Rhode Island College
Digital Commons @ RIC

The Anchor

11-1-1930

The Anchor Volume 3, Issue 1 (1930)

Rhode Island College of Education

Follow this and additional works at: https://digitalcommons.ric.edu/the_anchor

Recommended Citation

This Book is brought to you for free and open access by the Newspapers at Digital Commons @ RIC. It has been accepted for inclusion in The Anchor by an authorized administrator of Digital Commons @ RIC. For more information, please contact digitalcommons@ric.edu.
THE ANCHOR
R. I. C. E.
Thanksgiving Number
Eugene F. Carroll  Robert J. Carroll
The Robert F. Carroll Sons
Established 1889
FUNERAL DIRECTORS
677 Cranston Street
Telephone WEST 5000

RYAN
QUALITY CATERING
Banquets—
Weddings—
Receptions
8 Greene Street

Patronize these
Advertisers

RICOLED '31
SENIOR YEARBOOK

Subscribe Now!
WE WELCOME

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

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

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

ANNA FLYNN, '31, President of the Student Council

We welcome also

Miss Lena Ford, as the new critic at the Harris School, Woonsocket.
Miss Jennie Cashman and Miss Elizabeth Jenney, as critic teachers in the Samuel Slater Junior High School, Pawtucket.
At the Henry Barnard School:
Miss Marjorie Bean, teacher in Grade 5B.
Miss Marion MacMillan, teacher in the Kindergarten.
Miss Jeanne Bachelin, teacher of French.
Mr. Robert Peabody, as Dean in the Junior High School.

Graduate students at the College

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

in Honor of Twenty-five Years as
Commissioner of Education in Rhode Island

BY DR. CHARLES CARROLL

Walter Eugene Ranger, native son of New England, educated liberally in the university of life, in a small New England college, maker of men, and in the one-teacher, one-room rural school of old District Number Five; himself a teacher while a student, and later a teacher of teachers in the State Normal School at Johnston, Vermont; called to become the chief administrative and executive officer in the public schools of Vermont and next of Rhode Island; serving in both positions with rare fidelity and unusual accomplishment in measures for the promotion and improvement of public education; to Rhode Island bringing the fruition of ripened experience and scholarship, and for more than a quarter of a century holding constantly before himself and the people splendid ideals of citizenship to be attained through progressive measures for increasing the education common to all; a patient worker, exemplifying in unfailing meliorism and unlimited faith in the people sound principles of democracy; inspiring his associates and revealing to them his vision of a developing educational policy while seemingly only unfolding in pleasant conversation his own broadening philosophy of life; exponent of sound educational principles, and constant builder of a finer public school system; co-laborer with Howard Edwards in the building of a greater Rhode Island State College at Kingston, raising the institution to complete college stature; constant advocate of higher professional and economic recognition for teachers and as contributor to a science of education and the training of members of the profession adequately, untiring promoter of Rhode Island Normal School and guide in the transformation of the normal school into the College of Education; giving unstintedly of time and service to the promotion of other educational institutions as agencies for the more complete provision of educational opportunities for all the people; urging forward the library movement to the realization of a collection surpassing a million books, and loans approaching three millions annually.

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

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

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

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

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

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

A. WILSON WHITMAN
Graduate Student
"THE FEMALE OF THE SPECIES"

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

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

"I like such and such a thing. But John (my husband) does not like such and such a thing. Therefore, I mustn't."

"Absolutely false reasoning!" declares the logician. "Such propositions cannot be placed under any valid mood in the subject of dialectics." Immediately he would characterize their author as a benighted but harmless creature. His estimate would be far from wrong.

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

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

CATHERINE MARTIN, '32

THE NEW FOUNTAIN IN THE LUNCHROOM

The new General Electric Drinking Fountain in the lunchroom is more than the adequate and practical addition that it appears. It is symbolic. In all day schools, it is difficult to find a common footing upon which old and new, upper and lower classmen can meet. The Alumni have discovered that foundation. It is loyalty to Alma Mater. This loyalty, however, cannot be fostered unless it is shown by the undergraduates as well as the Alumni.

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

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

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

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

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

However, these evils of discussion, in politeness, in authenticity, and prolixity, are not usually present when a whole group is participating; but rather stand out when little cliques start buzzing in the various corners of the class, leaving the main issue to one or two members.

