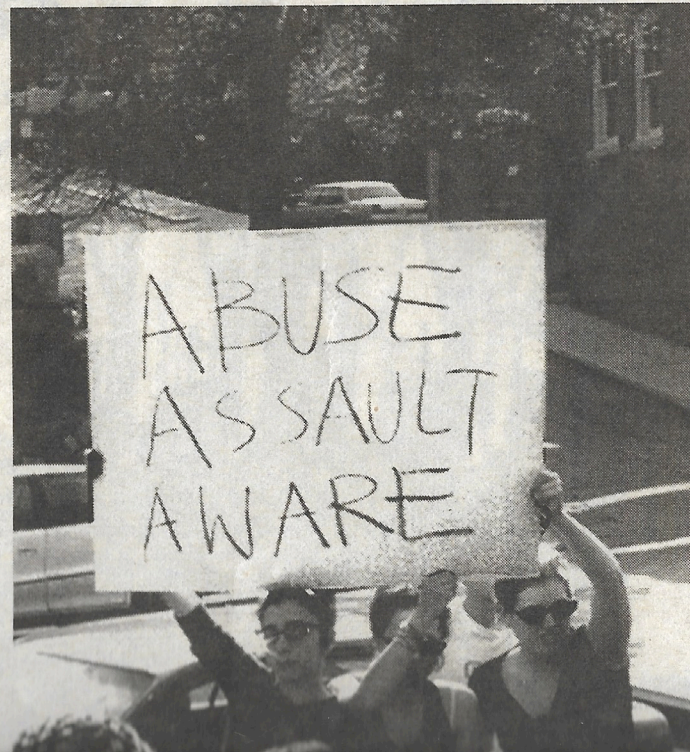


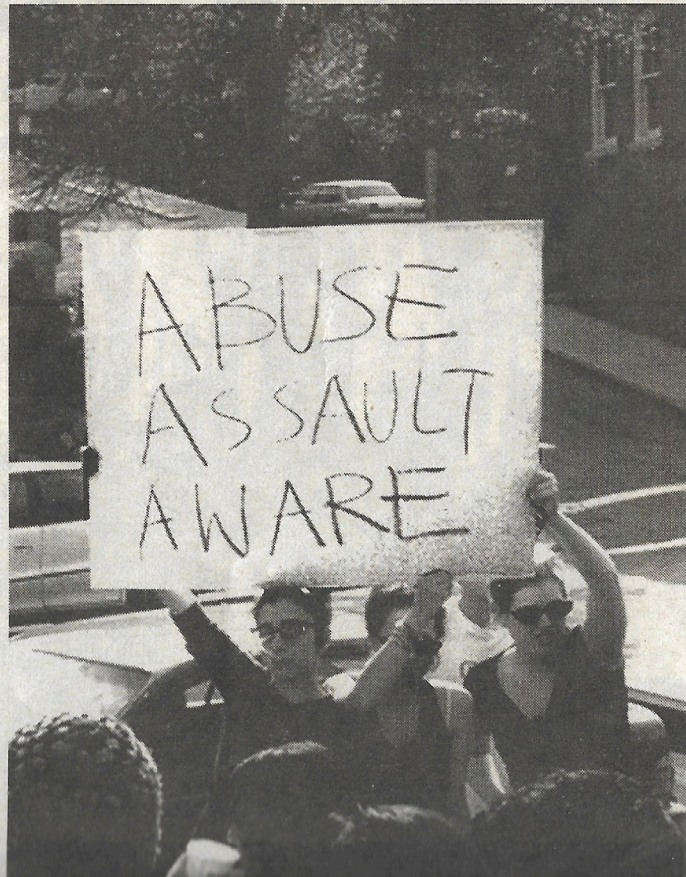
MIXED MEDIA



WAXED VALENTINE



MIXED MEDIA



rappe





Preliminary Goals and Suggestions

I. Safety of Students

A. RISD Shuttle

An improvement of the current Shuttle system including but not limited to 1 Shuttle hours extended to all hours that our studios remain open 2 Reliable, professional drivers

B. Blue Light System

A network of call boxes marked by blue lights to be installed in areas heavily trafficked by RISD students on and immediately around campus Students would be able to press a button to quickly summon security and gain access to an intercom connection

C. Weekly Crime Reports

Published weekly crime reports that publish ALL reported incidents on or near campus areas The report should include the complete spectrum of offenses from petty theft harassment, assault or rape on a consistent anonymous and public basis

II Advocacy of Students

A. Student Advocacy Center

Where a professional staff of trained counselors and advocates are available Professional Student Advocate working in the interest of students, chosen by a search committee consisting of students faculty and administrators Here students should feel confident that their concerns will be listened to sensitively and on a professional level Complaints will be addressed to the satisfaction of the student If further investigation is necessary in either specific incidents or patterns of complaints the center would aid in doing so Services provided would include:

- 1 A place to file anonymous complaints
- 2 Help in initiating disciplinary or criminal action and the provision of an independent student advocate working in solely the victim's interest throughout the necessary procedures The initiation of disciplinary action will be taken in compliance with the disciplinary The advocate will ensure that occurs and in the victim's interests
- 3 General advice on harassment discrimination, and other student concerns
- 4 Information and counseling on issues of discrimination, harassment, assault abuse etc

III. Disciplinary Code

The student, faculty and administration should all be involved in a revision

the following is a follow-up to the student-organized silent protest held on May 6 in an attempt to affect the RISD disciplinary code to provide more protection to students.

the flier on the left was distributed at the protest as a list of suggestions to trustees about the potential changes that could be made at RISD to protect students.

11 Advocacy of Students

A. Student Advocacy Center

Where a professional staff of trained counselors and advocates are available Professional Student Advocate working in the interest of students, chosen by a search committee consisting of students faculty and administrators Here students should feel confident that their concerns will be listened to sensitively and on a professional level Complaints will be addressed to the satisfaction of the student If further investigation is necessary in either specific incidents or patterns of complaints the center would aid in doing so Services provided would include:

- 1 A place to file anonymous complaints
- 2 Help in initiating disciplinary or criminal action and the provision of an independent student advocate working in solely the victim's interest throughout the necessary procedures The initiation of disciplinary action will be taken in compliance with the disciplinary The advocate will ensure that occurs and in the victim's interests
- 3 General advice on harassment discrimination, and other student concerns
- 4 Information and counseling on issues of discrimination, harassment, assault abuse etc

III. Disciplinary Code

The student, faculty and administration should all be involved in a revision

IV. Employee Code of Ethics

- A. A rewrite of the current Faculty Code of Ethics expanded to be applicable to staff and administrators The rewriting process would include faculty students and administrators.
- B. The inclusion of disciplinary action in the revised code.
- C. Serious consideration of complaints lodged against faculty administrators, and staff

in order to more fully and democratically discuss these still developing ideas as well as other important concerns of the student body, a student body meeting should be scheduled where all students would have the opportunity to speak with each other and administrators This would not only begin to solve some problems, but it would foster a greater sense of community and understanding between students, faculty and administrators.



rape

Let me start by saying that the point of this article is not to attack. Instead it is meant to raise the awareness of the students, faculty, staff, and administration.

Disturbing things have happened at this school in the past academic year. More recently a female student has come forward claiming another RISD student raped her last fall.

After following standard disciplinary procedure, she was f

Rapes & Sexual Misconduct

On the signs posted around campus promoting the recent protest, there was a list claiming that four students had been raped in the last six months although none of these have been reported. Also mentioned on the signs was the incident that occurred last year between a professor and a

assaulting another member of the RISD community. What of this professor's students; are they at risk?

Unsatisfactory Results

As was mentioned at the beginning of this article a student has come forward. She does not want me to use her real

rape

Let me start by saying that the point of this article is not to attack. Instead it is meant to raise the awareness of the students, faculty, staff, and administration.

