, the American people are looking abroad to the many students who desire to study in the United States. The education of foreign students in the States is now an educational factor with which the American people must cope.

In order to come to the States, a foreign student must go through many formalities. These formalities are designed to protect the student from any financial worries during his first year of study.

All foreign students must have a sponsor, a person who will provide for any and all financial

marker early in the third period, making it a decisive 4-0 victory for the Anchormen. With the playing field sloppy and muddy after two days of rainy weather, this victory typifies the efforts of our team to win the league championship.

The Anchormen blanked Willimantic State Teachers College 5-0 in the second conference match, keeping alive their string of four consecutive shutouts. Mancini kept his torrid scoring pace by sinking two goals in the first period. Chuck Moffit scratched two more goals to his scoring record, and Ed Vallee gained the first goal of his soccer career to complete the R.I.C. scoring.

In the game with Castleton last Tuesday, the Anchormen met their first defeat at the hands of a superior squad. In the first quarter, the team showed considerable strength in their defensive line, but as the game progressed they began to show signs of weakening.

This weakening was due in part to the injuries suffered by the top scorer, Tony Mancini, and the goalie, Gino Riccio. Both suffered leg injuries. The loss of either of these men may change the hopes that R.I.C. has for the Conference championship.

In the second half, Castleton exploded with four closely paced goals which knocked the wind right out of the R.I.C. defenders. Final score was Castleton 7, R.I.C. 2.

needs the student may have during his first year.

A sponsor is necessary because of immigration laws which do not permit a student to work in the United States until he has established one year's residence.

After a student has a sponsor, he must be accepted by a college.

When a student is accepted, and he has a sponsor, the student must then apply for a visa. When the visa is granted, the student may then proceed to the States to begin his studies.

Many foreign students, however, do not go through the proper channels, for they think that all they need do is get to the States and the education facilities will be provided for them. This is when Americans must come into action and not let students who desire to study here be sent home because of a lack of finances. The way Americans react toward foreign students is very important, for these students inevitably carry back to their countries their impressions of America.

The students on our campus now have an opportunity to learn first hand the problems of a foreign student.

Pheroza Madon is a special student on our campus. She flew from her home in India on the third of September in order to be

Seniors Evaluate Bernard

From time to time it is necessary for people to examine the institutions about them to see if the institutions are fulfilling the purposes for which they were designed.

The people in a town may find that a town council form of government is not as good as a home charter; they vote to adopt a charter.

A country looks at its policy of school segregation and finds it an institution to be abhorred; it adopts anti-segregation laws.

Before there can be any action, however, if action is necessary, there must be a clear objective examination of the institution, so that what is good may be kept and what is bad may be discarded.

With the idea of a clear objective examination in mind seniors at the College were asked to examine the Barnard system of practice teaching, a system which influences every student.

The students were asked the following questions:

1. Did you find your Barnard experience of value to you in your student teaching?
2. Do you feel that the learning atmosphere of the Barnard school approximates the atmosphere of the public school or do you feel that it poses a character apart from the average school?
3. What changes would you recommend, if any, in the Barnard system?

In answer to the first question, most of the students felt that their Barnard experience had been of some value, but the value ranged from giving the student a feeling of confidence to helping him become acquainted with classroom procedures.

One student regarded Barnard as "a foundation upon which to build future teaching skills and abilities."

Another student felt that Barnard was of value in the sense that it gave her "a feeling of success as far as my own teaching ability is concerned."

In describing the atmosphere at Barnard, the students generally agreed that Barnard's atmosphere was different from the atmosphere of the public school.

The students did not lay Barnard's uniqueness to any one situation.

"Every school situation is unique," said one student, "and it would be impossible to combine all of these situations into one laboratory school."

One student mentioned that he thought some of the public schools were similar to Barnard in their faculties and teaching methods, but that "the children at Barnard are of a higher socio-economic level and thus you get a different attitude toward learning."

The idea that Barnard is supposed to present an ideal teaching situation was another way in which one student explained Barnard's atmosphere.

Some students did not describe the atmosphere as unique, but one student said, "... I believe that the students on the whole are more exceptional than in public schools throughout the state."

By answering the first two questions, the seniors were in a sense examining the Barnard system. The third question was asked to see if the system was still fulfilling the purpose it was intended to fulfill, and if there was a need for change.

Again the students were divided on their answers. While one felt that there weren't any major changes that would make Barnard any better than it is, another felt that there should be less stress on educational theory and more stress on subject matter.

As for the student body at Barnard, a student remarked, "They should try to achieve a greater range of ability and background in the student body."

Said another, "I do not feel that the students should be exposed to

a situation where so many people are observing them directly. Rather, facilities should be provided for observation to be outside of the classroom."

Briefly then, the students have examined an institution that affects them. They have found some parts of it valuable, and other parts that could be improved. Maybe some action will be necessary, or maybe there won't be a need for any action.