As a matter of fact it is the members of these little groupes a part who deserve the censure. Not only are they usually the ones who do not take any part in discussion but by their
indifference to what others are saying encourage those others to monopolize discussion and to lead the issue in question into devious by-paths whence it is extricated with difficulty. It should be the prime concern of every member of a class to be interested in what is going on in the class. We should probably be going too far in blaming the evils of many discussions to the indifference of some of the non-participants; but at the same time it is evident that many of the annoyances would be removed if a larger number took part.

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

It is often expressed—indeed, so often that the idea has become trite—that education is the most important agent in ameliorating society; that educators have the future of the nation in their keeping. We hear that one of the chief aims of education is the creating of mental perspective; the development of ability to form accurate judgment. Now, bearing in mind these responsibilities, we ask what should our verdict be on the justifiability of lackadaisically acquiescing to the most obvious point of view! Can he who lazily refuses to think be safely entrusted with the development of the powers of judgment and of the mental perspective of the people of tomorrow? Is he one to whom can be confided the ultimate formulation of the destinies of the state and nation?

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

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

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

MADELINE BRIGGS, ’31
No area of equal extent in the world has the sentimental appeal for millions of people which Palestine has. In ancient times it was the "Promised Land" which was fought for by generation after generation of the descendants of Abraham, who had come from Ur of the Chaldees to possess it. The three great religions of the world today: Judaism, Christianity, and Mohammedanism, claim the tomb of Abraham as one of their most sacred places.

No adherent of these religions can look upon Jerusalem unmoved. It was this city that Jesus wept over; here He died, was buried and rose from the tomb. The Jewish dispersion came in the generation after the Crucifixion and the Roman conquerors destroyed completely its temple and carried away the sacred objects. Rome in turn was conquered by Christianity but Jerusalem was not of transcendant importance in the early centuries of the Christian era. In the seventh century the non-aggressive Christian and Jewish inhabitants were conquered by the Arab followers of Mohammed and the site of the Temple of Solomon was made the center of Mohammedan worship for the whole district. The Jews were excluded from their holy places inside the walls. Each week they went as near as possible to these places and lamented their exclusion. This was the origin of the Wailing Wall.

The Christians attached special significance to the Holy Sepulchre and made pilgrimages to this shrine from an early date. These were not seriously interfered with by the Arab conquerors. When the Turks became dominant in the Mohammedan World a new spirit was introduced into the situation which led to the crusading movement in the eleventh century. This movement had for one of its objects the wresting of the Holy Places from the Mohammedan possessors by armed expeditions of Christians. Christian religious fanaticism in this region dates from the Crusades and manifested itself against the adherents of Christians sects quite as much as against Jews who were held responsible for crucifying Christ, and Mohammedans who were in possession of the Holy Land. Greek Orthodox, Roman Catholics, Coptic, Armenian, Abyssinian, and Syrian Christian hierarchies all had recognized places within the sacred precincts of the Church of the Holy Sepulchre, the Church of the Nativity and other places sacred to Christianity.

Another significant development in the seventeenth century was the recognition by the Turkish Emperor of the French King as the protector of the Christian subjects of the Porte. We know with what disastrous consequences other monarchs of Europe, notably the Czar of Russia and Emperor of Germany, laid claim to this distinction.

A startlingly new development in the Near East grew out of the World War. In November, 1917, a dark period for the Allies, Balfour, the British foreign secretary, made the following statement:

"His Majesty’s Government view with favor the establishment in Palestine of a national home for the Jewish people and will use their best endeavors to facilitate the achievement of that object, it being understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by the Jews in any other community."
PALESTINE (continued)

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

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

OUR KITCHEN

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

First, there is a new double gas range, equipped with immense ovens for all kinds of meat cookery. A gas steamer cooks all the vegetables so that the greatest nutritive value is retained. Our pastry is baked in a professional baker's oven. Above these cooking devices is a large hood, connected with the ventilating system. Thus the tantalizing aromas of cooking food are not wafted to the classrooms to tempt our appetites. Occupying an important position among the apparatus is a huge General Electric refrigerator where perishable goods are stored. Those of us who dread dishwashing at home will envy the electric dishwashing machine in the kitchen. To complete our list, we have a thirty-quart mixing machine, a Buffalo bread slicer, tables for all purposes, and a saucepan rack. In these many ways have science and modern improvements come to the aid of that homely, but fascinating art—cooking.
September 8, 1930

Started at college. Only thing we did was to go to chapel. That seemed quite strange and more so when we found out it was only "assembly." Arranged our programs. "Greek" to most of us. Heard strange words—hours, semesters, and terms, etc. Don't think, I'll ever get them straight. They asked us whether we were working for A, B, or C grades. In high school, we had no choice, we received. The Seniors look so dignified. We thought we were at high school, but those ideas don't amount to much here. I was late at history yesterday because I thought that class was on the third floor instead of the first. Wish they'd give us a map of this building. And that's why Freshmen are considered dumb!

