Profile: President Natale Sicuro

By Gretchen A. Reilly
Staff Writer

Sicuro is a dominating man who has been and still is a catalyst for change, not only at RWC, but at the three previous public institutions he has worked at. He pushes hard for change, and not always popularly. He is proud to talk about his achievements, but still thinks of high school as the best years of his life. He never heard of RWC until he sought a position here, but he's determined to make the college a household word.

Graduating from high school, Sicuro went to Marquette University in Milwaukee, Wis., on both \"an athletic and academic scholarship.\" He was a quarterback for their football team, but after a series of injuries he transferred to Kent State University in Kent, Ohio, and \"gave up my athletic career.\" Sicuro passed on his love for sports to his three children, who are now scattered all across the country. After his children left home, Sicuro feels \"the empty nest syndrome came in (and he) ... tried to substitute that by being involved, as I was going to be, with all the campus activities,\" such as plays, contemporary Forums and athletics going on at RWC.

From Kent State, Sicuro went for his master\'s degree at the University of North Carolina at Chapel Hill on a Public Service Scholarship. Remembering, Sicuro glanced out his office window as he said \"about the scholarship, \"which was wonderful. I had just been married and my wife and I were destitute. It helped us through a bad situation.\"

Returning to Kent State a few years after graduating with a bachelor\'s degree in social work, Sicuro began working on his doctorate. \"I did in two years flat, had three children, went deep into debt, like most people do when they pursue a graduate program.\"

Pointing to an Outstanding Alumni Award on his office wall, he says it was given to him by Kent State last year on the 25th anniversary of the Ph.D. program. \"I was the first graduate of their Ph.D. program in their school\'s history,\" says Sicuro with a smile. \"It was very gratifying.\"

Sicuro\'s list of accomplishments at Kent State, however do not end there. After receiving his doctorate and holding several other positions, he returned again to Kent State and helped build their regional campus system. He was also Assistant Provost of Medical Affairs and helped to start their medical school.

Photos by Erica Lariviere

Bateson's work was instrumental in creating this fast-paced, short-range attention span in the American mind. An excellent example Bateson raised was the Gulf War. In July of 1990, few people knew of Kuwait in any detail. New, Kuwait is in everyone\'s mind, though somewhat forgotten now that the war is over.

There is also a chronic blindness to side-effects in the past generations that needs to be changed in order for survival of the planet into the next century. Doctor Bateson's example clearly pointed out this fact. Farmers of the last generation wanted to increase crop production. They used pesticides to kill in insects feeding...
Before coming to RWC, Sicuro was president of Portland State University in Portland, Oregon, for two years. "During that time I really had to make up my mind whether I wanted to stay in this kind of urban setting, which I really, really want to stay in," Sicuro said, "Frankly I'm a small college, small town person." Sicuro was looking for an institution in the private sector because he had spent his past years working for public institutions. "I never heard of Roger Williams I didn't even know it existed," says Sicuro. He has family in this area which he hadn't seen in about 40 years and says "it's been wonderful since we've been here."

"We've seen so many things about the future (at RWC)," says Sicuro, referring to himself and the board of trustees. Even though he has only been here a short two years, Sicuro has accomplished many things and is a controversial figure here on campus.

Sicuro and his wife, "...forsee's, we've really put aside about a 10 year block of time to spend here. It's very interesting now to reconcile this plan with the plan for the 90s. And by the year 2000 we hope to have most of the Plan for the 90s complete, if not, ...you've got to be flexible."

When asked what the biggest challenge has been, Sicuro believes "...the Plan for the 90s, in its entirety, is the challenge. I really like to call problems challenges." He really looks at it in that kind of a perspective because if I pin something to one thing, that tends not only to put my mind set away from the totality and the comprehensiveness of the Plan and program, but it also begins to drain your energies toward one thing." When looking at the progression of the Plan for the 90s, Sicuro says, "...we have our work cut out for us and everyone is cooperating, and we're making progress. We've set some timetables.

We've been able to meet some, like this building (pointing to the new library which is right outside his office window). Some will have to slip a little bit because of the economy, like the dormitory which we hoped would've been under construction be now."

Even though there have been setbacks, Sicuro still speculates that "the next 10 years, now eight and a half years, really are very, very promising in spite of the deep recession and now that the war is over, it's wonderful that that's out of the way. It's not truly out of the way yet, but..."

Another important and controversial area approached by Sicuro and the faculty and staff, is the quality of education at RWC. Sicuro says, "I think that (quality) is always at the top of the list, and as we have in our themes, is that we want to maintain the quality of the institution and get better. That has to be at the top of the list." Doing this is not an easy task. Sicuro believes that students need to be provided with access to the college and it needs to be made affordable.

"Quality has a lot of dimensions," says Sicuro, "it's not only making sure that you have the right faculty who are going to teach the students. It's the right facilities, like the library. It's the right atmosphere, and we think we've got a wonderful atmosphere here."

Sicuro states, "I've had very good feedback about the quality of education with respect. And I'll tell you, I not only get it from the students. I think you have to link the alumni here.

The Student Leadership Group, which is made up of various student representatives, meet with Sicuro once a month. He says, "I get feedback from them on how they feel, what they think we should be doing and where we should be going." Sicuro also states, "we try to keep the students involved in all of our committees that we possibly can, where it's appropriate."

Another of the important challenges, believes Sicuro, is raising money. This includes outside and federal money. It also includes maximizing corpora-tion and individual dollars. Sicuro says, "it is important to make sure we have an efficient and sufficient an institution as we can from a managerial standpoint."