But, the students have begun to question, to look for the good and preserve it, to find that which is valueless and discard it. This kind of examination is what makes colleges, or any institution, stronger, and better able to fulfill its purpose.

How Do They Do It?

The average college student has little more to worry him than his studies and possibly a part time job. But what happens when the student decides to marry and start a family of his own? Complications arise.

Any married student will agree that he could easily become the author of "I Led Three Lives," for he must work, study, and run a household while attempting to maintain his health.

The facts remain that before graduation three men out of ten and one woman out of eight will have accepted the responsibilities of married life. These are nationwide statistics and R.I.C. undergraduates are certainly following the trend.

Without a doubt, the major problem facing married students is financial. The married man in college must work part time and study part time. The situation is doubly difficult if both man and wife are attending classes.

The weekdays of the average married student are hectic ones. Most of the men work six days a week, allowing only Sundays for study.

It takes a mentally and emotionally mature person to successfully shoulder the marital responsibilities while in college. They all, however, would do the same thing all over again.

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The Critical Review

The Purple Noon

The Purple Noon, directed by Rene Clement, is currently being presented at the Avon Cinema. English subtitles are used with the original French dialogue.

The screen play is based upon the not uncommon plot in which one man kills another and assumes his victim's identity. The story is complicated by the fact that the killer covets not only the victim's material wealth, but also his attractive girl friend who knows the murderer as a friend of her fiance.

The film is made particularly interesting by the fact that the rather ordinary plot is secondary in importance, being overshadowed by action and by character study.

Although it seems somewhat long and drawn out at times, scene chopping techniques and certain moments of real tension help to alleviate the situation.

The use of periods of complete silence, combined with an exciting musical score by Nino Rotta, the vivid color in which the Mediterranean is shown, and the photography of the Italian villages and harbors make this a very effective film.

On The Waterfront

On The Waterfront, an Academy Award winning motion picture, will be shown at the college on Wednesday, October 18.

Budd Schulberg's hard hitting

screenplay deals with the crime situation on the New York waterfront of not many years ago. All the grim details of the racketeering tactics used at that time are recorded as the film becomes reality under the skillful and sensitive direction of Elia Kazan.

The performances of Marlon Brando, Eva Marie Saint, Lee J. Cobb, Karl Malden, and Rod Steiger are of superior quality. It was for his part in the film that Marlon Brando received the Academy Award for the best performance in the leading role.

A powerful screenplay, an able director, and accomplished actors are all the necessary ingredients of a fine motion picture.

Highly recommended.

WATCH FOR L&M's 1961-62 CAMPUS OPINION POLL!
Check your opinions against these answers from last spring's poll

1 Would you volunteer to man the first space station... if odds for survival were 50-50?

YES NO

2 Are you taking full advantage of your educational opportunities?

YES NO

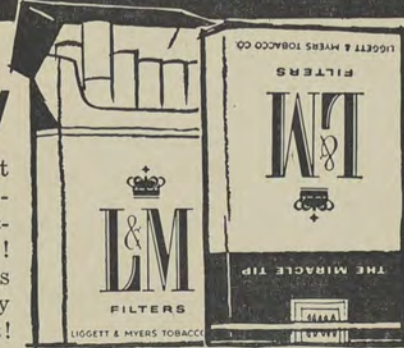
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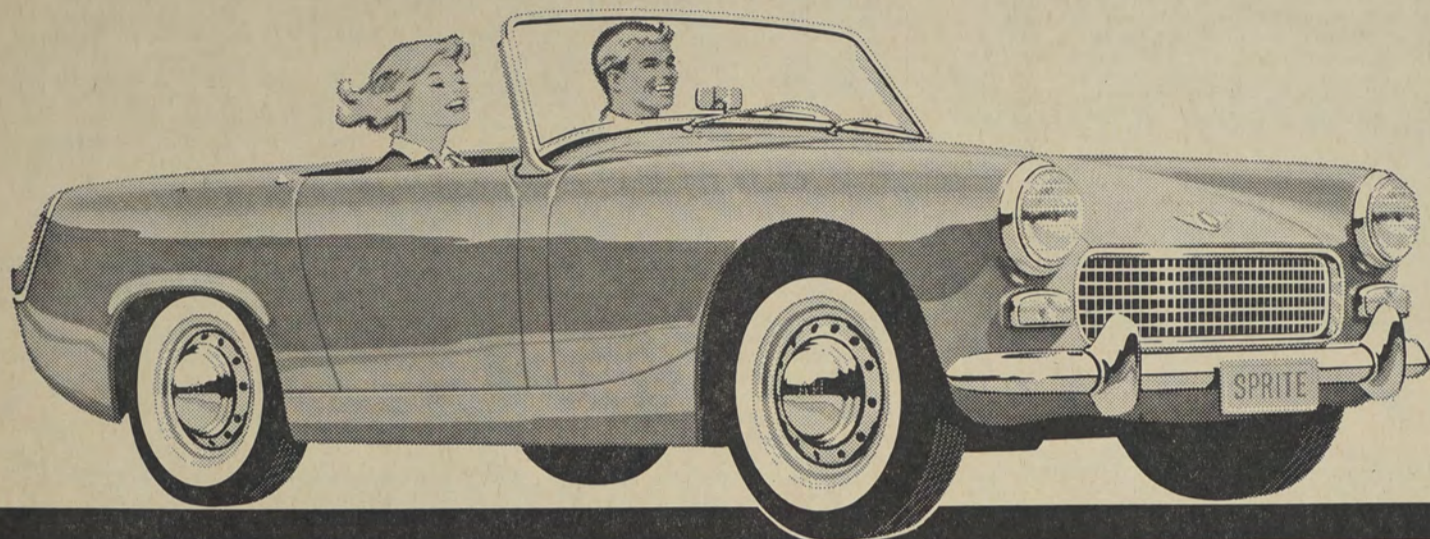
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Next, you take a little quiz. It's printed right on the envelope, see, it's about sports cars and you can do it in like 47 seconds. Then smoke 5 wonderful packs of Chesterfields

