2-1-1960

Alumni News

Rhode Island College

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

Recommended Citation
https://digitalcommons.ric.edu/alumni_news/25

This Book is brought to you for free and open access by the Archives & College History at Digital Commons @ RIC. It has been accepted for inclusion in Alumni News, The Review, & The Alumni Review by an authorized administrator of Digital Commons @ RIC. For more information, please contact digitalcommons@ric.edu.
R. I. C. E. Co-eds enjoy the Snows of Stowe
Cynthia Kelley Scholan '57 is teaching a fourth grade class in Linden, New Jersey.

Joseph P. Whelan '42, who has announced his decision to resign his position as superintendent of schools in North Providence and to accept the position of principal of a new elementary School in that town, was honored recently by the Fruit Hill Junior Women's Club as "a man who has displayed vigor, determination, and understanding in his daily work to further the standards of education in our town and in the state of Rhode Island."

Patricia Tickell '57, a member of the Girl Scout National Staff for the last 12 years, has been named convention manager for the Girl Scouts of America.

Rosalind M. Mulcahey '32 has been appointed Consultant in Elementary Education for the Catholic School Division of Silver Burdett Company.

The Class of January 1926 held its annual reunion Saturday, November 7, at Smith's Manor, with thirty members present.

Margaret P. Desmond '25, former principal of Aldrich School in Fall River, has been named principal of Osborn St. School in that city.

Patricia Tookey '58, has resigned her teaching position in the Providence Junior High Schools to enter the novitiate of the Sisters, Faithful Companions of Jesus, in Alberta, Canada.

An international touch has been added to the faculty of the College with the arrival of Miss Heather Cochrane of Australia, Miss Cochrane, who is in the United States on a fellowship sponsored by the English Speaking Union, will be a visiting lecturer in Early Childhood Education for the spring semester.

The Class of 1935 will hold its reunion in May. The committee is eager to reach all the members of the class. If anyone knows of a change of address which has taken place since 1955, please get in touch with Jennie Johnson Hedberg, PA 2-6975.

The Class of 1950 will hold its tenth year reunion at the Pawtucket Country Club on the evening of Alumni Day, May 21, 1960 at 7:00 PM. There will be Smorgasbord and Dancing. Arrangements are being made by a committee headed by Emma M. Mitchell.

Any member of the class which has not been contacted by March 1 is asked to get in touch with her (PA 3-3839).

The R.I.C.E. Community Orchestra, which meets every Wednesday evening in the Little Theatre of the College, is eager to augment its numbers. Several alumni are already taking part in this active group. Any others who would care to join would be most welcome. No auditions — Bring your instrument!

Abe Schwadron, who last year directed the delightful Madrigal Singers, has received many requests to reactivate the group. Interested alumni are invited to call Mr. Schwadron or the Alumni Office to make known your interest. No auditions — Talent optional!

Around the College

Twenty-four new faculty members are being sought for the College for September. Positions range in rank from instructor to full professor, in possible salary from $4,800 to $9,500. Positions are open in Psychology, English, Modern Languages, Art, Speech, Mathematics, Physics, Biology, Physical Education, Social Science, Geography, and early childhood education.

Any alumna who knows of a person who might qualify for one of these positions is asked to contact the Alumni Office for further information.

MUSICIANS WANTED

The R.I.C.E. Community Orchestra, which meets every Wednesday evening in the Little Theatre of the College, is eager to augment its numbers. Several alumni are already taking part in this active group. Any others who would care to join would be most welcome. No auditions — Bring your instrument!

Abe Schwadron, who last year directed the delightful Madrigal Singers, has received many requests to reactivate the group. Interested alumni are invited to call Mr. Schwadron or the Alumni Office to make known your interest. No auditions — Talent optional!

CLOSED CIRCUIT TELEVISION READY FOR USE

Closed Circuit Television will be used this term on an experimental basis in the Professional Orientation program for freshmen. Dr. Mary T. Thorp, Director of Laboratory Experiences and Robert Danilowicz, television coordinator, are cooperating in this first use of the new medium.

The closed-circuit system is expected to be used for other college instruction as soon as the necessary arrangements can be made.
ANCHOR SYMBOLIZES MEMBERSHIP DRIVE

The traditional anchor has a new use this month as the symbol of the Anchor Membership Drive being conducted by Caroline Magnatta Marzilli, chairman, and her committee of thirty “anchormen.” Operating on a pyramid or each-one-reach-two principle, the committee is involved in an intensive telephone campaign aimed at increasing the active membership of the Association by 25%, or 500 members.