Disturbing things have happened at this school in the past academic year. More recently a female student has come forward claiming another RISD student raped her last fall. After following standard disciplinary procedure, she was far from happy with the results and decided to go public in hopes of raising the awareness of others. She, along with many other female and male students, are demanding that changes be made. The Disciplinary Code has been in a state of revision since last October and is due to be finished by this June. While reading the following information, remember that none of it is first hand knowledge. Much of it is far removed from what may have actually happened and some of it is one sided. I have tried my best though to give you the facts of what has happened and not to choose sides. I encourage you to do your own investigating, ask your own questions, and develop your own opinion.

Rapes & Sexual Misconduct

On the signs posted around campus promoting the recent protest, there was a list claiming that four students had been raped in the last six months although none of these have been reported. Also mentioned on the signs was the incident that occurred last year between a professor and a secretary, an incident in which a male professor sexually assaulted and broke the nose of a female secretary. What has outraged people even more is that the offender is still employed by the school, and his only punishment seems to be the fact that he is not allowed to enter the building where the secretary works. Many people are asking why this professor is still allowed to teach here and why he continues to serve on important decision-making committees. Well, what many people don't know is that the faculty, unlike the students and staff, do not have a disciplinary code. The professor and the secretary may have settled their case but what about the safety of the community. Most students feel quite uneasy at the thought of a professor being allowed to continue teaching after sexually

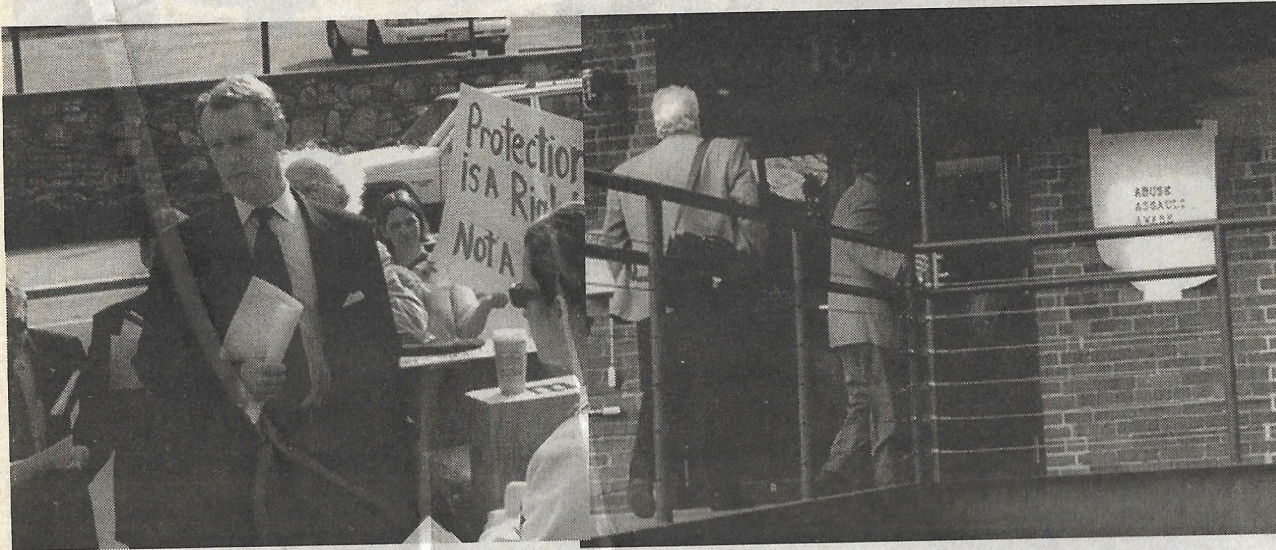
assaulting another member of the RISD community. What of this professor's students; are they at risk?

Unsatisfactory Results

As was mentioned at the beginning of this article a student has come forward. She does not want me to use her real name so I will refer to her as Sylvia. Sylvia, an undergrad, has gone public with the fact that last October she was allegedly raped by another RISD student. I say "allegedly" for legal reasons since this has not been proven in a court of law, although, as I will mention again later, the disciplinary committee did decide that the offender broke the code of conduct, which all students must obey. These are some of the facts. The offender is a grad student who is considerably older than the victim. A nine-page letter was written by the parents of the victim covering what happened on the night of the alleged rape and was circulated the week prior to the protest.

I will not go into the details of the rape because I only have

Abuse, Assault, Aware: The Silent Protest



At 8 am on May 6th the Trustees showed up at the ID building for their quarterly meeting along with around one hundred protestors. Signs were made and held up high while the Trustees walked through a silent crowd and up the ramp to 161 South Main St. Sylvia and a few others had put together a list of goals and suggestions which they distributed to all the protestors and also to the Trustees as they entered. Sylvia stood and spoke to all the people present about the goals that they wanted to see accomplished. Amanda Berry, a faculty member in the Liberal Arts department, was also present and spoke to the crowd. They spoke of student safety, student advocacy, the disciplinary code, and the employee code of ethics. The actual sheet that was distributed is summarized in the next section.

rape at risd

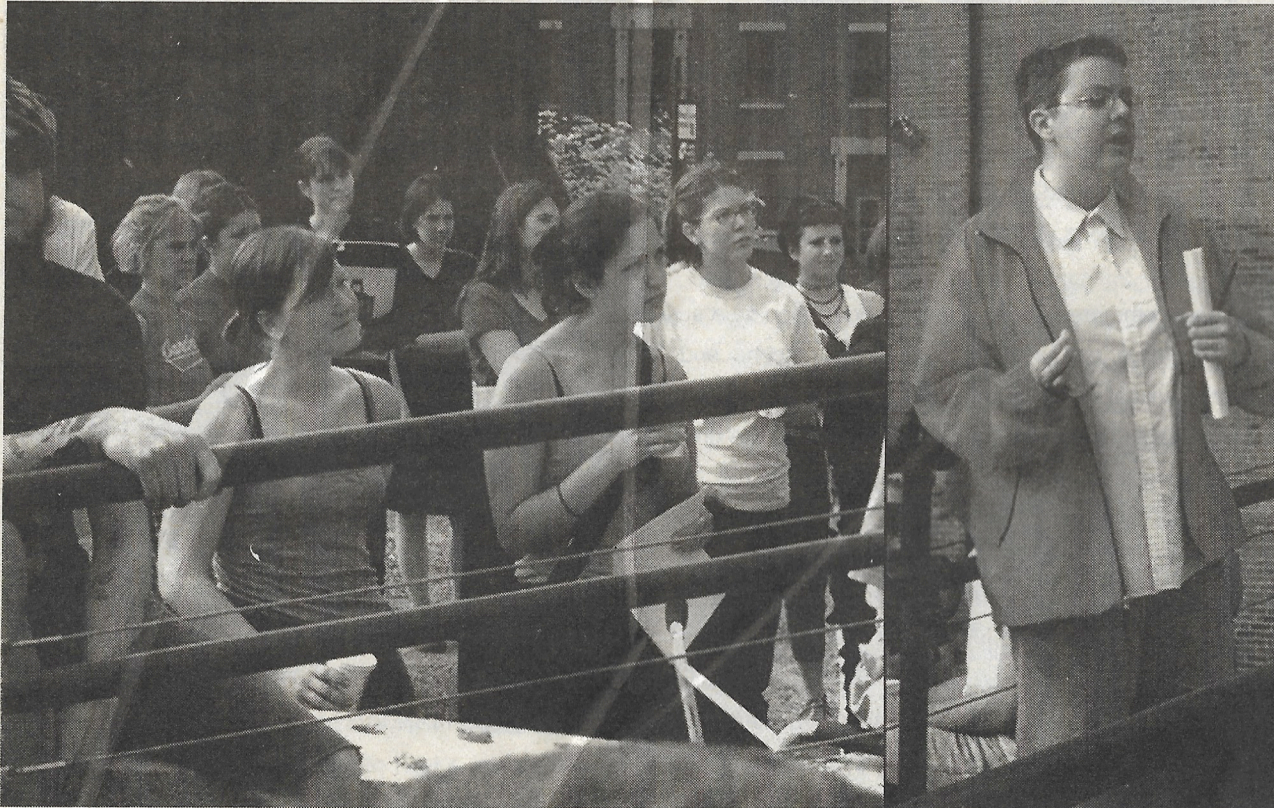


As the Trustees dwindled in, they did not bother to stop, but when Roger Mandle showed up he stopped and listened to Sylvia speak. When Sylvia was through she asked if Roger wanted to say anything and he did. He spoke to the crowd about what he hoped to get accomplished stressing many of the things he had mentioned in his letter from the previous day. He also spoke of the disciplinary code which, until recently, was going to be passed without any student input. The number of students and faculty that showed up was less than what was hoped for, which may be partially due to the Beaux Arts ball taking place the night before, but it was still considerable and got the point across that people want to see changes made.