**8 PRIZES
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or L&M's (or, if you're a menthol man, Oasis), tear the bottom panels off all 5 packs, tuck them in the envelope, sign your name and mail it.

Now comes the brain work. If you pass the quiz you'll receive a limerick in the mail with the last line missing. So finish it! Send in the best rhyme you can think of. If the judges (an independent, impartial lot)

think your line is the cleverest, you're like behind the wheel of your Sprite already.

Enter incessantly! Because there are 8 Sprites up for grabs, dad! The 4 winners of the Fall Contest will be announced at the end of the Fall Semester. Then the whole jazz goes into high gear again—and toward the end of the Spring Semester the other 4 Sprites go on the block. So stay with it all year—keep smoking those wonderful Chesterfield, L&M or Oasis cigarettes—keep trying! Win, man!

Buy 5 packs and get started. There will be 8 new '62 Sprites on the campuses of little old New England by next May, and you might as well jingle the keys to one of them in *your* jeans... right?

GET WITH THE GRAND PRIX...ENTER TODAY, ENTER INCESSANTLY!

Africa Seen Land of Contrast

By Lorna Duphiney

"Africa is a land of contrasts," explained Prof. Marion Wright, chairman of the division of social studies, who participated in a ten week tour of Africa this summer.

"I had an idea that there were contrasts in Africa," she continued, "but I didn't realize the degree. In ten weeks we saw the land of the Moslems where few whites live, the industrial society of the Union of South Africa, the problems of transition from Brit-

ish control in East Africa, and the contrasting neutralist countries such as Egypt. We met minority Negroes and Indians in the South, and minority whites in the Congo."

As an example of these contrasts, Miss Wright told of her trip along the west coast. While the tour members were given french cuisine and state rooms, four hundred passengers were forced to eat and sleep on deck.

"The contrast between tremendous wealth and extreme poverty is evident everywhere" she continued. "For instance, one day we were received with luxury and regality at the court of the Emperor of Ethiopia, Haile Selassie, and not long afterwards in Egypt we spent the night sharing a room with a donkey."

We asked Miss Wright for a thumbnail sketch of African life, but in view of the many contrasts within the continent, she said that there is no African life as such.

During the tour, Miss Wright noticed that everyone was very willing to explain the problems that Africa is facing as it emerges into world importance. The people, with their problems, are afraid of being misunderstood by the rest of the world.

"Everyone had some story to tell you explaining something so you'd understand them—on the assumption that you didn't. Either the blacks thought the whites didn't understand them, or we encountered Egyptian neutralists or white politicians explaining their case.

All of them thought that they were being misunderstood — especially by the United States. I've never been in such a situation; they weren't talking to Marion Wright, but seemed to think that I represented the U. S. and would go right home and straighten out the problem."

"Everywhere we went everyone had a larger view of politics than that which existed in his own country. Perhaps an idea of covetous can be exacted from the way in which they all are aware of possible larger economic and political units except in Ethiopia which has been fragmented under colonial division.

For example there are close to 300,000 people in Zanzibar and it does not make sense that such a small country should have a seat in the United Nations and be expected to support an ambassador."

Miss Wright and her party were introduced to Sylvanius Olympio, the president of Togo; the Prime Minister of Tanganyika, Julius Nyerere; the leading statesman from Kenya, Tom Myloya.

When the group was received by the president of Togo, he had just returned from the United States where he had asked for aid.

Miss Wright said, "They have a very open way about them in Africa. They feel that if they ask for help and the country is able to give it to them, they will receive it with no questions asked. It's very disarming."

In addition to traveling through the cities and speaking with dignitaries and commoners, the tour members went on a ten day safari, hunting wild game.

The tour was led by Gwendolen M. Carter, a professor of Government at Smith College; James Gardner, who lived in Africa for thirty-four years and taught at a

school in Johannesburg; Phyllis A. Gardner, a teacher at The School of Arts and Crafts in Johannesburg; and Louise W. Holborn, a professor of Government at Connecticut College.

