Wilde Resigns As Dean For Position In Florida

By David Lewis

"Dr. Edwin F. Wilde the Dean of the College announced on December 3rd that he had formally resigned from this position effective June 1, 1979. He will be succeeded by Dean of the Faculty at the University of Tampa in Florida. Tampa University, a business and liberal arts school, is once a strongly agricultural one that is now changing its emphasis to academics. "That interested me," Wilde said and that type of challenge would be one of the challenges I would look for."

"I'm sorry to see him leave Roger Williams after his many years of productive and efficient service to the institution."

President William H. Rizzini said when learning of the resignation, "I have enjoyed working with Dr. Wilde and have supported the marked improvements in academic areas which were developed during his tenure."

"Dr. Wilde will continue to serve as Dean of the College in the interim period. Plans for a search will announce at a later date" said Rizzini. "I know that all of us in wishing Ed and his family happiness and success in his future endeavors."

"I'm going to miss a lot about RWC," said Wilde. "I've grown to know some people very well. I'm also going to miss working with the admissions people. We've done so well lately it's hard to walk away from success."

Wilde also said he was going to miss the Open Division. "Tampa doesn't have one but I hope the faculty there is interested in changing and in becoming a better academic institution."

Wilde's accomplishments at RWC include having "the academic program delivered by improved faculty improved students" and the Honor Society which Wilde said is "a sign of a quality institution."

According to Wilde his major failure was dealing with unions. "What I tried to do was build a sense of community," Wilde said. "However, I don't know how to get along with unions to build a sense of community."

Wilde said he had some definite advice to give to his successor. "I would indicate that the importance of acting in a way is to be respected. People need a person in this position they can respect and trust."

The University of Tampa is an institution similar in many regards to RWC said Wilde, saying that "Tampa has a business and liberal arts division, a strong academic arts division and about as many students as RWC."

Eleven Months of Talk End in Settled Contract

By Bill Winter

An all-night bargaining session Monday, December 3, ended 11 months of negotiating between the RWC administration and clerical unions and resulted in a new contract both parties say they are satisfied with.

The contract, which has already been approved by the college's Board of Trustees, calls for clerical workers to receive an increase in pay of $500 on December 4, retroactive to July 1, as well as an additional $500 on February 1, 1980, and $1000 on February 1, 1981. Vice-president

Robert McKenna said this works out to an approximate 10 percent increase in salary.

The contract also reduced the staff's work week from 37½ to 35 hours, increased their vacation time, and decreased the length of time needed to be eligible for tuition remission from two years to six months.

Both parties attribute the length of time spent in negotiation to the fact that this is the first contract between the two. "The first contract is always the most difficult," McKenna said. "It is not unusual for it to have taken so long," President of the staff union, Donna Bellmore, agreed, and said, "I speculate that when negotiations resume for the second contract, we don't have an 11 month session to look forward to."

Despite the occasionally bitter nature of the negotiations, which resulted in several strike threats by the union and missed bargaining sessions by both parties, the two sides claim there is no lingering resentment.

"The relationship (between the union and administration) is very good," McKenna said. "The Administration intends to live up to the contract and I assume the employees will as well."

"The contract has provided a better understanding between the administration, the College and the Association (of Clerical Workers)." Bellmore said. "The contract concerned itself with the needs of the Association, and by
What do you like best about Roger Williams College? Or about the Providence area? According to a recent Quill Survey, 28 percent of the 81 students surveyed said that the quality of the school is its size. Explained one senior, "You get to know people better." Another student said, "It's easy to find from a small town and this is like a community. It makes the transition from high school easier.

One theatre major said, "I don't like a minicourse when one professor was asked, his response was, "Even been in the service? They treat you like a member; here you are an individual." One resident of the first floor said, "Everyone is like a family on the first floor." One senior said, "It's easier to communicate with the professors." And another added, "The small teacher-student ratio is uppermost in terms of the teacher's ability to set up as a modern school." Other statements included, "Everybody's friendly; they'll all help when possible." One creative writing major said, "Everyone is concerned about students and they're satisfied that he knows the party atmosphere because he likes getting wasted.

Two percent of those students surveyed said they liked the Fine Arts Division best. These comments were made by seniors, freshmen or transfer students. A few students were interested in the creative writing major, who said, "They have good plays, readings and art shows." Another art major said, "You can learn more here, because interaction experience is more -- not just something you have to do.

Another seven percent said the best thing about the college is the social events. One student enthusiastically said, "The student social committee does a great job." One junior said, "It gives me a chance to grow other than in classes.