TALK UP R.I.C.E. TO YOUR MEN, COACH URGES

Alumni men, gathered in the Student Lounge for the annual sports supper, heard a plea from Tom Sheehan, basketball-baseball coach for the College, to direct the attention of more of their good men students toward the College. Commenting on the difficulties which have beset the sports program of the College, the young coach urged the Alumni men to be more attentive to College developments, and to actively encourage qualified young men to apply for admission.

Tuss McLaughrey, Brown University football coach, was the featured speaker of the evening, and illustrated his talk with films. Dr. Charles B. Willard brought the greetings of the College to the men. Frank Bucci, Sports Supper chairman, was master of ceremonies.

ALUMNI FUND DRIVE READIED FOR APRIL FIRST KICK-OFF

The Alumni Fund Committee, headed by Donald Driscoll ’54, held its organizational meeting at the College on Thursday evening, February 4. Plans were made for the 1960 fund drive to be held during the month of April. The committee authorized the chairman to implement a direct mail campaign that will be supplemented by the work of class representatives.

The 1960 drive will be the first attempt by R.I.C.E. alumni to establish an annual giving program. The Alumni Fund Drive, which is a logical development of the Alumni Room Fund Drive of 1957 and the Scholarship Fund Drive of 1959, will aim to provide funds for College projects that cannot be properly financed by state funds. The Fund will be available to the College for specific purposes such as experiences in the fine arts, research, educational experiments, visiting lecturers, and graduate scholarships.

Goal for the 1960 fund is 2,000 contributors.

The committee includes: Mr. Driscoll, Catherine M. Casserly ’31, Ruth McOsker ’31, Mary Gladhill ’21, James Donaldson ’40, John Murray ’41, Joseph Brady ’42, Joseph Young ’43, Arthur Pontarelli ’43, Wilma Nagel ’42, Agnes Keenan ’45, Peggy Grady Bresnahan ’45, Edward P. Travers ’51, and Ann McSherry McLaughlin ’52, and Mary G. Davey ’41.

FOUR OF FACULTY TO TAKE PART IN BACK-TO-COLLEGE PROGRAM

The second Back-To-College program of the year will be held at the College on Saturday, March 12, Miss Mary Beagan, chairman, has announced. Participating in the refresher sessions will be Professors Marion I. Wright, Grace D. Healey, John Nazarian, and Abraham Schwadron. Registration and coffee hour will be held in the Henry Barnard School Music Room at 9:30 A.M. and will be followed by greetings by Miss W. Christina Carlson, Registrar, a demonstration of the closed circuit television and the four study sessions from 10:15 to 11:15 A.M.

FRANK BURNS TO HEAD ALUMNI COMMITTEE ON COLLEGE EXPANSION

Frank Burns ’51 has been named chairman of the sixty-man committee which will meet from time to time in the coming months to consider the implications of the proposed expansion of the College and its facilities for the alumni and friends of the College.

SCHOLARSHIP BRIDGE ATTAINS GOAL

Mildred Brennan Nugent ’46, chairman of the Alumni Scholarship Bridge Committee, expresses her gratitude to all alumni who contributed to the success of the annual Bridge. The $1,000 goal of the committee was exceeded, so the alumni will again be able to offer five two-hundred-dollar scholarships to freshmen entering the College.


A few copies of the first issue of the Rhode Island College Journal are still available, and may be obtained free of charge by writing to the Alumni Office.
THE CHANGING PATTERN — II

THE DIVISION OF THE SOCIAL SCIENCES

by MARION I. WRIGHT

This is the second of a series of articles on the curriculum of the College. The first, which appeared in the September issue, concerned the work of the Division of Professional Studies. Future articles will describe the offerings of the other three divisions: Humanities, Mathematics and Science, and Graduate Studies.

One of the significant academic areas of undergraduate instruction at RICE is that of the Social Sciences. This division comprises those disciplines that are concerned with studying man as he is and has been related to other men through societal, political, economic, and intellectual patterns, and to his physical environment. Thus, the fields of Sociology, Anthropology, Economics, History and Geography constitute the Division of the Social Sciences.

The place of the Social Sciences in the present undergraduate curriculum may be presented three ways. First, all students, regardless of the specific curriculum they pursue, must take sixteen hours of required work in this division. In the freshman year, the course is Foundations of Western Civilization. Instructors aim to help students to understand man's achievement in creating the civilization of which we are a part and to understand the process and the stages by which the west emerged.