It's not possible to transmit fully the enthusiasm and earnestness Miss Wright conveyed during the interview. The trip was too extensive to be covered in one article. However, later on in the year, Miss Wright is planning to show the slides and pictures she has of her tour.

Uncommitted 3rd

(Continued from Page 4)

going to determine the fate of the world. America and her allies represent one-third of the world and Russia and her allies represent another. Thus far the Negro, "the uncommitted," has remained silent. There now exists a balance of power between Russia and America. But the nation that sways the non-white population into commitment will hold in her power the majority of the world's peoples. For America to be that nation, she must prove to the Negro abroad that the Negro in America is a person of equality, not a second-class citizen.

LITTLE MAN ON CAMPUS



"THE ONLY CLUE I'LL GIVE YOU IS THAT IT CAME FROM THE CAFETERIA."

Students Act In Met Opera

An emergency call came to Rhode Island College for men to play walk on roles in the Metropolitan Opera production of Carmen at the Veteran's Memorial Auditorium Saturday evening, the seventh of October. Six men in all answered the call. They were Lionel Archambault, '64, Paul Bessette, '64, Tom Pezullo, '64, Gordon Rowly, '64, Andy Toolan, '64, and Ed Rondeau, '62. The experiences they encountered during their night at the opera were sometimes amusing, sometimes bewildering, and sometimes unbelievable.

The students noticed that they were separated from the professional people by a language barrier. It seemed to them, that they were the only ones that spoke English, as everyone was walking around singing in French, Spanish, Italian, and many other languages. They thought that they had stumbled into a meeting of the U.N.

After standing around for an hour and a half, watching what was to them strange goings on, they were finally sent to a costumer for a fitting.

The costumer, a fine little Yiddish man passed out advice with the costumes. His advice was, "If you have to undress in front of the women, pretend you don't notice them and chances are they won't notice you."

The students didn't know why they were given these words of advice until they found out that the men's dressing room was also the women's dressing room, the orchestra's rehearsal room, and the manager's office!

Being shy by nature, they insisted on a separate room and set about searching for one. One of them stumbled into the ladies room screaming, "I found one! I found one!" The ladies seemed undisturbed by this outcry, but the shy young student quickly retreated.

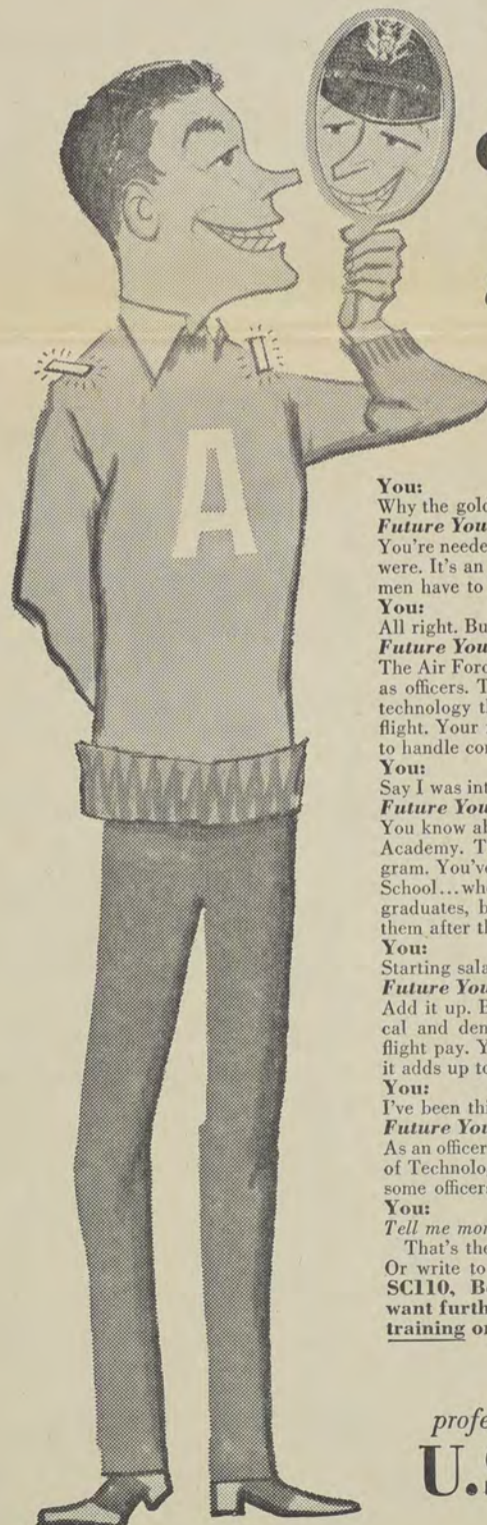
Finally, a janitor directed them to a dark room stating, "Whatever you do, don't put on the light." Curiosity got the better of them and after they were in their costumes, they flipped on the light. They found themselves in one of the entrances to the theater, through which people came streaming in shortly thereafter.

