

5-3-1967

## The Quill - Vol. VI - No. 4 - May 3, 1967

Roger Williams University

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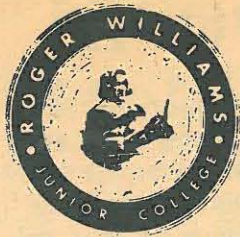
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# The Quill



Published By And For The Students

VOL. VI - NO. 4

WEDNESDAY, MAY 3, 1967

160 BROAD STREET, PROVIDENCE, RHODE ISLAND 02903

## RWJC CO-HOSTS JC CONFERENCES

by Mr. Millman

Dr. Sebastian V. Martorana, Executive Dean, Two-Year Colleges, State University of New York, will be the principal speaker, May 13, 1967, at the last of three seminars on the theme, "Teaching in the Junior College". The seminar series co-sponsored by R.W.J.C. and Brown University, aided by a grant from the Ford Foundation, have been held at Brown University. Dr. Martorana's subject will be "Experimental Approaches in Curriculum."

Administrative, faculty, and student representatives from approximately twenty colleges and Junior colleges have participated. Robert M. Sherman, of the Roger Williams faculty has been chairman and coordinator of the seminars.

The first meeting on March 18, heard Dr. Roger Garrison, American Association of Junior Colleges Project Director of a study of problems and issues in two-year colleges. Dr. Garrison discussed the results of his study of various curricula and described some of the experimental programs now being tried at selected junior colleges.

At the second seminar, held

April -5, Dr. Clifford Erikson, President of Rock Valley College in Rockford, Illinois, dealt with the area of audio-visual instruction and its effect on learning in the junior college. Using an overhead projector, Dr. Erikson, directed nineteen questions at junior college instruction; the questions touched on such key points as: "Have you seen yourself through the eyes of your students?" "Could you take it?" "Have you defined your goals?" "Do your students understand them?" "Do you answer too many questions? Ask too few?"

### PELL TO SPEAK

The administration is pleased to make the following announcement concerning commencement exercises, which will be held at Alumnae Hall at Pembroke College on Thursday, June 8.

It will be the first day time commencement in the history of Roger Williams. But of even greater significance is the fact that Senator Claiborne Pell has graciously accepted the College's invitation to be guest speaker.

(Continued to page 8)

## TUITION RAISE IN FALL MORE LOANS AVAILABLE

by Dennis Dulude

The trustees of Roger Williams Junior College today announced an increase in tuition to \$1100 for the academic year 1967-68.

At the same time, the college reported the establishment of a new Office of Financial Aid to help students meet increased expenses.

Dr. Ralph E. Gauvey, President, said the college would have \$200,000 available in student aid

### RWJC STUDENTS PELL INTERNS

Lee L. Verstandig has announced the selection of three students for Roger Williams who will participate in the Pell-Internship Program in Washington. This program enables students from the various colleges in Rhode Island to spend one week in the Washington office of Senator Claiborne Pell to learn first hand the inter-workings of the national government and the role and responsibilities of our junior senator.

Richard P. Cashman, Robert S. Danella, and Robert Munroe have been selected as interns to represent the college during the week of May 8.

for next year, as compared with \$25,000 this year.

Tuition at Roger Williams, the state's first private junior college, is now \$790. Incoming freshmen will be guaranteed no increase in tuition for two years.

Dr. Gauvey said that the college's endowment funds were limited, "so that adequate tuition income is our only means of providing the quality of education which the students who come to Roger Williams expect of a private college. It is our intention through our expanded student aid program, however, to see to it that no deserving and able student is denied an education at Roger Williams for lack of funds."

The additional revenue from the increased tuition will be used for capital and facilities improvement as well as faculty salary increases, Dr. Gauvey said.

Financial aid will be available in grants and scholarships, work study programs, and the National Student Defense Loan.

At the present, \$38,600 is available to students in grants and scholarships. The basis for evaluation will be on the need of the student, providing his grades are adequate and not on how well

his grades are.

In the Work Study program approximately \$75,000 will be available to students. There will be jobs at the college and with other non profit organizations in the area. Also, there will be a pay increase on most work study jobs.

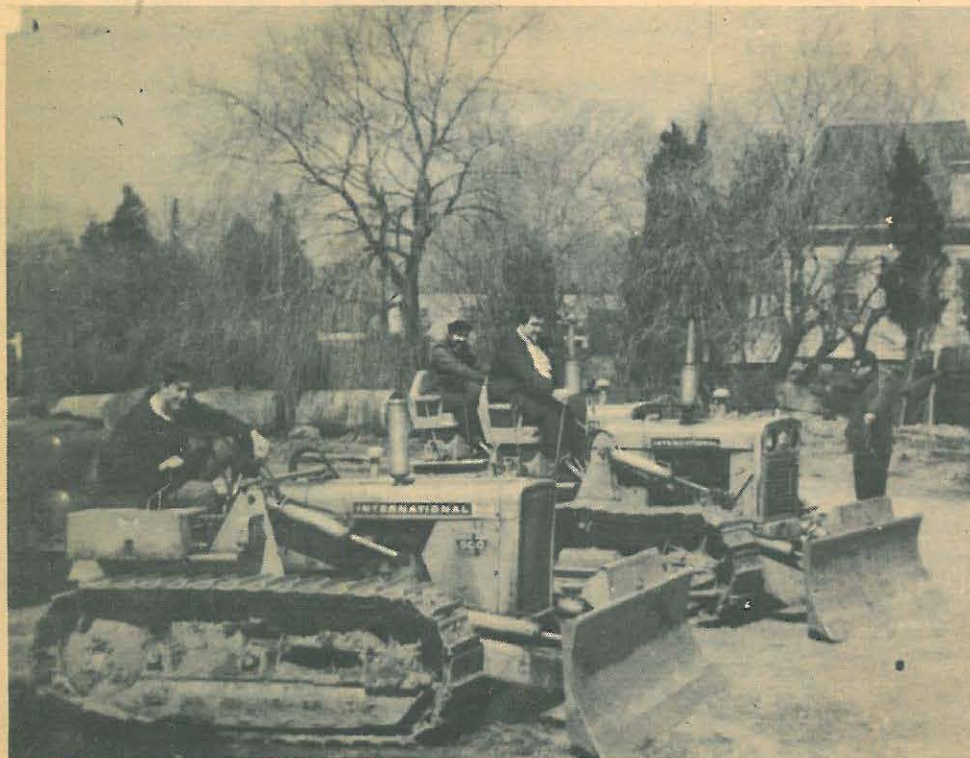
National Student Defense Loans are also available in great numbers. The financial aid office asks that any returning student who may be in need of tuition money for September '67' to apply at the office. The deadline for applications for returning students has been set for May 15.

At the office the students will be given a Parents Confidential statement to be filled out by the parents and forwarded to the College Scholarship Service; Princeton, New Jersey. By filling out this form students are eligible for all types of financial aid that are available at the college.

Final evaluation will be made by the financial aid committee on the basis of need and potential. Any student interested in discussing their financial and educational expenses, please contact Mr. White in the office of Financial Aid, Room 207.

## BRISTOL REPORT: 1967

We came, we saw, we conquered. . .



and we are waiting ???

- Photos by Barbara Kochan



# STATEMENT OF PURPOSE

"I disapprove of what you say, but I will defend to the death your right to say it."

VOLTAIRE

What should this college newspaper be? What ideas should it reflect? As editors we feel an obligation to publish the views of the administration, the faculty, and the students even if we ourselves do not endorse a particular opinion. Our opinions are expressed in the editorial. This paper, as any paper,

consists of facts and opinions. Part of the educational experience is to learn to distinguish between the two. If anyone feels we have been one-sided our only answer is that we have offered everyone an opportunity to express himself. We have a responsibility to publish all material submitted to us as long as it is not overtly obscene or unfoundedly anarchistic in its nature. The QUILL mailbox is located in the Library - we want to hear from you.

## Your Editor Speaks

Ten people turned out for "Long Day's Journey Into Night" last Wednesday night. What's happening? So many people last semester, and so many complained about movies being on Thursday. Don't you like movies? It's a cheap date ... FREE! Some flicks are sponsored by departments. Why don't our teachers mention them in class, especially the ones they're sponsoring? It seems inconsistent.