Preliminary Goals and Suggestions

Be sure to look at the document that was handed out at the protest that has also been printed in this issue. It addresses some important issues and outlines some good areas to work on. The trustees were also very responsive to this handout, a few of them saying, "now we have something to

rape at risd



You lucky Dog! You just got Monster Truck Rally tickets for this Sunday, Sunday, SUNDAY! Sarah: "Why would ANYONE want Monster Truck Rally tickets Hal?" Hal: "Because it's FUN Sarah! Really! They're so big and shiny..." Sarah: "Who are you trying to convince?" Hal: "Well I want tickets to a Monster Truck Rally..." Sarah: "They're almost as bad as Pro Wrestling. Do you want tickets to those TOO Hal?" Hal: "Yes, I need more culturin'."

uted is summarized in the next section.

As the Trustees dwindled in, they did not bother to stop, but when Roger Mandle showed up he stopped and listened to Sylvia speak. When Sylvia was through she asked if Roger wanted to say anything and he did. He spoke to the crowd about what he hoped to get accomplished stressing many of the things he had mentioned in his letter from the previous day. He also spoke of the disciplinary code which, until recently, was going to be passed without any student input. The number of students and faculty that showed up was less than what was hoped for, which may be partially due to the Beaux Arts ball taking place the night before, but it was still considerable and got the point across that people want to see changes made.

Preliminary Goals and Suggestions

Be sure to look at the document that was handed out at the protest that has also been printed in this issue. It addresses some important issues and outlines some good areas to work on. The trustees were also very responsive to this handout, a few of them saying, "now we have something to work with." So these are the events that have transpired over the last year and more recently the past two weeks. Don't take what you read here as the cold, hard truth. As I stated before, you have to come up with your own opinion. What you should pay attention to is what you can do. Get involved. Don't wait for a panel; as Amanda Berry suggested organize your own panel discussion. This is your school, but there is such little student involvement when it comes to decisions affecting students. Like the disciplinary code, have a say in the rules and policies which you are going to be held to; it's your right. Whatever you do, don't forget about this over the summer. Mixed Media will be doing a follow up on this story next fall in their first issue. Make some positive changes, make RISD a safer place to be, put in the extra effort, it's worth it.

HANDBOOK

policies at risk

Sexual Harassment

Sexual harassment is unacceptable at RISD. Refusal to tolerate sexual harassment is our collective duty.

Sexual harassment can be described as unwanted sexual behavior, such as physical contact, verbal comments or suggestions that adversely affect the working and learning abilities of individuals. Contrary to common opinion, sexual harassment is not merely a problem of inappropriate sexual attention; instead, it is often an abuse of responsibility and authority.

RISD has both formal complaint procedures and a support group to assist in dealing with cases of sexual harassment. You can expect confidential help and support from either of these sources.

If you have concerns or questions about sexual harassment, contact a member of the Sexual Harassment Support Group; a listing of member names is available at the Student Development (x. 6637) or Human Resources (x. 6427) offices. All inquiries are strictly confidential and callers need not give their names.

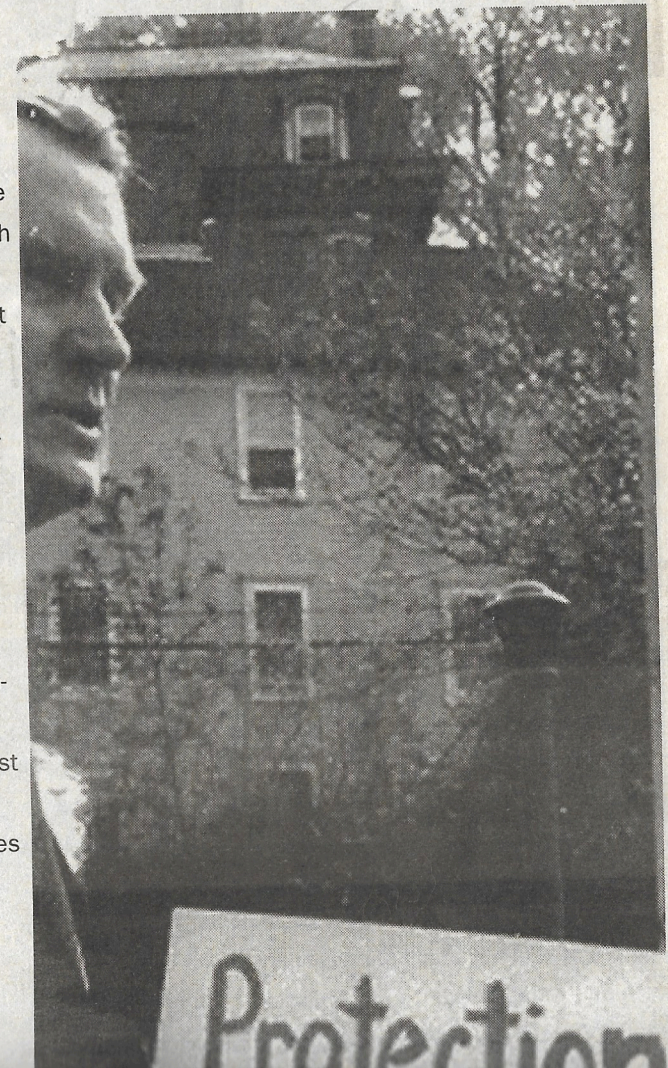
plaint of discrimination or sexual harassment.

Complaints

A complaint of discrimination or harassment must be made in writing and filed within 30 days from the date upon which the complainant had knowledge of, or should have had knowledge of, the alleged unlawful practice. The complaint must be filed with RISD's Equal Employment Opportunity officer (EEO), who has been designated to coordinate the college's efforts to comply with and carry out its responsibilities under Title IX and Section 504. The current EEO officer can be reached at x. 6426. The EEO officer offers assistance in drafting your complaint upon request; at a minimum, it must include the following:

- The full name and address of the person making the complaint;
- The full name and address of the person or people against whom the charge is made;
- A concise statement of facts that the complainant believes indicates unlawful discrimination or harassment;
- The dates of the alleged act(s) or practices(s).

Notice of complaint and a copy of the complaint will be mailed or delivered to the respondent by the EEO officer



...is unacceptable at RISD. Refusal to tolerate sexual harassment is our collective duty.

Sexual harassment can be described as unwanted sexual behavior, such as physical contact, verbal comments or suggestions that adversely affect the working and learning abilities of individuals. Contrary to common opinion, sexual harassment is not merely a problem of inappropriate sexual attention; instead, it is often an abuse of responsibility and authority.

RISD has both formal complaint procedures and a support group to assist in dealing with cases of sexual harassment. You can expect confidential help and support from either of these sources.

If you have concerns or questions about sexual harassment, contact a member of the Sexual Harassment Support Group; a listing of member names is available at the Student Development (x. 6637) or Human Resources (x. 6427) offices. All inquiries are strictly confidential and callers need not give their names.