At 8:30, the performance was supposed to start. By 8:15, the students had still not received any instructions as to what they were supposed to do.

At 8:29 the students were pushed on stage by a fat little man in a tuxedo who told them, in English rich with foreign words, to stand on stage, pretend to be drinking, and fake the next two and a half hours of action. The fat man turned out to be the director of the opera, Desire Defere.

The first few minutes of the opening ran well and nothing short of a riot, a seduction, a murder, and a suicide took place in the next three scenes as the students sat and watched.

They were not supposed to sit and watch, but they were so engrossed with the acting that they didn't move. In one scene, however, they did become part of the action when Carmen, dancing on stage, unexpectedly kicked a glass of wine into one of the students' laps!



had a one-man conference about your future lately?

You: Why the gold bars?
Future You: You're needed... just as your father and grandfather were. It's an obligation that a lot of qualified college men have to meet. If we don't...

You: All right. But what can I do for the Air Force?
Future You: The Air Force needs college trained men and women as officers. This is caused by the rapidly advancing technology that goes with hypersonic air and space flight. Your four years of college have equipped you to handle complex jobs.

You: Say I was interested... how can I get to be an officer?
Future You: You know about Air Force ROTC and the Air Force Academy. Then there's the navigator training program. You've probably heard about Officer Training School... where the Air Force takes certain college graduates, both men and women, and commissions them after three months of training.

You: Starting salary is important. What about that?
Future You: Add it up. Base pay, tax-free allowances, free medical and dental care, retirement provision, perhaps flight pay. You don't have to be an eco major to see it adds up to an attractive package.

You: I've been thinking about getting my Master's.
Future You: As an officer you can apply for the Air Force Institute of Technology. At no cost, and while on active duty some officers may even win their Ph.D. degrees.

You: Tell me more.
 That's the job of your local Air Force Recruiter. Or write to **Officer Career Information, Dept. SC110, Box 7608, Washington 4, D.C.**, if you want further information about the navigator training or Officer Training School programs.

There's a place for professional achievement in the **U.S. Air Force**

R. I. S. D. Convocation Address

Ed. Note: This is the convocation address by Dr. Denham Sutcliffe, professor of English at Kenyon College. It was delivered to the students of Rhode Island School of Design in November, 1960.

The Anchor feels that this address is worthy of reprinting. We present it to the students in hopes that they will profit from its unerring wisdom.

The Anchor would like to thank Dr. Sutcliffe for granting us permission to reprint his address.
The Anvil and the Butterfly

My sixth-grade daughter came home from school the other day in a flurry of delight because she had just seen a film about Thomas Edison. "It showed his lab," she said, "and his little cot. And do you know it Daddy, he slept only four hours in twenty-four? And it showed him stuffing cotton or something into a bottle—and gee, he made the electric light. Which was his greatest invention? I think it was the phonograph, don't you, because somebody else was working on the idea of a light bulb." And so on. She is going to hear much more about Edison before she is through. She already knows about Benjamin Franklin, who she tells me invented lighting. She knows about the Franklin stove and bifocal spectacles.

I am glad she does, for I have no animus against incandescent lights and smokeless stoves. I have only thanks for the men who created them. I am pleased that the school system teaches about these benefactors of mankind. My daughter will learn about McCormick and his reaper, about Eli Whitney and his gin, about the Wright brothers and about Alexander Bell. If the school doesn't tell her about Mason and his jar for home canning of vegetables, I will. Why should we not celebrate the memory of men who changed the surface of our lives and did so much to create the comfort in which so many of us fortunately live? Intelligence and courage and sacrifice are always valuable when they are directed to the service of mankind, and I share the opinion of the King of Brobdingnag that "whoever can make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, deserves better of mankind, and does more essential service to his country than the whole race of politicians put together."

The men I have named were all strongly endowed with what the Rotary Club means by "vision," and you who are products of the American school and home know what I mean when I say that they are national heroes. I seem to hear less about Henry Thoreau as a national hero and as a man of vision, though I think he was both. Henry Thoreau invented nothing. True, he developed a fine powered graphite, but he lacked either the acumen or the ambition to get rich therefrom. He distinguished himself chiefly by wandering around the countryside while the rest of Concord was working hard, by ineptly setting fire to the neighborhood woods, and particularly by living for a couple of years in a hut by the pondside. I can well imagine what industrious storekeepers and blacksmiths said about this young Harvard graduate who was content to be town handy man during a few weeks of the year and town loafer during the rest of it. Yet I still insist that he should be regarded as a national hero and talked about in the schools, if not in the same breath with Edison, then in the next one.

