Mind partment recently received the Art Studio exhibited in the Art Gallery of Roberts Hall during the month of April.

Mr. Michael O. Alefa-Aluko, visiting Nigerian educator, is spending his time at Rhode Island College in studying the coming freshmen. Dr. Donovan has served as Financial Aid Fred J. Donovan, who will retire as Vice President and Dean of Men this year, on the scholarship grant procedures for incoming freshmen. Dr. Donovan has served as Financial Aid Officer since 1958.

The air fare of $331 covers the round trip on an Air France scheduled jet from Boston to Paris, leaving on June 28 and returning on August 15, leaving individuals on their own for seven weeks abroad. Some seats are still available and further information can be obtained from Mr. Baird at Walsh Center, RIC.

Summer housing is needed for summer faculty and fellowship recipients and their families. Any alumni with a house within commuting distance of the College that could be available for rent between June 25 and August 1 is urged to call the Alumni Office — 831-6602
The Rhode Island College Alumni College was held on Saturday, February 26. Prof. Carl Stenberg, who was in charge of the program, established the theme “The Challenge of Change” and invited six members of the College faculty to join him in discussing it. The material presented gives a Rhode Island College relationship to the ideas presented in this year’s “Moonshooter” theme. Space does not permit our using all of the six excellent talks, so we have chosen to present Dr. Shinn’s talk in full, a report of Dr. Willard’s introductory talk, and a capsule version of the mathematics and science lectures.

Dr. Charles B. Willard, Dean of the College, welcomed the hundred alumni who braved the snow to attend the 1966 Alumni College. This was not the first Alumni College but it was the first which was sponsored by the College itself, and Dr. Willard pointed out that the College looked upon this academic interaction with the alumni as one of the many new interests of the College.

Dr. Willard reviewed the amazing physical growth of the campus, with three buildings opened this year, three additions to existing buildings ready to start, and a bond issue proposed for the fall to cover the cost of more projected construction.

He spoke of the growth of the recently developed programs in liberal arts, secondary education for high school, industrial arts and special education, as well as the several facets of the MAT program and the sixth year cooperative program of the graduate division. He pointed out that new methods are being sought to improve instruction, such as television, large group—small group patterns, and interdisciplinary courses.

Changes in faculty and staff were mentioned: The recent retirement of Miss W. Christina Carlson as registrar and Miss Katherine Cuzner from the library, the impending retirements of Dr. Mary Loughrey, Dr. Fred J. Donovan, and Dr. Frank Greene, and the additions of several excellent new administrators to meet the expanding needs of the College.

The three academic divisions of the College are now headed by Deans: Academic Studies, under Dr. Ridgway Shinn, Professional Studies, under Dr. Lawrence Stratton, and Graduate Studies, under Dr. Sidney Rollins. (Subsequent to the date of Dr. Willard’s talk the College announced that in September Dr. Stratton would assume the duties of Dean of Administration and Dr. Virgilio Pucci would join the faculty as Dean of Professional Studies.) The three deans are responsible to Dr. Willard as Dean of the College.

The rapid growth of the admissions program has led to the naming of Frank Bucci as Director of Admissions, and the appointment of a fulltime admissions counselor and a substantial clerical staff.

The faculty now numbers 256, holding degrees from over 75 colleges and universities and representing a high quality of preparation and aspiration. An international flavor is added by the presence of Mr. Aluko, president of a teacher preparation institution in Nigeria, who is on campus for this semester, and by Prof. Ballinger of England who spent several years in South Africa before joining the history department of the College.

Dr. Willard concluded his introduction by pointing out that the College still stands for the “abiding spirit of the classroom,” with the accent on good teaching and a devotion to learning, with the two-fold objective of developing well-informed, thinking, good men and women, and developing good teachers.

Dr. Willard addresses the opening session of the 1966 Alumni College, in the Student Center of the College.
The Challenge of Change

by Dr. RIDGWAY F. SHINN, JR.
Dean of Liberal Studies

Of all the groups concerned with the college enterprise, alumni are most sensitive to the changes that occur in alma mater as she ages. Alumni who return to campus find visible changes in what happens to buildings and grounds; they sense invisible changes, as well, in curriculum, programs, and student body. To think about change and the challenge it poses is, it seems to me, entirely appropriate, especially for an alumni group.

Change is one of the eternal and universal phenomenon with which man must cope. I suspect that part of the reason historians are assured of a permanent niche is that their trade and craft is peculiarly oriented to an analysis of change. Historians wrestle with this phenomenon in the abstract even as the techniques and tools of analysis are themselves undergoing change. Witness the quantification that has set into historical investigation or the cautious first steps in using informational retrieval techniques, a term still anathema to many historians. I suppose the central question that persons put about change and that, presumably, historians can answer is why? How can one account for the inevitability of change? I would venture these comments as an attempt at an answer.

In the first instance, change is inevitable in the regular passing of the generations. On any given day, the particular persons alive and coping with problems are different from those of any other day. With sudden and often shattering speed, an Adlai Stevenson or a Dag Hammarskjold or a John Kennedy is removed from center stage; and just as surely a Winston Churchill or a Theodore Francis Green age, pass the point of effectiveness and retire to the wings. New statesmen, thinkers, and creators are born daily and the very fact of different persons on the adult stage generates change.

Or, change is inevitable as man uses his capacity for curiosity and imagination. He disciplines himself to master the skills and knowledge needful to investigate the questions he identifies, for example, in the natural world or in the world of human society. He communicates his results in given forms. These may be a book or a formula or an atomic bomb or a rocket or a telegraph or a radio or an airplane or a scheme for urban renewal. Change comes as a result of man's sheer ingenuity and his constant search for better solutions to the problems that confront him.

Change may come as one key person, committed to some ideological formulation, works his way to political, or other, power and then systematically carries out his ideas: a Hitler, charismatic to be sure, failed ultimately to bring in the new order but went far towards destroying the old. But ideas may bring change in a more positive sense: a John Dewey's impact on American education or a Sigmund Freud's impact on man's understanding of himself and his interactions or a Jeremy Bentham's impact on the role of the state as the instrument for securing the greatest happiness for the greatest number of persons. Ideas of a particular man, in the right season, may bring change.

And, there are many other reasons for change. Often, historians and other men have viewed change and concluded that change was a mirage or that the more things change, the more things stay the same, to paraphrase a French aphorism. The changes our society and our world have sustained since 1940 are, I believe, substantive. I think we do not yet fully appreciate or comprehend how substantive! I believe that these changes have profound meaning for the college enterprise, as well as elsewhere. We must attempt to define, study, and understand these changes and determine the implications for this college, especially. Growth in quantity is clearly on the horizon; the directions that this quantitative growth may make possible are still partially obscured. If Rhode Island College is to be merely the same, but larger, we will, I am convinced, have missed a critical opportunity to make a difference.

Each commentator on change since 1940 has his own list of characteristics and, I am certain, draws his conclusions from the items he includes in his list. I am no different in this respect! Thus, you must realize that another commentator may well suggest other meanings and implications. Here are the half-dozen dominant changes that I see.

Since 1940, the world has undergone a staggering growth in the sheer number of human beings from an estimated 2.2 billion to 3.2 billion. In 1940 when I was an undergraduate, population experts were predicting that the United States, like France, had arrived or would shortly arrive at a point where population would level off. Their prediction called for a stable population of about 140 million Americans by 1950. The last census figures that I noted the other day indicated that the 1966 population of the United States now stands at 195 million. This is an error of almost one-third! And we know well the implications of this error in consumer demand for everything from cribs to Corvairs, from overcrowded school rooms to crowded college admissions. And not only is our population growing in gross numbers but also two finer patterns are critically important: distribution by area and by age. Seven out of ten Americans lived in 212 standard metropolitan areas in 1960 and it is estimated that, by 1930, this will rise to eight out of ten or eighty percent of the American populace. Persons over 65 comprise the most rapidly growing segment of the population pyramid. Urbanization is world-wide, as well, for estimates indicate that, by the year 2,000, about half of the world's population of several billion will live in cities of over 100,000 persons. Perhaps it is no accident that, quite unexpect-
Since 1940, the world — always a dynamic place — has been engaged in a series of fundamental reorientations. I have suggested the revolutions in population patterns, in technology, and in the reality of size, but along with these has occurred what, some years ago now, Harland Cleveland, then director of Maxwell School of Public Affairs at Syracuse University, called the triple revolution. Since I have used his figure and analysis on numerous occasions in the past, may I remind you of his point? One revolution is that of rising economic expectations: man knows that he possesses the technological skills to eliminate hunger and misery and disease and poverty. Man knows he has the power to achieve full economic manhood. The second revolution is that of rising determination to be free from ancient political masters: thus, the end of the great European and American overseas empires and of ancient regimes, with resultant turmoil in the Congo or China or Viet Nam. Man clearly demands full political manhood. The third revolution is that of rising determination to achieve full racial equality and to stamp out patterns of discrimination: civil rights movements in America, a self-consciousness among the “new” statesman of Africa and Asia. Man knows that equality is essential to full manhood. Clearly, we have sustained the main impact of these revolutions. The point to be made is that all of these revolutionary impulses can now be translated into reality.

Since 1940, we have been involved in the development of massness in scale in all areas. Our language reflects this. We speak, for example, of: mass communication or mass media or mass distribution systems or mass labor unions or mass lectures or mass political organizations. The debates over the response one should or can make to this massness in scale are sharp: Whyte's, *Organization Man*; Reisman's, *The Lonely Crowd*; Packard's, *The Waste Makers*; and Fred Friendly's resignation over television time and “I Love Lucy” are all symbols of this debate. Those who work in social psychology suggest that modern man, subjected to massness in scale, feels himself insignificant, depersonalized, at the mercy of forces which he cannot understand, much less control or direct. Man, canny and crafty, responds by withdrawal, pathetically seeking shelter in mass entertainment and sports, in the protection, as best he can, of his own interests, and in the conviction that “they” are the whole problem. The public good or the common weal loses meaning, for contemporary man is convinced that one person cannot count.

Since 1940, along with all these changes, there has been a phenomenal explosion of knowledge. More scholars are at work searching in more topics and more areas, writing more books, articles, and reports to be read and studied by more people. How to comprehend any of it and how to select the critically important ideas for incorporation into school curricula is a prime concern.

Now I have tried to suggest those changes that have occurred since 1940 that are substantive. I would argue that any college, in seeking to understand itself and in setting its course of development and action, must comprehend the meaning of these changes: the population explosion and its patterns, the emergence of technopolis, the Waldorf-Astoria is a reality so obvious that we tend to overlook it.

Since 1940, the world has been Harvey Cox’s, *The Secular City.*
the shrinking world, the revolutionary world, the emergence of massness in scale, and the explosion of knowledge.