September 15, 1930

We were given our regular seats in chapel. Wonder if they really can take attendance from balconies. We had to elect a Senior for president of the student council. Many didn't know the candidates so they did what might be called blind voting. Were given Sophomore Sisters. Do the men have Sophomore Brothers? They're expected to help us with every little thing. People are really considering us after all.

September 22, 1930

The Seniors are giving a Harvest Hop in a few weeks. Sounds interesting. Heard the following conversation in the hall.

"Do you know what I think?"

"No."

"That some Freshmen are so dumb that they will come "stag" to the Harvest Hop"—Much laughter. Isn't that exasperating?

September 30, 1930

This week was quite uneventful. Columbus Day soon.

October 6, 1930

Freshmen happy again. Glad not to go through initiation like some colleges.... Brrr, Brrr, cold in the gym...... Mid-term tests and handing in of notebooks. Wonder how teachers mark. Will see soon enough.

October 13, 1930

Columbus Day! our first vacation. Tuesday very memorable. Water pipes burst. No sessions. Like college better than ever. Wonder why most of R. I. C. E. was seen at the Paramount so early in the morning. Had first dancing lesson with Miss Langworthy. All freshmen walk stiffly since.

October 20, 1930

Complained today that I couldn't hear certain speakers from the rear of the assembly hall. Was advised by a certain sophisticated Sophomore that the smile on the speaker's face was sufficient for the Freshmen and they didn't need to hear. The impudence! We were invited to attend a Hallowe'en party by the Sophomore class next Wednesday. So anxious for next week. R. I. C. E. is a great place after all.

Freshman Pepys
(E. C. L.)
HEAVENLY SITUATIONS

The shrill babble of feminine voices ceased abruptly as the President of the Astra Club loomed into view. All eyes followed the entrancing figure that minced along behind her. Under this concentrated stare, the subject in question slunk gracefully into his seat. Expanding under its influence, he gazed over the heads of his audience with a captivating air of bland innocence.

Noting the stir of excitement, President Osgood rapped for attention. Her cool survey of the hall gave no hint of the conflicting emotions warring within her breast. Would they acquit themselves intellectually or become insipid slaves to the little god of Love? Casting aside her worries with a determined shrug of her shoulders, she cleared her throat and began, pompously: "Dear fellow members, we are all here through our deep interest in astronomy. We have been following all developments in this subject very zealously. In particular, we have been watching the great deeds of certain individuals who are opening up amazing avenues of thought. We are indeed fortunate to have with us tonight one of these celebrities. It gives me great pleasure to introduce to you, Mr. Oswald Percy."

With a quick baring of his pointed teeth and a slight narrowing of his wide green eyes, Mr. Oswald Percy arose languidly and addressed his audience.

"Deah fellow astronomers,—ahem!—it is a great honor to come before this earnest knowledge-thirsty body of young ladies. I know that I shall be inspired to carry you on with me to great heights of astronomical lore. Ahem!

"Now let us consider the case of the lesser planets. It is easily seen..."

As his suave voice purred on, crescendo and diminuendo, the tension in the little gathering relaxed. A haze of blissful rapture bathed the soaring souls. Drab reality had become a thing of the past.

Encouraged to outdo past successes, Mr. Oswald Percy waxed eloquent. Sensing the need of a dramatic climax, he licked his tiny mustache viciously and hissed: "If I were Mercury and if I were riding in conjunction with you, the Moon, what would be the situation?"

"Heavenly," piped up an impressionable little blonde in the front row.

EVELYN EARNES, '31

--- OUR ADVERTISERS ---

Do you read the advertisements found in the front and back of the magazine? If you are one of those who carelessly glance through the book without noticing them, we address these words to you in particular. Read over the names of those who favor us by advertising in our publication, and whenever possible, patronize them. Remember, you will be performing a dual role—aiding them by giving your patronage, and establishing a worth-while friendship between the College and our advertisers.

And, students, mention THE ANCHOR when you visit these stores.

—Editor
FROM THE OLD TO THE NEW EDUCATION

BY PROFESSOR W. A. BALDWIN


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

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

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

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

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

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

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

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

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

Superintendent of Schools B. D. Remy says:

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

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

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

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

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

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

"Fundamental issues are presented in a most interesting and thought provoking manner. I congratulate you heartily."
FROM THE OLD TO THE NEW EDUCATION (continued)

Henry Turner Bailey, Artist, Educator and Editor, says:

"Congratulations! And great success to it. It ought to be of high value, especially to the younger generation of teachers."