Grievances Covered

Any full-time or part-time student at RISD who claims to be aggrieved by reason of any of the following acts or practices may initiate a complaint:

- Discrimination
- Sexual Harassment, especially when submission to such conduct is made (either explicitly or implicitly) a term or condition of an individual's academic standing or is used as the basis for academic decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive working or academic environment.
- Retaliation on the basis of making or supporting a com-

Complaints

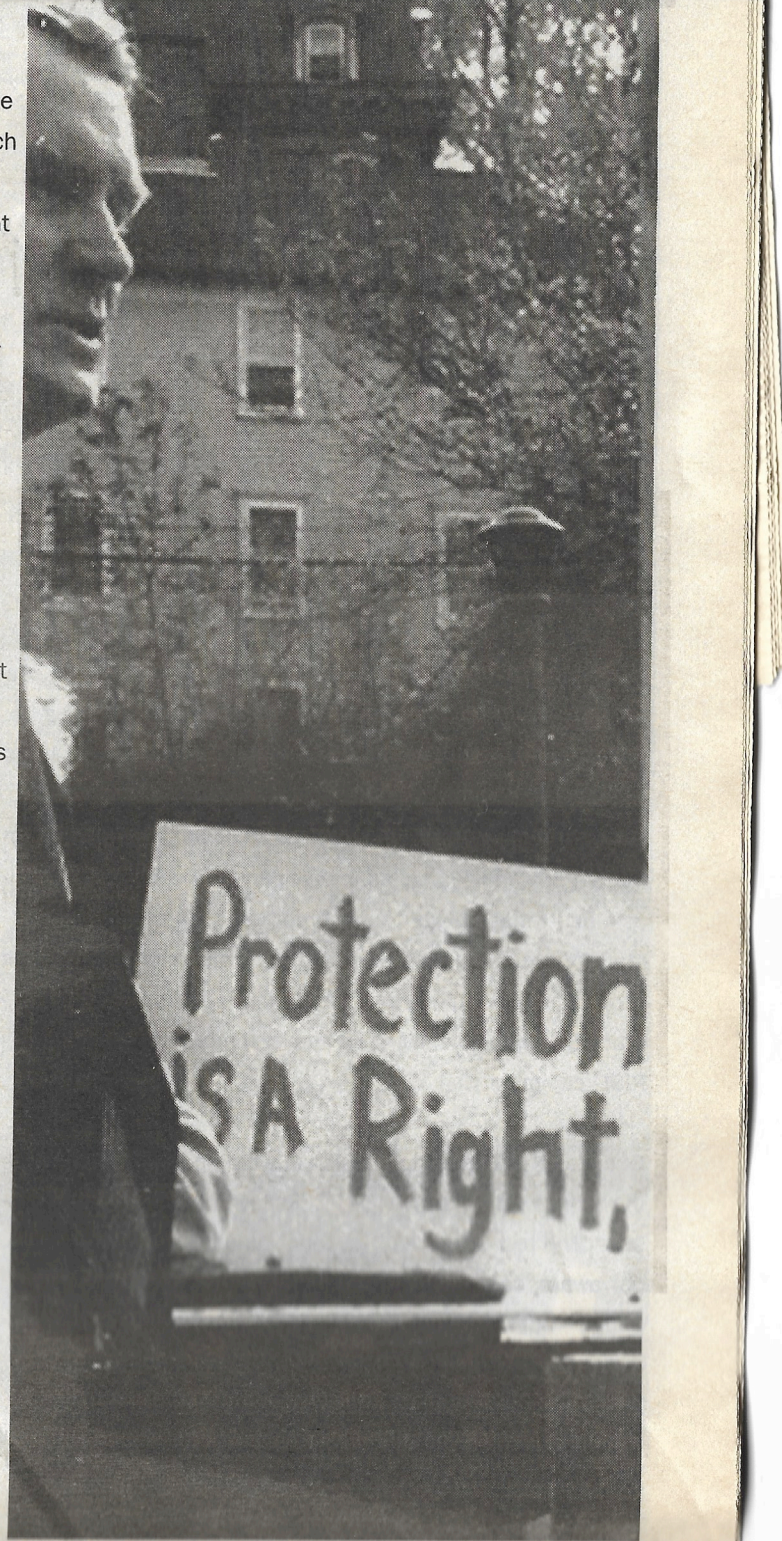
A complaint of discrimination or harassment must be made in writing and filed within 30 days from the date upon which the complainant had knowledge of, or should have had knowledge of, the alleged unlawful practice. The complaint must be filed with RISD's Equal Employment Opportunity officer (EEO), who has been designated to coordinate the college's efforts to comply with and carry out its responsibilities under Title IX and Section 504. The current EEO officer can be reached at x. 6426. The EEO officer offers assistance in drafting your complaint upon request; at a minimum, it must include the following:

- The full name and address of the person making the complaint;
- The full name and address of the person or people against whom the charge is made;
- A concise statement of facts that the complainant believes indicates unlawful discrimination or harassment;
- The dates of the alleged act(s) or practices(s).

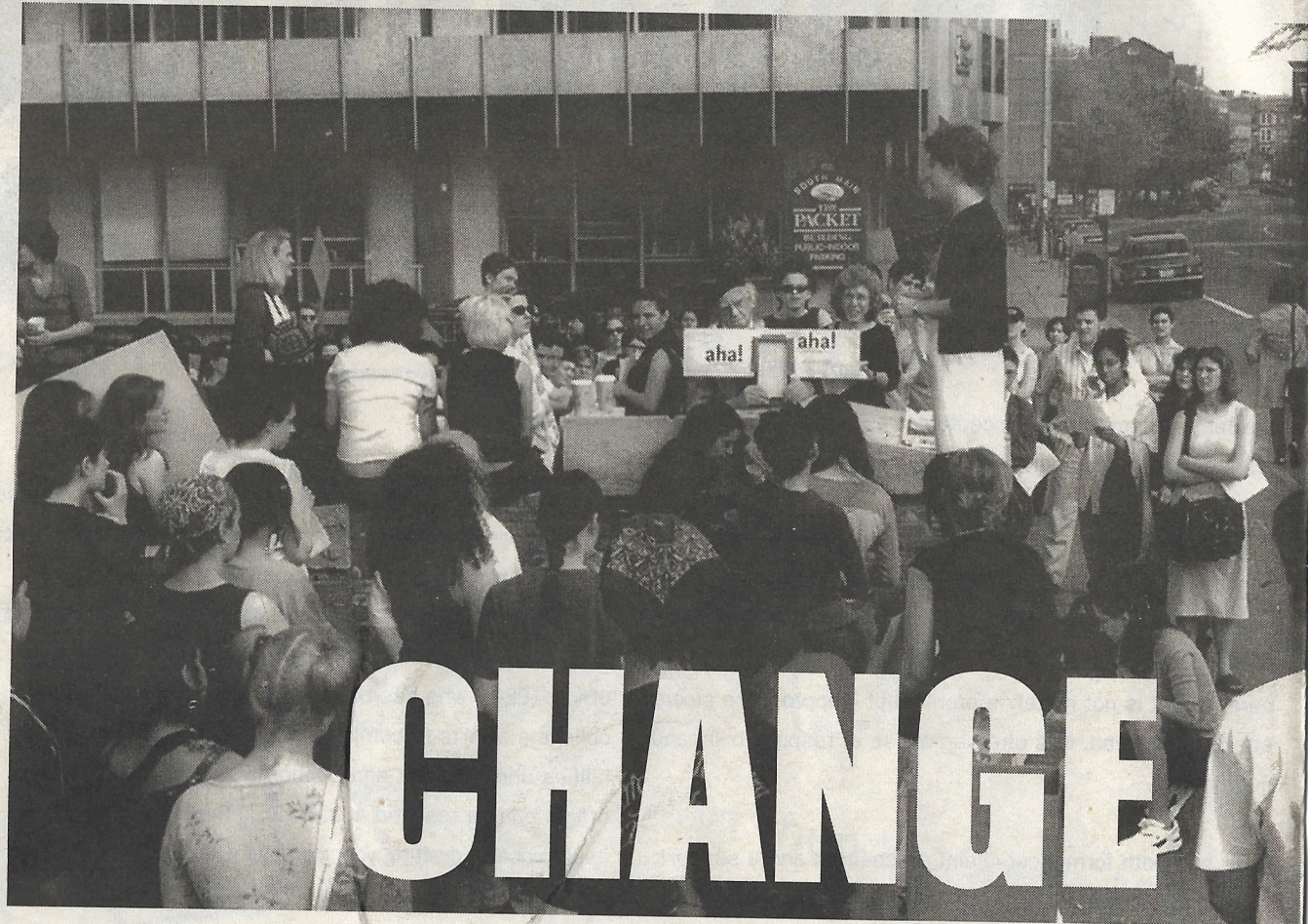
Notice of complaint and a copy of the complaint will be mailed or delivered to the respondent by the EEO officer within one week of filing. The respondent may submit a written reply stating his or her position with respect to the complaint.