I would suggest that, as Rhode Island College confronts these changes, there are two large questions that must be put and must be answered lest we be merely swept along with the rushing tide of quantitative change:

First, what curricular modifications should we make in order to help young people acquire the knowledge, the skills, and the perspective to cope with these changes as persons and in order to prepare young people for all professions, especially teaching—that most important profession charged with the induction of the young into a volatile and an opportunity-filled world?

Second, what modifications should we make in instructional organization and/or in the structures through which faculty, students, and administrators relate so that understanding and extension of insight into the diversity and the condition of man is more genuinely an enterprise engaging the whole college community? And a closely related question: how can we gain some sense of community in this college?

Sir Walter Moberly in one of his books, The Crisis in the University, written in the late 1940's, as a Christian apologetic to the structure of British universities, speaks to these two questions.

Our predicament is this. Most students go through our universities without ever having been forced to exercise their minds on the issues which are really momentous. Under the guise of academic neutrality they are subtly conditioned to unthinking acquiescence in the social and political status quo and in secularism on which they have never really reflected. Owing to the prevailing fragmentation of studies, they are not challenged to decide responsibly on a life-purpose or equipped to make such a decision wisely. They are not incited to disentangle and examine critically the assumptions and emotional attitudes underlying the particular studies they pursue, the profession for which they are preparing, the ethical judgments they are accustomed to make, and the political or religious convictions they hold. Fundamentally they are uneducated. (p.70)

Now, I would share with you some of my ideas in response to those two questions for I have a particular view of Rhode Island College and I believe, very strongly, that there are some clear-cut implications for us in the midst of change if we wish to pursue them to their logical ends. For I see Rhode Island College in, perhaps, a slightly different way from that in which alumni or other interested persons may see it.

I see Rhode Island College literally at the center of that social-economic-political-cultural complex which is characteristic of contemporary urban technopolis: the metropolitan area. It has a high density of population of about one million persons. It is, in square miles, a compact region from Millville on the north to North Kingston on the south; from Seekonk and Rehoboth on the east to Coventry and Burrillville on the west. It contains several different levels and types of government: two states, one federal system but with differing federal district court patterns and different internal revenue offices, regional compacts such as the New England Board of Higher Education, many different city and town governments, local fire or water or sewer districts whose boundaries conform to no other lines. Function, authority, problems, issues all overlap. It is an area with a mobile population. Census figures indicate an out-migration from the city of Providence to the suburbs. It is an area with a core city, Providence, the nerve center if you will, in terms of banking or radio or newspaper or bus lines. And this core city has distinctive problems: declining population, relative decline in industrial tax base even as the whole metropolitan area looks to the core for increased services in, for example, libraries or entertainment centers. This is an area which is plagued with all the problems of our age: dope and narcotics, highly organized gambling, racial discrimination patterns in housing and employment, prostitution, changing requirements for the labor force, sexual promiscuity and illegitimacy, expanding welfare services, depersonalization, crime, and all the rest. It is, at the same time, an area in which man must find answers and solutions to fundamental human problems of food and shelter, of the purpose and meaning of life, and of his relationships to other men. Rhode Island College is inextricably a part of this metropolitan complex.

Further, I see Rhode Island College as the typical institution of American higher education. Publicly supported, it must provide educational opportunities for an increasing proportion of young people between the ages of 13 and 22 as well as for older persons, especially teachers who must be continually trained. There are more young people in this portion of the age pyramid now and an increasing proportion wish to, ought to, and have the mental capacity to attend college. I suggest that ours is the typical American college. What are its characteristics? The majority of our students live at home and commute to college each day. The majority will continue to find conflict between demands of family responsibilities and requests and those of the academic life. The majority are, at best, part-time students, losing precious hours in commuting. Our young people lack the opportunity of confronting any large number of peers from other sections of the country or the world. Parochialism is characteristic. Few of them have the opportunity to acquire a detached view of their circumstances through, for example, the shocks of travel. Most do make new friends among their peers but these new friends come from parallel backgrounds that provide no sharp contrast to the familiar. Further, many hamper their academic development by working many hours a week, some up to forty and fifty hours. If this be the typical college of the present and the future, then answers to the questions I posed have meaning, not only for us but also for similar colleges beyond our local situation.

Thus, I see Rhode Island College in a metropolitan setting as the typical American college. Beyond this, I see some specialized resources that are peculiar to our specific situation. I have already commented upon the compact character of the area. This means that, increasingly, it is possible to be any place in this metropolitan area within a half hour from this campus. For study, analysis, and experimentation, the entire area is immediately available. In addition, the area is sufficiently large in population to include all the problems I have indicated but it is, at the same time, sufficiently small so that some of the problems could be isolated for research and then for action programs. This is to say that the Providence metropolitan area has all of the problems characteristic of the New York metropolitan area but on a scale which is still comprehensible and, I believe, manageable—if we wish to comprehend and manage. The area has an extensive medical establishment and,
with the addition of the medical science program at Brown University, has a substantial concentration of medical experts. Clinics, hospitals, specialized schools, biochemistry laboratories, and others are all highly developed in this area. The area also has a large number of Roman Catholic schools. Roman Catholic sponsored education is a fact of the American educational scene. Much as some persons would wish, it is unlikely to disappear. Ways must be found to provide adequate schooling for all youngsters regardless of public, private, or parochial structures.

Thus, as you may gather, I see Rhode Island College confronted with all the issues on the agenda of American society but on a scale which, I believe, we could go to work on. I see, therefore, several lines of development as clear opportunities, indeed as responsibilities, for us.

Rhode Island College, which really means all of us concerned with the whole educational enterprise here — alumni, trustees, faculty, administrators, students — must determine in some systematic way what it is to do and what it is to become. Systematic decisions can make this into what we like, in our generous moments, to claim it now is — a great college. Avoidance of decisions or out-of-context decisions will just as surely lead us into relative mediocrity.

I believe that three of the six long-range goals recently recommended and approved, if they are carefully defined, studied, and implemented, will move us to significance and relevance. I refer to the goal of developing opportunities in international education: planned studies for all studies outside the United States, exchange of faculty, inclusion of non-western curricular content for all students. All these can fulfill this goal and will help our students understand the reality of the shrinking and revolutionary world, the world which Margaret Mead in her lecture some years back called, "One World in Fact, but not in Theory." I refer also to the goal of developing programs in metropolitan studies, especially as those relate to educational decisions. An institute where scholarship from many disciplines can be assembled and analyzed as it bears on metropolitan problems and where information can be provided to filter through all our curricular programs and our co-curricular activities is essential, in my view, if we are to come to terms effectively with the real issues of the metropolitan complex.

The third of the long-range goals is, perhaps, the central concern without which all else that we may do, while laudable and even helpful, I will not substantially answer the two questions I posed earlier. I believe that, given the characteristics of this area, the nature of this student body, the typicalness of this college, we must search for new and effective structures for faculty-student-administrator relationships. The problem is a real one and, even as we begin to search for solutions, I am constantly dismayed with the reminder that a student generation is short — only four years! As we search for solutions, students come, study, and, before we have an answer, they become alumni! Perhaps I can best make the problem clear by referring again to Sir Walter Moberly's book. In the following passage, read Rhode Island College for Liverpool, Leeds, and "redbrick". For Oxford and Cambridge, read Harvard, Yale, or Stanford. Sir Walter writes:

Students do not "go up" to Liverpool or Leeds as men "go up" to Oxford or Cambridge. This is symbolic. The majority of "Redbrick" students are not uprooted from their everyday environment. They have not the stimulus of a wholly fresh start in new, spacious and exhilarating surroundings. Few of them have been at boarding schools.... Their next-door neighbors in the lecture-room or at the laboratory bench may only be their own doubles. In their student days, very few of the alumni of modern universities have undergone any "paradigmatic" experience. They do not commonly look back to them as a time of expansion and exhilaration, of happiness and of friendships, which stands out in their memory. They have not experienced any vivid sense of well-being and touch with reality, of new insight and release of energies, of wonder and "wild surmise". Their life has not been glamorous but rather drab. "Know you her secret none can utter?" is not a question which springs naturally to their lips. The Honours students may indeed have been brought into fairly close contact with his Professor or with one or two members of the staff of his Department. But there is no "genius loci", no "atmosphere" which is almost "foolproof" in the sense that it continues almost independent of the vagaries of the individual teacher. If Oxford and Cambridge suffer from a surfeit of cream, "Redbrick" too often has to put up with skimmed milk. For this there are a number of causes. . . .

Space and time are the great obstacles. The "Redbrick" freshman does not commonly enter a new and exciting society which will dominate his life in term time for several years. For five days in the week he arrives at the University, often from a considerable distance, at 9:30. From then till 4:30, except for an hour's luncheon interval, he is at lectures or in laboratory; or, if he is an Arts man and has an hour or two between lectures, he

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Two Aspects of Change

THE MATHEMATICS CURRICULUM

PATRICK J. O'REGAN
Assistant Professor of Mathematics

Two aspects of the developments in the mathematics curriculum at the College are important. The first is the changes in the content of mathematics courses due to the developments within the world of mathematics. The second is the change in the practicum and methods courses due to the changes in the mathematics curricula in the schools at all levels. This latter change is a direct result of the developments in mathematics over the past 100 years.

The changes in the curriculum in the schools reflect a rather deep change in the mathematician's approach to his own discipline and developments within that discipline. This has been described by at least one outstanding mathematician as a symptom of a cultural revolution! It is dangerous to oversimplify present recommendations for the schools, by describing them as simply the insertion of particular new topics into the old program. Traditional programs required all of the time available for topics already assigned to the various grade levels. The insertion of extra topics for their own sake can only take time away from those other topics and create a more difficult learning situation. A concerted effort must be made toward understanding the reasons for the new topics and language in the new programs. This material is present in order to make it possible to draw generalizations more effectively and to put what has been learned to better use when the students move to an apparently new topic. Properly done, the insertion of the new ideas into the older programs eventually leads to acceleration, though that is not the direct object of those topics.

We can consider the mathematics of the elementary and secondary school as the building of a set of special languages. These languages are used to write descriptions of particular situations, in which we are concerned only with a very few special dimensions of the situation. The situation is presented to the student through an English language model of the situation, called the word problem. This model records much more than the mathematical model will about the situation. But within the ordinary language model we have something which is much like the variable which we are accustomed to seeing in the mathematical representation. In English, the presence of the symbol 'he' presents us with the challenge of solving the sentence or paragraph for 'he.' This means to find the replacement for 'he' which will make the given sentence a true statement. In the language which the student will use in the new programs he will be looking for the replacements for 'x' which will give him a true statement when they are substituted for 'x' in the given equation.

The emphasis in the new programs is on the mathematician's activity as the inventor of mathematical systems, each of which is more or less adequate as a system of representation for particular problems. Modern lan-

WHY DO CHEMICAL REACTIONS OCCUR?