We had a convocation last week; three teachers were there. Dean's List doesn't mean much to the faculty, I am afraid ... Congrat-

There are a thousand people jammed into this super market. We are all different, have different teachers, courses and go our separate ways after classes are over. This is the hum of a commuter campus.

But for all our differences we do have two significant things in common: We're all trying to get an education, i.e. a diploma, and we have one common source of information besides the bulletin board where one can always read yesterday's cancelled classes - The QUILL.

It also happens that this place has a lot of disadvantages and these create problems. But problems sometimes never get farther than a

ulations anyhow.

It's good to know when we graduate from here that Roger Williams' transfer rating is "TRES BON". Roger Williams is now recognized nationwide for its educational excellence.

Roger Williams has been hosting a series of Junior College Conferences at Brown University. This is most encouraging. If you don't at times feel you understand the purpose of a junior college, it's understandable. Even the experts don't know.

gripe muttered over a cup of coffee or a curse as you deal the deck. Kind of frustrating.

Would you believe ... some fellow students might have the same gripe. Last semester there were a few groans about the prices in the coffee shop. So groan added upon groan until there was a chorus of groans. A few short weeks later CHUCKWAGON moved to the lounge with a ten cent coffee and reasonably priced sandwiches.

The QUILL is your voice, and your opinion won't be buried in coffee grinds. If you don't feel like bothering with the disciplines of writing literature, of poetry, write a letter to the editor, he's pretty savvy!

Hope to hear from you real soon.

The following letter was submitted with 159 signatures.

The Students of  
Roger Williams Jr. College  
March 3, 1967

The Student Council of  
Roger Williams Jr. College

Dear Student Council Members,

We the undersigned would like to have mass body functions. Why? Evidently not everyone here enjoys participating in sports or attending them either. If we could set up a social program at the beginning of the year with numerous different events such as dances, parties, picnics, etc., we believe that the student body on the whole would become more active.

We also believe that the subject of pool playing should be acted upon

in the very near future. There should be no cost INVOLVED. We understand at present the school received 50% of the profits from the pool games, that is before expenses have been taken care of. In order to inform the students properly, we believe that each week a list of profits and expenses should be posted on each bulletin board. Our request is not unfair, seeing that each student must pay a Student Activities Fee, he should receive something for his money. Thank you for your time.

Respectfully submitted,

We The Undersigned.

\* \* \*

Dear Undersigned,

Where were you March 31, 1967?

Respectfully submitted,

We The Editors.

## LETTERS TO THE Editor

If you are dissatisfied with Roger Williams Jr. College or tired of your life here, just try something different. You'll find out that the RWJC way is the only way. In a recent survey it was noted that 89% of all RWJC students are greatly relieved and overjoyed to return here at the end of vacation (proof positive).

In the outside world (boo) you find yourself trapped on all sides by people screaming "Dirty Beatnik", "Conform", and "Do you want to be a burden to your family?" The most you can do is to scream back "Bourgeois savage!" but it does no good, for might makes right and besides you must feel pity for those lost people with holes in their souls.

But verily I say unto you: Two years is a short period in which to live a lifetime. Furthermore these four years may offer what no other period in your life can replace. So take advantage of RWJC and experience it fully. We will undoubtedly have to face the tension and distress of the outside world eventually. But as long as we are aware of our ultimate responsibility to the rat-race, what harm does it do to ignore it for a while?

We are told not to try to live our Odyssey in these our early formative years, but there is a kind of RWJC Odyssey and an accompanying responsibility to it. That is not to let your RWJC years slip by without making a few waves. Live, work, and love but don't do it on a superficial level.

Instead of being concerned about whether your pants are worn inside or outside of your boots, involve yourself in something a little more concrete. Follow this advice and in ten days you will feel like a new person.

This may be the Last Chance Saloon, for try as we will, we might just end up as nine-to-fivers and baby factories living in a house in Suburbia U.S.A. (only two miles from the golf course) with out two cars, our 2.8 children, and the Joneses next door. We may have to compromise with society.

Richard Viti

\* \* \*

Dear Ed,

Isn't there something that can be done to make the excellent movies shown this semester available to more people? There have been many shown this year I'd like to have seen.

Many of the students at Roger Williams are commuters and it's tough to travel back and forth or to wait around until 7:30 p.m., when the movies are now being shown. These movies are being shown at the Y.W.C.A. instead of the Y.M.C.A. also. Lets at least get one showing here at the Y.M.C.A.

Please look into this.

Thank You  
Debbie Blomquist

\* \* \*

Dear Editor:

As you are probably aware the student council dance held Friday, March 31, featuring "Gary and the U.S. Bonds" was a gigantic flop. Not only did the Council spend \$1,200 of yours and my money but only fifty couples attended. Besides spending the

\$1,200 I understand that one Council member had to shell out \$15 from his own pocket to pay the police.

I think the lack of student attendance at their school dance is as deplorable as the lack of any teacher attendance (with one exception) at the Dean's List ceremony that was held Monday at 12:30 when presumably all teachers were free.

But the Council is also guilty in not realizing that this is 1967 and that "Gary and the U.S. Bonds" has as much drawing power today as Frank Mezzan-cello playing the kazoo at Carnegie Hall.

I also realize that the Council did not have the funds to get a better group; but it seems to me then that the intelligent action would have been to not hold an event which everyone knew would be a failure.

Frank Mezzan-cello

\* \* \*

Dear Dr. Gauvey:

It was learned from a reliable source that the new Bristol campus would be opened in September of 1967. This campus is to consist of pre-fabricated buildings that are to be constructed this summer on the campus site. The school is to have 200 freshmen students only. It was also stated that the students presently attending RWJC would not be able to go directly into this school after graduation due to a difference of courses.

If these statements are true, then why haven't we been informed. If they are not true, then we would like to know the entire story on Roger Williams future.

We as students feel that we have a definite right to know the true facts. Also as students we are an intricate part of this college just as the faculty is, so why does the faculty know and this news has been kept from the ears of the students. Everytime a member of the administration is asked about these questions they evade the topic and look at us as though we committed a crime. This is not a grammar school lets all act like adults and handle this in an adult manner.

A majority of the students are behind us and we want action and we want it soon.

INQUISITIVE STUDENTS

THE FINEST IN  
MEN'S FORMAL WEAR

WALDORF  
TUXEDO  
COMPANY

PROVIDENCE - WARWICK



## Views & Blues

### Ask Not What You Can Do For Roger Williams But What R.W. Can Do For You

Mr. Lee L. Verstandig

Concern, consideration and dissatisfaction, general expressions of the American college community of the 1960's, occasionally have been in evidence in recent years at Roger Williams, although only by a very small and non-vocal minority. Today, national student awareness likewise can be seen cutting across the Roger Williams campuses for the first time in a more vocal fashion.

What is this all about? What are Roger Williams students concerned about? What do they want? Or more precisely what do they need? Maybe the clarion call of our students today is -- "Ask not what you can do for Roger Williams but what Roger Williams can do for you".

To help produce better college or life oriented citizens rather than subjects, colleges in America today have obligations other than merely education from the classroom - they are obliged to help students find answers to the perplexing problems they see in the world around and beyond them.

Students are asking questions about the quality of student life and education within the college community and especially outside the classroom. They are concerned about the lack of student-administration communications as well as student-faculty channels, better college guidance programs, real representative and active student government, improvements of social conditions, speaker and student affairs forums, expansion and improvement in courses, content and conduct. Roger Williams students want to participate in the college community!

There can be no doubt that the administration has been aware and listened to students and their concerns and endeavored to meet some of them - at least outwardly. The President of the College has recently at the request of interested students set up a discussion group to exchange ideas concerning the Bristol campus, with the support of the Student Council, has satisfactory resolved the grievances of students with regard to luncheon facilities. Student organizations have brought speakers and public affairs forums to the college. New course recommendations by students to faculty members have been pursued.

Despite the appearance of progress, more and more members

of the student community are not satisfied. They complain that the faculty and administration have shrouded college plans of progress with secrecy preventing students from knowing whether or not progress is being made and if that progress in any way benefits the student community, and even whether the present student body can be of any assistance in those plans and developments.

Clearly students are searching for maturity as persons. They have come to Roger Williams for many reasons, but most have come for the educational experience which will hopefully be sufficiently satisfactory to permit them to move on elsewhere to continue that experience. Many students have come from a family environment which has thwarted their development. Students hope that the college community may permit and encourage this process of maturity.