Dr. A. E. Winship, Editor of the New England Journal of Education, says:

"Mr. Baldwin caught the spirit of the New Education when John Dewey discovered it, and he has magnified it and applied it, scientifically and professionally at Oswego, Hyannis, and Rhode Island College of Education. Mr. Baldwin's 'From the Old to the New Education' has brought down from the heavens the ideal spirit and has made it real for every teacher of every subject, for every child in every school."

I'VE A BIT OF THE SKY

I've a bit of the sky,
   And it lies in my garden.
There are fairies near by,
   I've a bit of the sky;
Where the blue gentians high
   Beg forget-me-nots' pardon,
I've a bit of the sky,
   And it lies in my garden.

MARY RYNN, '31

THE FAIRIES' HAUNT

I have found the haunt of the fairies,
   Just a little wooded dell;
But its floor is carpeted, darling,
   With lilies and many bluebell.
A gay little brook rambles through it,
   Its roof is a bit of blue sky;
And the little folk hide in the flowers,
   Till the feet of the world have passed by.

MARY THORNTON, '31
WHO'S WHO at R. I. C. E.

THE ANCHOR

The purpose of the college magazine is to promote interest in college events by gathering and publishing news of the College; to establish and maintain standards of literary excellence among the members of its staff and its contributors; to encourage the development of theories, experiments, and opinions regarding the problems of education; and to foster the publication of results of research conducted by members of the faculty, alumni, or student body. This publication is written, edited, and published for the students, alumni, and the faculty of Rhode Island College of Education by members of the College elected or appointed for these purposes. Any student who is regularly registered at the College and in good standing is qualified for election or appointment to membership on the general staff. The officers hold office until they leave College or are disqualified, by inefficiency or by unsatisfactory scholastic standing. The present Editorial Board consists of the following members:

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

Associate editors and assistant business managers are:

Literary Catherine Martin, '32  
News Anne Sullivan, '31  
Advertising Manager Thomas Giblin, '34  
Assistant Llewellyn Jones, '33  
Circulation and Subscriptions Marion Williams, '31  
Production Barbara Murray, '31

Gertrude Coleman, '31

THE IRON ANCHOR

Somewhere in Rhode Island on public ground there is a huge, iron Anchor and perchance you should find it, take it to Professor Robinson and have him verify it, thus winning everlasting glory for your class.

The custom of presenting with an anchor the class having the most college spirit plus scholarship, was inaugurated by the Class of 1927.

The Class of 1930 had it willed to them, and no one was successful in securing it until they bequeathed it last June to the Class of 1931. It is ours to keep until Commencement with certain specifications; namely, it must be kept on public ground in Rhode Island; it must be shown at least once a year; it cannot be taken from us by force. Strategy alone can be used.

We of 1931 fling down the gauntlet. Come and get the Anchor!

Ruth E. Monahan
WHO'S WHO at R. I. C. E.

ATHLETIC ASSOCIATION

The Rhode Island College of Education Athletic Association is one of the infant organizations of the college. It was not until the spring of 1930 that the group was organized on its present basis. The purpose of our Athletic Association is to bring the student body into closer connection with the athletic activities of the College, through a representation of the classes in the Council. This Athletic Council is composed of sixteen members. Men and women have equal representation each group having eight members in the Council. There are two faculty representatives—an Athletic Adviser of the women and an Athletic Adviser of the men. The Council meets once a month for regular meetings. Other meetings are held whenever the President deems a meeting necessary. The Association is still a young organization in our college but great hopes are held for its future.

ALPHA RHO TAU

Early last semester, a group of interested students united to form an art club.

The purpose of the club was immediately selected. It is to create, stimulate, and maintain interest and appreciation of art through means of lectures and exhibitions. Accompanied by a formal opening with a tea, the first exhibition was successfully held. Miss Helen Riang, Class of '30, first president of Alpha Rho Tau, carried out the plans of the club remarkably well.

The exhibits dealt with the creative work of Providence school children. Mr. Dana Vaughn, Instructor at the Rhode Island School of Design, representing that school, and Miss Swan were responsible for the exhibitions. Mr. William T. Drury, teacher of art at St. George's School, Newport, and Instructor at the School of Design, gave an interesting talk on "Etching" and at the same time, showed the whole process of making an etching.