Being a college president has both good and bad points. Sicuro "enjoys meeting with a wide variety of people and bringing them together to meet the common goals that we've established." He enjoys the ability to be able to look at a college and set goals that can be clearly defined and worked toward. Sicuro says one highlight of his job is the "fact that you can get to know people in a setting and work closely with them, and they see the progress, they talk to each other. The visibility of your accomplishments." Sicuro also states that "whether they (the accomplishments) happen to be physical or the response from people that becomes intangible, yet it's real," is very gratifying. However, Sicuro believes one disadvantage is "not enough time to do everything. And the heavy demands that come from every corner to be more involved with their particular program. There just aren't enough hours in the day to do it all. That's difficult. I try to do, like most people in my role, is to try to maximize their commitment."

Sicuro feels there have been a number of accomplishments at RWC in the time he has been here so far and it "become an attitudinal thing."

When asked if he had any hobbies, Sicuro said he and his wife "enjoy the theater," as he likes to play golf. As a small Catholic high school in Warren, Ohio, he was president of his class junior and senior years. He played four sports, including football. He also sang in a choir. "I did absolutely everything I could when I was a high school student," says Sicuro. "If I look back," says Sicuro, pushing his chair back on its hind legs, "they're probably the greatest years of my life. Really and truly.

Bateson, from Page 1

on the crops. What the farmers failed to realize was that the pesticides also killed or drove away predators of these insects. Resistant strains of insects were left unchecked by predators. There was actually an increase in insect population. Insecticides were not effective: they were counter-effective. The lack of insight by both scientists and farmers has been detrimental to the environment, to animals of all species, as well as to crop production.

What the farmers and scientists failed to see was that their path was not a straight line, but an arc that came full circle in due time. Failure to see the whole pattern can plausibly cause the downfall of civilizations. Take this as another example: the Gulf War. It is over, but the problem is far from being solved. Until we learn to see the full pattern and not the short-term solution, no such problem can ever be solved.

Dr. Bateson has turned to an insightful analogy based on her knowledge of anthropology. She compared the ideas of social relevance and attention span to the hunting cultures in the Kalahari. The men of the Kalahari are the hunters. They are responsible for about 30% for the food for the tribe. They go into the bush and spend all day stalking one animal. Their attention is extremely focused. They are able to track a wounded animal with skills unequalled by hunters anywhere else in the world.

On the other hand, are the gatherers. They collect the other 70% of the food for the tribe. They go into the bush with their children. The sort of attention the women must use is quite different from the men. If you see most people of age once. They must be able to gather nuts, roots, small animals and edible insects as well as to take care of the children. Both sorts of attention are important for the society.

But how do we bring the ideas of attention into our culture? Dr. Bateson's general claim is that the entity of focused and diffused attention span is also present in men and women respectively in our own society. Women have traditionally relied on multiple or diffused span of attention. Men also seem to fit into

the analogy. Men have traditionally been exposed to the focused attention span by professional, goal-oriented working positions.

Dr. Bateson claims that reason we are failing to achieve our goals is that they have not the balance of focused and diffused attention span at our disposal. If we have both, we will be able to reach our goals without stepping on everything in the way.

Although the construction of her argument was somewhat overgeneralized according to traditional roles, her final point was true. She has taken one of the major dilemmas of the twentieth century and inserted it into the ways people pay attention. If we learn to pay attention more clearly, i.e., with goals and a broadened outlook, we may be able to turn this planet into a better place for the next century.
Editorial

The Messenger defends the use of "[sic]"

The Messenger has received a few comments over the last semester about our use of "[sic]" in its letters to the editor pages. There is a reason: The Messenger's executive staff decided to adopt this practice and it will be properly explained here.

The Messenger likes to print every letter to the editor and mostly appreciates those that we receive. Receiving letters means that our newspaper is being read and this is the best recognition that we could receive. We print letters that may be negative because we are a balanced and objective newspaper and are aware that our newspaper is not perfect, and our views, not shared by all. We cannot be expected to produce a perfect newspaper free of every error. We don't have the resources, the staff or the time to produce a newspaper as error-free as "The New York Times". Not that "The New York Times", whose staff members are paid (unlike The Messenger's) is free of errors either.

We use "[sic]" when we receive a letter with errors because we began to receive so many letters that were so badly written with mistakes we became increasingly disgusted that the letter-writers would not even take the time to give their letters, which they obviously expected to be published, a quick proof. This is especially frustrating when we receive letters criticizing The Messenger and its errors when the letter we receive has as many, or more errors in it than we have in an entire issue.

We started to wonder if students at RWC take any pride at all in their work. We also wondered if the students who wrote us letters actually did proof their letters, yet could not detect their errors. This could quite possibly make a statement about the quality of education at RWC or at least make us wonder if students are retaining anything they are learning. The errors we find are very basic, often rules that are learned on the high school level. It made us ask ourselves if RWC is accepting students who haven't yet learned the basic rules of grammar and correct punctuation. Some errors are as simple as misspelling the name of the author of the article they are writing about. If someone feels passionate about an article or a letter very few they can do is get the author of that article's name correct.

To those who feel we should not mention the errors of others when we make errors ourselves, we remind you that any errors that are called to our attention we will gladly correct. We've never held an air of pompous perfection about our work.

Again, we want to make clear that we genuinely appreciate and look forward to all letters to the editor and would like to thank all the letter-writers of the past year. The letters we receive show that not every RWC student is aptathic and this is something we should all be proud of.

A Letter from the editor:

I wanted to announce the appointment of Aimee Godbout as the new Managing Editor of The Messenger upon my graduation in May. Neil Nachbar, has been promoted to Copy Editor.

The final issue of the semester, to be released on April 30, will be handled by Aimee and Neil as a trial for their year ahead. Any questions, ideas or comments for the final issue should be directed to Aimee or Neil.