I insist on this because Henry Thoreau wrote *Walden*, a book which asserts that fulfillment of the spirit is the sole end of existence and that "a man is rich in proportion to the number of things

which he can afford to let alone." Henry Thoreau redresses the imbalance of our admiration for smokeless stoves by announcing that "our inventions are wont to be pretty toys . . . improved means to unimproved ends." He strips away the bark of habitude that encases our lives and shows — as if it were brand new — the wonder of life that can be available to the mind untrammelled by conventional ideas of success and fulfillment. He pours his hearty contempt on the idea that there is only one kind of success, and he begs us to join with him in getting life into a corner and finding out what it is, lest we die without ever knowing. Like his friend Emerson he teaches that the one thing of value in the earth is a man, such a man as will defy his neighbors and the village, and, if necessary, the government at Washington itself in defense of what he knows to be the truth. Henry Thoreau asserted the duty of every man to march in time with his own drummer.

Even though this be true, my son in high school does not come home to say that he has seen a movie about Henry Thoreau, nor do my freshman at Kenyon College seem to have known him outside of the college classroom.

Henry's pond seems to me as good an American symbol as Franklin's kite, and my pride in being American has deeper roots in Henry Thoreau than in Henry Ford. I hear a good deal of talk about American individualism and love of freedom, but none of the persons who like to talk about that sort of thing ever mentions our greatest exemplar of it. I sometimes think that Henry would have had a much larger place in our active national memory if he had given his name to a pencil instead of writing a great book about the infinite possibilities of life.

I am not the first to remark this split in American life, this solar arrangement which sets the idealism of *Walden* at one end of the spectrum and the hard fact of Wall Street at the other; which so sharply separates knowing and doing; which so clearly understands the utility of politicians and is so impatient of political philosophizing. We don't yet seem to understand Emerson's union of the poles in the assertion that "Thinking also is a kind of action." We suffer, Van Wyck Brooks once said, from "unattached idealism." He imaged our young men as sitting for four years in the humid atmosphere of classroom idealism and of baccalaureate sermons and as emerging at last with the ambition to own a shoe factory. We have been vastly proud of our mechanical achievements, of our Boulder Dams, our St. Lawrence Seaways, our atomic submarines. We should be proud of them. Yet a while ago I was invited to address an honors class of high school juniors and seniors. I invited them to nominate our "national" author. I shared their sense of the difficulty of the task but did not understand their entire silence—until they announced that they had never read an American author. What then would they have done had I asked them about Winslow Homer's contribution to our national culture? Or about George Innes's? Or, more astoundingly, about Jackson Pollock's?

I don't suppose that any of you has read Harold Bell Wright. Forgive me if I tell you that forty years ago he was one of the most popular of American novelists. His favorite subject was the regeneration of dissolute men in the great open spaces of the West and, as James Hart says, he "emphasized an incredibly wholesome morality." I remember that he emphasized something else also. In his novel, *The Winning of Barbara Worth*, he tells of a young Easterner of

good family and of Harvard education who goes to the West and woos the daughter of Banker Worth. The banker, naturally distrusting genealogy and academic culture, admonishes the young man that "out here, we're not interested in who you are or in what you know. The question out here is what you can do." You will be gratified to know that the young man puts aside his memories of family and education, performs feats of practical and muscular skill, and thereby wins the banker's daughter. He fulfills the American dream as it is written according to Wright.

I choose Wright as my whipping boy in spite of his being out-dated, because he so clearly epitomizes American popular suspicion of learning and also because he was so very widely read. *The Winning of Barbara Worth* is said to have sold one and one-half million copies and in a non-reading country, that is a great many. I could equally well have instanced Horatio Alger, Jr., without coming any closer, I suppose, to your direct literary experience. He wrote scores of stories for boys all on the same theme of practical success, all of them aggressively anti-intellectual. His influence is incalculable and presumably tremendous.

Literature becomes popular because it expresses the popular mind. It gratifies human fantasies, exploits notions of Mama's superiority to Papa, or the notion that undisciplined teen-agers will turn out all right in the end. Most popular literature is like calendar art: it leads men not into life as it is, but away from life into dreams of what it might be. Serious literature, of course, like serious endeavors in the other arts, leads men into life as it is; and most men recoil. Our best thinkers and artists always seem to the generality of mankind to be nay-sayers, because instead of unthinkingly accepting estimations of the good, the true, and the beautiful, they make a new assessment.

When Emerson addressed the Phi Beta Kappa society at Harvard in 1837, he described us as a nation "too busy to give to letters any more." His younger contemporary, Edwin Percy Whipple, stumped the country on the platform that a nation that values water-power over mind-power is headed for trouble. We have not been short of such spokesmen. All our best names in the intellectual world have sung the same tune, but with conspicuous unsuccess. They have not been speaking the popular will.

The popular will in America has almost always favored education. The little red schoolhouse is a symbol almost as strong in our folklore as the cowboy. The boy who "works his way through college" is our frequent emblem of the purposeful man battling against odds. All this is occasion for pride until we take a closer look at what the majority appear to mean by "education." What they mean by education is training in practical skills; and the demand for those skills, which struck the high schools some time ago, is now reflected in the so-called "higher" institutions to which that majority sends its young. A glance through some university catalogs indicates that young persons desiring higher learning may embark upon such vessels as these:

Food for Special Occasions: Preparation of attractive and appetizing dishes to help the homemaker in planning buffet suppers, reception, picnics, formal meals, Laboratory four hours.