At the fall term election, the following officers were chosen:

President Miss Abby M. Grinnell, '31
Vice-President Miss Margaret Ryder, '31
Secretary Miss Marion Mulvaney, '31
Treasurer Miss Eleanor Carroll, '33
Social Committee Chairman Miss Anna Sullivan, '31

Since the first meeting of the year, the club has decided to accept the symbolical words, "Art Rises Tower-like," to represent the Greek letters alpha, rho, tau.

Plans for exhibits to be held during this semester are as follows:

Contemporary Painting
Group of Rhode Island Artists

Block Prints and Etchings
Group of Rhode Island Artists

Water Colors
Group of Rhode Island Artists

Students' Exhibit
Members of Alpha Rho Tau

ABBY M. GRINNELL, '31
WHO'S WHO at R. I. C. E.

THE COLLEGE TRIO

During the past year an instrumental trio was formed at College composed of violin, piano, and 'cello. This organization, known as the College Trio, played for many college activities as well as outside affairs. The members of this trio were Grace Williamson, '31, violinist; Elizabeth Smith, '31, pianist; and D. Ellen Oldham, former student, cellist. The three musicians studied music extensively throughout the year with Boston and Providence teachers.

This year there has been a change in the trio owing to the absence of Miss Smith and Miss Oldham from the College. Miss Ellen Hall of the Freshman class has become the pianist and Mr. A. Forest Ranger, instructor at Classical High School, has kindly consented to play 'cello.

Grace Williamson, '31

GLEE CLUB

The Glee Club is an important asset of our college. It affords us pleasure and is giving us an opportunity to develop musical talent which will be a source of joy and usefulness in the future. Furthermore, membership in the club makes possible a more complete understanding of part singing and of chorus conducting.

The Glee Club was organized with the establishment of the College. Since 1922 Professor S. Hosmer has been its director. The present officers are:

President Madeline Boyle, '32
Secretary-Treasurer Barbara Bromley, '33
Librarians Alice Hannan, '32
Ruth Henderson, '33
Mary Riley, '33

It convenes weekly for rehearsal, Wednesday morning, at 8:30 o'clock. Any student in the College who is interested in music and can sing may be a member. For the past five years credit has been allowed.

A yearly concert is given usually in May. Radio concerts are another feature of its work. This year the club will take part in the Junior Week exercises.

Esther Hallington, '32

THE KINSPRITS

The Kinsprits! What more appropriate name can be given to this Senior Literary Society of the college which meets every month for a business meeting and social hour. The society this year has as its officers, Mary E. O'Brien, '31, Presiding Officer; Mary Barbara Murray, '31, Scribe; Katherine Patt, Mistress of the Exchequer, '31; Mary Thornton, '31, Hostess. To create a love of literature and a greater appreciation of literary values is the aim of the Kinsprits. The club meeting of every month is a delightful event and is always attended by some special guest who has a particular message of interest to this enthusiastic group of kindred spirits.
WHO'S WHO at R. I. C. E.

NATURE CLUB

The Nature Club was started by Dr. Vinal in the spring of 1924 for those students who had a mutual love of Nature and an active desire to learn more of her lore. Accompanied by Dr. Weston, he took the members on early morning bird trips. When he left the College in 1925, Dr. Weston became his successor. With the assistance of Miss Carlson, she has faithfully continued this work. The trips have been extended to picnic hikes.

The Nature Club still offers a happy medium of expression for Nature lovers in the College. The trips of recent years have been to Quinsigamond, Meshanticut Park, private gardens in the vicinity, bird sanctuaries, and fish hatcheries. A novel experience of the club this year was the fresh water bug hunt at Roger Williams Park.

The present officers of the Club are as follows:

President: Eleanor Miller, '31
Secretary: Regina Stanley, '32
Treasurer: Frances Lynch, '33

THE STUDENT COUNCIL

The powers of the Council are: one, to act as the executive body for the Association in matters which require student expression; two, to consider matters of interest to students and the College, and to suggest or put into operation improvements in the routine; three, to refer to the Student Cooperative Association, matters of such nature as to require the opinion of the student body. The Council consists of the presidents of all the classes, and all organizations, three faculty representatives appointed by the President of the College, and four representatives from each class.

At the election in September, the following members were chosen:

Anna Flynn, '31 President
Alice Gore, '31 Vice-President
Claire McKenna, '31 Secretary
Fred Hutchins, '33 Treasurer

THE PRESS CLUB

The Press Club was organized in January, 1930, for the purpose of facilitating the dissemination of news concerning the College throughout the state and elsewhere. Membership in the Club is open to any student in good standing who has completed satisfactorily the courses in freshman English. Meetings are held every Wednesday afternoon from 2:30 to 3:30.