I have every confidence in their abilities and would like to thank them publicly for the immense time and effort they have put into The Messenger over the last year. Aimee has been my right-hand woman through the whole operation and much of the Messenger's success can be attributed to her. I hope she receives all the assistance and help from the RWC community that I have over the last year.

I would also like to thank my writers for their efforts, with a special thanks to Sam Gilliland for never "blowing off" a story. Erica Lariviere, the photo editor, has done an amazing job for her first year on The Messenger.

The Messenger's use of "[sic]" is to edit letters to the editor for grammar and spelling before publishing letters or articles, and there is no reason that The Messenger should not adopt this practice. Inserting "[sic]" after an error, instead of correcting it, results in sloppy text, and it serves only to poke fun at the writer by highlighting his or her grammatical mistakes. Having read The Messenger for many years, I must say that it should not be in the business of pointing out other people's grammatical and spelling errors. People who live in baloon [sic] houses should not shoot bows and arrows.

I do not follow my advice, at least write [sic] correctly. The word "sic" must be underlined or printed in italics (because it is a foreign phrase), it must be surrounded by brackets (not parentheses), and it must not be followed by a period.

Dining Services need to be more aware of Jewish holidays

To the Editor:

Passover is one of the holiest holidays of the Jewish religion. It represents the period of time in which the Jewish people fled from Egypt to Israel. There are many symbolic representations of this period, most of which are practiced during the two sedarim, which take place on the first two nights. Yet the holiday lasts an entire week, and for that week a Jewish person is not supposed to eat leavened bread, hence matza. This symbolized the speed of which the Jewish people traveled across the desert. They did not have time to leavens bread. For a week, a Jewish person is not supposed to eat any food product that is baked with yeast or flour.

Now I get to my point: The Roger Williams College Dining Services did not even acknowledge this holiday and its observances. Matza was not put out as an alternative to bread. Originally, I was simply upset. After the Choloholic specialty night, I am outraged. The cakes put out looked delicious. I might have tried two or three had I been able to eat even one. Unfortunately I could only look. Not a single recipe was Passackohach, meaning kosher for Passover.

Why couldn't the menu planners have scheduled the Choloholic specialty night next week, when Passover was over? Did they even consider Passover and what it means? During Lent, the religious traditions were not ignored.

I realize that Jewish people are a minority on this campus, but the cafeteria is feeding all of us. I am extremely dissatisfied with the ignorance displayed this past week by the RWC Dining Services.

Friends, Jewish and non-Jewish alike, I reiterate that I hope we can agree on the traditions, and not ignore them.

Andrea Clemens

Facultv member dissatisfied with The Messenger's use of [sic]

To the Editor:

I would like to comment on The Messenger's use of the abbreviation "[sic]" in its letters to the editor column. I hope that The Messenger ceases this practice with its next edition.

That abbreviation is generally used when a writer or publication wishes to print a direct quote in which a grammatical or spelling error occurs. The writer or editor inserts "[sic]" directly after the error, essentially saying "this mistake was not my own; I'm just copying a passage as it was written."

My advice to The Messenger is to edit letters to the editor for grammar and spelling before publishing letters or articles, and there is no reason that The Messenger should not adopt this practice. Inserting "[sic]" after an error, instead of correcting it, results in sloppy text, and it serves only to poke fun at the writer by highlighting his or her grammatical mistakes. Having read The Messenger for many years, I must say that it should not be in the business of pointing out other people's grammatical and spelling errors. People who live in balloon [sic] houses should not shoot bows and arrows.

If you do not follow my advice, at least write [sic] correctly. The word "sic" must be underlined or printed in italics (because it is a foreign phrase), it must be surrounded by brackets (not parentheses), and it must not be followed by a period.

James Tackach

English Department
Commentary

So I'm graduating...

By Kary Andrews
Managing Editor

So, I'm graduating. This means I'll be receiving a degree, the reward for the fruits of my four years of labor, but I fear it means much more than this. It means I won't have six weeks of vacation in January, another week in March, three months over the summer. It means I won't be able to call my parents every few months when I'm in financial trouble to ask for $50 for grocery money so I don't have to live on Oodles of Noodles for the next month. It means I will no longer be in such close proximity to the people in my life I've grown so close to. It means day. But, of course, I don't know how to cook anyway, so that's always a concern. Jeno's pizza rolls are getting a bit tedious. I am particularly tired of having people ask me what my plans are after graduation. I know I have to be prepared, but getting ready for finals, completing my last papers of the semester, getting this newspaper together and waitressing at the Newport Creamery (or what we affectionately refer to as "serving the golden cow") has always been enough to keep me out of the bars during the week and on week-ends, where am I supposed to find time to go out and look for a job? This is not meant to be a sob story, but I'm really worried about getting behind in the job search when the economy is in such a slump as it is.

And what about this recession we're in? This sort of thing never affected me as a child and I liked it that way. If it must affect me now, did it have to be the year I graduated from college? I suppose if I wrote a letter to President Bush telling him it was simply not a good time for me to have the country in a recession it wouldn't necessarily do me a hell of a lot of good. There will be things I will miss about RWC, and things that I most certainly will not. I will kiss the "yellow thing" goodbye without a touch of sentiment or appreciation.

"It means I have to get a life."
## Commentary

### Events in Review: Critical Issues Results

Below are the long-awaited results of the Critical Issues Project. In all, 20 people responded; 15 students, 4 administration/staff, and 1 faculty. Due to the lack of mathematical wizardry on the Messenger staff, the results have simply been tallied according to the respondents identity category and reprinted. The Messenger realizes that the results of this survey are not representative of the college community, but they are interesting, so here they are.