Of course a basic question many ask is -- to what degree are these few students expressing and directing such concern a part of this community? To what extent are these concerns shared by the rest of the student body? The majority of students are quiet and a good many are apathetic. Conversations over the past several years with students indicate that most are in sympathy with the causes being raised at this moment.

Roger Williams is not Berkeley and is unlikely to become one. That giant bureaucracy and its resultant problems are not found at Roger Williams. Thus the extreme forms of student discontent and protest seen at Berkeley are not likely to develop at Roger Williams. But, there are certain fundamental themes of Berkeley common to Roger Williams and these are the themes which, in varying degrees of course, have been appearing on campuses throughout the nation.

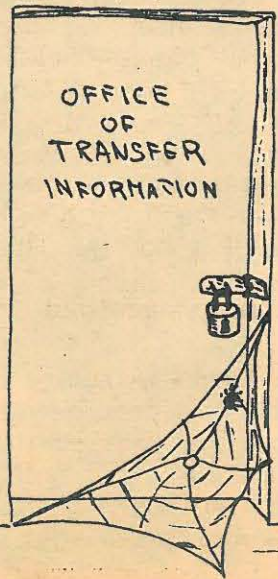
The current expressions of Roger Williams students are not of the civil rights, anti-Vietnam war vintage. They are more subtle, sophisticated, but equally as sincere concerns. What then are its roots? There is the traditional hard-line faculty and administration school of thought that holds that college students are immature in their views and demands. And there is much evidence of this at Roger Williams. The sociologically-psychologically orientated counsellors from faculty and/or administration ranks tell us that today's students are the products

of permissive homes, and that this generation of students are egocentric. They are short-sighted, immature, and lack a sense of historical continuity. They do not respect or recognize the slow and painful efforts of reform and development going on at Roger Williams. They demand solutions without realistically considering if solutions are possible at that moment. Perhaps most students appear to be definable as above. However, the concern, consideration and quest for answers about college community problems, dissatisfaction over the lack of efforts and/or solutions in an environment which is their home are in fact real.

How then should the college respond? Basic to constructive response is an indication of awareness. Students, faculty and administration all benefit from an inter-communication of the awareness of its communal self-life. All can and will learn from each other. A real part of education can and will emerge. The sharing of perspectives is an invaluable experience. In the process students and the faculty-administrative element of the community become moderated and their perspectives enlarge. There is no one best way, but many good ways. We must permit the greatest variety of communications within the community. This college community is a part of a democratic society in which the young people, in fact those over 21 in 1968 constituting more than a majority of the voting population, are being encouraged from their earliest years to express themselves. In this maturation, would we want otherwise as American youth endeavors to meet the complexities of their present and future society?

The students of today are serious and maturing, while also being able to laugh at themselves. They are honest with themselves and with others. Each year the intellectual competence of Roger Williams students increases. This is an optimistic sign. Clearly, education is something other than academic awareness. It is an awareness of and participation in the community life around them. Today students at Roger Williams also want to give expression to and participate in their community. They can help Roger Williams and Roger Williams can help them.

OFFICE  
OF  
TRANSFER  
INFORMATION



### ASK WHAT YOU CAN DO FOR ROGER WILLIAMS AND IT WILL PROVE WHAT IT CAN DO FOR YOU

by John Gilooly

Its campus consists of two antiquity buildings in downtown Providence; its main dining hall is the Y.M.C.A. coffee shop and the student union is a dingy little room in the basement of the Y.

Hardly the description of a college which would encourage the attendance of today's elite college generation. Yet it is the starting point of an educational experiment which could have resounding effects upon the future Rhode Island education scene and the lives of all alumni of the college called ROGER WILLIAMS.

The present physical plant of Roger Williams Junior College is definitely inadequate. The atmosphere generated by the clientele of the Young Men's Christian Association is not favorable to college social life. Nor is the pounding of machinery and the smell of a jewelry factory conducive to study.

But these factors, according to present plans, will be rendered successful in a few years with the construction of a new campus in Bristol. The student has little or no influence upon the transition of these conditions. The world of high finance and mass construction is above the influence of the college student at present.

Where then can the Roger Williams student, that stouthearted intellectual who journeys back and forth across Route 95, where can he exert an influence upon the development of this institution? And more important how can Roger Williams exert a favorable influence upon his future life?

The answer lies at the root of the fundamental themes which are presently causing concern on college campuses from Berkeley to Harvard; mainly that of student-administration and student-college relations.

At a time in American educational history when concerned students are attempting to change the policies of established institutions, the Roger Williams student finds himself in a unique situation.

As the fathers of a new born educational institution the Roger Williams administration is attempting to form a policy which will govern the college in its future years of growth. President Garvey and his departmental heads have initiated various experimental course studies, all of which will undoubtedly lead to the betterment of the Roger Williams curriculum.

It is this sense of experimentation which could aid the Roger Williams student if he takes advantage of it. As most students are using Roger Williams as a stepping stone between high

school of some other institution of higher learning or as a intermediate between schooling and actual employment, the development of an individual and diversified personality could prove beneficial. In this era of changing attitudes college admission officers and corporation personnel directors alike are looking for young adults with the ability to adapt to change and the initiative to question outmoded ideas.

How then can the Roger Williams student make the most of this opportune situation? Simply by proving to the faculty and the administration he deserves and more important wants a hand in the development of Roger Williams College.

Presently apathy reigns supreme at Roger Williams. Possibly because most students consider their stay at Roger Williams a short transition period between bigger and better things. But what a majority of the students failed to realize is that these bigger and better things might come about a lot sooner and easier if a sense of inter-communication developed within the Roger Williams community.

The student must prove to the faculty and administration that he is mature and capable to help determine the direction in which Roger Williams shall travel in the next few years. Not necessarily by demonstration, for Roger Williams is not a Berkeley and need never become one; all that is necessary is the honest and direct discussion of the students' feelings with the members of the administration and the continual promotion of the future image of Roger Williams.

Roger Williams' comparative minute size presents a perfect opportunity for this close inter-communication. And is this not the factor which has distinguished the elite Eastern colleges for so many years?

Roger Williams will not become a Harvard or a Brown overnight. In fact few if any of us will be around to see Roger Williams reach its full maturity, but a foundation must be laid somewhere and the present students have the opportunity to lay that foundation and watch their creation grow.

The project carries a dual responsibility on part of the students and the administration. The students must make the effort and the administration must recognize the movement as a sincere and mature expression of young adult ideals. The task will not be easy for either group but the rewards will be more than sufficient in both spiritual and monetary aspects.

## THE QUILL

( This Issue Only )

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## A Candid Interview With Dr. Hebert

(The following is the first of a series of interviews with teachers designed to enable faculty members to express their views on topics which ordinarily would not be brought up in class. This interview was conducted with Dr. Hebert on March 13 by Terrance Selle, Ed Dunn, and Peter Taylor.)

### ON EDUCATION

SELLE: One of the main problems of education today is the demand that one become specialized in a certain field. One has the conflict of the need to become "well-rounded" in one's education. How do you feel a student can specialize in a certain field and become competent in it and still have a "well-rounded" education?

HEBERT: Naturally, this is a question of time. If a person is extremely eager to specialize from the very start, there isn't much opportunity for broadening a person's outlook. If not, and I hope not, a student should, within the curriculum, select a great variety of courses in different disciplines.

SELLE: In other words, you feel that a student should first take a variety of subjects to round him out and then go on to specialize?

HEBERT: I do.

SELLE: Dr., it's been said that by 1975 the accumulation of knowledge will double. How can we cope with this problem stated originally?

HEBERT: Well, I think in spite of quantity involved, there is always the possibility of selecting what is essential in many disciplines, and this is what we should acquire. No one is going to be a full physicist, a full chemist, a full philosopher at the end of the second year of college work. I think that it is absolutely necessary for a student to come into contact with what is essential in a discipline and in twenty or thirty years or a hundred years from now I don't believe this will be any such obstacle because what is not necessary will simply be dropped and be replaced by what has become vital. I'm inclined to think that the change will be qualitative and will affect the quantitative aspect. Certain things that we consider important now will not be so considered in 20 years from now.

TAYLOR: Dr. Hebert, it seems to me that sciences and humanities are somehow opposed to each other. The scientist is concerned with "how things move" but the humanist is concerned with "why things move."