The survey consisted of 120 anonymous comments, one by a student senator, "I love the athletic facility on campus," said another. A community major said he would do "worse things than forgetting what they did." One student had the best about Roger Gluck, "I wish there wasn't initiative of individual students which brought about the new hours.

A Rhode Island resident said that the "rugs at Almeida. The colors match wonderfully." One freshman business major said that what he liked best was "partying." Another said, "It's the only thing that goes on here.

Only one student, a junior law major said what he liked was, "Nothing. I'm leaving.

A majority of the students surveyed said their favorite aspect of Providence and Newport is that it is small. One person said, "I like to look at the blue water." Another said, "I am especially interested in the morphology and nature of the area."

Seven Free Non-Credit Courses Slated To Begin Spring Semester

Seven non-credit courses, offered for interest and relaxation are slated to begin spring semester if the support the college community has shown, casts. The courses, which are part of the Fine Art Program, will be offered at no cost during afternoons and evenings.

Planning for the courses is with some of the members of the college community has shown some, looks. The courses, which are part of the Fine Art Program, will be offered at no cost during afternoons and evenings.

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By David Schauer and Vera Eisinger

"Infiltration蟶ed into school last
Wednesday's Handicapped
Awareness Day to help the
administration and students
maneuvered themselves around
campus in wheelchairs and
handicapped carts. A personal
was set aside for students and faculty
to become aware of the problems faced
by the handicapped; and consisted of
film, talks, role playing, displays, and a
dinner designed to a special message.

A wheelchair user began the day.
Everyone had trouble as the onet
they learned to turn the wheelchairs
and tried to stop them. The ex-
ception was Sophomore Eric
Crowell, a handicapped student
well versed in wheelchair strategy,
who headed up the tour.

Ken Osborne, a member of the
Governor's Committee on
Employment for the Handicapped,
began the unit, stating: "We are not
to point out the problems
that exist, that's already been done.
We hope to make students aware of
these people by seeing them from a
different vantage point."

These barriers were made clear at the
beginning. A person in a wheelchair
in a public place cannot go through
toilets, cannot go into lobbies of
the design of the buildings.

Ramps leading to doorways are so
steep that a person must stand
behind the wheelchair in prevent it
from rolling back.

Once inside the buildings, the
problems multiply. A person in a
wheelchair cannot reach the
telephones, even if the
buttons are on hand, unless someone is
to assist them. A person in a
toilet is locked in for an
difficult, if not impossible, time.

Dean of Students Karen Haskell
had a problem entering the
women's bathroom in the classroom building.

"As I arrived, the door was locked. A person
in a wheelchair cannot get
inside."

Haskell added, "I kept looking at
my feet; I didn't feel they were
moving because they weren't mobile to one
side." She was usually referred to walk
gently.

Buses on the four year give wheelchairs
disabled facilities for
involuntary treatment. There is a workshop for the mentally retarded.

In LH 128 the film, "A Different
Approach" was shown. Comedy was
used in order to get at the problem
handicapped people have to face.

One scene in the film showed how
e different handicapped person could
function and contribute to the goal
as a working member of society.

The last scene in the movie, which
showed Apollo astronaut landing
in the moon, once a minus a in a
cap and a knapsack reading. One
giant leap for mankind."

In the Bayroom, the Children's
Theatre workshop presented the skit
"WHY ME?" showing the problems
faced by a girl with multiple
sclerosis and her first day meeting
her roommate at college. Students
from the Theatre Department
played the various roles.

In the cafeteria during lunch, the
Peer Counsellors provided splitpins,
blindfolds, and wheelchair in order
to umulate the handicapped ex-
perience. One woman in a blindfold
kept running and very fast. I'm glad
there was someone to guide me.
I don't think that I could ever
have made it on my own.

RWC is trying to become a center
handicapped education in
Rhode Island. With this in
mind, a lecture was given on being a
Personal Attendant for the
handicapped. PCA gives medical
care and generally for a hand-
disabled person adjust to society.

Some of the students at the meeting
were involved in role-playing, acting
out situations that were likely to
 occur between a PCA and a PCA.

Some situations varied reacting to
the depression of a newly
handicapped person, coping with
social stigmas, and motivating a
handicapped person to do as
much as they can by themselves.

In LH 129, a lecture was given by
Alice Chaloin, who has multiple
sclerosis. "There are more than physical barriers to overcome when
you are handicapped."
The said.

"There are also psychological
barriers. Knowing that you are
handicapped is something you
have to accept, other-people and their
students are harder to face. If
they see more handicapped people,
they would feel more comfortable
around us."