In the sophomore year, the course in Elements of Geography has as its goal the analysis of the interrelationship between man and his physical and cultural environment. Against the background of these courses, then, students study United States History to understand more deeply and clearly the particular role of our country as it evolved in the framework of Western Civilization. While students do their student teaching, they return to campus for study of the Legal and Social Aspects of Education.

The Social Aspects of Education, taught by members of the Division of Social Sciences, seeks to develop some understanding of the place of education in American society. Finally, in the senior year, students pursue an interdisciplinary course, Social Problems, which utilizes the various techniques of analysis peculiar to the Social Sciences in order to view and to understand some of the problems of contemporary society. These courses, then, constitute the present general education sequence in the Social Sciences.

There are, however, two other aspects of Social Science offerings. In the Elementary and Early Childhood curriculum, students may elect to concentrate in certain of the Social Sciences. A concentration means that twelve semester hours of course work beyond that required of all students are taken in a particular field. Students, therefore, may concentrate in Geography, History or Social Studies. In the latter concentration, they select two courses in each of two Social Science fields.

Divisional offerings in the concentrations are varied. Usually in the fall semester, there is a topical geography course, such as Political Geography, and in the spring, an area course, such as Geography of Asia. Each semester there are history offerings in American and European History. In the fall, a course in Ancient History is offered while, in the spring, a course in Modern History, such as contemporary Europe, is offered. Courses in Economics, Political Science, and Anthropology are regularly offered. All these offerings are available as electives to any student who wishes them.

The third aspect of the Social Sciences curriculum to be considered is in relation to preparation in the secondary program. One of the secondary curricula is in English and Social Studies. Students in this program may major or minor in Social Studies. The major embodies twenty-one hours of work. This includes five three-semester-hour courses in history. These courses must be distributed among different periods and areas: Ancient, European, American, and Modern. Also, they must have two courses in one of the other Social Sciences, These are Geography, Economics, Political Science. When English is the major choice, a social studies minor of twelve hours is the requirement — two courses in history and two courses in one of the other Social Sciences.

It should be noted that including the general education requirements in the Social Sciences a secondary major has had thirty-seven hours in his major area. With the selection of electives in this area the total might be forty-three hours. The minor in the secondary program has had twenty-eight hours and possibly may have thirty-four semester hours in the Social Sciences.

From this discussion you can see the varied offerings of the Division of the Social Sciences at RICE: in the general education sequence, in the elementary concentration program, and in the secondary curriculum.

This academic year, a particular requirement has been added to the Social Studies major. Students must take one of their period courses in the form of a seminar. Through the seminar, it is hoped that students may achieve greater depth in their fields and may become familiar with methods of research, criticism of materials, and problems of historical exposition. This year the seminar deals with Studies in Nineteenth Century European Biography. As currently taught, the seminar has three different stages. At the outset, students meet three times a week and on the basis of assigned readings discuss various developments of nineteenth century Europe. After several weeks of such general reading and discussion, students select the persons and the problems they...
wish to study. At this stage the seminar does not meet but rather, each student spends an hour a week in a tutorial session with the instructor who can give help and direction as it is needed. At the conclusion, the seminar meets in two-hour sessions so that each person can present his work for critical appraisal by members of the group. Members of the seminar meet somewhat more informally than in a regular class for the seminar meets in the Social Sciences Conference Room in Alger Hall. This is the first seminar-type course to be offered by any division in the undergraduate program.

You may very well wonder what happens to graduates with specialization in Social-Sciences. In the case of Secondary graduates, a recent study by the Placement Office gives us a clear idea. In the last three years seventy-eight students have graduated in the Secondary Curriculum. Of that number fifty-nine are teaching in secondary schools. Of the remainder, five are continuing their education in graduate school, four are married and four serve in the armed services. Information is lacking for two, and one person is not teaching. In summary, of the sixty-two graduates in teaching, fifty-nine are teaching in secondary schools, their preparation preference.

Members of the Division of Social Sciences from time to time teach in the Extension and Graduate Programs. In the Graduate courses, opportunities are planned for teachers to gain new insights, as well as strengthen earlier learnings in the Social Sciences.

With the growth of the College and the expansion of staff this division has grown in numbers. At the present time there are eleven members. Next fall two new persons will be added.

Course offerings in the social sciences reflect the wide and varied backgrounds of the faculty. Four of the group have earned doctorates from Syracuse, Harvard, Oxford and Columbia Universities and four doctorates are in progress. In the past three years three of the staff have had sabbaticals and two more look forward to this enriching experience next year.