HEBERT: I personally see no opposition. It's a different way of approaching reality. The scientist can be, and often is, a humanist. I don't see why the sciences are classified as being different from the humanities. It seems to me they're really part of the humanities as such. Anything that contributes to the development of man's mind, in my estimation, is humanistic in essence.

TAYLOR: Are you familiar at all

with LSD?

HEBERT: No, I'm not.

TAYLOR: In this generation we have found out that the mind is composed of chemicals and chemical reactions and we're beginning to experiment with chemicals induced to alter the consciousness. Do you think this is good or bad? Timothy Leary, who is the leading proponent of LSD, says that mankind has reached a point where we are exploring outer space, and now, through the aid of chemicals man is able to do what many Eastern sects have done for centuries--which is to turn inward and explore the depths of one's soul and consciousness. Do you think that man is tampering with something he shouldn't tamper with?

HEBERT: Well, let me say this--that I have a vulgar knowledge of this sort of thing. What I object to is any activity that will leave man to perform any act where he is not free to exercise his freedom. I object to anything that will make of man a mere automaton. I think that man must always try to control, freely, the situation in which he finds himself. Now if these things, for example, are likely to affect the exercise of this sort of freedom, I am totally opposed to the use of such things. It would have to be a liberating force. Even if liberating, man's freedom, in my estimation, must forever be respected.

TAYLOR: This is what Timothy Leary claims LSD is capable of doing. It expands the consciousness and awareness.

HEBERT: It seems to me that about one hundred years ago a great many poets experimented with hashish and used the very same reason for doing so.

TAYLOR: Do you think that it's a distorted view of life?

HEBERT: I think that if it isn't controlled by the intellect it is basically dangerous. I think the intellect must be untrammelled.

DUNN: Do you think this is something subject to the individual or should it be a dictate of the government of the surrounding community?

HEBERT: Well, I would think personally that if it is of such a nature as not to be detrimental to a person's health, there should be no state interference.

TAYLOR: Do you think, Doctor; that the pressures of society today are such that our generation is looking elsewhere for answers that we're trying to run away, escape?

SELLE: Do you think that the using of these drugs is shying away from reality or evading responsibilities?

HEBERT: I do think that there is such a possibility - that certain people may be simply resorting to this in order to avoid facing reality. But it's a possibility like any other. I simply have no way of knowing.

DUNN: Do you think that the gov-

(Continued to page 5)

## BLOW UP

Senator Pell will present the "Pell Gold Medal" award to the outstanding student in American History at commencement...Have you read the chapter on "James Munro" for Political Science...Where's the President...Ulysses is back in the circuit again...The library is being emptied of book...5,000 un-gobbled to date...Mr. Newman is on the prowl again...Happy hunting...Roger Williams will initiate a course in "Meetings"...3 parts Meetings, 1 part Classes...It took a whole semester to find out that we have 109 bright students...Who said Manpower is on strike...Jim Smith is wanted in the Dean of Students Office at once...Just heard that Jim hired Western Union...What do you mean there's nothing in this school...There's an indoor track, indoor swimming pool, steam room, sun roof,...Great turnouts at Flicks...3 parts RISD, 1 part RWJC...Faculty sponsored films...minus faculty...Latest book store hours, 1-4...Who said Bankers had it easy...Tuition is on the rise again...Well at least someone will laugh all the way to the bank...right, Huh?...We have an assistant Dean...Just finished reading "Playboy of The Western World"...Mutual Funds are on the rise again...Invest in the Bristol Fund...Latest returns in from the "DANCE" 50.00...Well at least Gary & the U.S. Bonds had 1300 laughs...Late Flash...4 less co-eds...Just found out what happened to the two students who registered, but never showed up in school...Route 95 Y.M.C.A. U.R.I. 95.....Y.M.C.A.....?????.....If criticism had any real power to harm, the skunk would be extinct by now...Owing to the lack of space and the rush of editing this issue, several birth and deaths will be postponed until next issue...\*

EYE SPY

Your Friendly Spotter  
Richard Viti

\* \* \*

## Student Council Apologia

It seems that the Student Council has been under constant criticism for so-called lack of interest in the student, both, socially and academically. It's about time the record is set straight and the students realize just what the Council is and what it does.

The Council has more freedom than any other student body that I know of. We also have a greater responsibility than any Council. We finance activities that are administratively financed in all other schools. We are the only Council that I know of that finances intercollegiate athletics. We finance over 90% of all extracurricular activities in the school. The only organization in the school that we do not finance are the fraternities and sororities.

Almost anything that any student could want to do in extra curricular activities is offered if there is an interest shown. We offer anything from basketball and hockey to the fine movies offered by Flicks Unlimited. All these activities are offered free of charge to Roger Williams students.

So to all those who say that they are not offered enough by the Council, I say your accusations are unfounded. The very people who complain are the ones who never attend any of these events offered to them.

I have previously stated that this Council has more freedom than any other Council. This is quite true. I have had to work closely with the Dean of Students office in my capacity as President of the Student Council. While Mr. Piazza has not liked all that we have done, he has not

used his veto power because he feels that we, the students, have voted on it and it meets with our approval. We have passed appropriations that should have been administratively financed so that the students would not suffer because of a lack of funds in their budget. We can understand the lack of funds in that it would appear that all extra funds are being tucked away in some unknown "BRISTOL" account for use in the twenty-first century when the campus is completed. I have been assured that the money is not being spent on anything as ridiculous as Faculty raises or student activities. While I can appreciate the administration's plea of poverty I do not think that extra costs should be heaped on the Council. We have passed these extra appropriations because the students would go without if we didn't.

The Student Council does all within its power to make life a little easier for the students. It would help if the administration did a little more and the students appreciated what was done for them.

Chet Welch, President

\* \* \*  
Bristol Campus is in the library

IN MEMORY OF

ANDREW  
GOODMAN



## Dr. Hebert Interview . . . (Continued from page 4)

ernment has the responsibility of setting up some scientific research in the direction of LSD?

HEBERT: I would think that what we want with regard to LSD or anything else is knowledge. Now, how many people are to go about discovering this knowledge - we have to obtain specialists who are familiar with this sort of thing.

### ON THE WAR IN VIET NAM

SELLE: Could you comment on the war in Vietnam and whether or not we have a moral responsibility to stay there or to leave?

HEBERT: I don't imagine it is easy to settle this question. If you ask me what my position is, I do think personally that we should no doubt leave. I don't believe that our presence there is justified, and I don't think that what we are doing is exemplary.

Then, there is the argument that since we are already there, we should do something about it. But it doesn't change the basic nature of the thing: That we have, basically, no reason for being there now. I'm not going to say that we are not eager to stop the spread of communism. The question is do

we have the right to prevent the people of Vietnam from deciding themselves what they wish to do? It seems to me that at the present time, these people are simply between two fires and that's about all. They are not free to act in any way. They have to take orders from one side or the other. There were certain international understandings, and apparently, for some reason, we have been feeling that we are not concerned with these agreements. That in itself is something which I find deplorable.

SELLE: Do you feel that if we left, the people of South Vietnam would have a choice?

HEBERT: Well, I am told that even if we won the war militarily, the system that is likely eventually to be in force is the communistic system. There is no way of our winning what we are fighting for, unfortunately. It seems to be this, if we do not make of Vietnam a colony, there isn't much that we can do in the future, that apparently the vast majority of the people there seem to favor the ideas of the Committee on Liberation, at least this is what one reads very often in the reports of people who know about this Vietnam situation.

## FLICKS UNLIMITED

May 3	THE SEVEN SAMURAI (JAPAN)
10	SATURDAY NIGHT & SUNDAY MORNING (ENGLAND)
12	KING RAT (U.S.A.)
17	WHAT'S NEW PUSSYCAT (U.S.A.) & HELP (ENGLAND)
24	BALLAD OF A SOLDIER (RUSSIA) & THE DUTCHMAN (U.S.A.)
31	1st PERFORMANCE IN R. I. "TOM JONES" (U.S.A.)
	EXPERIMENTAL FILM SERIES
MAY 3	DESIST FILM
10	HANGMAN
12	NIGHT & FOG
17	NY., N.Y. & NON-CATHOLICAN
24	UN CHIEN ANDALOU
31	NIGHT & FOG

NOTE: ALL FILM SHOWINGS WILL BE HELD AT THE Y.W.C.A. AUDITORIUM AT 7:30 P.M.