Officers for September, 1930, to February, 1931, are as follows:

President, Miss Anne C. Sullivan, '31 of Newport
Vice-President, Miss Mary Hayes, '31 of Providence
Treasurer, Miss Ruth Leonard, '31 of East Providence
Faculty Consultant, Professor Robinson
WHO'S WHO at R. I. C. E.

DRAMATIC LEAGUE

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

The purposes and functions which are upheld by the League, to quote from its constitution, are: "to develop a taste for the best in classic and modern plays and to study the art of producing them; to improve Oral Expression; and to stimulate an interest in the social and economic questions of the day through debating and other forms of Public Speaking."

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

RICOLED BOARD

When the members of the Class of 1929 became dignified Seniors, they realized the need for a college yearbook. This need was satisfied when the class met and the first Ricoled board was organized for the purpose of editing a Senior Year Book for R.I.C.E. When the class of 1930 became Seniors, they almost immediately organized their Ricoled Board, which worked zealously to make the 1930 edition of the Ricoled even better than that published by their predecessors. Now that the way has been shown by these pioneer classes in the field of our yearbooks, it is understood by each class that at the beginning of its Senior Year a board shall be elected by the class, which is to be called the Ricoled Board and whose duty it will be to carry on the business necessary for the publication of the "Ricoled" worthy to be called the Year Book of R.I.C.E.

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

Editor-in-chief
Mary Rynn

Associate Editors
Mary Conway
Miss Evelyn Earnes

Business Manager
Miss Ruth Paddock

Associate Business Manager
Miss Anne Sullivan

Secretary-Treasurer
Miss Anna Bliss

Associate Secretary-Treasurer
Miss Mary O'Brien
PRESENTATION OF DRAMATIC LEAGUE
at R. I. College of Education

On Wednesday Evening, November 5, the Dramatic League presented a most enjoyable program before a very appreciative audience in the Henry Barnard Auditorium. Included in the program were two one-act plays and a series of musical sketches.

"The Bishop's Candle Sticks," by Norman McKinnell, was the first presentation. While watching the play, one wondered if it were possible that the actors were only amateurs, so perfectly did they portray personalities of the characters. The action of the play was laid in a room in the Bishop's House near Paris in 1815 and was concerned primarily with the actions of the good and pious Bishop. The role of the Bishop was most successfully played by Fred C. Hutchins, '33. Mr. Hutchins's voice and gesture made him a most impressive Bishop. Joseph Itchkavish, '33, played the most difficult role of Jean Valjean, and he did the job well; in fact, so well that many in the audience were heard to murmur; "Is he a student?" The other members of the cast—Ruth Paddock, '31, and Ruth Mathewson, '31—performed in a very satisfactory manner and helped to make "The Bishop's Candle Sticks" a production of which the Dramatic League of the R.I. College of Education may well be proud.

"Uncle Jimmy," by Zona Gale, is a comedy, the scene of which was laid in a little town in the Middle West. The play contained no heavy dramatic roles but the character of "Uncle Jimmy" required unusual talent in the impersonation and the work of Mr. Paul Dion in the part won universal praise. The players seemed to enjoy acting in the comedy just as the audience enjoyed watching them.

The musical sketches, "Revivals," given between the plays, represented the songs of the different decades from 1860 to 1930 and were cleverly worked out. The songs from the period from 1870 to 1880 proved most popular with the audience with Miss Katherine Farrell, '33, and Walden Poole, '32, singing "Maggie" and "No, Sir." Miss Mary Thornton, '31, and Ezekiel Martinelli, graduate student, also did good work on "Toy Land" and "School Days," favorites of the period from 1900 to 1910. The revivals from "Just Before the Battle, Mother," to "Where Do You Work, John?" were well done and well received.
SO THEY SAY

One of our students has this to say about busy-bodies:

"I want a new dress."

"Don't get a brown one."

"No?"

"No, you wear too much brown."

This is what I thought. The mischief I'm doing! Irritating everyone by constantly flaunting that soothing color! I must turn over a new leaf. I will wear more brown.

"To whom are you writing now?"

"To Marguerite. She sent me a card and asked me to drop her a line."

"A card, yes. She didn't write you a letter, though, did she?"

This is what I thought. No, I did not ask for any word from her. But if I did? Who's doing this writing, anyway?

"Hello. You here, too?"

"Yes, I had some books to return today."

"Are you taking any out?"

"I'd like a novel or two."