New experiences abroad have heightened the perspectives of four members in the last two years. The most intensive experience was gained by a staff member in a two-year term as director of the Chilean-American Cultural Center in Valparaiso, Chile.

**HAVE YOU READ IT?**


This is a broad appraisal of the place of the intellectual in America. If you think you qualify, you had better read this.


A keen observer of world events proves to be prophetic in outlook. Read this or any book by Chester Bowles and try to avoid feeling involved in world events.


Another Frenchman, this time a Dominican, looks at America. Penetrating.


Dr. Gailbraith raises the question whether our economic well being has destroyed our perspective. His illustrations are most thought provoking.


Here is a new way to look at anthropology. Hays views the field through the personalities and experiences of anthropologists. Fascinating technique and presentation.


A magnificent historical narrative whose place on the best seller list is richly deserved. Highly recommended.


You may think you are not a status seeker, but we’re sure you have met some. Read and See.


Schweitzer is not concerned with how many bombs, nor where to drop them, but with our right to have them. A challenge to your thinking for sure.
Adventures Overseas...

. . . with the
Experiment in
International Living

by DOROTHY R. MIERZWA

Dr. Mierzw a is Dean of Students at R.I.C.E. She has traveled extensively in the United States, America and Europe, and was the recipient of a Kappa Delta Pi grant for one year’s study of student activity in Europe.

About 1,500 Americans travel abroad each year under the auspices of the Experiment in International Living, a non-profit agency founded in Putney, Vermont 28 years ago. An ever increasing number, almost equal to this outbound group, are coming to the United States each year.

My experience with E.I.L. began in the summer of 1958 when I led a group of students to Germany. Again last summer I accompanied a group—this time to Poland. Meanwhile I served as Rhode Island leader for two groups of Latin Americans who visited New England under E.I.L. auspices during the past year.

Under the experiment plan a group of about ten young Americans travels to another country under the guidance of a leader qualified by his knowledge of the people, customs and language.

Each visitor lives with a different family having a son or daughter of comparable age and joins in the daily activities of the family. Three to four weeks of the home stay is followed by an informal trip to other sections of the country with the acquired brother or sister and a final week is available for independent travel. This tourist experience almost always convinces the experimenter of the value of family living in one town rather than sight-seeing in many places. This basic plan is used by all groups except those who visit Russia where the Americans are housed in hostels.

The Experiment is becoming a movement of influential proportions. Under its direction study programs for which college credits are granted are being combined with home stay experiences. The State Department is referring various groups with specialized interests for homestay and professional programs. Foreign students are securing a month or a summer with a family before reporting to their campuses and in some cases are remaining with American families while attending school.

Like to travel? Of course, everybody does. This question may be directed to almost anyone in the teaching profession and the answer will nearly always be the same. Our love for travel seems to come naturally for reasons almost unknown but which are no doubt akin to the fact that we love people. I was the Tour Conductor of the NEA Northland Tour to Scandinavia in the summers of 1955, 1956, 1957 and 1958. The summer of 1959 was spent in moving to the adopted State of Rhode Island but in the summer of 1960 I shall again take the Northland Tour to the “top of Europe.” If the pattern of membership holds good we can expect a tour of between 22 and 30 teachers from all parts of the United States. I would like to extend to the readers of this Alumni News an invitation to join us on an NEA tour.

Our tour, literally to the North Cape of Norway, leaves from Montreal for a pleasant, restful ocean vessel cruise down the St. Lawrence River past Quebec, where we will stop on the return voyage. Depending on the season our ship passes either north or south of Newfoundland and then into open water for a four or five day Atlantic crossing terminating in Liverpool. There is nothing like an ocean voyage for making new friends. On board the “Empress” one meets many Canadians and other returning members of the British Commonwealth, as well as many from Ireland going home for a short visit. There seems to be a constant series of films, concerts, dances, games, and best of all, sing-songs with one’s fellow passengers. All these activities are sandwiched in somehow between deck-chair lounging, orientation meetings, and meals, each of which may be taken or not, as the mood demands. Meanwhile one gets that much needed rest that so many teachers find is necessary as the school year ends.

Continued on page 9
Editor's Note: The developments in the Social Sciences Division of the College described in the article on page four seemed to us to have a counterpart in the increasingly large amount of overseas travel and activity engaged in by faculty, students and alumni of the College. We asked four members of the faculty whose experiences we felt were typically interesting to write something about their overseas activities, and we have added two items of information about alumni which we picked up in preparing these pages and which we felt would be of value.