Advanced Radio Announcing, Radio and Television Advertising.

Nobody believes me when I say so, but I have seen a university catalog advertisement for a course in telephone pole climbing; un-

fortunately I can't remember where. I do remember where I found this next one, though I shan't tell you. I only affirm upon my honor that it is a course for university credit: **Camping in Education.**

One middle-western university not long ago achieved the notoriety of the weekly news magazine for its course in **Converation**. A teacher at another university has been celebrated for her course in the proper use of the telephone. She teaches collegiate young persons to speak slowly and distinctly; she teaches them how to dial long distance and how to use the directory. Shall we assume that she has a remedial course for those who don't know the alphabet? The newspaper in my home country proudly reported the other day that one of our local girls has entered a university and that she will specialize in "magazine journalism."

I appeal from my prejudices to yours to assert that none of this sort of thing constitutes education or anything resembling it. I appeal from my ignorance to yours to wonder how prevalent it is and to make a guess that it dominates many of our institutions. It has such an air of practicality, of going without nonsense to the central concern of money-making skills, that it seems almost hopeless to counter it with arguments for Latin and literature, mathematics and music, pure science and arts. It passes for "higher" education. It is sacrilegious to ask what it is higher than? But presumably it reflects the popular will, or it would not flourish as it does. It may even be that some if it is honestly useful, and if it is we shall not begrudge it. But your lament and mine is that it so often exists at the expense of genius education, which is a very different matter. The same split interest is reflected in the fact that we have a national science foundation, for which we are grateful; but that we have no national humanities foundation, at which we are unsurprised.

When Nathaniel Hawthorne wrote the long preface to *The Scarlet Letter* he was already troubled by this division in American life and he attributed it (as others have done) in part at least to the Puritan influence. He reflected of his "stern and blackbrowed" ancestors that they would approve none of his purposes or successes, would indeed think them worthless if not positively disgraceful. He imagines them sitting in judgment upon him: "What is he? murmurs one gray shadow of my forefathers to the other. 'A writer of story-books! What kind of a business in life,— what mode of glorifying God, or being serviceable to mankind in his day and generation,—may that be? Why, the degenerate fellow might as well have been a fiddler!'"

Whether in this passage Hawthorne was slyly addressing some of his contemporaries, descendants of these same Puritans, we cannot know. He was in any event keenly aware of the problem of the artist in America, and he wrote several stories upon the theme. A symbolic passage in *The Scarlet Letter* illustrates his feelings. Hester Prynne has taken her little daughter to call on the Governor, and as they wait for him in the hall, Hester invites the child to go to the window overlooking the garden. "It may be (she says) we shall see flowers there; more beautiful ones than we find in the woods." What do they see? "Cabbages grew in plain sight; and a pumpkin vine had deposited one of its gigantic products directly beneath the hall window."

But Hawthorne's finest and most explicit treatment of this theme is in the story "*The Artist of the Beautiful*." This story has pro-

vided the title for my remarks in this address, and a large part of the theme. Bear with me while I retell a bit of it. If you have not read it, my retelling may do you some good. If you have read it, luxuriate in the retelling.

"*The Artist of the Beautiful*" is the story of a young watchmaker named Owen Warland, whose entire life is engrossed in a delicate project which he will reveal to no one. Not until late in the tale are we allowed to discover that he is working on a mechanical butterfly whose beauty shall surpass that of nature. He goes about with an abstracted air, shows insufficient interest in the practical aspects of his trade. To delight himself, he makes a clock with allegorical figures that march across the dial with the time, but the townfolk deride it and reserve their respect for the occasion when he makes the town clock accurate to the minute. They have some notion, of course, that he is engaged upon some impractical project, and their hostility is chiefly expressed by old Peter Hovenden, father of the girl whom Warland loves. "Give me the worker in iron," says old Hovenden, "he spends his labor upon a reality." He is referring to Peter Danforth, the blacksmith, also a suitor for his daughter Annie.

But in the face of public suspicion and of his own despair, young Warland persists, and from his sufferings Hawthorne draws the persuasive conclusion that the artist must "possess" a force of character that seems hardly compatible with its delicacy." Several times the delicate mechanism he is preparing is unwittingly smashed by the approach of practical persons like Hovenden and even by Hovenden's daughter, Annie, the beloved. One supposes Hawthorne to be saying that the ideal and the practical are not altogether compatible. Such persons as the Hovendens are described by Hawthorne as "that steady and matter-of-fact class of people who hold the opinion that time is not to be trifled with, whether considered as the medium of advancement and prosperity in this world or of preparation for the next. "You may be certain that Hawthorne was aware of the irony of so limited a choice — a choice that leaves out the possibility of making this life a gracious experience. His story persistently contrasts the blacksmith at his anvil with Warland at his watchmaker's bench, and once he brings them together. Warland needs a miniature anvil, which the blacksmith makes for him and proudly delivers, saying, in effect, "I'm not much for delicacy, but when something practical is needed, I'm your man." We should not forget that passage. By such repetitions, the anvil and the butterfly become symbols, and one of utilitarian productivity, the other of useless ideal beauty.