"I'll wait for you."

"Forsyte Saga complete?"

"Surely."

"Don't take that huge thing. Read it book by book. I did. It's so much easier. Here, take 'A Man of Property'."

"No, I don't mind the size of the book at all. Really, I'd rather read the three books in the one edition."

"I wouldn't. What's this?"

"Oliver Twist."

"Now, I consider that a waste of time. Why don't you take out the 'Virginian,' instead? It's over here. Do you want it?"

This is what I thought. My dear girl, of course I don't want it. For just once, will you trust to my own judgment?

What shall we do with those who must insert themselves into the affairs of others? I should recommend more work and longer hours.

This is my last thought. What a wonderful world it would be if we had courage enough to tell busy-bodies our exact thoughts!

This is what an unnamed student in an unnamed class says about her class-meetings at an unnamed college.

A rap on the desk, the would-be imperious voice of the president saying, "The meeting will please come to order," and another hilarious class-meeting has begun.

"We will now have the secretary's report of the last meeting."

"I forgot to bring it"—this from the secretary who is slouching in a chair in the back row.

"Since the secretary has forgotten the report, we will dispense with the reading of the minutes of the last meeting."

"Haw! haw!"—from voices whose owners are grouped in a huddle, chit-chatting about something that happened "last night."

"Is there any new business to come before the meeting?"

Someone's voice, muffled by a hand over a yawning abyss of much mouth, is heard: "What about the old business?"

"Oh, yeah." (A tee-hee is heard.)

Say, if we don't have more order here, I'm going to ask some of you girls to leave. Continue!"

"Ma-dum President!" A tall figure appears—half standing, half sitting, half leaning on her neighbor for support. "We didn't do anything important last time, so I suggest we let it go, and take up the new business."

"Is that agreeable to everyone?"

"Yup" from a few voices.

"Now, bring up the new business."
SO THEY SAY (continued)

“Hey, Jean!” Six or seven people at once. (Jean, by the way, is the president’s name.)
“One at a time, please. Marg has the floor.”
Voice from the rear: “What are you going to do with it, Marg?”
“Quiet, please! Go on, Marg.”
“I make a motion we have a dance.”
“Secon’ a motion.”
“Madam President, I make a motion we have a banquet instead.”
“Secon’ a motion.”
“I rise to a point of order.” Oh, at last! Thank goodness, someone knows a little about parliamentary law. But alas! it has no effect.
“Wha’d ‘ya mean—point of order?”
“Well, you can’t make one motion on top of another like that.”
“Who says we can’t; we’re not in any court room.”
“Silence, please!” But silence is not obtained, and one argument follows another until the few lady-like souls of the class fear that a hair-pulling, eye-scratching, wrist-twisting battle will ensue.
Ting-a-ling! The bell sounds just in the nick of time. And while someone very foolishly remarks, “I move we adjourn,” the ceaseless babble of enraged girls and the sighs of those who have been bored fade out of the hall and increase in volume in the corridor. A class-meeting which accomplished nothing is over.

Moral: If the cap fits, put it on and help improve your class-meetings.

One of our seniors says: To be sure, all college freshmen are easily identified by their “We’ve arrived” attitude, a general aspect of being glad and hopeful, and sometimes by their attire—particularly by their distinctive head-gear with which we are familiar in this city. But at the Rhode Island College of Education, freshmen bear a most outstanding mark of identification—a veritable brand—which not only tells the observer their status, but also fairly shrieks “She’s from R. I. C. E!” or “He’s from R. I. C. E.!”

Wheresoever one may be—so long as he be in this city—he can see countless numbers of R. I. C. E. students on pleasure bent. Although the freshmen mingle hopefully with members of upper classes, one can distinguish them from the others by the newness of their “brands.”

After hours of being drilled as to the way in which future teachers should go, the girls skip heedlessly and the boys scuff easily down Capitol Hill, in laughing groups which separate when they reach the Biltmore. Some go directly to the talkies while others stop at refreshment shops. All bear their “brand” proudly, and in a painstakingly showy manner.

When the students seat themselves in the theater, the “brand” is carefully placed on top of all other paraphernalia—it must be seen. In food-dispensing emporia, the “brand” is put in a conspicuous place either on the table or in a nearby chair. Sometimes the “brand” becomes a thing of art—when artistic owners paint “R. I. C. E.” in huge white letters on the covers of their notebooks.