The EEO officer will conduct an investigation of the complaint with all dispatch. The investigation will be designed to obtain adequate information to enable the Grievance Committee to determine whether any unlawful practices or acts have occurred.

For more information on RISD Policies on Sexual Harassment, please see the RISD Student Handbook, pages 95-99.



A short statement from Provost Joe Deal on new revisions to the Disciplinary Code.



The New Disciplinary Code

"We began reviewing the disciplinary code last fall. The reason we did that was a routine and periodic review of the code that led to some changes intended to streamline it. It had been revised over the years, and we felt there were some internal inconsistencies. There have been changes in the larger world—changes in disciplinary codes at other universities—that we want to incorporate, so we were giving it

at risk



CHANGE

at risd

The New Disciplinary Code

"We began reviewing the disciplinary code last fall. The reason we did that was a routine and periodic review of the code that led to some changes intended to streamline it. It had been revised over the years, and we felt there were some internal inconsistencies. There have been changes in the larger world—changes in disciplinary codes at other universities—that we want to incorporate, so we were giving it more of a tune-up than re-writing it from scratch. We've had various people looking at it and trying to revise it in a way that will hopefully make it clearer and more useful for the RISD community.

Changes that have come about in wording and language are in response to a number of incidents, both on and off campus. The recent incident [of rape] has certainly heightened our awareness about sexual misconduct, about alcohol abuse—but its not only that incident. We were thinking about those very same things before that event occurred. So, its not specifically in response to that, but to a number of issues. It is not only recent events on campus, but events at other collges, too, that have influenced our revisions."



Hmmm... seeing how we're writing this, we don't take kindly to your insolence. We certainly do not suck ass, even if the opportunity arose, we would decline. Time to choose your death!

Go to pg 19

Go to pg 25

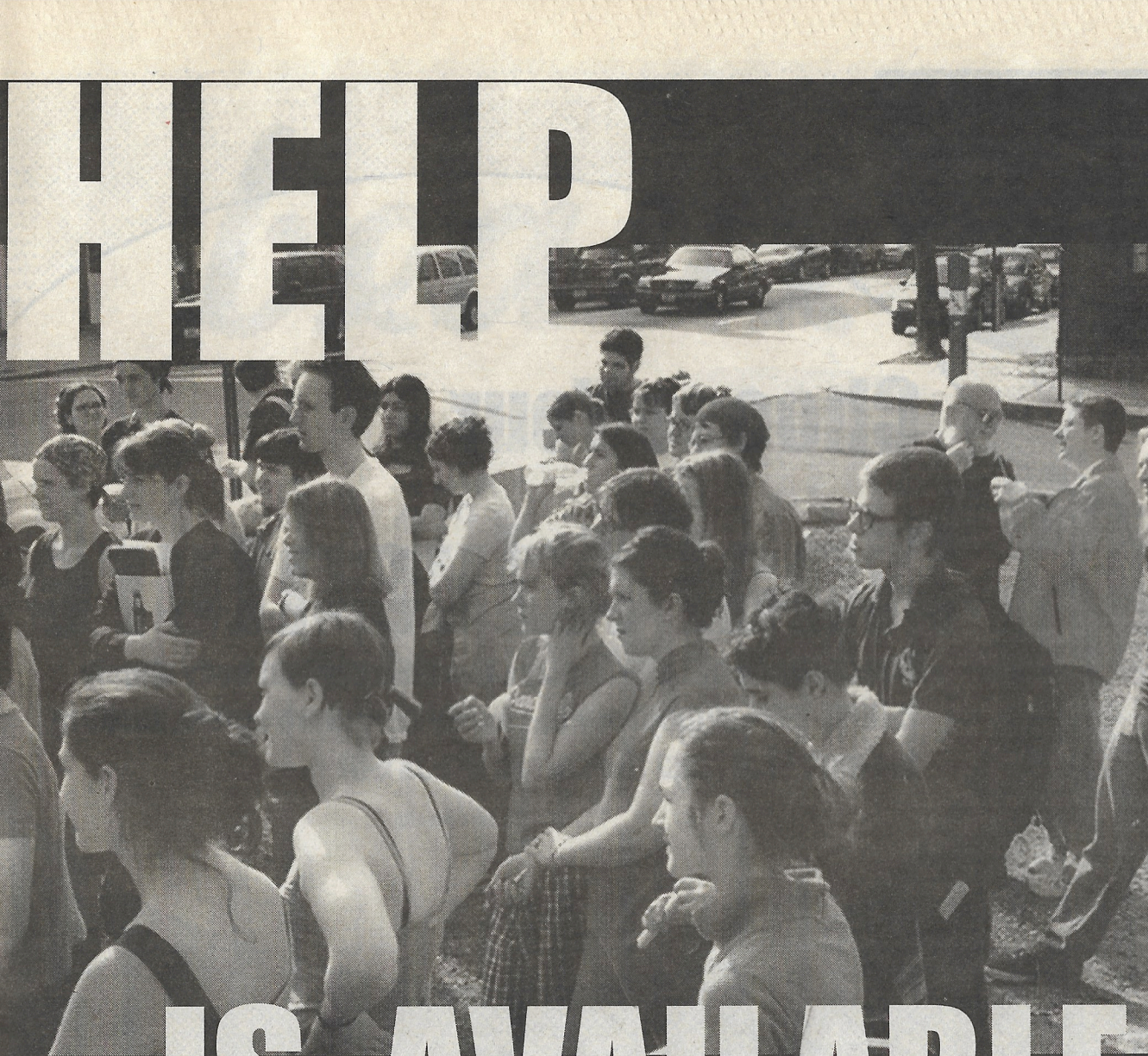
Go to pg 35

if you choose Curtain #1!

if you choose Curtain #2!

if you choose the MYSTERY BOX!

HELP



IS AVAILABLE

Help is Available.

