MORATORIUM ON WHAT?

If it seems just too
impossible and you still can't
believe that he's really the
president let's look at a few
other things we've done and
maybe it won't seem to illogical
after all.

We discovered a country and
destroyed the original inhabitants
humiliating them till this day
making them
poor and then punishing them for it
as we do all our poor.

We traded our buffalo for nickles
made open sewers of our rivers
mashed our forests into newspaper
farted our atmosphere and
started the process whereby we'll
kill our oceans.

We've delivered our children's minds
into the keeping of three network presidents
and our schools to politicians.

We've turned the keys of the kingdom
over to Billy Graham and made
the pentagon the true capital of the U.S....
is it really so surprising that we've
entrusted the ship of state
to Richard Nixon?

Art Wood 1969
Dear Editor,

I am a junior here at Worcester Polytechnic Institute and a member of the senior editorial staff of the Tech News. I live in Warwick, Rhode Island and so am at least fairly familiar with the Rhode Island School of Design. At any rate, it is my belief that in some respects WPI and RISD are quite similar; the main one being that our respective student bodies are too homogeneous.

Worcester Tech's average student is an engineer who is disturbingly unresponsive to man's artistic nature. After having spent the past summer working with a girl attending RISD, I felt that perhaps the average art student is unaware of what sort of attitudes are prevalent among leaders of our technical society.

What I would like to suggest is this: if you feel that what I have stated above is true to any substantial degree, perhaps some exchange of ideas and attitudes between our campuses would be possible. One example of this would be an exchange of newspaper columns once a month or so. Thus, one time each month a columnist from our school would write a column for your paper while a columnist from RISD would write a column for our paper.

This is just something I would like to try in order to diversify ideas on my campus. If you feel that there is a use for this sort of thing I would appreciate hearing from you. If you don't see any purpose in such an idea I thank you anyway for your time.

Sincerely,

Paul Cleary

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In Providence there's a little boy who needs help, lots of help. He's a 6'5 year old Michael Tierney, son of Mr. and Mrs. John Tierney of 179 Althea Street. He was not born with brain damage, but at the age of 2½ years, Michael was severely brain damaged due to an accident. His parents need volunteers to help put him through the complex series of exercises through which the undamaged portion of his brain can "learn". The Tierney's were told to put little Michael in a special hospital but they could not bring themselves to do so.

"When you have a little child like this," says Mrs. Tierney, "your eyes and ears are always alert to glean information which can be of help." So it was that she happened to notice an article in the "Readers Digest", Run Away Little Girl; this child needed volunteers to help her parents administer certain treatment which was being given to her because she had suffered brain damage. And this was how Mr. and Mrs. Tierney discovered the Philadelphia Institute for the Achievement of Human Potential, the source of the almost miraculous, but very painstaking treatment which today is causing little Michael to improve at an amazing rate.

First the Tierney's were put on a long waiting list, where they remained for two and a half years. (Children from all over the world are brought to the Philadelphia Institute for treatment). Finally word arrived that their turn had come and the Tierney's consultation which resulted in the setting up of an elaborate program for brain exercise which is called "patternning".

CONTINUED NEXT PAGE - SEE MIKE

Did you know our library not only has books, magazines, pictures, slides and 15 watt cove lights, but it has a record collection now, too? Much of the credit for the 450 albums goes to Dr. Thomas Reed, art historian, who began collecting and selecting the albums last December. Most recordings are classical compositions beginning with the 18th century and continuing to the 20th century.

If you're like me and like to listen to chamber music, opera, symphonies or drama, there are two listening booths with complete sound systems, which are usually available. At present the library is very interested in procuring more of this classical-type music. Suggestions are now being sought as to what additions are to be made to our record collection. And remember, The Library Welcomes Your Ideas.

A Music Lover
SCULPTURE JOURNAL

JOHN TORRES

Conceive form in depth
Clearly indicate the dominant planes.
Imagine forms as directed towards you;
all life surges from a centre,
expands from within outwards.
In drawing, observe relief, not outline.
The relief determines the contour
The main thing is to be moved, to love,
to hope, to tremble, to live.
Be a man before being an artist!' Rodin

I find myself trying to return to a
'primitive' state of mind...modern
man, and the modern artist in partic-
cular, is no mere eclectic monkey,
trying to imitate for his occasional-
amusement the artifacts of primit-
ive races; on the contrary, he is,
spiritually speaking, in a tough spot
himself, and the more honest he is
with himself, the more absolutely
he rejects the traditional shams and
worn counters of expression, and the
more nearly, and the more unconsciously-
ly, he finds himself expressing him-
self in a manner which bears a real
and no longer superficial resemblance
to so-called 'primitive' art.

primitive-as defined by Van Gogh is
the expression of feeling and instinct;
simple, serene, devoid of all intel-
lectual sophistry.