## WHAT IS AN INDIVIDUAL

There is so much talk today about individualism and about how administrations (academic and governmental) have ignored and crushed any potential that an individual has to express himself. Individualism is lost in this computerized age and students are demanding the opportunity to express themselves; the demonstrations at Berkley are an illustration of this. These demonstrators cry out, "Nobody knows that we have our own ideas; nobody knows that we are different from the ordinary, the average!"

They have missed the point. They have missed the concept of the individual. They appear to cry out and say, "A person is not an individual unless someone is aware that he is. He is not an individual unless he has expressed, so that everyone will know that he has his own ideas."

A true individual doesn't care whether or not anyone knows of his existence. He is self-sufficient. He doesn't feel thwarted because he is not permitted to express himself. He feels anger perhaps, but not frustration. He is--that's all that matters. He doesn't base his idea or opinion of himself on what others think of him. Someone who does--who feels that everyone must know what he is in order for him to be--is a fake. A true individual bases his opinions, not on what others think, but on what he himself thinks.

Anyone who bases what he is, i.e. his worth, on what others think of him is a second-hander, a parasite. His primary opinion of himself depends upon others; the source of his idea of his dignity comes from others and not himself. He is

dependent, not independent and a dependent individualist is a contradiction of terms.

The problem lies in the fact that students are not given the opportunity to create (for themselves) their own ideas, and not in the fact that they are not allowed the opportunity to express them. Our courses in college today are generally based on "this is, that is, these are--accept them" and the stress is on the thoughts of others. The stress should be shifted to what are YOUR thoughts, how do YOU feel about this or that concept. The would-be individualist is not presented with the full spectrum of opinions on each idea; it is difficult for him to gather and dissect concepts and to decide which one or which combination is to be his--or whether he should reject those presented to him and formulate his own--if he is not given a complete list.

A full presentation of all the facts is needed in every course. Only by presenting the student with a complete range of ideas can he gain a true education, and only by a careful examination of these ideas can a person intelligently and rightfully become a true individual.

But it never should be forgotten that the conception of an independent opinion is the most important aspect of its evolution, and the expression of that opinion is not to be considered as significant as its conception. The true individual realizes this and therefore places his own opinion on the highest plane, and its expression and what others think of it on a secondary level.

Terrance L.H. Selle



-- Photos by Ed Leftcowitz

**If you are of draft age . . .**

**If you oppose the war in Vietnam . . .**

**DON'T DODGE THE DRAFT  
OPPOSE IT!**



If you think torture and terrorism are anti-human, no matter who does them, or for what purpose, or on which side . . .

If you believe the U.S. actions in Vietnam are not only illegal but are immoral . . .

If you question the right of any government ("progressive" or "reactionary") to conscript a man against his will for a war which he does not support . . .

Then, even if you are not an "absolute" pacifist, or religious, you conscientiously object to the war in Vietnam. War objectors are often able to win legal exemption from military service on grounds of conscience. Some must risk prison. For information on your legal rights and the program of the War Resisters League, write:

**WAR RESISTERS LEAGUE**  
5 Beekman Street, New York City 10038



## THE KANDY SAND EPIC

Again the crooked road approached,  
 Stabbing, cursing, Oh God what colors  
 Memorizing signs, how many miles  
 My feet, Oh my feet, their walking but I'm not in them  
 Moving left, stumbling, people shouting  
 Take the right, the right, no you fool, go back take the left  
 STOP IT! I can think, I have a mind  
 Please sir let me think, Please  
 Ah-once again silence -- no more shouting  
 I know my way, this is all so familiar  
 Wait, a figure, a concrete being, maybe--  
 Maybe if I ask him something politely, perhaps  
 No -- if he is like me than he'll be much to busy  
 My ears stain -- the sea -----Swissssshhh  
 Soaking head to foot I approach a shell  
 Colors -- Oh God what colors  
 Colors of time, colors of loves, never ceasing, never holding back  
 Red's, Green's, Aqua's --Aqua, my favorite color  
 Thank God my favorite color  
 This must be the right road  
 This must be where I left off, please let it be  
 A period has come-the sentence has not ended  
 What have I reached  
 No conclusions have been drawn  
 Help, Help -- Heeeelllp ---- He -----lp  
 A man, -- a fellow man  
 Yes I can see now, but wait  
 He is grasping for something -- what is it  
 He's -- yes he's drowning, I must aid  
 I must, he is after all, of my own kind  
 A dog is barking, two cigy's lay smouldering  
 Running now toward what ----- CHAOS  
 Go limp man, go limp, help is on  
 Disaster is off  
 Just a few more seconds, just a few more ----  
 But wait the dog -- please dog let me  
 Let me save thy master  
 Surely you see he's in need of peace  
 Arrest me if I am wrong  
 -----Wow, my head -- where did he go?  
 Heart of mine stop pounding in such rhyme  
 Stop pounding -- my head, of my head  
 Wearily I am tossed  
 The dog looking like Oil Can Harry  
 I give him wax for his mustache -- he continues  
 Continues -- Continues laughing and crying  
 But he is not there either  
 No, No, NOOOO--he must have  
 Must have collapsed with his master  
 A tightly wrapped package  
 My name is on it --- I certainly must  
 I certainly must explore  
 Ripping, pulling, tearing, papers folding  
 String is knotted, I must see it  
 I must see what it houses  
 RRRRip, tear, cut-----Done  
 OH, OH, what -- what have I discovered  
 Falling, no stay up, wish, wish hard Edwin  
 Wish, wish as hard as you believe  
 Quickly, type it all, no just parts  
 Certainly I could ----- what I see, what I see  
 A girl, fair skin, rosey colored  
 Hair, what hair that does flow so freely  
 Catching the winds hand, tossing fully  
 Eyes dark, large beautiful eyes  
 Wearing only what nature provided

### Reflections On A Walk

Never knowing how or why  
 I went for a walk in the rain one day  
 To tell the birds, puddles, and drops my thoughts  
 When from the silence still  
 I heard the remnants of notes  
 Instilled in a mess of off-beatishness  
 The faint strum of strings and loud  
 Static of a stereo at full blast  
 Coupled with the drone of a soft  
 But loud romantic voice.  
 Upon being rooted in my spot giggling  
 at the mixed up beauty  
 I, watching, was called by my name into the din.  
 Friendliness greeted me at and into  
 the door to a new experience to be.  
 Music under, around, between and  
 through each cell in my metabolism  
 vibrated as we talked and tickled.  
 Intamacies coming soon with the touch of a hand,  
 a nudge with a nose, a rub of the back --  
 bodily contact -- yet distant strangers.  
 Suddenly the shyness worn away an intense embrace  
 warm and startling.  
 Upon looking in retrospect a kindling wonderful  
 sensation -- Romantic upon nothing.  
 Why? -- an impulse or handiness, or genuality  
 in realness of joy and splendor.  
 The noise of the din is stuck to my brain  
 as were my lips to his.  
 Forever -- unforgettable MAYBE again a rainy walk.

PAULA J. MESSIER

Afraid -- nay, never afraid are the free  
 Never afraid, since here the free met the free  
 I am free, she is free -- back I turn  
 Attention alert, alert to wonder  
 Wonder, wishing -- the girl  
 Struggling, courage gathers, a kiss  
 I kiss her skin, olive skin  
 Her breasts fold against my chest  
 Her legs whisper, protect, protect me  
 I am free, please protect me  
 Be not warped, be but open and love  
 Emotions rise, hands, hands fondling  
 Exploring -- both pair of hands  
 Exploring, navigating -- we both discover  
 Hark -- we have discovered, smiling, laughing  
 Oh God, why not permanence, why not  
 Such has reality held permanency  
 Permanent should be us -- feeling  
 Feeling with my hand -- my hand  
 Oh my hand. Girl take it quickly  
 Take it my lover from the sea  
 Take it, caress it, put it to thy lips  
 Moisten it with thy sweet wine  
 It is now I who does need, what I once gave you  
 Tingling, Rubbery, wiped from  
 Wiped from all that is  
 Lucifer, begin what thou hast perceived  
 Begin, form what thou would  
 Since this girl that does now lay  
 That does now lay here, show me how  
 Collecting what we thought  
 Reality has been brought -- collecting --  
 First we must sift-sift first  
 By sifting, does the pure remain  
 By sifting, does the Neanderthal Age return  
 And returning with it, are the pure  
 The Pure -- they line thusly  
 Neck on neck, breast on breast, leg on leg, - when -  
 When, of how much they are alike, but --  
 ----but so different  
 They are like us girl of the sea -- love of my life  
 Holder of reality, obsessor of my soul  
 Possessor of my body  
 They are like us, girl from the thundering sea  
 They are like us, girl from the sea-gull stained sands  
 They are. They actually are us  
 But, my love, they are so different  
 They are. They actually are us  
 But, my love, they are so different  
 So different are they, that for every grain of sand  
 For every grain of sand, that may exist upon this ball of people  
 They have enough talent within them  
 Enough talent -- my love of my mind  
 So different that each grain of sand, being --  
 Being but a particle, of what they are going to do  
 And what they are going to do, my own  
 What they have already done so far has spoken of it  
 Quickly, my love of the sea  
 Quickly, as the tide changes and the gulls fly  
 Make thyself moist, so when I enter  
 So when I become a part of you, and --  
 And you a part of me  
 You may toss easily and smile starvlingly  
 And moan, moan with all your worth  
 And yield to no man, but they own.....