... with the Spirit of Adventure

by MARION I. WRIGHT

Professor Wright is chairman of the Division of Social Sciences of the College. The latest of many exciting trips, which she touches upon in this short article, was made last summer. Her traveling companion was Dr. Edith Becker, Professor of Art.

The type of experiences that people have overseas varies not so much with the individual places visited or the number of places visited as with the visitors. By and large, our experiences are reflections of our own choices and current interests. I admit that many of these choices may even be subconscious, but they are major determinants. Many Americans see a Europe that has no counterpart in the kind of experiences they have at home. Perhaps your experiences in the United States have been a succession of porters, bell hops, room clerks, head waiters, guides, taxi drivers and historic shrines, but mine haven't. My suggestion for an experience abroad is to build into your plan some opportunity to see aspects of life comparable, in some measure, to your every day life here at home. In order to do this, it seems to me, you must see more of the landscape and make opportunities to meet and see more people.

If you are going abroad, consider hiring a car for a portion or all of your trip. You will be in a position to more carefully direct your own activities, rather than being at the mercy of every transportation schedule. All kinds of books and materials are available to help you. Almost every country has a booklet or map with specific suggestions for routes and tips for happy motoring. The roads in Europe are well-marked. In many cases they are better marked than our own. Most countries use the same international symbols, so that you can hardly tell when you have crossed a border. Excellent maps are easy to use.

Traveling by car you will have a chance to visit places outside the mainstream of tourist traffic. Enough Americans are driving cars so that you need not feel completely alone. Small, less expensive hotels in more picturesque spots are possibilities. All sorts of spontaneous experiences are yours with a turn of the wheel or a bit of pressure on the brakes.

Continued on page 10

... with the Chilean-American Cultural Institute

by VINCENT ALOIA

Dr. Aloia has just returned after two years in Chile to his position as assistant professor of political science on the college faculty.

During the period between June of 1957 and June of 1959, I had the pleasure and honor of serving as director of the Chilean-American Cultural Institute of Valparaiso on a grant from the United States Information Agency. I believe my two years in Chile represent a very important and fruitful period for me, as well as an altogether memorable experience.

The Valparaiso Institute is a private, non-profit, independent Institution of learning, dedicated to the maintenance of friendship and goodwill between the American and the Chilean people. It is only one of half a dozen such Institutes located in Chile, each unit independent of the others.

Apart from the Chilean-American Institutes there are similar Institutes involving Chile and other countries. For instance, in Valparaiso, there were also located the Chilean-Soviet Institute, the Chilean-British Institute, and the Chilean-French Institute, among others.

Originally, some of these institutions were outgrowths of the old League of Nations. Others of them were started by interested people, Americans and natives of the host country, who sought to promote cultural exchange between the two peoples. The American Institute in Valparaiso was started in such a way in 1946, with a handful of students and one teacher.

After World War II, when the American government began to become aware of the fact that these centers were performing significant work in terms of providing foreigners right in their own countries with a sympathetic yet accurate picture of American life, they began to provide various means of assistance. Today, in many of the Institutes, the U. S. government provides a grant of money which permits the Institute to hire an American to act as the administrative director. Where size warrants it, there may be a second grantee serving as director of courses, and sometimes as teacher. The grantees are selected by the United States Information Agency in Washington, and are confirmed by the boards of di-

Continued on page 11
Binational schools set up in Central and South America. In both cases Europe and Asia to the Independent soring agencies vary from the Armed state, Alaska, to college teach in g - 8 - posts in the Near East. The spon­ grade classes in our no'rthernmost seas teaching. They range from first brochures on opportunities for over­ experience. The Placement Service of the Co ll ege has many interesting thought of adventure and wide ex­ land has a lw ays carried with it the Serv ice.

A s si s tant D irector of Publ ic Rela­

Salary, Too!

by VIRGINIA GREGORY BELANGER
Assistant Director of Public Rela­

tions and Director of Placement Service.

The idea of teaching in a foreign land has always carried with it the thought of adventure and wide experience. The Placement Service of the College has many interesting brochures on opportunities for overseas teaching. They range from first grade classes in our northernmost state, Alaska, to college teaching posts in the Near East. The spon­soring agencies vary from the Armed Services Dependent Schools in Europe and Asia to the Independent Binational schools set up in Central and South America. In both cases they are looking for qualified, experienced American teachers.