Dr. ARTHUR L. LAFERRIERE
Associate Professor of Chemistry

Just why is it that sodium reacts with water violently? But gold and water do not react at all? In the past such questions were not answered in introductory chemistry courses. In such courses generalizations about reactions that do occur were made but no theoretical analysis was offered. Today a theoretical explanation is offered based on elementary chemical thermodynamics.

A reaction can be considered as a rearrangement of the reactant atoms and molecules to form a new set of substances, the products. The products contain the same number and type of atoms but in a different arrangement compared to the reactants.

To decide whether a given set of substances reacts, one considers two natural tendencies of matter, the tendency for matter to combine and the tendency for matter to be disorganized. The tendency for matter to combine is related to the forces that hold atoms and molecules together. These forces are called bonds. During the course of a reaction, the bonds holding reactant atoms and molecules together are broken and the atoms then recombine to form new molecules of the product. In general reactions occur when the new bonds formed are stronger than the bonds that were broken. The function called enthalpy is a measure of the relative bond strengths for the bonds involved in the reaction. Bond strengths are tabulated in chemical texts and handbooks so that the enthalpy can be calculated for most any reaction.

The tendency for matter to be disorganized is composed of two factors, temperature and entropy. As the temperature is increased matter tends to fly apart and thus become more disorganized. Entropy is simply the tendency for matter to be randomly dispersed rather than neatly arranged. Chemical reactions also tend to occur if the atoms and molecules of the product are more disorganized than the reactants.

Whether a reaction occurs depends on the balance between the two tendencies. In order to decide whether two substances will react one must consider all possible hypothetical reactions. For each hypothetical reaction the enthalpy is estimated by comparing the bond strengths for the bonds that must be broken with the new bonds that would form. The entropy can be estimated (with a little experience) by comparing the randomness of the atoms and molecules of the reactants with that of the products. Whether the hypothetical reaction occurs depends on the balance between the enthalpy and entropy at a given temperature.

In practice a mathematical equation is developed relating the enthalpy, temperature and entropy. Substitution of numerical values into the equation yields a number. The magnitude and sign of the resultant number enables a prediction to be made regarding the feasibility of the hypothetical reaction.

To be able to predict in advance if two substances will react is certainly a giant step forward in our understanding of the mysteries of science.
Rhode Islanders in general and Rhode Island College alumni in particular can take pride in the recent publication of The History of the World as Pictures, a collection of some fifty poems by Nancy Sullivan, a native of Newport and a member of the Department of English at the College. The collection was chosen as the first winner of the Devins Memorial Award from among more than three hundred anonymous book-length manuscripts submitted by poets all over the country. I am convinced the judges chose wisely.

The book takes its title from a series of ten poems based on particularly significant works of graphic art from a prehistoric cave painting to works of Picasso and Jackson Pollock. The promise of the title is perhaps somewhat extravagant, for its fulfillment would require more than ten pictures, but it is my guess that Miss Sullivan has an eye for the future here. The series is infinitely expandable, and one is tempted to look forward to what she might do with, let us say, a Vermeer, a Fragonard, or a Winslow Homer.

Meanwhile, the poems as they stand give us ten sharply rendered glimpses into the experience of men of other places and other times. In “Prehistoric Cave Painting of a Bison,” for example, there is a sense of the awesome leap into self-consciousness made by the primitive painters in response to “an event so powerful / As to turn them into men” and of the wonder of the men who later stumbled upon the painting by chance:

What it must have been like to scramble
In out of rain to discover not only
The sense of dryness, but a place
That had been visited by a god.

“What it must have been like” is what Miss Sullivan is after in these poems, and more often than not she seems to capture it. At the same time, she never forgets that she is looking at reality at one remove, and she is concerned to suggest the peculiar quality of each picture simply as a picture, an arrangement of line and pigment. She does this in the poem on Monet’s “La Gare Saint-Lazare.” Here she conveys with remarkable immediacy the latent power of the locomotive resting in the vast “cathedral” of the station, but she remains aware that this train is transfixed in the midst of Paris, and the midst is, after all, only paint.

Her feeling for paint as paint is, as one would expect, most evident in the poem on one of Jackson Pollock’s pieces of abstract expressionism. Here, she says, there are “No similes . . . Nothing/ But paint.” Still, the similes emerge to her poet’s eye irresistibly. The “Trickles and valleys of paint” become “a game of Monopoly/ Without any bank” and “A linoleum on the floor/ In a dream.” With characteristic wit and economy of phrase, she does Pollock exact justice here: for all his brilliance, his later works look more like linoleum than anything else.

Miss Sullivan is drawn to paintings because she is primarily a poet of the eye, but she is not dependent on the vicarious vision of artists. She can see very well for herself, especially when she is looking at the most ordinary, familiar things that many of us seldom really see at all. In the series of deft little sketches called “Pop-Poems,” she redeems things like beans and butter from the banality of everyday life and reveals them to the reader as he may once have seen them as a child.

She sees that common things are funny, like a sandwich, which is “one thing on top of another/ Thing on top of another thing/ With a top on;” or pathetic, like the pads of Brillo that “at the very end crumble all up,/ Into ironic little failures;” or glorious, like beer in its “silky can” with its “Stream of amber and white . . .

Like the merriest Christmas.”

There is more to Miss Sullivan’s poetry, however, than the realization of colors, shapes, and textures. There is a wide range of emotions, from delight in people, places, and weathers, through mild nostalgia at the passing of time and the change of seasons, compassionate sorrow for the old men waiting for death in “Jack Kelleher and the Hatchet Club,” to something near despair in “Day Poem,” in which everything passes and “Nothing, nothing satisfies.” Above all, there is a deep sense of the past, of how little of it survives, and of how strange and precious that little is, like the figure of an “unknown Crusader” carved in oak in “Girl with Effigy, Southwark Cathedral.”

As this poem suggests and as Reed Whittemore points out in his introduction, Miss Sullivan is “a tourist poet.” But she is the ideal tourist, fully aware, one on whom nothing is lost, whether she is in Venice or South County. And, best of all, she tells of what she has seen in the right tone of voice, animated but quiet and gentle. It is the voice of a poet both sensitive and sensible, both humorous and sad, worldly but still full of wonder and curiosity. It is a voice well worth listening to.

Robert Comery

Dr. Sullivan is associate professor of English at Rhode Island College. A native of Newport, R. I., she is a graduate of Hunter College and holds her M.A. from the University of Rhode Island and her Ph.D. from the University of Connecticut.

The last poem in this volume, Four Marching Songs for John Fitzgerald Kennedy, inspired Dr. Abraham Schwadron, chairman of the Department of Music, to write a musical accompaniment. This work, for instruments and speaking chorus, had its first performance at the College March 15.

The winner of the Devins Award is published each year by the University of Missouri Press. Dr. Sullivan’s book, with cover photograph by T. Steven Tegu of the Department of Languages, has received a special citation for format and style.
Dr. Donovan To Be Honored

Dr. Fred J. Donovan will be honored April 12 at a testimonial sponsored by the RIC Alumni Association. Mr. Frank Burns, chairman, expects a large crowd to gather in the ballroom of the Sheraton Biltmore Hotel, Providence.

Rev. Joseph Lennon, O.P., Dean of Providence College, will give the main address at the dinner. Edward P. Travers, alumni trustee, will be toastmaster. Others participating in the program will be Msgr. Thomas Cassidy, pastor of St. Mary's Church, Pawtucket, and formerly Superintendent of Schools of the Diocese of Providence, Rt. Rev. Daniel J. Ryan, pastor of St. Theresa's Church, Pawtucket, of which Dr. Donovan is a member, Dr. William Flanagan, President of Rhode Island Junior College, Mrs. Renato Leonelli, President of the Alumni Association, Mr. George Kelsey, Chairman of the Board of Trustees of State Colleges and Dr. William Gaige, President of Rhode Island College.

POSITIONS OPEN AT RHODE ISLAND COLLEGE

Alumni are invited to submit applications or suggest candidates for the following openings at the College:

- Educational Services Center, one Assistant or Associate Professor; Art Education, one Instructor or Assistant Professor; Biology, one Associate Professor or Professor; Elementary Education, two Assistant or Associate Professors; English, five Instructors, Assistant or Associate Professors; Chairman, Department of Foreign Languages (Emphasis on French), one Professor or Associate Professor, Modern Language (Emphasis on Spanish), one Professor or Associate Professor; Guidance and Counseling, two Instructors, Assistant or Associate Professors; History, one Instructor (temporary) and one Assistant Professor; one Head of Technical Services in the Library, one Reference Librarian, one Head of Reader Services and one Library Assistant in Circulation Department; Mathematics, three Instructor, Assistant or Associate Professors; Music, one Assistant or Associate Professor; Director, Guidance and Testing, one Assistant or Associate Professor, French, Elementary and Secondary School, one Instructor or Assistant Professor, Art, Elementary and Junior High School, one Instructor or Assistant Professor, Social Studies, Junior High School, one Instructor or Assistant Professor, Science, Junior High School, one Assistant or Associate Professor, Special Education, one Instructor or Assistant Professor, First Grade, one Instructor or Assistant Professor, Third Grade, one Instructor or Assistant Professor; Physical Education, one Instructor (Man) and one Assistant or Associate Professor (Woman); Psychology, one Professor (Department Chairman) and one Instructor or Assistant Professor; Secondary School Administration, one Associate Professor or Professor; Chairman, Special Education, one Professor; Cultural Anthropology, one Instructor or Assistant Professor; Sociology, one Instructor or Assistant Professor, Political Science, one Instructor or Assistant Professor, Economics, one Instructor or Assistant Professor; Speech, one Instructor or Assistant Professor; Counselors, two Instructors or Assistant Professors.

Details on any of these may be obtained from the Placement Service in the Alumni Office, or directly from the Office of the Dean of the College.

ALUMNI NIGHT SATURDAY, MAY 14, 1966

Reunions and revelry are what Jane Toye Delaney, 1966 Alumni Night chairman, is anticipating in quantity on Saturday, May 14, when the annual alumni night is held at the College. Following closely the pattern of last year, the evening will begin with an hour-long reception in the balcony of the Donovan Dining Center, followed by dinner on the first floor. The fun of the evening will be interrupted briefly for the presentation of the alumni awards, then there will be dancing until midnight. Reunion groups will have reserved sections of the balcony and will be seated together at the dinner. Those who want it will be allocated a quiet area for meeting after the dinner.