A work of art functions best when it
acts as a bridge between the two worlds
of feeling and perception, giving
definition to feeling, and form to
perception.
It may still be possible to create
forms that are analogous to a tribal
idol or totem. As such, far from being
irrelevant to our sophisticated
civilisation, they seem to meet a long-
felt need. Magic is not, and never

has been, a substitute for science,
but is rather a constructive activity
with a specific social function,
and one that is still operative.
Magic is a permanent feature of
collective groups, and is closely
allied to art. The aim of magical
objects and magical rites is to
arouse emotion in the group and to
make such roused emotions effective
agents in the practical life of the
community.

If I confine myself to magical sculp-
ture, I can see that there can be no
doubt that the makers of such sculp-
ture aim to create objects which
focus and crystallize emotions
that are not so much personal as
public, and stand in relation to
society, not as representations
of the external world, but rather
as catalysts of a collective
consciousness.

Hans Arp called his sculptures con-
creations, which he defined as "the
natural process of condensation,
hardening, coagulating, thickening,
growing together." He wanted his
work to find its humble, anonymous
place in the woods. (F.S. He let
success make him fail at that desire.)

Are you keeping a journal? John Torres is interested in the idea
of a collection of excerpts from student journals to make a collection
at the end of the year. He offers this fragment from his own
journal and hopes that you will feel free to drop anything of your
own off at his office.

MIKE CONTINUED FROM PREVIOUS PAGE

Since the exercises must be performed severaltimes a day in order to use
some of the inactive brain cells (90% of the average human being's brain cells
are unused) Mrs. Tierney needs volunteer help to stop in at her home...
for five minutes at regularly stated intervals of time during which little
Michael's arms, legs and head are gently moved simultaneously according to the
prescribed pattern. At present there are volunteers who give five minutes
each week, but this is not enough. If Michael's remarkable progress is to
continue, more people are needed to lend a helping hand. And the progress
has been remarkable because at the end of 1 year Michael has advanced from
94 months neurologically to 264 months.

"We are very hopeful that he will someday be able to lead a normal life
if we can get enough help to give his exercises at the proper intervals,"
explains Mrs. Tierney. "Patterning" for brain exercises takes four people at
a time, four times a day, according to Mrs. Tierney,yet even this is not all
that the program demands by any means. He must do "reflex crawling", 20
feet twelve times a day; repeat words and animal sounds working with a tape
recorder, he must be treated with an oxygen mask 20 times a day for one
minute to stimulate the flow of blood to the brain, he must stand on his feet
20 times a day on an overhead ladder and do chinsups 20 times a day, he must
be brushed with a vegetable brush, subjected to hot and cold stimulants and
put through exercises which teach him to identify small objects by touch.
Six to eight times a year the Tierneys take Michael to Philadelphia where his
progress is checked and his program modified or expanded as needed.

Mrs. Tierney's day is a full one, starting early in the morning and not
even ending at Michael's bedtime. Even in sleep his position must be
changed at various intervals. But Michael's mom and dad are not complaining...
their hopes are high and they can see progress and this is all they need to
keep trying. But they do need more volunteer help during the day for the exercises
that impossible for Mrs. Tierney, alone, to administer.

"The wonderful volunteers we now have say they find it very rewarding and
can see progress every time they come here," says Mrs. Tierney, whose phone
number is 731-4467.
**COLLEGE WORK STUDY**

Although RISD has had CMS for two years, little has been said about it publicly. Since 1965 the U.S. Government has been providing funds under Title I, Part C, of its Economic Opportunity Act of 1964 (PL 88-452), the Higher Education Act of 1965 (PL 89-329) and, later PL 90-82 of Sept. 6, 1967.

"The purpose of the CMS Program is to expand part time employment opportunities for students, particularly those from low income families, who are in need of earnings from part time employment in order to pursue a course of study at an institution of higher education." They may work "for the institution and/or work in the public interest for a public or non-profit private organization."

To be eligible for the program a student must have a need which is documented here by filling out the College Scholarship Service form available in the Auxiliary Services Office next door to the Dean of Students' office. After the form has been sent to Princeton's computer it will return rated according to need priority. Then the student desiring work should see Mr. Allen in the SAO for assignment. Since Government allotments are required a year in advance, those already on CMS were planned for last spring. A new allotment is hoped for January 1, 1970, at which time new plans for jobs can be implemented.

Note that, while students who get no support from parents may be included in the program, they are not considered of high priority unless evidence is brought in showing that their parents actually fall in the low-income group. (Students who marry and leave home or who become of age do not automatically fall into a high priority need category.)

During the time college is in session, students may work on CMS for fifteen hours a week, but during vacation months they may work as much as forty hours a week, provided they are enrolled here the following semester. As long as a student keeps his marks up to the passing level he is eligible for CMS until his need is filled.

Mr. Allen in the SAO will be glad to talk with any students who wish to apply for CMS in the future.

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**ANNOUNCEMENTS**

S.A.O. Phone number is 214 - Extension 223 is now out of service.

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The Student Board meetings will be open to anyone who is interested in the problems which confront R.I.S.D. Meetings will be held on Wednesdays, 7:30 p.m., at Carr House.