One thing that Chaloin pointed out
was that the media never shows
handicapped people, others on television
or commercials. "Sure, they
may be a more in a special showing
someone handicapped but that only
takes care of the problem for the
people living. People feel bad for a
short time and then they don't think
about it until the next special ap-
pears. Telethons are good because
of the money they bring in, but the
one thing handicapped people don't
want is pity. Telethons show too
much pity."

"I thought the day was a
tremendous success," said President
Riniel after it was all over. "It
achieved a large percent of the
college population aware of the problems
of the handicapped."

"I'm still going on until the hostages are
freed," he said.

"It's a very good idea," agreed
WRGGE General Manager Rich
Heckman, "because it shows
unity in Rhode Island. It shows
Americans are concerned."

The WRGGE armband campaign
received extensive local and national
media coverage which both Joseph
and Peter Bariel was applauded as good
for the college.

John Saviano's
Village Toyota Peugeot
CHRISTMAS CHECK-UP
Any Make or Model
Fall Gift to all Roger Williams
College Students and Staff
AT NO CHARGE
We Will
CHECK Hoses Exhaust
Fan Belts Heater
Radiator Defroster
Tires Anti Freeze
You must call Bill for an
appointment at 253-2104
FREE
A complete set of
Nippendenso Spark Plugs with
your next tune-up

FOR TOYOTA OWNERS ONLY
WITH COMPLETE TUNE-UP

Bring coupon and college I.D.--
and remember, if you need repairs
for any kind of car, REMEMBER

only 2 Miles North on Rte. 136
VILLAGE TOYOTA PEUGEOT
705 MUTACOM AVE (RTE 136)
BRISTOL, R.I.
EDITORIAL

Trying Is Important

When politicians run for office, they have a tendency to make some outrageous promises. Common themes are lower taxes, more services, better leadership, honesty, devotion and a part in group. As a show of support for the Americans held hostage in Iran. Although this movement will obviously have no real effect on the outcome of this complicated international situation, it was refreshing to see for several reasons.

First, anytime someone takes an active stand on an issue that affects all of us, it shows an encouraging amount of concern—a concern that is important if a community is to remain viable. Second, in a situation such as this one, where potential for violence is ever present, a campaign that stresses peace is most welcome. It cannot blot out the reality of incidents of violence at other colleges, but can show that not everyone will be caught up in the web of hatred.

Finally, a movement that stresses unity—especially in our increasingly fragmented society—must be met with a sincere thanks. This is especially true since this unity is not based on mutual hate, but a shared sense of caring.

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Editorial and Opinions

Just Around The Corner For WROG

WROG now faces what could be a turning point in the station's history. At the end of this semester, the station has completed its first year of complete programming. We now have reached a plateau of sorts in the programming of a new transmitter for the old dorms and the expanding of the \"Studio B\". We have extended the limits of broadcasting on this campus. The new equipment will be installed next week.

We spent almost all the money allocated to us by the Senate and have very little left for operational purposes. Last year's Senate didn't hold WROG in high regard, so we got only $5,000 of the original $10,000 we requested. This year's Senate had a surplus of last year's budget and WROG worked hard to get it here to the station. Our long term plans include eventually changing from AM to FM educational broadcasting. This is going to take almost two years to accomplish.

The legal proceedings involved in getting a license from the F.C.C. are long and tedious. WROG needs $3000 to complete the first part of the long journey towards F.M. The eventual cost of the conversion could range as much as $20,000 to $30,000 depending on how the F.C.C. rules.

Commentary by Richard Heckelmann

In the meantime we have two years where growth is limited to expanding A.M. Many upperclassmen at Almeda asked us why we couldn't broadcast over there. My answer is we could very easily. We have calculated costs of setting up Almeda Courts at approximately $2,500. WROG cannot at this time afford such an expenditure that was one half of our original budget for the year.

If the College plans to sell Almeda Courts in the future, equipment could be installed in any building be college occupied or sold. We could develop a transmitter which would connect students with the mainstream of events at R.W.C., and provide programming especially tailored to the vital information on what is happening at R.W.C.

WROG also needs $1,000 for operational services, such as maintenance, reports and small either relations of this close improvements. We at WROG are a very small group that spend a lot of time and effort into the station in the past, and will continue to do so in the future.

If the Senate can provide the station the money to buy the tools we need, we can provide you, the student body, a great radio station now and an even greater station in the future.

Letters to the Editor

Fresh Parking Is Just Fine

Dear Editor
This letter is in response to the commentary which appeared in the November issue regarding the problem of freshman parking.