Assisting in the planning and preparation for the festive evening are Edna Smith McKeon, Irene Riley Reilly, Mary T. Thorp, Janet Scott Lewis, S. Elizabeth Campbell, Rita Dawson Lloyd, Anna Quirk Bray, John C. Murray, Virginia Crowell Wright, Mildred Brennan Nugent, Frank M. Burns, Mary Hynes Farrell, Mildred DeSimone Giusti, Nancy Ferri Ronci, Daniel Pires, Michaela Delaney Young, David Young, Joseph Scussell, Margaret Grady Bresnahan, Ann McSherry McLaughlin, Patricia O'Dea Berlam, Virginia Gregory Belanger, Barbara Martinelli Greene, Margaret Hammer, Patricia Ross Maciel, Eleanor Gallogly Mullaney, Elizabeth Goselin Parrillo and Jerome McCarthy.
No memory of Alma Mater older than a year or so is likely to bear much resemblance to today's college or university. Which, in our fast-moving society, is precisely as it should be, if higher education is . . .

To Keep Pace with America

WHAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good old Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about my needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What is happening at America's colleges and universities to cause such comments?
Today's colleges and universities:

It began around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to “normal”; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930’s in terms of real income, began to inch up at the leading colleges.

China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d’état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation’s habits and institutions.

The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: “One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man’s life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval.”

Psychiatrist Erik Erikson has put it thus: “Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself.”

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being “on the move,” of “running around,” and of “go, go, go.” In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of Fortune magazine has said, “Most American political and social issues today arise out of a concern over the pace and quality of change.” In our morality, many are becoming more “cool,” or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.
Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

At the heart of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economies, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They differ from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber
of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America’s schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: “The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life.”

New responsibilities are transforming once-quiet campuses.

The new pressures to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they look different, compared with 15 years ago. Since 1950, American colleges and universities have spent about $16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed additions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965–66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18–21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: “It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society.”

Of today’s 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America’s 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

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*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18–21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.
Higher education's patterns are changing; so are its leaders

While only 11 percent of America’s college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor’s degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various kinds of colleges. It is often forgotten that 877, or 40 percent, of America’s colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation’s students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: “The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets.”

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: “No one can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee.”

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges’ share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be
Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

The remarkable growth in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-
Many professors are research-minded specialists

eren college or university president has often had to
double or triple his administrative staff since 1950.
Positions that never existed before at most institu-
tions, such as campus architects, computer pro-
grammers, government liaison officials, and deans
of financial aid, have sprung up. The number of
institutions holding membership in the American
College Public Relations Association, to cite only
one example, has risen from 591 in 1950 to more
than 1,000 this year—including nearly 3,000 indi-
vidual workers in the public relations and fund-
raising field.

A whole new profession, that of the college “de-
velopment officer,” has virtually been created in
the past 15 years to help the president, who is usu-
ally a transplanted scholar, with the twin problems
of institutional growth and fund-raising. According
to Eldredge Hiller, executive director of the Ameri-
can Association of Fund-Raising Counsel, “In 1950
very few colleges and universities, except those in
the Ivy League and scattered wealthy institutions,
had directors or vice presidents of development.
Now there are very few institutions of higher learn-
ing that do not.” In addition, many schools that
have been faced with the necessity of special de-
velopment projects or huge capital campaigns have
sought expertise and temporary personnel from out-
side development consultants. The number of major
firms in this field has increased from 10 to 26 since
1950, and virtually every firm’s staff has grown
dramatically over the years.

Many alumni, faculty members, and students
who have watched the president’s suite of offices
expand have decried the “growing bureaucracy.”
What was once “old President Doe” is now “The
Administration,” assailed on all sides as a driving,
impersonal, remote organization whose purposes
and procedures are largely alien to the traditional
world of academe.

No doubt there is some truth to such charges. In
their pursuit of dollars to raise faculty salaries and
to pay for better facilities, a number of top officials
at America’s colleges and universities have had
insufficient time for educational problems, and some
have been more concerned with business efficiency
than with producing intelligent, sensible human
beings. However, no one has yet suggested how
“prexy” can be his old, sweet, leisurely, scholarly
self and also a dynamic, farsighted administrator
who can successfully meet the new challenges of
unprecedented, radical, and constant change.

One president in the Midwest recently said: “The
engineering faculty wants a nuclear reactor. The
arts faculty needs a new theater. The students want
new dormitories and a bigger psychiatric consulting
office. The alumni want a better faculty and a new
gymnasium. And they all expect me to produce
these out of a single office with one secretary and a
small filing cabinet, while maintaining friendly con-
tacts with them all. I need a magic lantern.”

Another president, at a small college in New
England, said: “The faculty and students claim
d they don’t see much of me any more. Some have
become vituperative and others have wondered if I
really still care about them and the learning process.
I was a teacher for 18 years. I miss them—and my
scholarly work—terribly.”

The role and pace of the professors have
changed almost as much as the administrators’, if
not more, in the new period of rapid growth and
radical change.

For the most part, scholars are no longer regarded
as ivory-tower dreamers, divorced from society.
They are now important, even indispensable, men
and women, holding keys to international security,
economic growth, better health, and cultural ex-
cellence. For the first time in decades, most of their
salaries are approaching respectability. (The na-
tional average of faculty salaries has risen from
$5,311 in 1950 to $9,317 in 1965, according to a
survey conducted by the American Association of
University Professors.) The best of them are pur-
sued by business, government, and other colleges.
They travel frequently to speak at national con-
ferences on modern music or contemporary urban
problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebra or geometry or international monetary economics—and not much more than that—exceedingly well. Sensing America’s needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic “rating system” which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. “Publish or perish” is the professors’ succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and “focused” than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don’t want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. “I’m a geologist,” said one professor in the West. “What would I know about admissions policies or student demonstrations?”

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: “There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much.” (Since 1950 the number of scholarly periodicals has increased from 45,000 to
95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. “Our present universities have ceased to be schools,” one graduate student complained in the Harvard Educational Review last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America’s leading universities tried to break away from the medieval college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent $295 million in the colleges and universities for research and development. By 1965 that figure had grown to $1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university’s becoming “a prime instrument of national purpose,” one of the nation’s chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

BUT WHAT ABOUT education—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that “current research commitments are far more of a positive aid than a detriment to teaching,” because they keep teachers vital and at the forefront of knowledge. “No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called ‘great professors’ of yesterday did,” said a teacher at a university in Wisconsin.

Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

“I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and—“

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors’ shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline’s tasks, from the releasing of young people’s minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, “In modern college teaching there is much more of the ‘how’ than the ‘why.’ Values and fundamentals are too interdisciplinary.”

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the
consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said: "The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said: "Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."
Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They really prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-cum-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."

The students, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are
The students react to "the system" with fierce independence
dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to
feel as useful as any previous generation. A student from Iowa said: ‘I don’t want to study, study, study, just to fill a hole in some government or industrial bureaucracy.’

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don’t know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don’t like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac’s On the Road. ‘We got to go and never stop till we get there,’ says one. ‘Where are we going, man?’ asks the other. ‘I don’t know, but we gotta go,’ is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A Newsweek poll last year that asked students whom they admired most found that many said ‘Nobody’ or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer’s dungarees, a French beret, and a Roman beard—all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,
The alumni lament: We don’t recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: “The chapel is fairly empty, but the religion courses are bulging with students.”

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: “The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But... this truth, this insight, is over-generalized and, being believed, it becomes more and more ‘true’.” Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

If the faculties and the students are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, “They keep asking me to give money to a place I no longer recognize.” Assailed by many such remarks, one development officer in Massachusetts countered: “Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It’s partly our fault, though. We traded too long on sentiment rather than information, allegiance, and purpose.”

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York’s Columbia College, recently contended that alumni are going to have to learn to play an entirely new role vis-à-vis their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, “that focus increasingly must come from somewhere outside the once-collegial body of the faculty”—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni—indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,
some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. “There is no single ‘end’ to be discovered,” says California’s Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation’s colleges; if they ask, “How and what kind of change?” and not, “Why change?”

“It isn’t easy,” said an alumnus from Utah. “It’s like asking a farm boy to get used to riding an escalator all day long.”

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

“We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection.”

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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ALUMNI ACTIVITIES . . .

ELECTIONS SLATED

Ballots will be mailed during April to all members in good standing as of April 1, 1966. Candidates nominated for office are: Alumni member of the Board of Trustees of State Colleges, for a three-year term (alumni will elect one):

Albert E. Mink, principal of Nathanael Greene Junior High School, Providence, graduated from RIC in 1954, having already received an A.B. degree from Brown University. He earned his master's degree at RIC and is now a candidate for a doctorate in public school administration at Boston University.

A boy scout leader for nineteen years, he has been director of program and training at Camp Yawgook since 1957, and holds two scout leadership awards.

Mr. Mink is now serving as president and chairman of the highly successful 1963 Alumni Fund Drive, which set the pattern under which the Fund Drive is still operating.

He has been a teacher and administrator in the junior high schools of Providence since 1954. During 1951 and 1952 he served with the Medical Corps of the U.S. Army and in 1952 served as boy scout commissioner for the Augsburg Area in Germany.

A resident of Scituate, he is the husband of the former Barbara Vennberg '53.

Ethel Murphy, principal of the Oaklawn Elementary School, Cranston, is a member of the Class of 1924. She earned her Ed.B. at RICE in 1935 and her M.S. from URI in 1954. She has also studied at Brown, P.C., Tufts, and Dublin University.

She is currently president of the Cranston Principals Association, and has served as treasurer of the Rhode Island Elementary School Principals. She has been active in R.I.E.A., the Rhode Island and New England Associations for Supervision and Curriculum Development, the N.E. Reading Association, and the National Council of Teachers of English.

Before joining the Cranston Schools she had taught in Johnston and Providence. Her teaching experience spans the grades from one through nine.

Miss Murphy has served as alumni treasurer for two terms, was Bridge chairman in 1959, and is News Notes Secretary for the Class of 1924.

She is a resident of North Providence.

Edward P. Travers is assistant superintendent of schools in Bristol, where he has been a teacher and administrator since his graduation from RIC in 1951. He earned his master's degree from the College in 1956. He has studied at URI, P.C. and U. Maine and is now a doctoral candidate at Boston University.

He has been RIC Alumni Trustee in the Board of Trustees of State Colleges for the past three years, and was elected to serve as secretary of that body. In the association he had served as Treasurer and President, and as chairman of several standing committees. He was an incorporator of the RIC Foundation.

An active member of the Bristol Education Association, R.I.E.A., and N.E.A., he was the founder of the Future Teachers of America movement in Rhode Island, served as president (two terms) and in several offices of the R.I.E.A., and was president, vice president and treasurer of the Bristol Education Association.

He is a member of a dozen professional organizations and has been active in the credit union movement, serving for many years as secretary-treasurer of the Bristol County Teachers Credit Union. Among many services he has been president and secretary-treasurer of the Two State Young Adult Council of Massachusetts and R.I., Y.M.C.A. and founder of the Citizens Scholarship Foundation of Bristol. He received the Distinguished Service Award of the Bristol Jaycees in 1963.