### Results compiled by Aimee Godbout

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<th>Question</th>
<th>Students</th>
<th>Administration/Staff</th>
<th>Faculty</th>
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<td>no=3</td>
<td>yes=5</td>
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<tr>
<td>2. Should federal and state governments in the U.S. bail out failed financial institutions or not become involved?</td>
<td>yes=6</td>
<td>no=8</td>
<td>yes=9</td>
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<td>3. Does your opinion of General Secretary of the Communist Party of the USSR Mikhail Gorbachev changed since the Soviet crackdown on dissent in Lithuania wherein at least 20 protesters were murdered?</td>
<td>yes=13</td>
<td>no=7</td>
<td>no=1</td>
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<td>4. Should the Baltic States, such as Lithuania, Latvia, and Estonia be allowed to secede from the Soviet Union?</td>
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<td>no=8</td>
<td>no=3</td>
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<tr>
<td>5. Do you believe that the existence of the Federal Communications Commission (FCC) in the U.S. is not constitutional based on the First Amendment?</td>
<td>yes=11</td>
<td>no=9</td>
<td>yes=1</td>
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<td>6. Does the existence of the FCC constitute censorship?</td>
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<td>no=8</td>
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<td>7. Does the constitutionally-guaranteed right of ownership of private property include the right of one to burn an American flag that belongs to him or her so long as such activity is conducted on his or her property?</td>
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<td>no=9</td>
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### Percentages

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<th>Neutral</th>
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### Notes

1. Is the (Federal) Government of the U.S. too big?
2. Does gun-control legislation contradict our constitutionally-guaranteed right to bear arms?
3. Should government attempt to affect social change?
4. Does government generally cause things to be better or make them worse?
5. Is capital punishment justifiable exclusively on the merit of its determent effect?
6. Should capital punishment be abolished?
7. Do you look up to General Secretary of the Communist Party of the USSR Mikhail Gorbachev?
8. Do you look up to Vladimir Lenin?
9. Have you read the Constitution of the U.S. in the past two years?
10. Does the Soviet Union becoming a free democratic republic?
11. Has the Soviet Union abandoned Communism?
12. Are the people of the Soviet Union free or enslaved?
13. Do the people of the Soviet Union want a communist government?
Noteworthy

RWC theater program has come a long way over the years

By Damon M. Braider
Contributing Writer

The RWC Theater program has made a few changes since 1969, and as a result, has come a long way.

The theater used to be located in the Classroom Building. It consisted of two standard classrooms, arranged to form a theater. The theater staff offices were on the first floor of the Art Gallery, along with the set and scene shop. Basically, the theater program was placed wherever there was extra room for it. Today, the theater, otherwise known as the "Barn," is located at the north end of campus and is self-contained.

The Barn was renovated in an attempt to carry on some of the ways of the old theater, though modest, effective, said William Grandgeorge, head of the theater department. He is in his 33rd year with RWC, hired in 1969 specifically to develop a theater program for the school. The first of the theater majors graduated in 1973. The program continues to grow and advance under his advisement; program continues to grow and advance, with roughly 65 majors at this point.

Grandgeorge explained in some ways, the old theater was effective. "It was a black box theater, which meant it could be arranged differently for each show, there was no set stage." Grandgeorge feels that a black box theater is vital for teaching. "It is a wonderful training tool. The actors are positioned directly in front of the audience with no orchestra pit between. This forces the actor to react quickly if something goes wrong." Grandgeorge also explained how there is no way to hide from the audience, due to the closeness. "This type of theater makes the audience part of the show," said Grandgeorge.

Because the black box theater is such a positive experience and a vital teaching tool, Grandgeorge set up the same type of theater at the Barn. "The fact that the Barn does not have a stage was a planned thing, not a design flaw," said Grandgeorge.

"The Barn was assembled five years ago on the RWC campus, said Peter Wright, nine-year theater professor. The Barn, actually two barns combined, were spotted by Kevin Jordan, an RWC historic preservation professor. "The barns were located in northern R.I. They were disassembled and labeled by the historic preservation class and then transported to RWC," said Grandgeorge. "The general contractor hired by the college was very generous; he allowed RWC historic preservation majors to assist in the reconstruction of the Barn. The contractor and Kevin Jordan allowed me to do whatever I wanted inside, the exterior had to be preserved due to its authenticity," said Grandgeorge.

"The Barn has made the program better, now we have a center, a home!" said Peter Wright, Michaels Oney, a junior majoring in theater, also feels that the Barn creates a home, and "Mr. Grandgeorge, whom we call 'G', is the Papa Smurf of the theater." The fact that the Barn is a recognized building enables the program to build audiences. "People use to wonder where the theater was, now they know," said Wright.

"There are a few cons that go along with the pros of the Barn. The Barn is too small. We are always troubled for rehearsal space. There just isn't enough room," said Grandgeorge. Oney added, "The Barn isn't near the size we need. There is no storage space, and the classrooms are much too small." Grandgeorge, Wright and Oney all agree that the program has gotten better as a whole. They feel that the theater majors are getting a focused, well-developed education. "In many respects the program is better, there is coherence. The requirements are now in a logical sequence for the majors," said Wright.

"We have been able to make the program stronger, with the input of theater graduates; we have been able to strengthen our weak points," said Grandgeorge. opry explained, "We are becoming more well-rounded; we are required to take courses in every aspect of the theater."

"Our majors are getting the whole experience, they are graduating with working knowledge of the theater. For example, design majors must take acting courses and actors must take design courses," said Wright.