Some of the other outward signs of freshmanhood soon wear off, but the letters on covers of R. I. C. E.’s big black note-books (the freshman “brand”) still remain.
SO THEY SAY (continued)

More power to you, Freshmen! On you we are pinning our hopes that in future years all students may be as desirous of showing their loyalty as you are. You have the proper spirit—keep it up. For the sake of your successors and for the sake of the position you will one day want, don’t lose your pride in the quality of your College!

ALUMNI NOTES

Toole—Deignan

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

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

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

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

The bridesmaids, the Misses Virginia Gilbane, R. I. C. E. ’29; Marguerite Bartley; Pauline Gleason; Marguerite Downing; and the maid of honor, Miss Olga Bartley, wore frocks of satin, fashioned in Victorian style, shading in hue from sunrise to sunset colors. They wore Poiret model hats of French felt and carried arm bouquets of shaded chrysanthemums and oak leaves.

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

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

Upon their return from a motor trip to New York, Atlantic City, and Washington, Mr. and Mrs. Toole will make their home at 78 Young Street, Pawtucket.
WHAT THE CLASS OF '30 IS DOING NOW

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

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

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

Marion Stanwood is at the Bridgman Junior High School.

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

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

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

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

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

Special Training

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

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

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

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

City Training

Providence girls who are serving their city training period are:

Mary F. Casey at Academy Avenue School; Vivian Maynard and Esther Johnson at Benefit Street; Grace Ryder and Helen Curran at Candace Street; Frances Cunningham at Peace Street School.
"A LIVE-WIRE"
Mabel: You know, I think Bessie has a wonderfully magnetic personality.
Marge: Yes. Everything she wears is charged.

NO WAY OUT
In Washington, they tell the story of a golfing clergymen who had been beaten badly on the links by a parishoner thirty years his senior, and had returned to the clubhouse rather disgruntled.
"Cheer up," his opponent said. "Remember, you win at the finish. You'll probably be burying me some day."
"Even then," said the preacher, "it will be your hole."

WITH LEADEN HEELS
Slim: Your son is pursuing his studies at College, isn't he?
Jim: I guess so. He's always behind.

FOG TO BLAME JUST THE SAME
"What does this mean, sir?" said the boss to his clerk, "coming in thirty minutes late."
"It was on account of the awful fog," exclaimed the culprit.
"Fog!" said the boss, testily. "What has the fog to do with it? You do not live across the bay."
"No, sir, I know I don't, but you do, and I thought you'd be late."

A SEVERE TEST
"I never had such a tough time in my life. First I got angina pectoris, followed by arterio sclerosis.
"Just as I was recovering from these I got tuberculosis, double pneumonia and phthisis. Then they gave me hypodermics. "Appendicitis was followed by tonsilotomy.
"I don't know how I ever pulled through it. It was the hardest spelling test I've ever seen!"

EXPLAINED
Tom: Is there any difference in meaning between sight and vision?
Jerry: I should say so. My girl is a vision and yours is a sight.

BOTH RIGHT
As a steamer was leaving the harbor of Athens, a passenger approached the captain, and, pointing to the distant hills, inquired:
"What is that white stuff on the hills, captain?"
"That is snow, madam," replied the captain.
"Well, remarked the lady, "I thought so myself, but a gentlemen just told me it was Greece."

FOOLISH QUESTION
"See here, Annie, do you ever sweep under this bed?"
"Yes, mum, always. It's much easier than using a dustpan."
General Staff

Editorial Board

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

Associate Editors

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

Assistant Business Managers

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

Faculty Committee on Publication

Professor Robinson  ........................................ Professor Sherman
Professor Waite ............................................... Miss Thompson

Financial Report for THE ANCHOR last school year:

Subscriptions .................................................. $240.20
Advertisements .................................................. 431.60

Receipts ......................................................... $671.80
Cost Printing five ANCHORS .............................. $625.74
Miscellaneous .................................................. 43.20

Expenditures .................................................. $668.94
Total Receipts .................................................. $671.80
Expenditures .................................................. 668.94

Balance on hand ................................................ $ 2.86

(Signed) ESTHER CARROLL, Treasurer
BENJAMIN SINCLAIR, Auditor
Greek Statues—
in Satin!

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

$16.50

Misses' Shop - Third Floor
Junior Shop - Fifth Floor

Cherry & Webb Co.
PROVIDENCE

Compliments of

PADDOCK PAPER COMPANY

The NEWS—TRIBUNE

A Home Newspaper
WALDORF

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

Caps Gowns

WALDORF CLOTHING COMPANY
Largest Formal Clothes House in America
212 UNION STREET

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

A Shopping Haven for the Active School Girl...

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

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

The Shepard Stores