Officers for one year (alumni elect nominee or write in alternate):

President — Frank M. Burns '51, U.S. Postmaster, Pawtucket; currently first vice president, serving as chairman of the testimonial dinner for Dr. Fred J. Donovan; 1965 Fund Drive Chairman; has served as chairman of Sports Supper, College Development Committee, and several study committees.

President Elect — Ann L. Hogan '50, school librarian and reading consultant, Pawtucket; class agent; has served as chairman of alumni bridge and of membership committee, was for two years admissions and placement counselor with Alumni Office; candidate for alumni trustee in 1960.

Secretary — Helen Page Gilligan '47, former Pawtucket teacher, news notes secretary for her class; currently corresponding secretary, has served as bridge chairman, membership chairman, secretary.

Treasurer — Ben Hazan '37, Production Manager, Lowenstein Dress Co.; class agent; has served as chairman of alumni bridge and of membership committee, was for two years admissions and placement counselor with Alumni Office; candidate for alumni trustee in 1960.

Nominating Committee (alumni vote for three of the six):

Americo DiManna '40, Aaron DeMoranville '54
Arthur Pontarelli '43, Anna Lannon '38, Mildred Nugent '46, Mary Zajec Babiec '52

RIC THEATRE PRODUCTION

THE MALE ANIMAL

May 12, 13, 14 — 8:15 p.m.
Auditorium, Horace Mann Hall

ALUMNI NIGHT

May 14, 6:30 p.m.
Donovan Dining Center
THE MATHEMATICS CURRICULUM

Languages are relatively adequate for representing the important aspects of daily situations. However, it is obvious that a given aboriginal tongue would not be up to the job of recording the content of a discussion on some point in depth psychology. Much the same observation can be made about the various number systems which the students will study as separate systems in the revised mathematics curricula. The natural numbers, \((1, 2, 3, \ldots)\), are not up to the job of representing the business of the engineer. The revised programs present the student with the task of successively developing the natural numbers, the rational numbers, the real numbers, the complex numbers, and geometry as 'language systems' for the purposes of representing the major dimensions of different situations.

At Rhode Island College the effects of these developments are rather obvious. Freshman Mathematics is an introductory course in 'modern' mathematics, required of all students. Courses and geometry and modern algebra, required of all math majors, expose them to the mathematician's approach to developing mathematical systems. For the Practicum and the supervision of student teachers, one now finds members of the mathematics department working within the framework of the Department of Secondary Education. No one claims to have all of the answers, but we feel that a step in the right direction has been taken.

TESTIMONIAL DINNER
in honor of
DR. FRED J. DONOVAN
Tuesday, April 12, 7:30 p.m.
Sheraton Biltmore Hotel, Providence

RHODE ISLAND COLLEGE CHOIR
SPRING CONCERT
Wednesday, April 20, 8:00 p.m.
Auditorium, Roberts Hall

KAPPA DELTA PHI CONCERT
Art Pelozi — Mike Renzi
BIG BAND
Sunday, April 24, 8:00 p.m.
Auditorium, Roberts Hall
Admission $1.50

THE CHALLENGE OF CHANGE

Keeping Pace...

Keeping Pace...

...THE CHALLENGE OF CHANGE

Continued from page 7

may spend it in the Library. At 4:30 a very large proportion of students hurry away to catch the bus or train to their homes, which may be at any point within a radius of thirty miles. On Saturday and Sunday they are not seen at all. Such a timetable leaves little opportunity for social life. In Oxford and Cambridge, students of the same college meet one another at meals three times a day, and small groups can gather in private rooms at almost any hour of day or night. The evenings are available for the meetings of societies in rich profusion and the early afternoon for games. The distances are manageable. There are also the Sundays which are free of routine duties. In “Redbrick” on the other hand, the meetings of societies have to be crowded into a part of the luncheon hour, or to be held immediately after the end of lectures in the afternoon. Even then students are tired, only some will delay their return home, and those only for a limited time. (pp.207-208)

Does all this sound familiar? I suspect that it does. Now, I am unclear about the precise details of an answer. The long-range goal suggests that we examine the possibility of groupings — "houses", "colleges", "societies" — which would include 200 to 250 persons: students from all curricula, at all stages of academic growth, undergraduate and graduate; faculty, newcomers and senior members; administrators of all levels. Such groupings might evolve in several directions. Perhaps they could devise alternate modes for meeting curricular requirements. Perhaps they could become a forum for discussion and debate on current international issues. Perhaps they could be groups for study and services in specific areas of need within the metropolitan complex. Perhaps they could be the framework for certain types of political activity. I see many possibilities; I do not know whether any can be realized. I know that a problem exists in terms of breaking the cycle of the ordinary and of finding some sense of community and this college must seek ways to solve the problem.

In all that I have suggested about Rhode Island College’s response to change I have one implicit assumption: I assume that we shall continue to devise ways and means to provide the best possible preparation specifically for persons who are going to enter the profession of teaching. This will mean, among others, a careful examination of the implications of the present certification requirements to see whether we can design a five year professional program that will provide a more effective "package" than the present four year program plus some sort of fifth year. In addition, this will mean, as another of the long-range goals suggests, a careful examination of the function and of the role that the Henry Barnard School should play in the next years.

Change is one aspect of reality. Those concerned with the educational enterprise at Rhode Island College have before them opportunities and choices. Man is often hesitant to choose and prefers to drift, perhaps even simply to dream. Alternatives demand decision; the times demand direction. It is my hope that, despite the ambiguities and uncertainties of the future, we, at Rhode Island College, will seize the opportunities of the present and find appropriate ways to respond to the varied challenges which recent changes have put right on our doorstep.
POLICY OF GIFTS

During the past year an alumni committee headed by Frank Burns met with College officials to delineate the College policy regarding solicitation and reception of gifts. The following statement has been accepted by the College administration and the executive board of the alumni association:

Rhode Island College, while supported adequately by tax funds, has need for supplemental funds and resources to provide articles of aesthetic value, grants for research and unusual services, and similar extraordinary items for which tax monies should not normally be used. While the college is grateful for and appreciative of all possible gifts, it is necessary to set up certain regulations and channels so that the best interest of the college and the students may be served through the wide use of all contributions.

1. All gifts should be offered to the college with the understanding that the college can accept only such donations as are in consonance with its objectives, programs and development plans.

2. The most desirable method of making a gift to the college is a grant of unrestricted funds. In this way the college is able to use the monies separately or in combination to meet its most pressing and important needs.

3. In order to set up a clear channel for gifts, the following procedure is to be used:
   a. It is the responsibility of the Public Relations and Alumni Office to continuously seek out the needs of the campus for specific gift items and to keep a roster of these on file.
   b. All requests for the use of gift funds by faculty or students should go to the Dean of the College, and only on his recommendation or that of the President may such monies be expended. Approved items for which money is not yet available will be filed in the Public Relations and Alumni Office.
   c. Monies that are received as memorial gifts will be used alone or in combination to purchase suitable items at the discretion of the college. Where it is feasible, a memorial plaque will be used. In all cases the names of persons memorialized in this way will be listed in the permanent records of the college. When the RIC Collection in the Library is organized, these records will be filed there.

4. When monies are deposited in the college funds, such as the RIC Foundation and the RIC Alumni Fund, the organization may propose specific uses of the money, subject to the approval of the college. In all cases, final decision as to the request for and the acceptance of gifts to the college will be made by either the President or the Dean of the College.

ANNUAL SURVEY UNDERWAY

The fourth annual College Survey will be conducted in April and May. This year the Alumni Office is working in cooperation with the office of institutional research to evolve a simplified format that will be easy to fill out, readily tabulated, and quickly converted into useful information.

Questionnaires will be mailed to all members of five-year classes and of the classes of 1963 and 1965. A large number of responses will be needed to make the study worthwhile. Mr. Jason Blank, institutional research office, points out that this is a direct way in which alumni can exercise influence on the programs and plans of the College. "We can only tabulate the information and opinions that are sent in," he says.

NEW BY-LAWS ADOPTED

At a special meeting held March 29 the Alumni Association adopted a new set of By-Laws. This replaces the Constitution and By-Laws, severally revised, under which the association has functioned since 1928.

While not drastically changing the make-up of the association the new by-laws do

- combine and simplify the document itself,
- change the term of office from two years to one, except for the alumni member of the Board of Trustees of State Colleges which remains three years, limited to two terms,
- changes the number and nature of standing committees, and
- allows establishment of special interest as well as geographic clubs.

Copies of the revised by-laws will be distributed to all alumni with the call for Membership in the fall. Anyone wanting a copy in the meantime may obtain one from the Alumni Office.

THE WESTERLY CLUB

The Westerly Club of the RIC Alumni held its March meeting in the auditorium of the Westerly Community Credit Union. Gerald Bourgeois, principal of the Bradford School, talked to the group on "Official Reports of the Superintendents of Westerly Schools from 1904-28".

This was the third dinner meeting of the year. A nominating committee was appointed to report at the May meeting.

RIC Alumni on RIJC Faculty

Fourteen members of the faculty and administration of the new Rhode Island Junior College hold degrees from Rhode Island College.

Dr. William Flanagan, president, earned his Ed.M. from the College in 1947. Others include Jane M. Allaire '56, Assistant Professor of English and Acting Librarian, Georges E. Bockstael, Ed.M. '56, Dean of Administration and Associate Professor of Business, Vincent Cullen '55, Assistant Professor of Mathematics, Raymond L. Fontaine '52, Ed.M. '58, Assistant Professor of Foreign Languages, Daniel J. Garvey, Ed.M. '46, Assistant Professor of Social Studies, John F. Flanagan '55, Assistant Professor of Mathematics, Harry G. Hajian, Ed.M. '63, Assistant Professor of Chemistry, Janice S. Howard, Ed.M. '62, Assistant Professor of Mathematics, Harry G. Keenan, Ed.M. '62, Assistant Professor of Biology, Rita C. Lepper '39, Instructor of Art, Lucy D. Medeiros '51, Ed.M. '55, Assistant Professor of Business, A. St. Clair Neld, Ed.M. '65, Assistant Professor of English, Clare B. Renasco '55, Instructor of Foreign Languages, Joseph Salvatore '39, Associate Professor of Technology, Acting Head of Department of Technology.
1999
Word has been received that Eleanor R. Hagerty McElroy, of 490 River Avenue, Providence, and daughter Eleanor toured Ireland last August.

1910
Friends of Mildred Young Schaefer will be pleased to hear that Mildred has, to her credit, one graduate hour from Ohio State and Miami (Ohio) Universities. Her present address is 1010 Olive Street, (Apt. 1), in Springfield, Ohio 45503.