First, I must agree with Cynthia Schnell that the walk from the north campus parking area is a long one indeed; especially after dark. But I also feel it would be a wrong move if we were to close the commuter parking area into a freshman lot.

Do you realize that RWC is one of the few colleges around today that allow freshmen to retain cars on campus? Although many will disagree with me on this point I feel that freshmen should not be allowed to have autos on campus. Many students forget all too quickly we lost several fellow classmates to our favorite mode of transportation—there.

As a Freshman I owned a car back in New York but my parents would not permit me to bring it to R.W.C. I look back now and can say \"This was the right decision for me.\" My decision was a wise one.

Freshmen are my field of interest and of my four years here as far as I am concerned has not been more rewarding than the past two years. It is my field of interest and the majority of classes are the right choice for me and most of the time I had were good ones—sometimes too good. By this I mean having a great time at a party on campus then thinking nothing of popping behind the wheel to head down to Newport for a few more drinks.

For some it seems the accident to prove just how dangerous drinking and driving are but surely it takes maturity to realize when one is too intoxicated to drive. This maturity I feel is lacking in many of the freshmen not only here but at every college.

Parking has always been a problem here at R.W.C. at least as far back as I can remember. Believe it or not there are solutions to this problem.

With the money gathered from parking stickers the school could do this:
1. Transform all the parallel parking spots in front of the student center and move them into \"head-on\" parking spots, thus creating more spaces for cars.
2. Pave the dirt parking lot south of the new dormitory, also provide adequate lighting so more of us will want to park there.
3. Pave the grassy(usually muddy) area across from the physical plant, this will also create more parking spaces for cars.
4. Eliminate the excess faculty-staff parking spaces. It is rare that all these spots are filled.

Finally, I think that it would not be either possible or feasible to allow the freshmen to use the commuter lots after class hours. How could you guarantee that all the freshmen would not be out of the lot each morning by 8:00 Am? Is this a realistic approach? I didn't think so.

Concerts deserve the right to park on campus, afterall we are a part of the college. The majority of commuters being upperclassmen, the concerts here at Roger Williams, we deserve a fair break also.

Sincerely,
Linda J. Reicht

The Closest Encounter

Dear Editor,

After asking R.W.C. students, \"What one thing would you like to see changed at R.W.C.?\" I would like to express my opinion; on what I'd like to see changed. For some time I have noticed that college students are liberal in sexual and emotional relations look more realistically upon. Malan can be sexually promiscuous and not receive a undesirable reputation. But, if the female counterpart of the student population were more sexcually compatible with more than one male, she is \"pegged\" a slut.

In no way could someone the concept that men should also get a bad reputation. This is what I think that students who look down on active relation look more realistically at their own. They should take the total experience all students to experience college life that has not been learned, and to know new relationships.

One way of relationship is the intimate, short term relationship with no strings attached. This is a new concept. Many students have been to R.W.C. as there is place at all colleges, since these schools are fast paced environments in which students strive for security, while attempting to complete an education.

Respectfully,
Richard L. Gluck
Senators' Campaign Promises Weren't Completely Kept

Continued from page 1

anything," he said. One Senator who admitted not being able to do what he had planned was Douglas Gingerella, who promised he could help the Senate resolve the problem of "not really considering the student body as it when they make their decisions."

Gingerella said he has been unable to do this, but for reasons not of his own making. "I think the Senate has targeted," Gingerella said. "It's a representative body that thinks very highly of itself and gets little accomplished."

"There seems to be a lack of unity on the Senate," said Gingerella. "Tension has prevented individual senators including myself, from getting things done," he said. "People are fighting each other."

Freshman Brian Mullin also admitted to trying only half of his campaign promises in his platform. Mullin noted some of the problems he believed he could fix in the Senate. "I've been to many club meetings and I have noticed that participation is lacking," wrote Mullin. "Also, the security on campus has much to be desired." To improve the clubs Mullin said, "I'm trying to get people more interested by talking to people."

However, implementing the security, Mullin admits, "I haven't done anything yet." Another freshman Senator, Ray Tedesco, thinks he has been able to do some things. "I have served students to their best of my ability." As proof, he points out the extension of the library hours and his upcoming work on a school newspaper.

"It's harder than you anticipate at first," of course Tedesco said. "I'm pleasantly surprised to find that. That theme was echoed by Karen Croake, who said, "I was very idealistic—ignorant of the methods used when I first joined the Senate. I wish I had been able to do more!"