Warland does, at last, complete his design, and it fulfills all his hopes. He proudly takes it to show to Annie, by now the blacksmith's wife and mother of his child. The delicate marvel, the mechanical butterfly, flutters about the room, lighting on the hand now of this person, now of that, and glowing or fading according to its feelings of sympathy or hostility to the art that created it. But finally it alights upon the hand of Annie's infant boy, who in one innocent gesture smashes it to bits. Or is the gesture so innocent? Is Hawthorne suggesting that the progeny of a race so utterly devoted to the practical and so resolutely inimical to the merely beautiful will destroy mere loveliness from instinct?

In any event, he was expressing his awareness of the polar arrangement in American life between knowing and doing, between the

(Continued on Page 10)

R.I.S.D. Address

(Continued from Page 9)
sternly practical and the impractically beautiful. He expressed the same theme in his story "The Snow Image," "of which I shall spare you the synopsis.

During these same years, Ralph

Waldo Emerson was exerting his sweet influence to persuade his countrymen of the value of ideas, to get them to distinguish between nature as commodity—as a source of beef and carrots and shoes—between nature as commodity and nature as beauty and symbol. Everywhere, in lecture hall and in

printed essay, he asserted the powers of the soul, declaring that whatever man can do can be divinely done. The main object of the world, he insisted, is the up-building of a man—not workman, as farmer, teacher, priest—but man in his wholeness. For this purpose, he argued, there must not be too

much of design; and he argued rightly, for there is no known design that will produce greatness of soul. Some teachers may delude themselves that courses in "creative writing" can teach creativeness, as some students may delude themselves that painters can be taught to be great. But Emehson

asserted the need for men to throw themselves unreflectively into life, and then periodically to withdraw for reflection. "The great gifts (he said) are not got by analysis." Furthermore, he argued, the proof of a man is not in his actions but in his character. He said, "I refuse the appeal from the man to his actions." Only one thing mattered to him—quality of mind, or soul. A mind of such quality as he envisioned, would pour itself forth, compelling assent not by argument but merely by being right. And by such a course of speculation, he brought himself to the best apology I have ever seen for liberal repute, honored by laurels, and we are led to expect a mourning celebration commensurate with his greatness. What occurs instead? The villagers who knew him as a boy ruminate their tobacco and their memories; they recall his idle dreamings, his impracticalities, some boyish foolishness. As they sit up with the corpse and gossip, they make it abundantly clear that they never expected him to amount to anything and that they find gratification in the fact that he never did.

Alexis de Tocqueville clearly saw this tendency in us when he visited America in the 1830's. His superb book, *Democracy in America*, describes American fondness for practical application and our impatience with theoretical science. Everywhere in the book he fears an atrophy of the idea of excellence. He accurately predicted, for instance, the decline of craftsmanship in a democratic society. In a stratified society, says Tocqueville, the fine craftsman has only one set of customers—the aristocracy and gentry. They demand the best product, the craftsman strives to give it, and quality becomes his hallmark. In a fluid society, on the other hand, everybody is a potential customer; the demand is not for quality and scarcity but for cheapness and abundance with the appearance of quality. (The same point has been made by others, including Emerson. The aristocrat who buys a table expects to pass it on to his posterity; he demands a good one. The American who buys a table expects to change his economic and social status tomorrow, so he buys one that will do for the moment. The moments succeed one another, so do the tables, but the ideal of excellence is always receding into the glowing future.) Tocqueville education. He said, "This hankering after an overt effect seems to me to be an apostasy." He is reversing the appeal of Banker Worth, asking of a man not "What can he do?" but "What is he?" Over and over, in hundreds of aphorisms, he announced his vision: "Faith is its own evidence." Or again, "The thing uttered in words is not therefore affirmed; it must affirm itself."

But Emerson is not a national hero, either, and from his volumes of wisdom the national memory has chosen two or three sayings of the kind that may be set into large type for hanging on the walls of business offices: "Hitch your wagon to a star." Make a better mousetrap and the world will beat a path to your door." Our greatest expositor of the virtue of thinking is converted to an apostle of doing.

You share my conviction, I presume, that there is nothing wrong with doing. What irritates you and me, what indeed reduces us at times to fear for our country's very existence, is the popular assumption that there is only one kind of doing. We join with the multitude in our applause of Edison—though we question his sufficiency as a symbol of the best in American science. We are grateful to Luther Burbank for his productive and delicious hybrid vegetables. But we wish the multitude would join with us in doing honor to the creators of beautiful objects and of compelling ideas instead of withdrawing from those creators in ignorant complacency or aggressive hostility.

The conclusion of this address will be in the next issue



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See the '62 Corvair and Corvette at your local authorized Chevrolet dealer's



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