Don't hesitate to contact the following:

Sexual Harassment Support Committee

Scott Cook, Associate Professor, Liberal Arts @ extension 6270

James Hall, Director of Campus Design and Exhibitions @ extension 6140

Susan Kieronski, Associate Director of Admissions @ extension 6308

Randa Newland, Associate Professor of Printmaking @ extension 6224

Denise Geoffrey, Human Resources @ 6429

Human Resource Staff

Kathleen Alvino, Associate Vice President @ extension 6426

Cara Dennis, Human Resources Administrator @ extension 6428

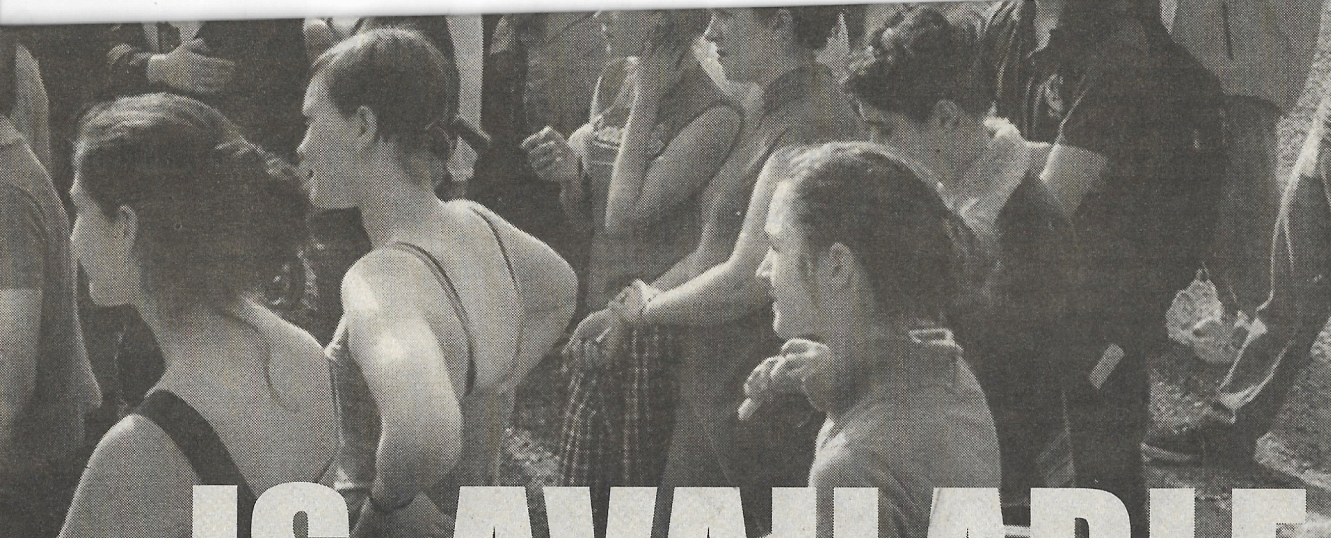
Denise Geoffrey, Compensation Specialist @ extension 6429

Rae-Ann Yamzon, Human Resources Assistant @ extension 6427

Student Counseling

Roberta McMahon, Director of Student Development & Counseling @ extension 6639

Health Services



IS AVAILABLE

Casim Nieronski, Associate Director of Admissions @ extension 6308
Randa Newland, Associate Professor of Printmaking @ extension 6224
Denise Geoffrey, Human Resources @ 6429

Human Resource Staff

Kathleen Alvino, Associate Vice President @ extension 6426
Cara Dennis, Human Resources Administrator @ extension 6428
Denise Geoffrey, Compensation Specialist @ extension 6429
Rae-Ann Yamzon, Human Resources Assistant @ extension 6427

Student Counseling

Roberta McMahon, Director of Student Development & Counseling @ extension 6639

Health Services

Karen O'Brien, Director @ extension 6629

at risd

women at risd. in the late 1800s

HEAD & CO. 267 WESTMINSTER ST. PROVIDENCE, R.I.



Editor's Note: This article is excerpted from a study conducted during Professor Elizabeth Grossman's Wintersession class "RISD," a historical analysis of the Rhode Island School of Design. These edited excerpts are intended to shed light on the treatment of women during the earliest days of RISD. Thank you to Ethan Mitchell, Professor Grossman, and Andrew and Doug in the RISD archive for their contributions to this feature.-TAS

by Ethan Mitchell

By the late 19th and early 20th centuries a slightly higher proportion of girls than boys were attending school, and girls were increasing their lead over boys in the upper age group. College, however, was another matter. Families that sent sons to college as a matter of course might be reluctant to extend that same opportunity to their daughters when medical experts at the time warned that too much exposure to the 'impedimenta of libraries' could leave young female graduates incapable of performing their normal reproductive functions.

three women received awards with seven men, and four females graduated with five men. In 1896, only two women graduated with seven men, but thirty-four prizes were given to women while twenty-three were given to men.

With regards to graduation itself, women were apparently held to the same standards as men, as described in the 1902 catalog:

The school awards its diploma for the satisfactory completion of its regular courses in freehand drawing, painting, modeling, sculpture, architecture, decorative design, and mechanical design, and in addition affords opportunity for the special study of drawing and design by any person competent to enter its day or evening classes.

So, while being held to equal standards, women were graduating from RISD at a rate proportionate to the men. Even in 1900, when "the raising of the standard



UNSTER &
ROD R.



**From the Rhode Island
School of Design Archives
Do Not Reproduce
Without Permission**

Editor's Note: This article is excerpted from a study conducted during Professor Elizabeth Grossman's Wintersession class "RISD," a historical analysis of the Rhode Island School of Design. These edited excerpts are intended to shed light on the treatment of women during the earliest days of RISD. Thank you to Ethan Mitchell, Professor Grossman, and Andrew and Doug in the RISD archive for their contributions to this feature.-TAS

by Ethan Mitchell

By the late 19th and early 20th centuries a slightly higher proportion of girls than boys were attending school, and girls were increasing their lead over boys in the upper age group. College, however, was another matter. Families that sent sons to college as a matter of course might be reluctant to extend that same opportunity to their daughters when medical experts at the time warned that too much exposure to the 'impedimenta of libraries' could leave young female graduates incapable of performing their normal reproductive functions.

However, at the Rhode Island School of Design, it seems fairly obvious that women were regarded in just as healthy a manner as men. This is supported by RISD's early catalogs leading up to the early 20th Century. Most specifically, one can look at the awards women were winning at the school and the number of graduates who were female. In 1889, awards were given to four women and three men while six women were graduated aside four men. A year later, four women were awarded with freehand-related prizes while five men were awarded with prizes for freehand and mechanical arts. In 1894,

three women received awards with seven men, and four females graduated with five men. In 1896, only two women graduated with seven men, but thirty-four prizes were given to women while twenty-three were given to men.

With regards to graduation itself, women were apparently held to the same standards as men, as described in the 1902 catalog:

The school awards its diploma for the satisfactory completion of its regular courses in freehand drawing, painting, modeling, sculpture, architecture, decorative design, and mechanical design, and in addition affords opportunity for the special study of drawing and design by any person competent to enter its day or evening classes.

So, while being held to equal standards, women were graduating from RISD at a rate proportionate to the men. Even in 1900, when "the raising of the standard for graduating" accounted for a smaller number of graduates, three women graduated with one man. If RISD had been a place in which women were treated with distaste for trying to receive an education, their efforts would not have been so celebrated. I looked through the catalogs searching for an exception to what I would have thought would be a rule: if European schools were interested in segregating female students into the realms of delicacy and domesticity, and if RISD were to follow that pattern, one should only see females practicing the freehand arts as opposed to the mechanical arts at RISD.

One area that seems to cast some doubt on the integration of women into the male arts is the lack of women participating for the three years in the Mechanical Department. The drawers of machinery seem to be only males, and in the 1895 catalog they are referred to as "the young men graduating in the Mechanical Department." This of course only indicates that females were not present in the class, while it does not go so far as to explain the reason why. I found nothing in any of the catalogs that specifically restricts females from venturing into this department. If such a restriction were to be a reality at the time, it is conspicuously absent: because the catalogs served as an announcement of the school, its offerings, its general guidelines, and apparently its applications for enrollment.

While I was unable to find any evidence of a female student in the Mechanical Department itself, I was able to find at least three females who were either awarded prizes in architecture or who graduated from an education in architecture. Training for architects at RISD began in the Mechanical Department before branching off. RISD females were allowed to complete such an education, they were sometimes celebrated in their field.

A reasonable answer to this inquiry could be found in contemporary RISD. The "feminine" majors of today are generally less populated by males (for example, Jewelry and Apparel Design), and if a major's class were to be entirely one sex by chance, that class could logically be referred to as "the young women graduating in the Jewelry Department." My hypothesis is that women just did not do those kind of mechanical arts in the late 1800s.

I do not think it would have been possible for women to escape their social contexts, but RISD does appear to have been fairly blind to the idea of sexual division. While RISD obviously would have been affected by the social roles of females in society at large, it does not appear to



FURTHER READING:

Branca, Patricia. *Silent Sisterhood: Middle-Class Women in the Victorian Home*. London: Croom Helm, 1977.