Partly because of this, Mullin said, "I was completely disillusioned with my campaign." Mullin had been using extensive amount of time on non-scholastic, non-academic activities. "I have found it was not the place of the campus."

"It was determined by the Engineering Council for Professional Development (ECPD) that the old labs were too crowded, and that it was necessary to add more labs," said O’Connell. "With the help of Nott (Director of the Physical Plant) and the backing of Dean Wilde, we began building last summer.

"Since we’re trying to improve and get accreditation, we put in the funding," said Dean of the College, Edwin Wilde. The members of the engineering department submitted a proposal to the administration, Wilde said, and ‘when they do that, you usually get it.”

"If you want accreditation, you have to have labs,” said Wilde, pointing out that BWC is currently at the candidature status for accreditation.

The labs, which opened partially for classes this semester, will be full operable by the Spring Semester. The electrical lab is currently being wired, but should be ready in time for the next school year when the union threatened to strike if a settlement was not reached. A partial settlement was agreed to, and the negotiations continued.

In October, a finalized agreement was presented to the rank and file of the union for approval. When they voted yes, the union had been back to the bargaining table, and reached an agreement on December 3, the day before the deadline set by the union. Had a final agreement not been reached, the union had been set to walk out on strike. Now that this dispute has been settled, the administration can turn its full attention to contract talks with the recently formed maintenance workers union, and the faculty union, who’s contract is up for re-negotiation shortly.

In his campaign platform, freshman Senator Wally Ramos stated a desire to improve the bus service to the Bristol Motor Lodge and improve the parking situation for on- and off-campus students. After one semester, Ramos said he has done half of that.

"The bus schedule has been changed," said Ramos, "and that plan, almost completely eliminated the red tape."

"I've attempted to ease the parking, and failed," said Ramo. "It's not the easiest thing in the world, but it's been approved and is now in the process of being done."

"I’ve looked back on my three months in office, however, Ramos has no complaints. "The most significant thing I’ve said is, ‘Except for the parking, I’ve just about everything as accomplished."

Not as successful was Jeffrey Tucker, who had written, “My major campaign promise is to have the Student Senate force all clubs to write into their constitutions a clause that would open communication between clubs.” Tucker now admits he has been unable to do this. "After talking with another higher official of the Senate, I found it was not the place of the Senate to force clubs to talk to each other,” Tucker said.

Despite this failure, Tucker is not disappointed with his overall performance. “I'm satisfied because I have been able to bring about subjects that most Senators would rather not hear.”

Energy Council Formed

In an effort to alleviate energy waste, RWC has formed a college-wide energy council in an effort to make recommendations and to implement procedures to conserve energy on campus.

According to the committee’s chairman, vice-president Robert McCormick, the college will conserve energy by cooperating with local, state, and national energy conservation groups.

"As we are all aware, perhaps the most prominent of these is the current crisis that the U.S. will face over the next decade. I think it is important that RWC, one of the nation’s leading liberal arts institutions, join the rest of the nation in finding ways to conserve energy," said McCormick in a memorandu he sent to the college community.

The committee, which has met several times, feels that it would be productive to introduce conservation methods on a building by building basis.

"For example,” said McCormick, “committee members have been asked to become chairpersons for a group of individuals who will be able to assure that our energy consupisons in every building on campus reaches a minimum. We will be responsible for introducing energy conservation methods.

Students with letters from their building committee chairpersons will be able to do what they can to conserve energy on campus. The committee is also planning an Energy Awareness Week which will be held on campus during February.”

The energy conservation committee chairpersons are Mark divorce, Science-Business Building; Phil Sterken, classroom building; William O’Connell and William Grandarge, fine arts building; Rebecca Titley and Peter Spadaccini, library; Gingerell Ebel and William O’Connell, dorm I and II and the nick site; mottle Boyce and William O’Connell, Administration building; Robert DeAndrea, Bristol Motor Lodge; David Maloney and Peter DiSarro, student center; Bar Sciavio and Robert McCormick, administration building; Jim Thompson, Quinn Point; Tom Mack and Edwin Wilde, Fulton campus-evening division.

Students who have comments and suggestions of how the college can conserve energy are encouraged to contact Robert O’Connell, director of student services.

Uihlg Resigns From Senate

For the second time this semester, the Student Senate has lost one of its members. Senior Don Uihlg resigned from the Senate effective November 27. Uihlg cites “personal” reasons. Uihlg’s replacement will be Wendy Stephens, who was the eligible runner-up in last semester’s campus-wide election.