As the theater program continues to run smoothly and develop rapidly, Grandgeorge still has a few things he would like to complete. "One day I hope for a third barn to be added to the existing barn. It's in the plans and the program is ready for it. I would also like to see the music department moved to the Barn; this would make the Performing Arts Center complete," said Grandgeorge.
"Fitness for Students"

Arnold Schwarzenegger, Chairperson of the President’s council on Physical Fitness and star of numerous films, has been visiting school children across the country urging them to get in shape. Defining fitness as "the ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies." Amok also presents a strong physical image of physical fitness. The benefits of fitness for college students include improved health, self-esteem, attitude and stamina for the stresses of student life. Even if you don’t want to pump iron or run marathons, fitness is relatively easy and fun to attain for both men and women. With regular moderate exercise at least three times weekly for about 30 minutes each session, you can expect the following health benefits:

- increased efficiency of the heart, lungs and muscles
- more effective weight control
- reduced fatigue and increased energy
- lower blood cholesterol
- stronger bones
- improved posture
- higher level of immunity from diseases

Fitness enthusiasts often proclaim that working out makes them feel good about themselves and increases the energy even in times of stress.

Other benefits stated are:

- improved appearance, better muscle tone and decreased body fat
- better sleep pattern
- release of tension and anxiety
- less aggressive, impatient and nervous behavior
- better self confidence
- more positive mental outlook

Getting started in a fitness program on campus is free and provides social benefits as well. Intramurals, open gym hours, Almeida pool, the fitness room, aerobics, free weights and team sports are available to meet every person’s needs. Check out the Recreation building, or if you’d prefer to join a health club, be sure to read “How Healthy is Your Health Club?”

How Healthy is Your Health Club?

You don’t need to join a health club to be healthy, especially with free use of the recreational facilities at RWC for students, faculty and staff. But many people do spend a lot of money of fitness centers, from the neighborhood YMCA to high tech gyms. Some find that going to a health club motivates them and also teaches safer, better ways to get in shape. Others sign up with the best of intentions, yet end up not going regularly. Here are tips to help you choose a facility that will make your fitness plan rewarding and successful.

1. Get a one day pass to a facility, and visit during the hours you plan to use it. Try an aerobics class, talk to members, see how crowded the equipment is, etc.

2. Is it the right place for what you plan to do? If you prefer to exercise aerobically on exercise bicycles, stair-climbers, rowing machines and/or treadmills, choose a club with a large cardiovascular center. If aerobics classes, karate, yoga, bench step aerobics or racquetball appeal to you, a full service facility may best meet your needs.

3. Check out the equipment, cleanliness, maintenance, ventilation, plenty of space and well-trained instructors are key factors to consider. The more equipment available, the easier it will be to cross-train and avoid waiting in line.

4. Does the facility hire only qualified, certified personnel? Certifying organizations include the American College of Sports Medicine, International Dance Exercise Association, Aerobics and Fitness Association of America.

5. Are the hours of operation and location suitable to your schedule?
You Said It

What is your favorite thing about SPRING?

Bob LaRoche,
Senior, Administration of Justice

"Graduation, only 44 days left."

Bill Mecca,
Senior, Psychology

"That you start spending most of your time outdoors. Everything comes alive and you don't have to wear as many clothes."

Eileen Rindos,
Sophomore, English

"Being able to ride my bike."

Compiled by Kary Andrews, Managing Editor and Erica Lariviere, Photo Editor

Mark Kasok contributed to the nature photos
Wes Hoffman, Senior, Philosophy

"Seeing everything reborn and new. New life, spring fever and the love that's in the air. And skimpy clothing."

Michaela Oney, Junior, Theatre

"Nicer weather."

Larry Haney, Junior, English

"Airing out my car, opening up my room windows, cleaning out winter stench, spring break, outdoor parties, and longer days."
Profile: Mike Ayles

By Alme Godbout
Copy Editor

Baseball teams have a variety of players; power hitters, speedsters, and clutch men, but of all of them the players most valued and respected are the ones who give 100 percent of themselves, 100 percent of the time. Mike Ayles is that player.

Ayles, in his fifth year of architecture and baseball at RWC, began his pitching career when he was 10. "I was actually never really that good at hitting. Then one day in little league my coach needed a pitcher. I pitched a shut-out that got me out of the hitting part."

"This pleased Ayles' father, who says "was always real concerned about me playing baseball. He was really into it, and so I grew up with the game."

In high school, Ayles played three years of baseball, sitting out his second year with a back injury that prevented him from pitching in his third year. However, in his senior year he began pitching again and looks back upon that time as the fondest so far in his career.

"I didn't think I'd pitch at all that year. Then they put me in a few games as relief" said Ayles, who then went on to win the next five games he started. "I threw 60 pitches in one seven-inning game. I always knew I could do it, I just had to get the confidence. Then I took what I learned from high school to college."

A hard transition for Ayles to make from high school to college ball, in part because the Hawks didn't have the kind of winning record his high school team did, and in part because he was a first year architecture student. "All I could do was pitch, because of architecture and the amount of time I had to put in."

These early years were more difficult, according to Ayles, to make time for his school work and his love for playing baseball. In fact, in his sophomore year he had to leave the team to concentrate on his major. "It's gotten easier. There's a lot more budgeting, but I'm one of the captains, so I have to be there. I try to encourage the younger architecture students/players to do the best they can."

"This dedication to architecture and baseball makes Ayles "unique" according to his fellow co-captain and three-year teammate Mark Michaud. "It is sometimes very difficult for Mike to make practice with his architecture, but he always does, and I admire him more than other guys for that," said Michaud.

Ayles coach, Al Desalvo, agrees. "You can't see any difference between him and the other players who aren't architecture majors. He flows. He's not late. I don't understand how he does it. He's a top-notch person."

"On the field, Ayles considers himself a team player. 'I'm not a strike-out pitcher; I let them hit to the players. I'm not a Clemens, which makes it harder to win.'"

"Although not a strike-out pitcher, Ayles does have a couple of pitches that he relies on in tough situations. "In high school I used to be a fast ball pitcher, but now I call myself a junk ball pitcher. I rely on having an accurate fast ball, but I worked to develop a curve ball, and in a 3-2 count, I'm not afraid to throw a curve. I guess I'm a bread and butter kind of pitcher," he said.