Esther M. Baker, since her retirement as Department Head at Central Senior High School, Providence, in 1954, has spent much of her time in traveling. She has just returned from an African safari.

1912
Edna Maine Spooner (Mrs. Leroy A.) and husband celebrated their 49th wedding anniversary, October 25, 1965. They are now enjoying a quiet life of retirement. Besides having the happy memories of Rhode Island Normal School, Edna wishes to express the enjoyment she receives from the “Alumni News.”

1913
Gertrude Richards Platt (Mrs. Ronalds) and her husband of West Newfield, Maine have returned from a 6 month trip to New Zealand and Australia.

We are sorry to hear of the deaths of the husbands of two of our members.

William McCaughey was the husband of Mary Smith McCaughey. Mary was co-president of the class of 1913.

Robert Newbold, husband of Helen Hogan Newbold, died on March 2, 1966.

1915
Bessie West Haggerty, although retired in 1960, is still doing substitute work. She taught forty-four years in Westerly.

Esther Grace Spencer, now living in Norton, taught at the Mansfield and Taunton Schools until 1921, then continued substituting.

Edna Smith McKeon is spending January, February and March in Treasure Island, Florida. Etta Hannon Maloney is still at the Isle of Palms and had Katherine McGuiness as a guest for a week. Etta, Katherine and Edna have enjoyed many pleasant trips together.

Helen Doherty Lennox is now in a rest home in Millville after a serious leg injury which kept her in the hospital from May until late fall.

Mary B. O’Connell of Newport has been convalescing from a serious operation which was performed in January. She is still having X-ray therapy, and we hope is now much improved.

1916
Whether you regard the 50th anniversary of your graduation as something to forget or as an occasion to be grateful for having lived through these interesting and exciting years, it is a fact that 50 years received our diplomas from the R. I. Normal School and we are on our way to make a place for ourselves in the world.

In conjunction with Alumni Night festivities, May 1, at the college, many members of the class of 1916 are interested in a reunion. Irene Reilly has graciously accepted the chairmanship and has received quite an enthusiastic response from her numerous telephone calls. Ruth Killian has rounded up the Providence groups, and it appears that Warwick will have a good representation.

Within the next few weeks of notices will go out from the Alumni Office giving details. We hope everyone who can will plan to attend.

1918
Jennie F. Hall Palmer (Mrs. Earl S.) and her husband will be in Sarasota, Florida, until May 1, 1966. They are enjoying the warm sunshine and the tropical climate of Florida during the winter months. She has had the pleasure of visiting some of the Southern Schools.

1919
Congratulations to Elizabeth Walsh Malley (Mrs. Stephen) from the Alumni News Committee as she announces the birth of her 20th grandchild.

Members of the class extend their sympathy to Marie Daley LaPereche whose husband, Raymond, died while they were vacationing in Orlando, Florida. On March 8, Marie’s address is 93 Brandon Road, Cranston.

1921
This is the Forty-fifth Reunion Class — and we have met all but 3 of these since our graduation in June, 1921. On March 12, we shall begin a series of activities with luncheon meeting at Colony Motor Hotel, Cranston.

A recent Providence bride, Mrs. Douglas L. Brown, daughter of Emilda Labe Sullivan and the late Andrew A. Sullivan. In the bridal party were two brothers of Patricia Ann, Major Andrew J. Sullivan USA and Mr. Daniel L. Sullivan. Emilda now teaching in the Cranston Schools has served her Alma Mater as a cooperating teacher. Patricia is also a graduate of Rhode Island College.

Amy Olson has spent three months in California this winter. She attended the Rose Parade on New Year’s and is now in Hawaii.

1925
Helen F. White retired in June, 1965, from the Cranston School Department.

Marcia Hoar Perron (Mrs. Raymond T.) of Wellesley Hills, Massachusetts, proudly announces the birth of a fifth grandchild.

Alida Saunders Cox (Mrs. Howard E.) has a daughter, Cynthia Ann, in the freshman class at RIC, while a son, Howard, is working on his doctorate at Ohio State University in Columbus.

Alice Carroll Trainor’s daughter, Carol, is a member of the English Department at Howard St. George High School in Chicago.

1928
Marion E. Clark Clarke (Mrs. Angus) was feted at dinner at the Hotel Viking in Newport on January 30 by a gathering of three hundred friends and associates in honor of being named as Newport’s “Woman of the Year.” This honor was voted to Marion by the Women’s Division of the Chamber of Commerce. Vice-principal of Newport’s Thompson Junior High School since 1962, Marion is also dean of girls at the school. Her activities in educational and civic organizations are numerous. ’28 joins her friends in adding its “Congratulations, Marion!”

Gertrude Denicourt Cassidy (Mrs. Peter), proudly reports from Cranford, New Jersey, a new grandson — Vincent Sean Murphy, the third son in three years of her son, Timothy J. Murphy. “Tim” is a candidate for his degree from Rutgers University in June — having completed his work there in all evening and summer sessions — after service with the U.S. Navy.

1929-30
Pauline Gleason Young has moved to 30 Woodland Street, Hartford, Connecticut. Her husband, Dr. Daniel D. Young, is now Director of the Bureau of Tuberculosis for the City of Hartford.

Virginia Hayman Davis (Mrs. Donald) reports from 956 South James Road, Columbus, Ohio, living in “good old New England”. Virginia received her B.S. in Education at Capital University and has attended Ohio University.

1930
Marion Stanwood Armington has had two articles published this winter. One is in the February “Elementary English and the others, in the March “The Instructor”. Marion is teaching at Wheeler.

Bill Loughery’s daughter, Jean, a graduate of U.R.L., is teaching at Portsmouth High School. Bill is principal of Middletown High.

Mac Gillpatrick Godfrey is Curriculum Coordinator in the Seekonk Schools.

Catherine Hill Boyle is teaching at the Lonsdale Elementary School in Lincoln.

1931
Marion Milan Doyle (Mrs. E. A.) is the proud grandmother of nine grandsons and one granddaughter. Her children are living in Korea, Germany, Georgia, and Connecticut.

Ruth Leonard Pratt (Mrs. Harold A.) and her husband were accompanied by their grandson, Carl Nelson, on their annual western trip. At Carl’s urging, they really “did” Yellowstone, the Grand Tetons, museums and live animal spots. They also spent a week at their favorite ranch in Colorado.

1932
Florence Ward Fitzroy did volunteer work during the summer with the Head Start Program in North Providence.

Mary Louise Hall’s niece will be graduating from Rhode Island College in June. Syvilla E. Tully, her mother is also an Alumna, Syvilla Hall Tully class of 1935.

On February 7, 1966, Ruth E. B. Gardner was elected first woman foreman of the Grand Jury of Bristol County, Mass. in New Bedford, for the term of one year.

1933
Mary Conors Hodge is teaching Elementary French in the Warwick School System while her daughter, Mary Ann is a freshman at RIC.

The eldest daughter of Mercedes Durkin McCabe (Mrs. James J.), Mary
Elizabeth, entered the order of the Religious Sisters of Mercy in Cumberland in September, 1965.

Mildred Sharkey Woolsey has two daughters, Joyce and Judith, attending St. Francis College in Pennsylvania. Another daughter, Jacqueline, is a fresh- man at Marymount in Tarrytown, New York, while her three youngest, Terry, Timothy and Janet are at Falls Church, Virginia, High School.

Helen Hines Williams (Mrs. Conway) and her husband celebrated their 25th wedding anniversary last August. Their son, Conway, Jr., a senior at Gettysburg College, is enrolled in the advanced R.O.T.C. unit and is a member of the Scabbard and Blade honorary fraternity. Donald, a football player and Greg is the family musician, play the tenor saxophone in the school orchestra and band.

Catherine Gibson Murphy (Mrs. Frank) sends the sad news that her husband passed away on June 1, 1965. We extend sincere sympathy.

Rita Connelly Payette (Mrs. Alfred) reports that her son, Kopel, is a junior in business administration at Drexel Institute of Technology; Donald, a freshman in engineering at Drexel; and Greg, a sixth grade student. All three boys are active in extracurricular activities. Charles is enrolled in the advanced R.O.T.C. Unit and is a member of the Scabbard and Blade honorary fraternity. Donald is a football player and Greg is the family musician, playing the tenor saxophone in the school orchestra and band.

Charles F. Barry is Head of the Audiology Branch at the U.S.N. Underwater Sound Station, Newport, R. I.

Edith Armstrong Kimball (Mrs. Robert) has been teaching Kindergarten in Ballston Spa, New York, for 19 years. Her father, Robert L., is a postal clerk. Son, Robert H., a graduate of Brooky Tech, is an electrical technician. Daughter, Patricia A., attended State Union College at Buffalo. Both are married, and there is a grandson, Christopher Robert Shields, born last April.

Elizabeth ("Flivver") Hill Haines (Mrs. Leonhard) reports that her son, Laurence Mark Brock, on January 17, 1966, in Merritt Island, Florida, is a student, and in 1956 obtained his Master of Education in Guidance from the State University of New York at Albany. He is doing graduate work in guidance at Drexel Institute of Technology.

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Oliver Mitchell Rocklage (Mrs. Charles, Jr.), now lives in Drexel Hill, Penna. Her husband is an engineer with Gulf Oil Corporation. The Rocklages are the parents of three sons: Charles, a junior in business administration at Drexel Institute of Technology; Donald, a freshman in engineering at Drexel; and Greg, a sixth grade student. All three boys are active in extracurricular activities. Charles is enrolled in the advanced R.O.T.C. Unit and is a member of the Scabbard and Blade honorary fraternity. Donald is a football player and Greg is the family musician, playing the tenor saxophone in the school orchestra and band.

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land, while her son, Bruce, is in his last year at the U.S. Naval Academy, Annapolis, Maryland.

1942

Jane Fox and Joe Brady tell us that their daughter, Mary, has entered the Catholic schools.

Virginia Lord Jordan (Mrs. George) has a daughter, Meredith, a freshman at Ledyard School in Warren.

Eileen把co Meenay (Mrs. Floyd) is now on the Board of Canvassers in her school district in Washtenaw County, Michigan, and is actively working on the Committee there.

Collette Emirt Powers (Mrs. James) has just rebuilt in Norton, Mass., and has been appointed Assistant Manager at Mehan College.

Dorothy Cole Menzel (Mrs. Floyd) is now on the Board of Canvassers in her school district in Washtenaw County, Michigan, and is actively working on the Committee there.

Mary Lilly Tivrell (Mrs. Richard) has resumed teaching this summer with Project Head Start in Providence and progressed to Giant Step this fall, after a dozen years and nine children.

Althea Davis Smith (Mrs. James) of Bristol was elected last spring as a school teacher's representative to the Policies Commission for the school department. This fall she was elected vice-president of the Portsmouth School Personnel Association.