Uihlg refused to elaborate on the reasons for his resignation, saying, “I don’t think I have a place to comment on the strengths and weaknesses of the Senate.” However, Uihlg did say, “I see a lack of significant issues on campus and a lack of issues that need to be dealt with.”

Let’s not blow it, America.

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Ben Carr: Asking Tough Questions About RWC

By Jacqueline P. Morik

"I'm just an average Joe," replies Ben Carr when asked about himself. But, students, administrators and fellow faculty members who've ever come in contact with him, know differently.

Ben Carr came to RWC the year the college moved to Bristol, 1965-66. "A friend of mine had a cousin that went to school here, and told me that they were looking for a black business instructor. So, I came down and got the job. I knew nothing about the college then, and I was surprised."

Many caps are worn by this man who is Assistant to the Dean of Institutional Research: "The school has decided to do research about itself. For example, about the nature of students, where they come from, and are they happy here. To improve our educational system here, the college must gain information. Carr is also advisor to the United Minority Coalition (UMC), the Business Club and the Yearbook Staff. Once an advisor to the Affirmative Action Committee of RWC, Carr felt because feeling of relevance was or is being done. Three individuals have shown interest in this kind of thing, but, all has gone for naught. All talk and no substance." For those who think they've never seen Mr. Carr, think again ... he's the only black instructor at RWC since the summer of '70. "A friend of mine had a cousin who came and got the job. I knew nothing of their needs, of the concept of equal opportunity, but, I knew there was a group concern can be raised. Whereby it reflects the opinions and views of the individuals of the group."

"Why hasn't this institution undertaken a full time Equal Opportunities officer? It's not necessary, because they've filled so many other positions in the past five years."

"Can anyone in this institution substantiate the claim that RWC has made progress in Affirmative Action and Equal Opportunities? We've regressed if we've done that!"

"Why has the Affirmative Action Committee been presented with so many barriers when they have been trying to put the college in line?"

Why have these individuals involved been so insensitive to the needs of Equal Opportunity and the requests of the Affirmative Action Committee? And, why is there no stated Affirmative Action policy for students? Students who commented on Carr as an instructor, used the word "hard" in almost all of their sentences.

"Hard," laughs Carr. "I'm not hard. I think I do work students, and on a relative scale to other teachers. I do give more work. But, I don't give work that is beyond natural type." Carr's philosophies on life is that "Life is a holding pattern in orbit that we maintain between life and death. And, I think that our individuals have to determine how they will best satisfy themselves in that holding pattern while we carry on as an individual, such that when I leave this orbit and go on to death at that junction, and my orbit is evaluated, I can say that it was one that I made. If I go to hell, it will be in my own cot, and not one that someone else made."
Poet Charles Simic Visits Creative Writers

By Darlene Mikula

Charles Simic, third and final writer brought to campus this semester by the Creative Writing Department, spoke on Wednesday, November 14. He first met with students of ENL 205A, "The American Story," at 2 p.m. and then read later that night at 8 p.m. in LH 120.

Charles Simic, who teaches at the University of New Hampshire, was born in Yugoslavia in 1938. Educated At New York University, Simic was married and the father of two children. This month, Charles Simic's third book in the Brazilian Series of Poetry, Come a Place Lit by a Glint of Moon (St. Mark's Press) and Disainting the Silenae (1971) which inaugurated the series.

First he told a personal story of how it begins with five pages created by kayak Pirok Pirok. Simic said, "there is no poem or stone is being noted (hand. What the Grass Says, 1967). He has also published numerous tracts of French, Russian, and Yugoslav poetry, and co-edited with Mark Strand Another Republican, an anthology of nineteenth European and South American writers.

In 1976, he received a $3,000 award from the American Academy of Arts and Letters and The National Institute of Arts and Letters. He also received the Edgar Allen Poe Award, the PEN. In addition, Simic is a member of the Guggenheim Foundation.

When asked what the purpose of his poetry was, Simic said "I don't know what I want to communicate to the reader, but I'm sure about human history, history, historical predilection to communicate something about the human history of the condition."

\[\text{\textit{Ch VIDEO: Commencement}}\]

Charles Simic's most recent book, The Axioms, takes on the elements of the myth of Charon, who ferries the souls of the dead across the river Styx. Simic said the book is "shocking" and "morally repulsive." It reflects the buried memories of his childhood and the time he spent during World War II. "I wrote the book with a fragmented, blurred quality---like the way I saw things seven years old at the end of the war and in a situation where I had to pretend nothing was wrong. I wanted to recover certain images that I had in my memory."