Ayles believes the greatest strength of his game is his endurance. "It's sometimes really hard for me to keep my cool, but I try my best to hide it if I'm down, and try to keep everyone up." His teammates and coach say that his attitude and hard work make him an exceptional player. "He knows what to do."

Coach Desalvo explains that Ayles has the qualities necessary to be a captain, calling Ayles, "a real leader. He takes charge and leads the team in all-calisthenics and runs the show as the third assistant coach. I picked him (to be co-captain) because of his ability as a fifth year starter and vet of the whole team. I wanted a role model, and Mike's polite, easy to get along with and really makes the freshmen feel at ease."

The third co-captain and fourth year teammate of Ayles, Adam Gabriel says Ayles is "good at making decisions and keeping up the morale of the team, and especially the freshmen. He's a positive influence on the team. He says what he has to say, and he makes an impression."

For Ayles, "It's extremely optimistic. The younger guys look up to him. He always has nice things to say, even when he gives constructive criticism, it's never to put anyone down. Mike's always exceptional with communicating; he's got his head on straight well before everyone else."

The third co-captain and fourth year teammate of Ayles, Adam Gabriel says Ayles is "good at making decisions and keeping up the morale of the team, and especially the freshmen. He's a positive influence on the team. He says what he has to say, and he makes an impression."

Ayles also believes the comradeship in studio, the hard work put into it and the friendships he formed will be part of RWC's future. He is in the last year of his five year commitment. "I always pitch better with a lot of fans, but the field has been a morale booster for the whole team. It's more unifying; the field is like the 10th player."

However, the baseball field is not the only place where Ayles demonstrates his athletic abilities. He also participated in a summer softball league and in Nike Alumni Intramurals, which gave the pitcher the chance to dabble in foul shots and bat tricks, among others.

When he's not on the playing field, Ayles enjoys watching athletic events, visiting friends, and "getting away."

After graduation, Ayles hopes to find a job in the architecture field, which is, like many other professions, shorter on positions than applicants.

What has Ayles learned from baseball that he feels he will carry with him into his future endeavors? "Just being part of a team and the leadership ability. It's not so much being a leader, but trying to get everyone together and with baseball and architecture you work together as a team. You can't do it alone; someone always helps you along the way."

Ayles also believes the comradery in studio, the hard work put into it and the friendships he formed will be part of RWC's future. He is in the last year of his five year commitment. "I always pitch better with a lot of fans, but the field has been a morale booster for the whole team. It's more unifying; the field is like the 10th player."

However, the baseball field
Profile: Debbie Zilka

By Kevin Christian
Staff Writer

Four years isn’t a long time, just ask Debbie Zilka. It was only four years ago that she became a member of the RWC basketball team. There are a lot of memories both good and bad--the all-tournament team twice, and frustrating-losing almost all of last year to an injury, about those years. Winning shots were made and games were won, but most importantly, good friends were found, relationships that will last well after she has graduated.

Debbie Zilka was born on May 12, 1969, and lives in Monroe, Connecticut with her parents and two sisters, one older and one younger. Her father was responsible for getting her interested in basketball. "My father would take me down to the park, and we used to play. He would help me shoot."

"I play basketball because I enjoy it. The records don't matter."

It wasn’t until sixth grade, however, that she really started to enjoy the game. "I started playing in sixth grade because my coach, Mr. Boles (he was my gym teacher), suggested I should give it a try. He told me if I liked the game I should join the team. I liked it even more when I started playing it. When I started playing in high school I began to love it. It wasn’t just the winning aspect, I just wanted to work more on my game and concentrate more on it."

The team Debbie played for, a championship high school team, was very talented. "My high school team was very good. We were champions and had a good record, which is a lot different from here. It was kind of a shock when I came here. But, I play basketball because I enjoy it. The records don’t matter."

Debbie also has fond memories of her high school coach. "I would say the person who has helped me most was my high school coach, Mr. Strong. He really supported me. I wouldn’t have played when I got here because school is more important, but Mr. Strong called the coach here and told him about me, and he really got me going.

"It was a lot different, coming from a winning team and going to a losing record. It didn’t really bother me at first. I met a lot of my good friends during basketball, and that’s a big part of it, too, the people."

Along with basketball, Debbie is an honor student. She is on the dean’s list and was selected for the Who’s Who among college students. Her major is marine biology with minors in math and chemistry. She is the secretary of the American Chemical Society and a member of the Natural Science and Diving clubs. After graduation, she hopes to attend graduate school.

All Debbie hoped to accomplish this year on the team was to go out and have fun, something she was unable to do last year due to a hand injury. Asked if she saw a connection between the team’s record and her injury, she said, "I consider myself a big part of the team, but I don’t see myself as an individual player. We’re doing better as a team. We’re adjusted to our new coach (Donna Kefhura), too. Last year was a big adjustment period."

Debbie’s teammates respect her leadership and ability. Co-captain and roommate Kristen Vachon thinks Debbie is indispensable. "She’s a hard worker in everything she does. She is a great friend, someone you can depend on. She plays a lot bigger than her size."

Debbie played her final game for the Hawks this year, what will she remember in years to come? "The people, the friends that I’ve made since I’ve been on the team. When it comes down to it, they’re the only thing that matters."

Photos by Mark Kasok

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**Housing for '91 - '92**

It is time to start deciding about housing for next year and there are several important items you should know:

You must pick up a housing application from the student life office, fill it out and return it to the bursar's office with a $200.00 deposit. The application must be accompanied by the $200.00 deposit and presented in person to the bursar's office.