While the Armed Services are interested mainly in elementary teachers, the independent schools are looking for both elementary and secondary people. The Near East College Association, a group of seven colleges, is interested in candidates to teach at the college level in Turkey, Lebanon and Greece. Alaska offers elementary positions in the Anchorage school district.

Some of the basic requirements for overseas teaching include a Bache­lor's degree from an accredited institution, usually a minimum of two years experience at the grade level to be taught and willingness to sign a contract for at least one or two years. In most cases single women are preferred but there are some opp­portunities for men.

Starting salaries for overseas ap­pointments range from $2,200 in Guatemala to $6,000 in Alaska. The Army Dependent schools start at $4,150 while the Air Force pays $4,340 per school year. In addition teachers in the dependent schools receive compensation in the form of government living quarters. Accommodations are not provided by the independent schools and living expenses must be assumed by the teacher. Since starting salaries are similar to salaries in the states it seems that the appeal of overseas teaching is the adventure in foreign living rather than the monetary gain.

The Armed Services have schools in various countries but they do not guarantee that the applicant will be assigned to the area for which he has applied. Applicants for the inde­pendent schools, however, apply for specific positions in a particular area and know exactly where they will be placed.

For anyone interested in applying for a foreign position in 1960 the Placement Service has applications and job descriptions. Usually a per­sonal interview is required — for the service schools in Boston and for the independent schools in Washing­ton, D. C. Applications should be made by March at the latest and candidates usually will be notified no later than the end of June.
with the Experiment in
International Living

Continued from page 6

It is not possible to measure directly the success of an Experiment experience, but there is substantial testimony that under E.I.L. both the American and the foreigner learn to put aside preconceived prejudices in order to see another nation objectively. This is not as simple as it sounds. Adjustments to unfamiliar habits of eating, standards of sanitation, and ways of thinking and acting, as well as learning the language and gaining acceptance as a member of the family, require persons with both a genuine interest in the purpose of the Experiment and the ability to adapt to any given circumstance.

This past summer I led a group to Poland. During our nine days on board ship, we studied the language, discussed books and articles on Poland and brought together facts about American life which would be of interest to the Poles. Each of us spoke at least one foreign language. One Harvard man was an honors student in Slavic studies who spoke fluent Russian. Often in Poland, French and German were used if the people knew no English.

We met our families in Cracow after three days of uncomfortable train travel and were overjoyed to be greeted with the traditional bouquet of flowers. Our two weeks homestay in Cracow was followed by a three week trip living in the Carpathian Mountains, Warsaw, the Mazurian Lakes, and Danzig. We then returned for a final week with our families in Cracow.

Some of our precious memories include a visit to Auschwitz, the crowded cathedral at the religious shrine in Czestochowa, the beautiful Chopin estate, the performance of the Mazowaze and the other artists in Warsaw, the Khrushchev visits in Warsaw, our lengthy interviews with the press and party leaders, and the fellowship of young people of other Communist countries with whom we lived at hostels.

Propaganda by the Communists has depicted the younger generation in America as lazy, crude, indifferent to education and desirous only of material gains. Repeatedly we were told that it was difficult to believe we were Americans because of our sympathy, sincerity, intelligence and diligence.

We were deeply moved by the friendliness and generosity extended us everywhere. At times we felt that many sacrifices were being made so that we would not be conscious of the poverty of Poland.

Although freedom of the press is diminishing, the Polish people still criticize the government openly. Actually the Poles have more liberty than variety in their lives. There is a monotony in the lack of color, the standardized apartment dwellings and, most obviously, the diet. Rye bread, potatoes, cabbage, and pork scraps provide sustenance. Meat is virtually non-existent. Privacy is a scarce commodity. Congestion in living facilities, in public transportation, in churches, etc. force the Poles to seek escape. Coffee Houses are always overcrowded. Parks and outdoors have masses of humanity milling about.

A victory has been scored by the Communists in providing education for the masses. The present generation feel that socialism is the only form of government that will provide equal benefits for all.

A predominant factor which has limited the spread of Communism in Poland is religion. About 95% of the Polish people are Catholic. The churches are allowed to exist, but taxes mount each year. The clergy are having a difficult time and fear the ultimate outcome.

The future of Poland is grim. The Poles have been robbed of their incentive by government domination. I am convinced that this has been the most damaging thing for the Poles — the lack of respect for the dignity and worth of the human being. They would give anything to possess this precious commodity of our democratic society.