E.W. COBB

### Sally's Poem

The last leaf clings to the bough.  
 Just one leaf, that's all there is now,  
 And my last hope is with that lonely leaf  
 With the last leaf that clings to the bow.

Last summer -- beneath this tree  
 My love said she'd come back to me  
 Before the leaves of autumn touch the ground.  
 My love promised she'd be Homeward bound.

And one by one the leaves began to fall  
 And now that winter's come to call

The last leaf clings to the bough.  
 Just one leaf, that's all there is now,  
 Will my last hope fall with that lonely leaf.  
 With the last leaf, they clings to wow.

AL CORREIA

### Mal du Siecle

With Apologies to M. Boileau

Oh grotesque circus we  
 Performing awkwardly  
 Buffoons dress up 'audernier cri'  
 And clowns discuss philosophy.  
 Cars, planes, and chic vacations

Fake 'joie de vivre', bad imita-  
 tions  
 Wall to walls and loud hi-fi's  
 Balancing acts of extra-drys,  
 With one big Bomb finale.

JDM

### 'Tis Morning

'Tis morning arriving swiftly  
 My heart grieves for another  
 day has come!  
 Although my mind is rested from  
 yesterday  
 Another day brings reality.

'Tis morning for a few hours  
 already  
 Yet these hours have brought  
 sorrow for humanity.  
 Hearing of killing, robbery, beg-  
 ging for life  
 Begins each day.

'Tis morning to go and live  
 Melancholically through the daily  
 rituals  
 Of seeing the same things and  
 people  
 Dragging through another day.

'Tis morning until noontime,  
 Where another afternoon brings  
 evening  
 Then once more night, all things  
 forget in sleep  
 In dreams of sweetness 'till  
 morning.

AYA

\* \* \*

### What's New In Peru

Like a shot  
 Exactly at 12:15 identical  
 Packets of crackers  
 Split open by hundreds  
 Of Howard Johnson's diners,  
 Flake into the chowder.  
 Synchronatically,  
 While in Peru  
 Miguelito waits for  
 His 10 minute break,  
 A hundred feet deep  
 In a black coal pit.  
 Alone to dine,  
 Miguelito is nine.

Mimz

(From a true account written  
 by Nick Ellene of Chico Cal.  
 News.)

\* \* \*

### CLOUDS

To wander like a cloud  
 To be dispersed by the wind  
 To paths unknown  
 Only known to the lonely spirit.

To wander like a cloud  
 To be free of human wretched-  
 ness.  
 To smile at nature's doings  
 Watching through human eyes.

To wander like a cloud  
 To darken my feelings during  
 storm.  
 To laugh at the world  
 With the sun dispersing all un-  
 happiness.

To wander like a cloud  
 To be blown by the wind  
 To parts unknown  
 Only known in last night's dream.

Aya

### Death's Door

Death's Door

The flickering light  
 About to die  
 Nothings left  
 No tears to cry.  
 Life is over  
 There's no more track  
 This such a shame  
 We can't go back.  
 Muriel Hartnett



## GREY TANK BLUES

28 Flavors parking lot, blurred shield, pipe smoke;  
Cynic sleeps; me I long.

George and Martha battle on the front lines,  
shooting each other full of bullets which keep going

Machine gun fire from Playboy and Time rattle louder than the rain;  
Tourist guides vye to lead you to the freaks.

O Cape, virgin blue with white trim,  
to walk upon your folds and along your hems.  
But now, only ice cream while we wait.

JIM DORENKOTT, JR.

## Why, Well Friend

Why must there always be a war? The world seems never to be at peace. This I imagine isn't an observation that I, myself, have made. There must be others also, who've wondered about this from time to time. There were, weren't there?

There seems always to be an ample supply of men in the world who are bent on destroying anything that stands in their way to attain power. These people want this dread thing called power so much, it seems that nothing else matters and is therefore of little importance. The things that are of secondary nature to these men, or of little importance, are such things as your freedom, your homes, your right to live as you please, and do what suits you and even your very life. Now tell me truly friend, are these things of little importance to you, too? No you say? Well you'd better watch out because these

are the very things these power-hungry men want you to give up for them; all in the name of goodness. Isn't it good, say these men, that we are all share and share alike, your things of course, not theirs. And isn't it right that anyone who attempts to stand in the way of such good things must be removed? He is a threat to the well being of those around him who were stupid enough to believe this maniac who promises them a better life at the cost of others.

This is the sort of thing that wars get started over, isn't it? Or maybe I'm wrong, it's the peace-loving man who starts the whole bloody mess. You know, this could very well be my friend. This peace-loving man is usually too busy to be bothered watching what is happening around him until, it's too late.

Anonymus

## UNTITLED

Sighing symphonies of sorrow  
pierce my ears and penetrate  
my mind.  
They have not effect,  
For I am mute.  
Bloodied children pull and claw  
at my legs and reach for my  
hand.  
I am a mountain;  
I cannot be moved.  
A passing moth tells me his

wings grow heavy; But he must  
continue on his journey to no-  
where.  
A swaying daisy asks, "Why?"  
"Because," is my only answer.  
She turns her petals and withers  
to nothingness.  
And the days pass, and the pro-  
cess is repeated  
For emphasis.

Running down Main Street with my Get Out Of Jail Free Card, I  
stop a woman and she screams, "Rape."

"It's no good lady, I have it. I've got the world by the neck and  
there's nothing anyone can do."

She just covers the silly grin on her face and trips on down the  
street. It bugs my mind but it makes no difference. No one can take  
it - no one can have it but me. I am a bee in a garden, a bird in the  
spring, a flower in the rain. I am happy.

"Oh friend," I say to a passing man, "I plant the kiss of  
friendship and brotherly love upon your lips."

"Goddam queer," he says as he kicks my face, "There should  
be laws."

"There are no laws the world is mine," I yell as I move on  
down the walk dripping my life.

"Little boy take my hand and I will show what happiness is."

"Child molester - pervert," they chant as their missiles pound  
my body. Darkness awakens and my time grows short; but I must  
share my happiness.

"Father," I ask a passing prophet, "What is happening - where  
is love?"

He turns his head and weeps.

"The sugar has grown sour," he cries as he breathes his last.  
I am alone.

The flowers have wilted, the rains have ceased and winter has  
come.

"I am dying, world," I say clutching my heart. And the voices  
of tears sing - the sugar has grown sour.

K. P.

The sound of silence makes me small,  
The surging in my vein makes me tall.

My body is an anchor holding me back  
from taking the flight I desire.

As long as I have,  
I can't be perfect.

When what I have becomes  
what I am

The conflict is o'er  
I am God!

Jim Dorenkott

## WHAT'S HAPPENED TO CREATIVITY?

The history of education of ages past plays an important role in the formulation of one's philosophy of education. In view of these past theories and experiences we realize that education is bound to suffer due to its limitations in vision.

We, living in the twentieth century, are at an advantage as we have within our reach the philosophical foundations of educational thoughts of some of the greatest educators of the ages as well as the thoughts of those not so great. We can follow the progress education has made from the times when religious and educational instruction was considered as one through the last three centuries of scientific advancement. We can wade through their successes and their failures in search of our own philosophy of education and in quest of creativity.