He discussed eight poems at the request of students in the Intro tofriendship. Among these were a Landscape With Crotches that I've never met before. He said that all of the people he saw with crotches during and after the war, "had come from an article Simic was reading and wanted to put it down in the

prisoner's point of view; and Poem which is a homage to his father. "It's about my pop, said Simic. "In response to the student's question, "What advice would you give to a young writer?" Simic replied, "Don't do like others. I don't know--advice is cheap. One has to realize it's a long, hard labor."

In the reading later that night, Simic read for about an hour and twenty minutes and covered 22 poems. Among these were The Table of Delicacies which contains the first poem in his next book, The Partial Explanation in which he is a predilection which has more to it than meets the eye. Great Informations in ode to President, and Animal Aim which reflects the feelings Simic once had when he saw a dog with six legs. "It wasn't enough for them," commented Simic. "They had to teach the poor thing how to do tricks and entertain the people. Like in a freak show or something."

Simic was reluctant to paraphrase many of his poems, as many writers are. He felt the poems could speak for themselves. As he says it quite clearly in his poem Description, there is always "The old sweet temptation to find an equivalent for the ineffable."

Resigning R.A.'s Express Desire To Be 'Normal' Students Again

continued from page 1

"I really don't have the time to put in a lot of effort and in order to do a good job. I have too many other things to do, to even think about doing it to do the job properly."

Similarly, Creed said he feels he's "not the right person for the job at all. I mean, I can do the job, but..." said Creed. "I mean, I can do a good job, and that's not why I'm doing the job..."

"I feel I made a rational decision when I decided to leave. I feel I've done the job well enough that I can probably come back to it in two years."

Creed is a junior who's held the same R.A. position since he was a freshman. He said that personal reasons were the stages he's gone through since accepting my job. "I've gone through stages with myself that I'm not happy with. I'm not as friendly as I was when I was a "common student." This is a very tough adjustment for me to make, I've never been friendly, for the most part. When you're an RA, you have to keep your distance. It's tough to make the transition from being a friend to an authoritarian."

"I think the root of the problem can be described quite simply. When I was one of the 'boys,' I was happy. When I'm happy, I do better academically."

"I feel that I just don't have the time to put in a lot of effort and in order to do a good job. I have too many other things to do, to even think about doing it to do the job properly."

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"I used to be in a group of RA's called the "Housing Directors") Pat Nalette."

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By Kimberly Tinkham

Although some students swearing over their final exams may not realize it, the teachers who concocted these elaborate forms of torture have probably put as much thought into their exams as the students themselves.

But unlike the students, who have no idea what questions the teachers have, the teachers have a chance to think up answers. The teachers are the ones who have a chance to set the course of their classes.

Ben Gross, an assistant director of a university learning center, said a student should "Come up with a list of the kinds of things you have to do to study for each class." To do this, Gross said a student must honestly evaluate what he needs to know about each subject, and what he needs to know for the final exam.

Gross said students should forget problems they have had earlier in the semester while preparing for the final exam. He also mentioned that his tests are "a type of final." He also said that a student must quiz himself to make sure he knows what he learned.

A classic example was Joan of Arc. Although there are worse things in life than final exams, one would have a hard time forcing most college students of that fact.

Final exams are greeted each semester by students as an almost religious ritual. They are said to be the best part of the semester. But, unlike the condemned man, students can take action to improve their chances of surviving the grueling ritual.

Experts say now is the time for students to get their approach to final exams organized. It is time to discover what you do and don't know about your classes. It is time to schedule your studying for each test, and schedule in diversions, so you don't drive yourself crazy cramming for tests.

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himself on all reading material and lecture notes so his class goes through it in preparation for the exam. Certain types of statements in textbooks and lecture notes are obvious test material, Gross says. In a biology class, a student asked about the four elements necessary for life on earth would be good for almost all types of questions.

When a student is reading through material for a final exam, he should know what type of material the instructor likes to test on. Gross says you should know by then what types of answers the instructor likes if you have had several tests in the class. He advises only limited use of group studying for students learning material for a test. "A limited amount is probably valuable. I think the material for essays, the instructor to find one that gets to the point answer," he says.

"Debilitating anxiety may be very damaging on a test," he warns.

"Many students run out of time, just as studying is not a skill taught to most people. "Taking a test is a skill, that isn't taught in school," people," said Gross. "Some learn to do it, some have more difficulties than others." Gross has a few tips on the actual taking of the test: "Get to the test early, if possible. Get yourself relaxed; familiar with the room. Collect your thoughts."