The older Poles do not like to discuss the future. As they think of their lives from 1945 through October, 1956 and look at today, they fear that this horrible past may yet be their children’s future.

I wonder if there will be another Experiment group in Poland next year.

Continued from page 6

with the N. E. A.

Continued from page 6

It is a temptation to call our tour the North Water tour instead of the Northlander, for we seem to be getting off or on a vessel of some sort nearly every day or two. If it isn’t a North Sea steamer, it’s a fjord boat or just a ferry between tiny Norwegian bus stops. There isn’t space here to give all the details of such a wonderful trip. As with most educational travel, there are the necessary periods of reading and discussion both before and after as well as on the tour. The greatest pleasure perhaps comes after a travel experience when one relives it again and again. This is especially possible with NEA tours because there are periodic Travel Fairs and Reunions where former and prospective tour participants get together to swap slide showings and ideas, and to hear travel talks by members of the various organizations behind educational travel. The latest Fair was in Boston last December 5th when several Rhode Islanders were present. The Northland Tour of 1958 is still circulating a round-robin letter which helps us keep in touch with new friends, perhaps one of the best features of traveling with a group.

When I am asked why I keep taking the same tour, I’m lost for a real explanation. Usually I say it’s because I love that part of the world — its beauty, its wilderness, its friendly yet somewhat stoic people; it is all of these. Then, too, one constantly gathers new understanding through this kind of experience. I vividly recall one humorous experience.

Continued on page 10
Our tour was making that beautiful overnight crossing from Turku in Finland to Stockholm through the Aland archipelago. I knew the dining saloon on the boat would be crowded but I had managed to arrange that we would have first chance at the wonderful smorgasbord laid out on the long tables. We were to come in from one side of a double approach to the dining room and our fellow passengers, mostly Swedes returning from a Finnish holiday, were to come in from the other side. We had had enough experience with the “cold-table” style of serving from our time in Norway, so I just casually mentioned to those at the head of the line to go in and turn left so as to go in our usual fashion clockwise around the table helping ourselves. But I had neglected to take into account that perhaps there was another way of performing this whole business, namely, that there is also a counter-clockwise approach to a long table loaded with all sorts of cold and warm meat, fish, cheeses, jams, and fruit. Our tour met the others at the center, each trying to outmaneuver the other to the delicate shrimps and so forth on the middle of the table. You would think it necessary to call out the whole ship’s company to restore order, but it was all friendly enough. I had known that the Swedish people drive on the left-hand side of the road, but that they should go around a smorgasbord table also “on the wrong side” was a real lesson in international living. In the end we sat down as a laughing mixed Scandinavian-American dining room and made some good friends for that voyage.

The reasons for travel are of course manifold, not the least important being for in-service, or even college credit. As a geography teacher at RICE I feel that travel is an important adjunct to the training we give our future teachers and past graduates. The pictures one brings home, whether actual in the form of slides, movies or postcards, or imaginary in the form of images and impressions, make for lasting values which can never be lost.

With each passing year more and more U.S.A. teachers are becoming aware of the Division of Travel Service within our own professional organization, the National Education Association. One does not need to be a member of NEA to take advantage of the Travel Service. The Travel Division was established in 1946 to serve the function of providing its members educational and recreational travel opportunities of world-wide scope. Nearly all the tours and seminars of “NEATRAVEL” (this is the cable address) are sponsored by some institution which offers credit for work done in conjunction with the travel experience. A list of these institutions, along with descriptive folders of all tours, may be obtained from the NEA Travel Division at 1201 16th Street, N.W., Washington 6, D.C. While the NEA Travel Service, of course, is not the only body offering educational travel, it is our own organizational service and it behooves us to use it.

Plan to picnic at least one meal a day. If you make this breakfast, you may very well get an earlier start and be better satisfied. The butcher, the baker, and the fruit vendor are all ready-made opportunities for person-to-person diplomacy.

How about giving your foreign languages a workout? You can go to Europe and come home again and not speak a word of any language but English. Plenty of people boast of this accomplishment. But you will have a lot more fun, if you venture forth even with the inadequacies of your foreign language showing. To be sure you will make mistakes, but you will make contacts otherwise impossible. When one of my chance acquaintances said, “Your French isn’t very good, but I don’t know any English,” I felt a small measure of pride that my inadequate French had built a small cultural bridge.

If you don’t speak any language, don’t let this deter you. Phrase books will help you some. When in doubt, try sign language. You have had a lot of practice in using your hands that will really come in handy. And with a ready smile you can make a collection of answering smiles that beats collecting picture post cards any day. A camera will make this collection a permanent one.