But to put into words one's own philosophy of education is no easy task, and to apply it to actuality is even harder. But no teacher who is held responsible for the giving of knowledge to searching minds can come before his students without first having formed some type of philosophy. Even if this philosophy changes from day to day; there must be something to take its place.

Education should be a process by which man becomes enlightened. It should be an art. It should be like clay in the hands of a potter, molded and remolded, tested and retested to meet the satisfaction of the artist.

The success of this art is not measured by the perfected system, but by the influence of both the artist and the art made upon those in subject. The artist and the art when in harmonious interaction move the learner from ignorance to knowledge which is one of the greatest rewards of the art.

As an art, education should aim to help man receive all the good of knowledge. There are limitations, however. We can only proceed as the natural capacities of the learners and teachers and the amount of resources allow.

Education can also be a positive or negative force in our times. It can be used to promote the seeds of war and injustice and a struggle for power. But we can not underestimate its positive power which if properly utilized, may surpass the negative. Think of the greatest teachers of all times: Buddha, Socrates, Confucius, Jesus.

One of the most important factors in education should be the development of CREATIVITY. Too often the educational process kills any creative drives and is concerned with only the imitation of the past.

To be creative would demand insight on the part of the student. The essence of any art is creation and to create one must work with PURPOSE and TRUST TO INSPIRATION. The teacher should try and promote creativity by stimulating students, by uncovering hidden talents and by respecting the originality of the student.

Today we frequently hear the charge that with today's mass-educational methods, the development of creativity is discouraged. The student is under pressure and must conform for the sake

of economy and standards. Many times the unfolding of the individual along the lines of his own insight is frowned upon. We assert that one of the main objectives in education is to teach students how to think and to think constructively.

If we succeed in this objective, there obviously would be evidence in the end product. Contributing factors to creativity are motivated by interest, attitudes, and sensitivity to problems as well as other temperamental factors.

No matter how despairing or rewarding education may or may not be, there is still hope for the future students. Or is there? Or better still, as James Joyce expresses: "I go to encounter for the millionth time the reality of experience and to force in the smithy of my soul the uncreated conscience of my race."

Richard R. Viti

## GOLF SCHEDULE

DATE	PLACE	TEAM	TIME
Friday	Home	R.I.J.C.	1:30 P.M.
April 14th			
Wednesday	Home	Providence College J.V.	1:00 P.M.
April 19th			
Friday	Home	Bryant J.V.	1:00 P.M.
April 21st			
Monday	Away	Johnson & Wales	1:00 P.M.
May 1st	(Louisquisset)		
Wednesday	Home	Dean J.C.	2:30 P.M.
May 3rd			
Thursday	Home	Leicester J.C.	2:30 P.M.
May 4th			
Friday	Away	R.I.J.C.	2:30 P.M.
May 19th	(Triggs)		
Saturday	Away	Leicester	10:00 A.M.
May 20th	(Leicester Hill Country Club)		
Thursday	Home	Johnson & Wales	2:30 P.M.

May 25th

All home matches will be held at Triggs Memorial Golf Course - Providence, R. I.

Coach Tom Drennan

## Would The Real Dr. Gauvey Please Stand Up

While we can understand that Dr. Gauvey can not and should not come and introduce himself to each individual student, we do think that he should at least make himself known to the student body.

A vast majority of the students in this school could not identify Dr. Gauvey. It seems to be the policy of the administration not to be seen by the student body.

Would it be too much of an inconvenience to Dr. Gauvey and Dr. Salantino to drop in on one of the social events run in the school. We have been told that this is not their job, but rather that of the Dean of Students. We realize, that it is not their job to do these things; we feel that they should want to meet and know the students of the school.

For The Students:

Dr. Gauvey is the man who arrives in a Volkswagen. He wears a grey raincoat, is tall, wears glasses, and carries an attache case.

Would the real Dr. Gauvey Please Stand Up!

Chet Welch

## Will They Ban The Banana

For years scientists have tried to find out why monkeys like bananas. The secret is out. They've been "turning on."

The ever increasing cult of hippies who illegally use marijuana, LSD, and other related drugs to alter consciousness, claim to have discovered a legal way to expand their minds. Their method is to scrape the pulp from the peel, bake dry the scrapings and smoke them.

The Wall Street Journal carried a front page story, March 20th, in which it quotes Mr. Green, whose wife Barbara, wrote the controversial play MAC BIRD, as saying that not only is the banana legal but that it can never be made illegal because "The international banana-traffickers (the United Fruit Co. and its agents) have the power to block any banana suppression measure. And besides that, what legislator would dare to affix his name to 'the Banana Control Act of 1968'?"

Peter Taylor

Mal-we know your Chickenman



## INSIDE THE POLITICS CLUB

What is the purpose of the Politics Club? Bob Monroe, President of the Club, "it is to educate and enlighten the student body about the world of politics, to bring speakers to inform students about the more significant issues of the day, and to exchange ideas."

Exchanging ideas is a must for a successful club, especially for a political club. How do we do it? There are many ways but the significant are first: invite speakers, second: discussions with speakers, third have teach ins. When all three are combined, we call then the External part of the club. If these three operate successfully, like they have, they strengthened, what Bob Monroe says, "the internal part of the politics club."

Let's look at the external part of the club more closely. "To invite speakers is one facet of the external part of the Politics club." "Furthermore we have done it," says Bob Monroe. We invited all three Congressional candidates to speak.

Perry made his appearance March 15, 1967, and Tiernan March 22, 1967. Tiernan's speech was televised on N.B.C. and many students were elated to know that R.W.J.C. made the Chet Huntley and David Brinkley news report.

Again keeping in mind the purpose of the club is to exchange ideas we had a teach-in. Mr. Bucci and Mr. Davis, both instructors at R.W.J.C., gave their militant views on the Vietnam crisis on February 27th. Their audience was the Politics Club and many interested students. Mr. Bucci accepted the governments views on Vietnam and Mr. Davis questioned our presence in the country.

Certainly the representatives and the students exchanged vital information and ideas.

Furthermore, some students thought just because you're anti-Vietnam you're a "PINKO" or COMMUNIST. Now many students that I have spoken to have come to the realization that this is true. Some students thought previously that Mr. Bucci, "HAWK", was a war monger.

Now, most students believe that Mr. Bucci and Mr. Davis are "OWLS." This term was originated by Senator Fulbright. Presently the students are trying to take realistic view-point

about the problem in Vietnam. The realistic views are initiated by an exchange of ideas.

"To insure a constant exchange of diversified ideas we need more speakers," says Bob Monroe.

One of the speakers is Prof. McLoughlin. Prof. McLoughlin has been a member of the Brown faculty since 1955, and is a Professor of history, specializing in social, religious and intellectual history of the United States. Another guest speaker who has been asked by Bob Monroe is Representative Low of the 3rd district in Providence. If he comes, he will speak on his bill that is in legislation now (H-10-69). This bill hopes to reform the Abortion laws in the state of R.I.

--Ron Hourihan

## Pre-Register For Summer School

Beginning May 15, students may pre-register for Roger Williams Summer School in room 7 & 8 (Area Co-ordinator's Office) at Pine Street, Monday through Friday from 8:30 to 4:30. Catalogues will be available in a week.

Mr. Rizzini, Director of Summer School, stressed the importance of registering early. It is advantageous to both the student and the college. As soon as enough students request the same course it will be incorporated into the final schedule.

Early registration is an indicator of courses needed and helps the school plan courses for summer school. At the same time, the students will have an early guarantee that the course they are requesting will be offered and they need not look elsewhere or worry about cancellation.

The school meets Monday through Friday mornings and evenings. Each student may take 4 courses during the summer. The fee is \$25 per semester hour which is \$75 per three-hour course.

Besides offering courses for students now at Roger Williams, remedial courses will be offered. These courses can remove the entrance requirements for prospective Fall students.

## SENIOR CLASS MEETING

On April 14th the Senior Class met with Dean Piazza in the auditorium to discuss Senior Week and to elect an executive committee. The following were elected: Dean Piazza, class advisor; Chester Welch, President; George Richard, treasurer; Judith Pickering, secretary; Peter Taylor, social chairman.

In discussing the financial aspect, Dean Piazza said that graduating seniors are required to pay a \$15 fee for graduating exercises. Dean Piazza also announced that the student council had commended \$10 per senior to aid them in their enjoyment of Senior Week.