Frances McCanna Breen (Mrs. James) has moved to 49 Locust Terrace, Warren. She is the present teaching the eighth grade in Warren.

Viola Jager McCambridge (Mrs. Robert) is a kindergarten teacher in the Niskayuna Schools in Schenectady, New York, and has been serving as a Consultant to Scholastic Magazine on the preparation of a weekly newsletter for kindergarten and lower elementary grades.

Lillian Janiere Smith (Mrs. Harold) was her for a month from her home in Denver, Colorado, visiting her parents in West Providence. She keeps busy working with her husband in their printing business, does volunteer substitute teaching in the Catholic schools.

Frances Ferrin Win (Mrs. H. Hal) of 4709 So. Matanzas Ave., Tampa, Florida 33611 is enjoying her new position as an elementary school principal.

Marie Shannon Castell (Mrs. Terry) of 2781 Pine Heights Drive, Pontiac, Michigan, has been teaching for six years in Pontiac. Marie is the Vice President of the Pontiac Association for Childhood Education. Her daughter, Eileen, is a freshman at the University of Michigan, and John and Mark, are in the 11th and 6th grades.

Claire D. Langlois is now the principal of Garvin Memorial School in Camberland.

Yvma Jolies Stafrord (Mr. John) of 407 So. Lincoln Lane, Arlington Heights, Illinois, has a son, John, Airman Second Class, serving as a dental assistant at the Chambery A.F.B. in France.

Betty Berko Chandler (Mrs. Joseph H.) of 6815 Castle Drive, Birmingham, Michigan 48010 was married July 7, 1946 Dr. Joseph Anthony Chandler, a neurologist and electroncophotographer. They have three children — Mitchell Glenn born 1949 in Atlanta, Georgia, Elliot Price born 1953 in Boston, Mass., and Lisa Jean born 1954 in Ann Arbor, Michigan.

1946

Nancy Robin Brown (Mrs. Edward) has been teaching in Ledyard, Conn., for nine years. Her family is very active in archery. She and her husband are certified archery instructors, and last July Nancy placed third in Class C. She was awarded the degree of Master of Science in Education on June 6, 1965 from Westfield State College, Westfield, Mass. Nancy has been teaching Grade 3 at the Strelsh School in Chicopee, Mass., for the last five years.

Jeanette Andrews Thomas (Mrs. K. P.) has been appointed Mathematics Department Chairman at North Kings­town Senior High School.

Caroline Magnatta Marzilli (Mrs. Anthony) was honored by St. Mary's Academy of the Visitation Alumni Association for her service performed for the school at a Communion breakfast in June, 1965.

Jerry McCarthy is the chairman for our 15th reunion. Watch your mail for further details of this special event.

Beverly Gorman McVay (Mrs. Thomas) is teaching English at the Burns School in Wyoming.

Pat Duncan Campbell (Mrs. Robert) recently moved from Manhattan Beach, California. Bob and Pat vacationed in Hawaii for three weeks this January. Pat reports having a wonderful time but was glad to get back to their young sons.

Tom McVay is currently the administrative assistant to the chief of staff at the Veterans Administration Center in Cheyenne, Wyoming.

Albert Manning is on the faculty at Pilgrim High School and at Our Lady of Providence Seminary. Al is working on his sixth year program at the University of Connecticut.

1952

Pauline Bettez is now living at 104 Namquid Drive (Apartment 202) in Warwick. She is teaching 6th grade in the Oakland Beach School.

Mona Baker received an Honorary Doctor of Pedagogy from the College in 1965.

Donald Oliver is now assistant principal of Roger Williams Junior High in Providence.

Joanne Hart Durigan (Mrs. Raymond) has returned to teaching Speech Arts and has begun work at Hugh B. Bain Junior High in Cranston. The same school where Ray is in English and guidance. The eight Durigans now live at 23 Hawthorne Ave. in Cranston.
Roslyn Toomey Grady (Mrs. Michael) received her Ph.D. in Guidance last June. She and Mike and the five boys 1953

Vito D. Canpo is now Assistant Professor of Mathematics at Worcester State College.

Albert R. Dalton is currently teaching the Adult Education Curriculum classes in Rockville Center and Mineola, N.Y. Mr. and Mrs. Albert E. Mink recently became parents of an adopted baby boy, Steven, their third son. Mr. and Mrs. Ralph Arnold (Eleanor Gardener) and their four daughters are living in Attleboro, Mass. They are proprietors of Arnold’s Drive-In Restaurant on Route 1 in Pawtucket.

Elise Bennett, class agent, is busy sending notices to class members concerning the Alumni Fund Drive! 1954

John P. Russell is Chairman of Accounting and Math Department, Johnstone and Wales Junior College and Chairman of New England Junior College Association, 1966 Convention.

Albert Mink is now Principal of the Nathanael Greene Junior High in Providence.

John and Eileen Ward Ryan are living in New Jersey. John is a College Counselor and Eileen is a Helping Teacher in the city of Hoboken.

Henry Cote was named President of the Contemporary Craft Center at Rhode Island College.

Jane Ann Brown received her M.Ed. degree from Boston University in August, 1965. She is currently teaching a “self-contained” room for the deaf and severely hard of hearing at Windmill Street School in Providence.

Jean Chalmers Macomber is finishing her fifth year as Director of a grade school for Colombian children. Her address is: Aportado Aereo 653 Medellin, Colombia, South America. 

Lilian Connelly DiGiulio (Mrs. John) has a new address: 97 Landmark Road, Warwick, R. I. 1956

Mary Lou Coleman Gibbs (Mrs. William) is now raising a family of four and doing office work for her husband’s business. She’s studying to be a C.P.A.

Betsy Conlon is now an adjunct professor for Florida State University and also on the Advisory Committee for Florida State Junior High Curriculum Projects. Betsy is co-authoring a Junior High Science textbook for the L. W. Singer Publishing Company.

John Heiligen, Guidance Counselor at Brockton High School and Soccer Coach at Stonehill College, has been elected to “Who’s Who In The East” for his work with young people in the Bridgewater, Mass., area.

William J. Sanos, is now Guidance Counselor at James T. Lockwood Junior High School in Warwick, R. I.

Myron A. Contaglio Wood (Mrs. Ronald) received an M.A. degree in Anthropology from New York University in October 1965 under the direction of Dr. Ethel Alpenfels. The Class of 1956 is now making preparations for its 10th year reunion. The addresses of the following are still unknown: David Dillon, Natalie Major, Thomas Burke, Beatrice Gauthier, Carol Weiss Schuster, Jacqueline Kelley Larkin, and Roger Vierra.

Any information on the whereabouts of these people may be sent to: Mrs. Thomas Greene, Lookout Street, North Providence, R. I. 1957

Sylvia Morrone Guilla (Mrs. Robert) has received her teacher’s certificate and has opened her own salon. She has three sons: Robert, 4 years, and Gregory, 16 months. Her husband is a stock broker working in the Boston office of Merrill, Lynch, Pierce, Fenner, and Smith.

Marjorie Hill Ford (Mrs. Herbert H.) was chosen to be listed in the fourth edition of “Who’s Who In the East.” She is now a supervisor for elementary student teachers at Wheaton College, Norton, Mass.

Charles D. Delehanty recently transferred back to the new West Warwick High School after five years at the junior high level. He received a Certificate of Advanced Graduate Study in Administration from their own University of Connecticut last June. In September he was appointed Director of Adult Education for the town of West Warwick. Presently Charles is working for a Doctorate in Education at Boston University.

Elena Criscione Dolan (Mrs. James A.) has moved to Hope Valley, R. I., where her new address is R.F.D. 1 Box 110-A. 1958

Leonard M. Guinier, a graduate of Simmons School of Social Work in Boston, has been conducting a training program for social welfare case aides at the University of Rhode Island extension division.

Gerald D. Pantalone, formerly president of the Central Falls Teachers’ Association, has been elected president of the Central Falls Teachers’ Union, Local 1567, AFL-CIO.

Jules R. F. Goddard, has been named foreign language department head for the new North Smithfield Junior-Senior High School. He holds a master’s degree in teaching from Brown University and has more than 30 hours towards a doctorate. Last summer, he taught French to Peace Corps volunteers training at Brown. This fall, he attended a language institute in Rennes, France.

Mr. and Mrs. Paul Lennon (Maureen Kenny) and their sons, Michael, Mark and David, of 124 Longleaf Drive, Forest Park, Georgia, recently visited their parents, Mr. and Mrs. Joseph Kenny of Cranston and Mr. and Mrs. William Lennon of Warwick.

Mr. and Mrs. Richard Smith (Carol Rogers) and their son, Timothy, now live at 2523 Peachwood Circle N.E., Atlanta, Georgia. 1959

Marlyn DaFaulx Mulchikhi (Mrs. Patrick) was married on August 1, 1961, and is living at 2214 Sherman Ave., Evanston, Illinois. She has been acting in Chicago area plays, doing T.V. and radio commercials, and magazine ads. Her husband is in Public Relations for the Chicago Heart Association. Marlyn is wondering if there are any R.I.C. alumni living in the Chicago area.

Janice Wade Richardson (Mrs. Lloyd) moved into a new home last October.

Address: 102 Theresa St., Woonsocket.

This year she is teaching first grade after having taught second grade for four years. Janice finds that there is quite a difference in teaching grades only a year apart.

Alice Corssin Reinhart (Mrs. Frederick) is president of the P.T.A. unit at the James R. D. Oldham School in Riverside, where her daughter, Susan, is a first grader. Alice and her husband recently attended the International Traffic Engineering Conference in Boston, where he displayed his traffic engineering projects for East Providence.

Marianne Maynard Gardiner (Mrs. David) has been accepted at R.I.C. for the M.A.T program in mathematics.

Nancy Paine spent the summer months travelling through all of Western Europe and North Africa.

Anna LeClaire Connors (Mrs. William) has just moved into a newly-purchased home at 62 Brook St., West Barrington.

June Hadfield is teaching fifth grade at the Greenfield School in Wethersfield, Connecticut. She particularly enjoyed being in Middletown, R.I., and West Acton, Massachusetts.

John W. O’Brien (Ed.M. ’59) has been hired as a substitute teacher of students in Narragansett. He is now principal of South Kingstown Junior High School, and will begin his duties in Narragansett on September 1, 1966. He has served that school system in the past, as principal of Narragansett Junior High.

Mrs. Arline Kivon, state representative and substitute teacher, was the subject of a feature story in the Providence Journal on December 31, 1965, prior to the opening of the General Assembly. Mrs. Kivon, one of five women in the General Assembly, has represented Providence’s second district in the House of Representatives since 1961, and was one of the most avid supporters of fair housing legislation, which was passed last spring. She says that politics is a “natural” for women, and that the saying that “every woman should run for office”.