Do not have your parents send these checks to the student life office or the bursar's office! Checks should be mailed directly to you the student.

We will not accept checks or applications that are mailed directly to either office!

**Deadline for submitting applications and checks to bursar's office is Thursday, April 10, 1991!**

The $200.00 deposit will be applied to your total bill or will be refunded if you notify the college by August 1, 1991 that you won't be returning to college housing.
Nothing but Mediocrity

By Gary Redman
Staff Writer

In "The Hard Way" Michael J. Fox plays Nick Lang, a spoiled movie star who is sick of playing lightweight roles so he decided to campaign for a role as a hard-boiled cop. Enter James Woods who plays, for the umpteenth time, an intense individual, this time a cop. He wants nothing to do with Fox however because he's trying to catch a serial killer, played by Stephen Lang. Nonetheless Nick tags along hoping to pick-up some pointers by copying everything Woods does or says. It's a neat idea that never works though in a script that runs out of ideas about a half-hour into the film and the heavy-handed direction of John Badham, who directed last year's equally brainless and generic "Bird on a Wire." He wouldn't even bother to turn in this script if he fell from the sky and squashed him like a grape. Grade: D-

"New Jack City" tells the story of Nino Brown, a drug lord who takes over a huge apartment building and single-handedly initiates the crack epidemic in New York. The story tries to be an anti-drug crime melodrama, but winds up glamorizing the lifestyle Nino enjoys. This may be in part because Nino Brown is played by the very charismatic Wesley Snipes. The other reason may be because the cops are a dull lot. Led by director Mario Van Peebles as the head of the operation to bring down Nino, and his two undercover men played by Ice-T and Judd Nelson (Judd Nelson? they are never more cardboard characters with guns." "Saturday Night Live's" Chris Rock gives an excellent performance as a crack addict turned informant for the cops, but cannot go completely straight. Unfortunately the ending is a huge cop-out. It's as if Peebles' only answer to a problem like Nino in vigilantism. That's not only dumb; it's dangerous. The film is flamboyantly stylish, but ultimately empty and dishonest. Grade: C

Gene Hackman and Maureen Stapleton are such good actors it's a shame their talents are wasted on so many bad films. They give more to their films than their films are willing to give back, such is the case with "Class Action." The script is divided into two stories. One is the estranged relationship between a father and a daughter; the other is a courtroom melodrama involving an exploding car. Neither story is developed much and what success the film achieves is because of Hackman and Stapleton. The big problem, however, with "Class Action" is that there is no moral ambiguity, a "gray" area, that can hook the audience. Everything is in clear black-and-white so that it becomes predictable which is always the kiss of death for pictures like this. Grade C-

In "Guilty by Suspicion" Robert De Niro plays David Merrill, a highly successful film director who goes on a trip to Europe ready to begin filming a new project for mogul Daryl Zanuck at 20th Century Fox. Instead he's advised by Zanuck's lawyer to cooperate with congressmen by naming all his friends who are suspected of communist sympathies. He refuses and is then served a subpoena to appear in public before the House Un-American Activities Committee. In the meantime he's out of work, his friends abandon him, and the FBI begins to follow him wherever he goes. The film gets the basics right, but little else. There is no sense of the paranoia that swept through Hollywood during the 50's. First time writer-director Irwin Winkler, like Merrill, refuses to name names and refuses to give us any characters but the main two anti-types. Only Martin Scorsese as a Joseph Losey-type director, who admits he is a Communist, escapes the seen-opera mentality that dominates the script. The first TMNT film had the novelty of seeing the turtles "alive" for the first time as well as those hokey claymation sequences that everyone found so ineptly amusing. No such luck this time. It appears no one connected with either film (or the inane cartoon show) has read the smart, stylish comic books where these creatures originated, because if they had these films could have had some pop-cultural appeal much like "The Simpsons" possesses. All we get, however, is one. And Vanilla Ice. Grade: F

Those annoying Heroes-in-a Half-Shell are back to make the teenage world safe for mediocrity in "Teenage Mutant Ninja Turtles II: The Secret of the Ooze." The sequel proves to be even more exorcising than the first which is no easy feat. True enough neither of these films were made for anyone over the age (or IQ) of 10, but one would expect the filmmakers responsible for these films could have put something into the script to appeal to adults. The first TMNT film had the novelty of seeing the turtles "alive" for the first time as well as those hokey claymation sequences that everyone found so ineptly amusing. No such luck this time. It appears no one connected with either film (or the inane cartoon show) has read the smart, stylish comic books where these creatures originated, because if they had

Alive! Arts series presents

Tandy Beal

By Wayne Shiman
Staff Writer

Dancer, choreographer, actress, writer--Tandy Beal possesses some of the words which describe Tandy Beal who performed recently at the Performing Arts Center. During this scene she acted out the life of a canary by dancing gracefully and flapping her arms, resembling the movement of flight.

One of many highlights of the show was a comedy piece "Gracey." In this piece Beal portrayed a young lady trying to get the attention of a man reading a newspaper on a park bench. She tried everything from eating a plate of spaghetti to actually sitting on it, surprising the audience. She never did get the man's attention.

During the piece "Moment to Moment" Beal showed her talent at miming. Dressed in black she was able to do a pain in the neck scene by moving her neck halfway around her body and keeping it there for a few minutes. She could also move her body in different directions without moving her neck and head.

A characteristic of Beal's style is her long dark hair which she used to her benefit in "Crazy Jane." In this piece she sat in a chair wear- ing a long black dress and her hair went over her face and down to the floor. She then pulled such things as a toothbrush and scissors through her hair. The piece music which accompanied this scene made her seem bizarre, but at the end of the piece she pulled her hair back into place.