In addition the senior class voted to assess themselves an additional \$15 for social activities.

The Senior Class also decided to give any senior who did not wish to participate in Senior Week activities the option of signing a notice which expired

Friday, May 31, 1967; however, all seniors are encouraged to participate in the week which they will remember for a long time after it is over.

## President Meets With Students

Dr. Gauvey has been meeting with a group of interested students at their request. The students requested these conferences to discuss the future of Roger Williams at Bristol, the curricula, and the future of education itself.

These conferences are open to all and each student is encouraged to come and participate. The next meeting will be held Wednesday, May 3, from 12:30-1:30 p.m. in room 24.

## ANTI-WAR DANCE HERALDS RALLY

Tuesday night, April 11, Rhode Island School of Design sponsored a free dance to call attention to the anti-war march and rally held the following Sunday in New York and San Francisco. Donation were given to help finance transportation to New York and to support pamphlets protesting the war. Donors were given anti-war buttons.

Entertainment was provided by

## PUB SERVICE SEMINAR

Robert P. Munro (President of the Politics Club), Terrance L. Selle, and Sylvester Teixeira all members of the politics club, participated, April 15th, in a special conference on public service in America which was held at Brown University in Providence under the joint auspices of the Republican National Committee and the Republican State Central Committee of Rhode Island.

The conference was part of a nationwide program, entitled "Opportunities, Unlimited", which seeks to demonstrate to young Americans that they can exercise a positive influence on public affairs by choosing a career in public service and by becoming active in a political party.

While the purpose of the program is to persuade college students who have shown a potential for leadership to adopt the Republican Party as their instrument of political expression, those attending the conference reflect a broad cross-section of viewpoint and experience. Participants were chosen on the basis of recommendations offered by deans, faculty members, and officials of student organizations at colleges and universities throughout Rhode Island.

Governor John H. Chafee delivered the Keynote Address at the "Opportunities, Unlimited" Conference and United States Senator Hugh Scott of Pennsylvania issued "An Invitation to Political Leadership".

Other speakers were Republican State Chairman Howard E. Russell, Jr., Massachusetts Congressman, F. Bradford Morse, and the Honorable George Bush, newly elected member of Congress from Texas.

Seminars were held concerning career opportunities in Federal, State and Local Government, the Mass Media, Private Sector Public Affairs Programs and Social Service, Government and Private International Programs, and the Academic World.

R. P. Munro President of the Roger Williams Jr. College Politics Club

## Sen. Pell . . .

(Continued from page 1)

Senator Pell will personally present the first annual "Pell Gold Medal" award to the outstanding student in American History. The Medal will be given to Roger Williams annually in memory of Senator Pell's father, the late Herbert Claiborne Pell, who was for many years a Congressman from New York's "silk stocking district" and was minister to both Portugal and Hungary during the administration of Franklin D. Roosevelt.

various students bands improvising a form of "Psychedelic Music". The theme of MAKE LOVE NOT WAR was given graphic vividness by boys dancing with each other and frolicking about on the floor.

Although spontaneity and expressive dancing reigned through out the evening, bewildered police stood by unneeded as there were no disturbances to mar the evening.

## Students To Grade Teachers

For the first time in the history of Roger Williams students will get a chance to appraise their instructors.

The Dean's Office has formulated a questionnaire in which all students will be asked to evaluate their present college courses as well as the effectiveness of their instructors.

The purpose of the questionnaire is to enable the instructor to better fulfill the needs of his students in each particular class.

Students will be asked NOT to sign them. Since they are for the benefit of the instructor only (none of the administration will be allowed to see them) it is hoped that students will answer the questions honestly and thoughtfully, in this way both the instructor and the student will profit.

## Baroque Music In Art Class

Mr. Lewis Garland Davis, Moses Brown music teacher and glee club director, spoke on March 30th to the Humanities 10 class on the interrelation of baroque music and art.

After giving a brief history of art up to the baroque, Mr. Davis discussed chiaroscuro, or the dramatic contrast between light and dark, loud and soft, clear and obscure, found in the paintings, sculpture, and music of the era, and on the concerto, which he called the most important musical form evolving from the period. The concerto, he said, is divided into three parts, which are best described as the "happy" section, the "solemn" section, and the "dance" section.

Mr. Davis, who attended Florence University in Italy, returns to Europe every summer to study music. Before coming to the preparatory school, he was a soloist for the Boston Symphony. He is the fourth in a series of speakers for Mrs. Spencer's class, the others being Mrs. Julian Gibbs, assistant curator of the RISD museum, on wood prints; Mrs. Alphin Gould, on sculpture; and Mr. John Meunch, director of the Fine Arts program at RISD, on graphics.

## NOTICE

A tentative list of June, 1967, Graduation Candidates has been posted on the Bulletin Boards at both Broad Street and Pine Street.

If your name does not appear on this list, or if it is on the list but is preceded by an asterisk (\*), please see Mr. Nelson in room 205, Broad Street, PROMPTLY

## DEAN'S LIST

Donald W. Armew, Brian Balsofiore, Thomas A. Barbar, Earl F. Becker, David R. Berndt, Dorothy E. Blomquist, John T. Bowers, John Q. Byrne, Edward K. Cain, Ronald L. Caldara, Aurie J. Card, Richard P. Cashman, Gerald Castellucci, Peter L. Cerbo, Jr., Richard E. Clanpin, Roy F. Clements, Daniel Cliff, James E. Cordeiro, Stephen J. Couto, Michael W. Cote, Francisco D'Amaso, Robert Danella, Roger S. Davis, Romeo R. DeAngelis, Ronald O. Deming, Edward T. De Pastina, Richard Domenicone, James A. Dorenkott, Jr. David C. Durfee, and Joseph M. Egan.

Also, Anthony Fasolino, Albert J. Ferland, Jeannette Fraser, Alvidas J. Gervelis, Michael J. Glover, Michael C. Grinnell, Irwin Gross, Frederic Haas, Edwin B. Hall, Robert J. Halligan, Dennis P. Hallworth, Peter R. Kelly, John E. Kenney, Beverly A. King, Richard M. Kosten, William E. Kreutel, Ann J. Kroll, Theodore A. La Chance, Edward J. Lefkowitz, Robert G. Leonard, Vincent R. Letendre, John L. Lopes, Jr., Clemente R. Marrese, Lincoln E. Marsh, James F. Mason, Jr., Paula J. Messier, Gilbert P. Moore, Michelle E. Morin, Sharyne M. Mulligan, and Robert P. Munro.

Also, Arthur J. Napolitano, Paul V. Materia, Joseph F. McNerney, Jr., Paul H. McLaughlin, Elva Nevins, Eugene F. Nichols, Jeremy Novak, Robert S. Ortoleva, Matthew J. Osajaca, William Ostiguy, James R. Pannozzi, Charles P. Pantelakis, William Paone, Alan Perl, Richard W. Phelps, Judith Picerking, Paul Pierdominici, Joyce Pleasant, Robert Pompei, John M. Racofsky, Michael F. Rastelli, Bruce Richardson, Barry C. Rosenberg, Stephen Sadler, Gregory J. Shannon, Robert Schultz, Peter W. Scull, Terrance L. Selle, Lucian Simone, Craig D. Smith, Richard M. Smith, Thomas Smith, Lynn R. Snell, Harold P. Sock, Philip Sock, Robert S. Sparrow, Hermann C. Spiegel, Ronald Stanzions, Bruce Sullivan, Joseph H. Sutcliffe, and David L. Sweetland.

Also, Richard Tallo, Paul J. Temple, Earle E. Thurber, Walter F. Toolan, John T. Turcone, Francis R. Underwood, Carol L. Weavill, Richard C. Whitman, George E. Wiegand, Leonard Winiarski, and Pasquale Zompa.

3.00 (B Average) - not more than one "C".

for a review of your Academic Record.

April 26 is the last day which bids will be submitted for construction of the Bristol campus. The bids will be considered, a contractor chosen, and construction will begin.

The college is in the process of developing a proposal for a Senior division to the college. Sometime this spring the proposed program will be submitted to the State Department of Education for evaluation.

The academic program at Roger Williams has recently been recognized, for its excellence. Students transferring will find that most schools will accept all of their credit (c's or better) for transfer. This is because the program here has been evaluated and is considered on equal footing with some of the finest institutions in the country.