Buhle, Mari Jo. *Women and American Socialism, 1870-1920*. Chicago: University of Illinois Press, 1981.

Chalmers, F. Graeme. *Women in the Nineteenth-Century Art World: Schools of Art and Design for Women in London and Philadelphia*. London: Greenwood Press, 1998.

Gilkeson, John S. Jr. *Middle-Class Providence, 1820-1940*. Princeton, NJ: Princeton University Press, 1986.

Gilman, Charlotte Perkins. *The Yellow Wallpaper and "Why I Wrote the Yellow Wallpaper."* *Yellow Wallpaper Site*, The University of Texas. Spring, 1995
<<http://www.cwrl.utexas.edu/~daniel/amlit/wallpaper/wallpaper.html>>.

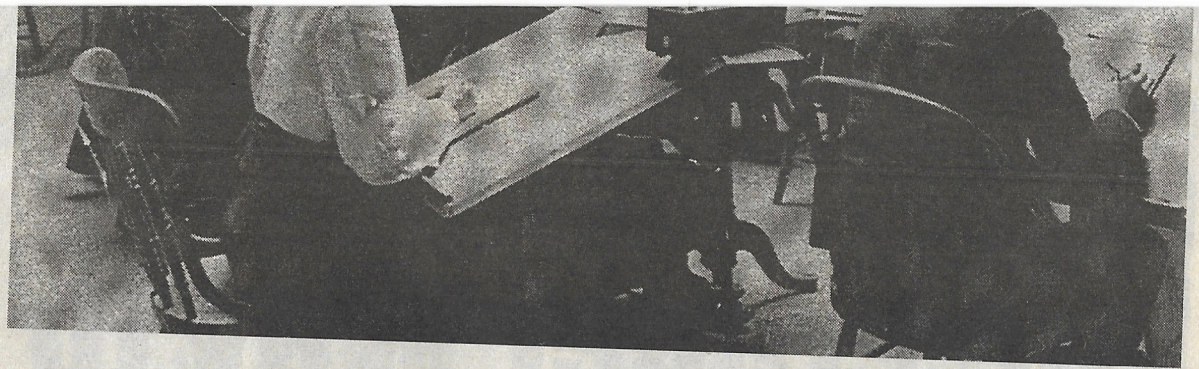
Hay, Susan Anderson. *A World of Costume and Textiles*. Providence: RISD Museum of Art, 1988.

Kerber, Linda K. And Jane Sherron de Hart. *Women's America: Refocusing the Past*. New York: Oxford University Press, 1991.

While I was unable to find any evidence of a female student in the Mechanical Department itself, I was able to find at least three females who were either awarded prizes in architecture or who graduated from an education in architecture. Training for architects at RISD began in the Mechanical Department before branching off. RISD females were allowed to complete such an education, they were sometimes celebrated in their field.

A reasonable answer to this inquiry could be found in contemporary RISD. The "feminine" majors of today are generally less populated by males (for example, Jewelry and Apparel Design), and if a major's class were to be entirely one sex by chance, that class could logically be referred to as "the young women graduating in the Jewelry Department." My hypothesis is that women just did not do those kind of mechanical arts in the late 1800s.

I do not think it would have been possible for women to escape their social contexts, but RISD does appear to have been fairly blind to the idea of sexual division. While RISD obviously would have been affected by the social roles of females in society at large, it does not appear to have gone out of its way to hold women to a specific role in the world of art.



FURTHER READING:

Branca, Patricia. *Silent Sisterhood: Middle-Class Women in the Victorian Home*. London: Croom Helm, 1977.

Buhle, Mari Jo. *Women and American Socialism, 1870-1920*. Chicago: University of Illinois Press, 1981.

Chalmers, F. Graeme. *Women in the Nineteenth-Century Art World: Schools of Art and Design for Women in London and Philadelphia*. London: Greenwood Press, 1998.

Gilkeson, John S. Jr. *Middle-Class Providence, 1820-1940*. Princeton, NJ: Princeton University Press, 1986.

Gilman, Charlotte Perkins. *The Yellow Wallpaper and "Why I Wrote the Yellow Wallpaper."* Yellow Wallpaper Site, The. University of Texas. Spring, 1995
<<http://www.cwrl.utexas.edu/~daniel/amlit/wallpaper/wallpaper.html>>.

Hay, Susan Anderson. *A World of Costume and Textiles*. Providence: RISD Museum of Art, 1988.

Kerber, Linda K. And Jane Sherron de Hart. *Women's America: Refocusing the Past*. New York: Oxford University Press, 1991.

McLoughlin, William G. *Rhode Island: A History*. New York: W. W. Norton and Company, 1986.

Meyering, Sheryl L. *Charlotte Perkins Gilman: The Woman and Her Work*. London: U.M.I. Research Press, 1989.

Rhode Island School of Design (Circulars/Catalogs). RISD, 1878, '89, '94, '95, '96, 1900, '02.

Thomas, M. Carey. "The Passionate Desire of Women for Higher Education." *Women's America: Refocusing the Past*. New York: Oxford University Press, 1991.