Beal has received various awards for her accomplishments including the Isadora Duncan Awards in 1986 and 1988. In 1984 Beal was named the Santa Cruz County Arts Commission Artist of the year. Her performance was a memorable one.
The Academy Awards: winners, losers, impressions

By Susan E. Cicchino
Staff Writer

On March 25, the anticipated 53rd Annual Academy Awards ceremony took place. As predicted, and hoped by many, Kevin Costner's "Dances With Wolves" came out on top. The movie won Best Picture, and Costner went home with the award for Best Director. Costner emotionally thanked his parents, who were seated in the audience and also his "Sioux brothers and sisters." The movie also won for Best Cinematography, Best Editing, and Best Original Score, among others.

The award for Best Actress went to Kathy Bates, the well deserving manipulational murderer in "Misery." Bates herself looked surprised as her name was announced. She gave a tearful speech in which she wished her departed father was "watching somewhere." She also "publicly apologized for the ankles."

The award for Best Actor was as suspenseful as the other top categories. However, Jeremy Irons was awarded for his performance as Claus Von Bulow in "Reversal of Fortune." Irons' wardrobe was as humorous as his speech, as he wore a pair of white tennis shoes along with his tuxedo.

Joe Pesci was so dazzled with his award for Best Supporting Actor for "Goodfellas," that his entire speech was simply, "it was my privilege." Lastly, the first award presented went to Whoopi Goldberg for Best Supporting Actress for her comical performance in "Ghost." Goldberg is the first black actress to win an Oscar since 1939. She was not modest at all in admitting, "I really wanted this."

All of the nominees and presenters were stunning in their attire, with the exception of Jeff Bridges and Kim Basinger who went for the "shocking yet revolting" look. Billy Crystal was, as usual, funny and warm in hosting the ceremony, and his opening parody of the opening Oscar song was once again lots of fun. Congratulations to the deserving recipients.

WQRI

WQRI TOP TEN PLAY LIST: Week of April 2, 1991

10. Scorpions - "Wind of Change"
9. David Lee Roth - "Sensible Shoes"
8. Black Crowes - "She Talks to Angels"
7. Great White - "Call It Rock 'N Roll"
6. Fasthouse - "Don't Treat Me Bad"
5. Tesla - "Paradise"
4. Queen - "Sailor"
3. Warrant - "Uncle Tom's Cabin"
2. Tesla - "More Than Words"
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Condom Demos Replace Beer Company Displays At Spring Break

(CPS)-Beer displays are any indication, this ought to be an extraordinarily "safe" spring break for students.

Condom displays, it seems, have replaced beer company displays at Daytona Beach, Fla.

"We really want to find out who uses our product," explained Barry Miller, vice president of marketing for Schmid Laboratories, a U.S. condom manufacturer that has a display at the Daytona 1991 Expo America.

At the Expo, companies that have products or magazines they want to sell to students pay to display their wares and sometimes give away samples.

"College spring break offers us an advantage" in marketing to college students, added Miller, whose company's exhibit includes a computer game about AIDS and a "condom Burst Tester," which blows condoms until they burst.

Studies have shown that people between the ages of 18 and 24 have sex most frequently in part because they have more free time than the general population, Miller said.

Moreover, this group has the highest condom usage because they are, for the most part, educated about birth control and sexually transmitted diseases, he said.

Meanwhile beer company displays, which in the past have included huge beer-bottle shaped balloons and scantily dressed young women handing out souvenirs, have been absent from the party this year.

Under increasing threat of federal regulation, beer companies decided they would not "be represented in Spring Break activities" this year, said Jon Anderson of the Beer Institute, a brewery industry lobbying group in Washington, D.C.

15 Schools Told To Stop Releasing Names Of Students Involved In Crimes

Education Department Says It's A Privacy Issue; Press Awaits Decision in Missouri Case

by B.J. Hoepstner

(CPS)-The U.S. Department of Education has sent letters to 15 colleges threatening to withdraw federal funding from them if they release the names of students involved in crimes to campus newspapers.

The letters says the 15 are violating the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, which protects student's "educational records" from disclosure.

However college administrators, student newspaper editors and even the department itself say they don't know what constitutes a student's educational record until U.S. District Judge Russell G. Clark rules on a case involving the Southwest Missouri State University (SMSU) student newspaper.

"The thing here is that the Department of Education has jumped the gun," said Jennifer Rampey, editor-in-chief of the Red and Black, the student newspaper at the University of Georgia, which received one of the letters.

In the Missouri case, Tad Bailey, then editor-in-chief of the Standard, SMSU's student newspaper, sued the school in January 1990, contending she should be allowed to see and report campus crime records.

SMSU officials argued the Buckley Amendment prohibits the release of crime records, and warned the Education Department, which oversees most federal college programs, could pull funding from the school if they released the records.

It was a journalism advocate's effort to rob SMSU's argument that led to the March rebuke of the 15 colleges.

Judge Opens Way For Campus Papers To Get Crime Reports

by B.J. Hoepstner

(CPS)-In a decision that could compel other schools to start releasing crime information to student newspapers, a Missouri judge has ruled March 13 that Southwest Missouri State University (SMSU) officials could not keep crime reports from the campus newspaper.

Schools cannot use the Family Educational Rights and Privacy Act (FERPA), which keeps a student's "education records" private, to justify not releasing campus crime reports, Russell G. Clark said.

Most of the schools nationwide that won't let journalists see campus crime records cite FERPA, also known as the Buckley Amendment, as the reason they need to keep illegal activities involving students secret.

Critics claim schools keep crime reports secret to avoid negative publicity that, in turn, could keep students from enrolling.

School journalist like Tad Bailey, the editor of the SMSU Standard who sued her school to gain access to the crime reports, claim campus residents have a right and a need to know whether their neighborhoods might be.

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Classified

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