1960

Mrs. and Mrs. Paul Broughton (Jane Quinn) have moved into 15 Longfellow Drive, Newburyport, Massachusetts. Paul will be the Controller at Philips Exeter Academy in Exeter, New Hampshire.

Mr. and Mrs. M. E. Pike (Marjorie Munson) have moved into their new home on President Drive, Bridgewater East, Narragansett, R. I.

Joe Merard is now teaching math at West High School in Pawtucket. He also coaches the swim team. He was a diver on the team when he attended West in 1950. He is also busy coaching his 2 sons, Jim, 8 years, and Stephen, 2 years. He is married to the former Edith Davis ’59.

Ed Kelly received his master of education degree from R. I. College in June 1960.

Capt. Meadow Mooradian is presently the Commander of “A” Company in 3rd Supply and Transport Bn. His address is 3rd S & T Bu., 3rd Inf. Div., A.F.O. New York, N.Y. 09-09-09.

Gerald Schooley is Math-Science team leader for 6th grade pilot team teaching program in Woonsocket School System. In October, he was Consultant to Basic Education Seminar sponsored by R. I. State Department of Education at R.I.C.
1961

Sally Hadfield Andrews (Mrs. Daniel) is teaching third grade at Kendall Dean School in North Smithfield. She and Danny have three children.

Daureen Durrell Aulenbach (Mrs. Glen) is teaching kindergarten at St. Patrick's School in Meridian, Mississippi. John and Virginia Bray have been traveling in England, Munich, Germany, and Mexico City, Mexico.

Elaine Cairo received a Master of Education degree at Boston University in August.

Barbara Ann Chaika completed requirements for Master of Arts from Teachers College, Columbia University.

Muriel Frechette Dean (Mrs. Phillips) is working part time as a consultant to local firms and teaching supervisors a bit about health physics.

Tom Egan is teaching in the Armed Forces in Germany.

Joan Flynn received a Master of Education degree at Rhode Island College in June.

Al Freda received his Masters Degree at RIC in 1964 and is teaching Guidance at Johnston High.

Ethel Friedman spent 2 weeks in the Middle East and 6 weeks in Europe on tour this past summer.

Bruce and Jane Fontaine Generaux have 2 daughters. Bruce is a Lieutenant in Naval Intelligence, Boston, Mass. He is working for his Master's in education at Boston University.

Linda Murray Leclaire resigned from Cranston School Department, and is presently working as an editor for husband's 'side-line' company, TATE industriously.

1962

Claire D'Orazio is presently teaching for the American government in Okinawa.

Maurice Nashawaty officially completed the Master of Education program at Rhode Island College in August, 1965. She is the yearbook advisor and advisor to the National Honor Society at Lincoln Senior High School.

Ardys Guenther Filippone (Mrs. Joseph) is now teaching educable classes in Providence after teaching ungraded classes in South Providence.

Michael L. Mello has been named by the Portsmouth School Committee as Project Director of the Elementary and Secondary Education Act of 1965.

Joan C. Jacobs received a Master of Arts in English on October 6, 1965, from the University of Rhode Island.

Russell and Verona Preston Sawyer have moved to their new home at 13 Christine Drive, Cumberland. He has taught part time in Lincoln's Adult School.

Lois Moroff has received the Master of Arts degree in Educational Anthropology and Sociology at New York University.

William Robert Fober has changed his address to 252 Java Street, San Francisco, California.

Paula McNally's new address is 737 42nd St., Benicia, California.

Ida Tuca Spicola (Mrs. Francis) is now living at 124 Garden Hills Drive, Cranston.

Mr. and Mrs. Richard I. Vitale (Suzanne C. Gullotte) and their two children, Richard George, 2, and Christine Denise, born on May 28, 1965, have moved to their new home in Selden, L.I., N.Y., after a tour in the Navy. Dick is a pilot for Pan American. Their address is 56 Ruland Road, Selden, L.I., N.Y. 11784.

1964

Anthony P. Giardino received a Master of Science Degree from Syracuse University in August, 1965. He is presently Assistant Audio-visual Director and Instructor at Rhode Island College.

1965

Alicia Barnaby, Jr., is studying for the Episcopal ministry at Berkeley Divinity School in New Haven, Connecticut.

Clayton Barnes, currently teaching English at Blackstone High School, Mass., will have a poem published in the teachers and librarians edition of the National Poetry Anthology of the National Poetry Press.

Jane Cippola and Virginia Lamagna were general chairman and co-chairman, respectively, of the Alumnae Association of St. Mary's Academy of the Visitation golden jubilee tea which was held February 13.

William P. Healy, teaching in Johnston in the afternoon session, was appointed last November to a position in Woonsocket High School, where he is teaching mathematics and mechanical drawing to vocational students.

Working as a Claims Representative for the Social Security Administration is Linda Lee Redding, now residing in Connecticut.

Diane Pace is doing graduate work in Student Personnel Administration in Higher Education at the George Washington University, Washington, D.C., and expects to receive her M.A. in August 1966.

John E. Squillante is a graduate student in Biochemistry at Brown University in Providence.

Stationed in Pittsburgh, Pennsylvania, on active duty with the U.S. Army is Jeffrey Webber. Jeff is taking courses toward his Master's degree at Duquesne University during off-duty hours.

WEDDINGS

1939

Irene McKenna to Frank O. MacCaskill, in August, 1965. At home: 114 Greenwich Ave., Warwick, R.I.

1960

Marie Fullam to Pari Hamidinia of Meshed, Iran.

1961

Frances Anne Pierce was married to Leon James Enas at St. Brendan's Church, Riverdale, on November 20, 1962.

Frances E. Bullock to Lt. (jg) Robert G. Fedor on October 16, 1965. They are residing in Charleston, S.C.

Karen Temple to Paul B. Gardner on August 21, 1965. They are living in Warren (Catherine Young) their third child and first daughter, Sara-Beth, on June 6, 1965.

To Mr. and Mrs. Joseph Pehl (Janice Stocum) their first child, a daughter, Christina, January, 1966.

To Mr. and Mrs. Joseph Babice (Mary Lajnie) their first child, Mary Louise, on October 12, 1965.

To Mr. and Mrs. J. Donald Gervais (Mary Geoghegan) their third child, a daughter, Judith Marie, on December 2, 1965.

To Mr. and Mrs. Donald J. Driscoll (Frances Palumbo '61) their second child, a daughter, Christine Marie, on February 6, 1966.

1956

To Mr. and Mrs. Richard L. Brassard, a daughter, Kristin Mary, on August 6, 1965.

To Mr. and Mrs. Sidney E. Dufresne (Barbara Sarkesian) a second son, third child, born October 1, 1965.

To Mr. and Mrs. William Kalinowski (Kathleen Gauthier) a son, Mark Steven, on January 2, 1966.

To Mr. and Mrs. James A. Dolan (Elena J. Cricione) a son, Jonathan Christopher, on July 16, 1965.

To Mr. and Mrs. Joseph Migneault (Natalie DiPonte) their fifth child, Steven Andrew, on February 16, 1966.

To Mr. and Mrs. Robert Stone (Ann M. Halloran '53) their eighth child and fifth son, Kevin William, on May 22, 1965.

To Dr. and Mrs. Robert MacBeth (Elizabeth Burke) their second son, Todd Stuart, on April 9, 1965.
The President's Column (Continued from Page 2)

poses in the Walsh Center and judging from the members present there “between halves” at various games, it seems logical to conclude that this group will accomplish its purposes. The Anchor Club, too, will have representation on the Executive Board in the fall.

I had felt for quite some time that our alumni program for the year needed something more than purely social functions. With this thought in mind, the College administration was asked to sponsor an Alumni College in February. The success of this Alumni College cannot adequately be measured in terms of attendance. We had a sizable group of alumni present in spite of adverse weather. However, I can measure the success of this event by the numerous letters and phone calls I received from alumni expressing their pleasure for an enjoyable and stimulating morning. Dr. Gaige has been advised of these sentiments and it was my special request that an Alumni College be included in the alumni calendar for the coming year.

Alumni Night, with its awards program, has accomplished all that I hoped it might. Reunion classes have joined us in increasing numbers and the evening has been an outstanding success.

As we list our accomplishments, we must also note our efforts which seemingly have fallen short of their goals. Among these is the apparent lack of interest and even apathy on the part of many alumni in becoming part of the Rhode Island College Alumni. The active membership is surprisingly small when measured against the potential membership; the number of donors to the Alumni Fund is also surprisingly small when measured in this same manner. We feel we have failed to reach great numbers of alumni who should be active, contributing members. How we can reach this group is a problem that must be solved. Rhode Island College Alumni cannot be the strong voice that it should be unless all “stand and be counted.”

Personally I have had many pleasant moments during the past two years. I have been privileged to represent the alumni at commencements and at special convocations. I have felt so much a part of the excitement and pride of our rapidly growing campus! Rhode Island College has been an integral part of my life for a great many years. Not only has Dr. Leonelli been a member of the faculty for a little more than twenty-six years, but our children also attend the campus laboratory school, and so much of our lives revolve around the happenings at Rhode Island College.

Because the College is important to me in many ways and because my interest and devotion have grown during the past two years as president of the alumni, I am deeply indebted to the alumni for this unique opportunity to serve. As the last tomorrow slowly slips away and becomes today, may I express to each of you gratitude for your confidence and your cooperation. It has been a distinct honor for me to serve you.

Elena A. Leonelli
CLASSES VIE FOR 50% PARTICIPATION IN ALUMNI FUND

As the 1966 Alumni Fund Drive approaches its “clean-up” period, Everett Maxwell, chairman, urges everyone who has not done so to mail in a check immediately.

At this printing Catherine Locke Heslin, Class Agent for 1928, Ella Williams Greene, Agent for 28-30, and Mary T. Thorp, Agent for '21, have reported that their classes are over the 50% mark, with several other classes moving up. A roster of “half-plus” classes will appear in the next News, with the complete listing of the donors.

WHERE DOES THE MONEY GO?

The 1965 Alumni Fund account shows:

- $3000. to establish the R.I.C. Foundation
- 1000. for five scholarships of $200 each
- 1000. toward the college “special talent” scholarship fund
- 1000. to underwrite the Alumni News (supplementing the $3000 budgeted from dues)
- 800. for the annual alumni lecture
- 200. toward costs of four student interns in Washington, D. C.
- 200. for annual admissions program to “recruit” exceptionally able high school students
- 50. scholarship award for winner in debating competition
- 1500. to cover costs of fund raising

All of these expenditures except the first and last will be duplicated in 1966. In addition there are requests pending for an additional $2000 for special talent scholarships, approximately $2500 in miscellaneous needs expressed by faculty and librarians and $2000 more for the Alumni News. This last item will allow us to improve the quality and size, and allow expansion of the News Notes section.

RHODE ISLAND COLLEGE
ALUMNI NEWS