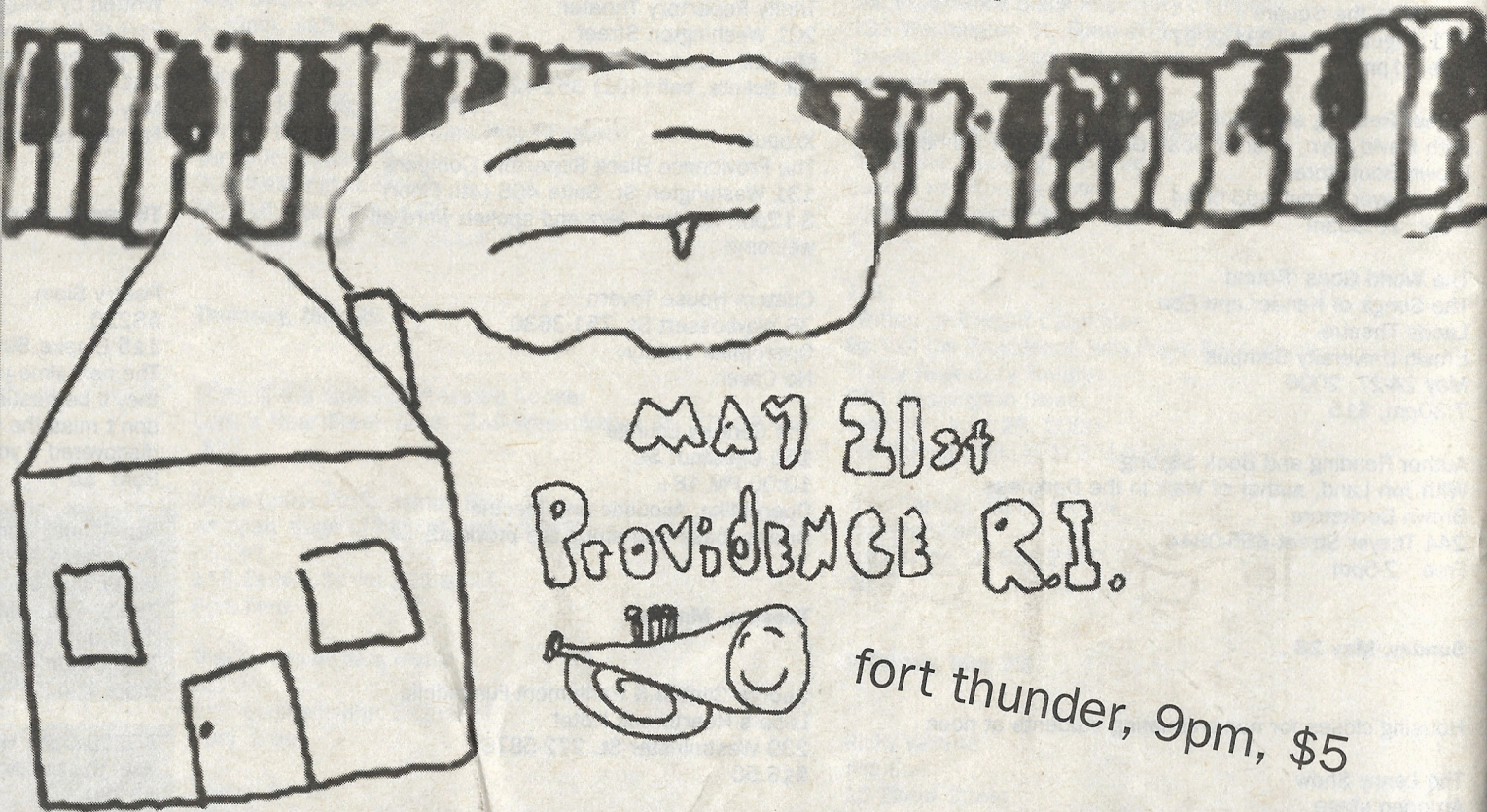


You know it was good because you were told it was good. However you can't for the life of you remember it's name, or any details of the film besides the passionate love scene between the two leads and a Portuguese Man O War in the middle of the Serengeti. You're just glad the theater was air-conditioned.

Music Tapes at Fort Thunder- May 21

The Music Tapes are travelling around the country ("from sea to shining sea") per invitation. Last fall, I sent them an invitation, and after contacting the nice folks at Fort Thunder, finally have them coming around. This is something that all RISD students will probably be interested in, regardless of whether the quirky music is their thing or not. Singing saws and enough surprises, inventions, and incredible creations that I don't want to spoil to keep you entertained for at least three hours, and featuring a performance by the 8-track gorilla, screenings from the flicker cinema in Athens, GA, and a video installation by Jordan Wolf. Some of the musicians that I respect the most in the world will be performing tonight under the assumed identity of storytellers conveying this quirky music narrative. Featuring musicians from the Olivia Tremor Control, Neutral Milk Hotel, etc.etc. - if you miss this performance, you should probably never read my staff picks again, and yes- i'll take it personally.

THE MUSIC TAPES HOUSE AND FIELDING
CAPSULE will travel from house to house, from
SEA TO SHINING SEA. The EASTERN half of NORTH
AMERICA STARTING THIS MAY OF 2000



staff picks.

by susie.

Crush Week 2000- May 15-21

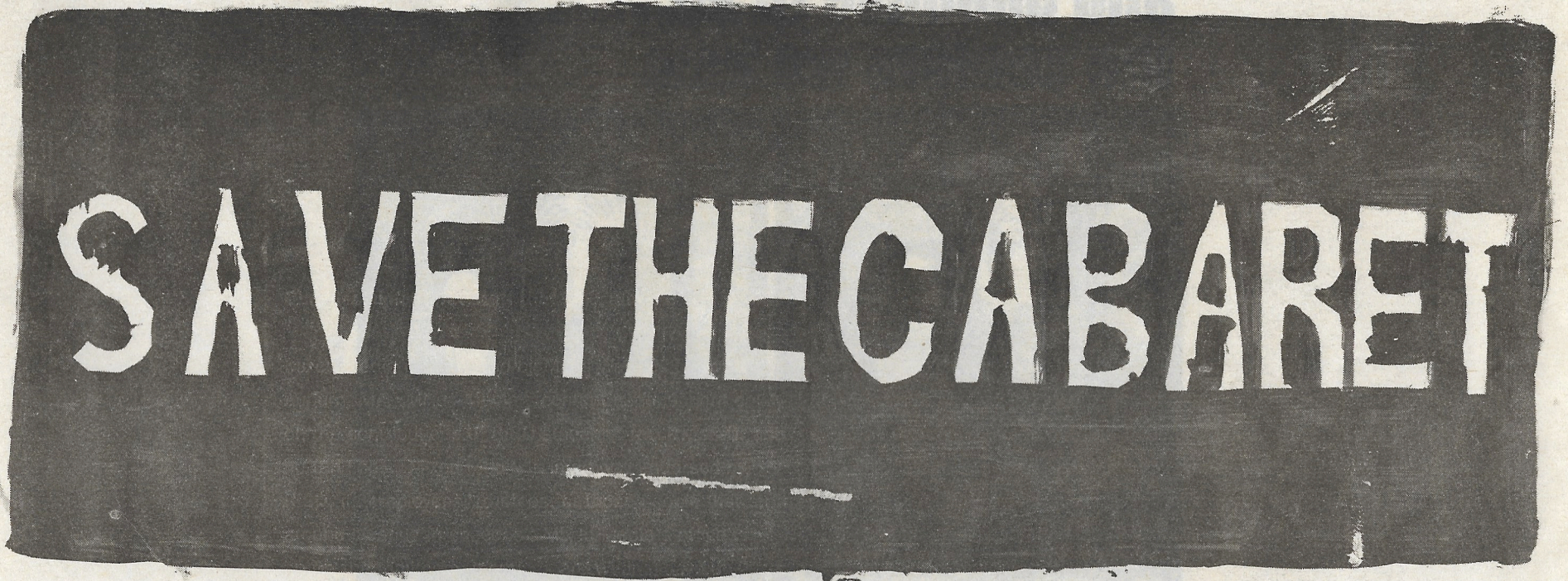
All I know is that I saw a sign for this on my way to class and thought about what a genius the person who thought it up must be. If you don't have someone you secretly

never heard of. Head down to their building, right around the corner from Trinity Repertory Theater, and next door to AS220, and sign up for their mailing list.) Perishable Theater, 95 Empire St., 10pm, \$5

Dame Darcy performs "Meat Cake: The Play"- May 24

Some of you may be familiar with Dame Darcy's tongue-in-cheek Victorian/Surreal/Macabre and hilarious and weird comedy "Meat Cake" - well, here's the deal...

PUT THIS ON YOUR CAR

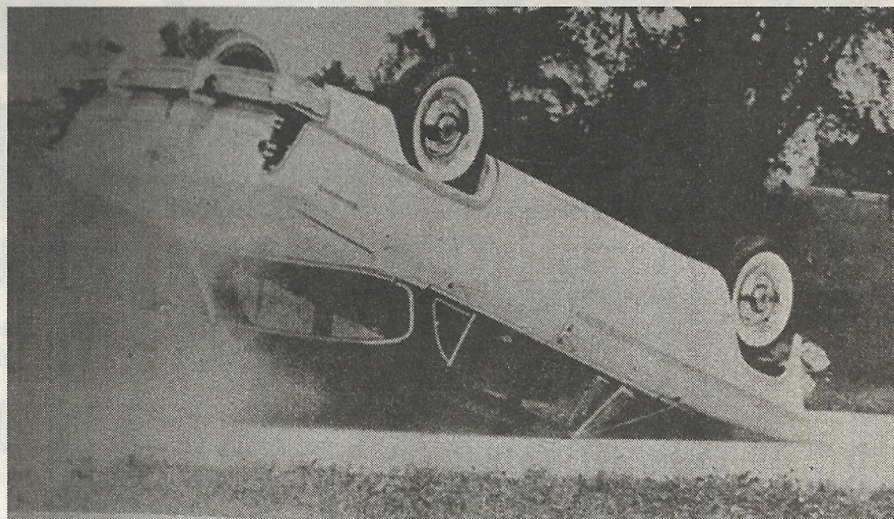
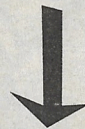


TO PREVENT THIS



SAVE THE CABARET

TO PREVENT THIS



You attempt to kill a visiting West Coast Rapper, POP-N 'EM FRESH. Note the key word attempt. Now you're running from POP-N's thugs. You try to poke them in the belly. They don't giggle. They poke you in the belly with .35 caliber bullets. That gets 'em giggling.