If you are still with me, perhaps you will try one step more. How about a try at camping? Europeans are great campers and the facilities available are many and varied. My Volkswagen Camper, delivered in Zurich, was designed for this, but many European cars are planned with interiors to be used as pullmans. You don’t have to camp every night, but one night in three will give you a real taste of international living. An exchange of route information, coffee shared with a neighbor or just nodding acquaintance with a non-English speaking camper lends a perspective that the Le Grand Hotel will never provide. Maps and guides for camping are not difficult to find. Often camps have provisions stores and are situated where a “vue du lac” will tempt you to linger. In Europe camps are found close to and in cities. We camps in Belgrade, Vienna, Innsbruck, Munich and Madrid, for example.

Your trip abroad will be just what you make it. You have waited a long time to go and have made a considerable investment in time, money and energy. I challenge you to use your curiosity, ingenuity and imagination in planning experiences for yourself that a travel agent can never provide. Your agent can get you passage, help hire the car and make suggestions; but most of it is up to you.
... with the Chilean - American Cultural Institute

Continued from page 7

rectors of the BNC.

In Valparaiso, the Institute is composed of 100 dues-paying members with voting rights, about 1,000 students, with no voting rights, and a variable number of people who are honorary members, appointed to that status by the Board of Directors because of their outstanding cultural contributions to the community. The Board is composed of eleven members, six Chileans and five Americans. The Institute is organized under the laws of the Republic of Chile, and is altogether free of control from either the United States government or the Chilean government.

In addition to the financial aid implicit in the support of the grants to the American professional personnel, the U. S. government provides books, magazines, newspapers, phonograph records, certain items of office equipment, audio-visual aids, and just about anything, in fact, which the Institute may be able to use, within the limits of a very modest budget.

The work of the Institute may be divided into three general categories: the academic program, the cultural program, and the social program.

In the academic program, the most important work is the teaching of the English language. English is taught on eight levels, in two semesters during each of four years. Classes meet three hours per week, for about sixteen weeks each semester. Upon completion of the four years of work, many students continue to frequent the Institute, and take courses in English conversation, American literature, American history, etc. As noted above, there are about 1,000 students in all. The most modern non-electronic methods of language teaching are employed by a faculty of about 14, all trained as English language teachers. They all hold university degrees. The respect in which Institute teaching is held in the community at large is evidenced by the fact that university authorities in Valparaiso accept Institute credit quite regularly.

The cultural program has to do with the programming of art shows, hi-fi concerts, poetry readings, lectures, demonstrations and exhibitions of various sorts. Often, the Institute displays prints or copies of American art works and arranges book exhibits on some American theme. The object is to present an honest and sympathetic record of America’s cultural achievements, and thereby dispel one of the most exasperating and incorrect notions held by others about us, the notion that we have no culture beyond the mechanical or material.

The social program is mostly in the hands of the students. It consists chiefly of a monthly dance, attended not only by the student body of the Institute, but also by students at the local universities and others from the community at large. Other social events, including picnics and beach parties in season, halloween dances, cocktail parties, etc. are also held under the auspices of the Chilean-American Institute.

Dr. S. Elizabeth Campbell has been named coordinator of student teaching for the College. In her new capacity Dr. Campbell will coordinate the efforts of the several faculty members who are responsible for supervising off-campus student teaching, and she will be responsible for details of the off-campus student teaching program.

**DATES TO REMEMBER**

**Alumni**

February 1   Membership Drive
March 12   Back to College Day
April 1   Alumni Fund Drive
April 23   Alumni Ball
May 21   Alumni Day

**Graduate Lecture Series**

March 1   JOHN S. BRUBACHER, PH.D.
Director, Connecticut Four-College Study
“Darwinian Evolution and Deweyan Education”

March 23   WILLIAM MORRELL, PH.D.
Director, Summer Institute Program,
National Science Foundation
“Crucial Developments in Science Teaching”

April 25   WILLIAM O. MARTIN, PH.D.
Head, Department of Philosophy, U.R.I.
“Higher Learning and the Public Philosophy”

May 12   JOHN H. PLUMB, PH.D., LL.H.D.
Fellow, Christ’s Church, Cambridge University
Visiting Lecturer, Columbia University
“The Need for World History”

All Graduate Lectures start at 7:15 P.M.
Have you earned your Alumni Anchor points?

Enroll Two New Members as Active Members during the Anchor Membership Campaign