When the test is handed to you, Gross said you should be mentally prepared for anything. Many times a student will look at the test and be confused by the type of questions they see. The result can be a blank out, where the student panics and can't remember the class material.

"Blanking on a question is a normal occurrence. It happens to everyone in college," Gross says.

Back off from the test, relax. Assure yourself that you studied the material. Realize that drawing a blank is normal. Do the questions that you know. Get the flow of the test," he said.

"Working the questions that you know tends to relax you," he said. Gross says if you are blank on a question, as you proceed through the rest of the test you will begin to recall information pertinent to the question. When that happens, the student should make notes in the margin of the test to use later.

When handling an essay question, Gross says "The first thing to do is answer the question. Don't make the instructor work to find the answer."

"After waiting through dozens of essays, the instructor will be pleased to find one that gets to the point right away. Imagine how stultified the instructor would be to find the answer in the first sentence," says Gross.

And if the student runs out of time, at least he knows he answered the question. Many students run out of time before they sum it up."

"Read the question carefully. If it asks to compare and contrast two points, don't simply describe them," Gross says.

"Generally, he says, students who know the answers to all essay questions don't have to write a quick outline of the answer before writing it. But if a student draws a blank on the essay, trying to develop an outline would help him remember the material he studied.

Gross says there is almost a science to answering multiple choice questions. "We have a whole miniprogram on that during the semester," he says. "There are ways you can analyze multiple choice questions," says Gross.

He says that on a standard multiple choice test, you should read each question very carefully, and pay close attention to modifiers such as always, maybe, sometimes and never.

Gross says to expect one of the answers to be a total throwaway, one answer to be obviously wrong to a student who attends class, one answer to be obviously wrong to someone who studied, and two answers to be difficult to choose from.

On a true and false test, he says, many students mistakenly perceive a pattern of answers. They think they've got too many true, so this must be false," said Gross.

Qualifiers are crucial in multiple choice questions, he says. "It is very rare that something is always true, or always false."

"For both multiple choice and true and false questions, he says, "Your first impression is usually more accurate than later impressions. You are more likely to change a right answer to make it wrong than the other way around.

Naturally, Gross points out that all the test-taking tricks in the world will not make up for poor preparation, but just might be the deciding factor between success and failure. And success means you get to come back to school next semester, instead of face those final exams one more time.

Exam Tension Can Be Student's Real Enemy

By Jack Miranda

The anxiety that students face before taking final exams can cause sweaty hands, an irresistible urge to eat everything in sight and a need to stroke dozens of cigarettes—all at the same time. To curb the problem, several experts have offered suggestions which seem to solve the stress before-final crisis.

According to psychology instructor, Lorraine Denom, students get nervous because finals count for too much, which is why it is such a stressful situation. "The most important thing is for students to learn how to study, so they don't cram before the day of the test. To solve some of the pre-exam anxiety, a stress clinic will be on campus for students for next spring's finals."

Bob Ragatz, who has led stress management groups across the country, said, "Students make themselves anxious by telling themselves that they have got to pass a test. When you do that, you get beyond the point of being productive," Ragatz says. However, Ragatz says if a student can constructively challenge himself to perform well on an exam, it can help him. "If you are the type of person who can respond to this type of challenge without being inefficient in studying, and without becoming anxious, then it is okay."

When preparing for the final exams, experts say students should schedule ample relaxation time in order to get the most out of studying and to reduce the pressures and anxiety that students experience before exams.

"By allowing yourself relaxation and getting a good night's sleep, it will help the studying that you have already done," Ragatz said. Also find something to do before the test. According to Ragatz, one thing for students to do is relax all their muscles, take a deep breath and clear their mind.

Anthony Aquinelli, RWC sociology instructor said, "First, it's important for a student to get regular hours sleep before the exam. Don't stay up late hours cramming. Second, eat three full meals a day and no drinking. From time to time withdraw from your studies and do something active. Take a walk, jog, any exercise. Students must remember "Menn Sana in Corpore Sano," which means a sound mind means a sound body. This way you refresh yourself."

Robert Conway, a sociology instructor, felt differently about why students get nervous before exam time. Conway said, "It's pressure. Students have to learn how to perform under pressure, because if they can't do it here, chances are they won't be able to do it in society either. Its part of everyday life to perform under pressure. Everyone gets nervous, you just have to learn how to control yourself under pressure situations."

Social Science Instructor, Anne Barry, said that her students don't have to worry about what's on the exam. "I tell them what type of test it will be and in it is the type of test I told them it would be. Besides, if students attend classes and do their work they shouldn't have to cram."

“...the value of an exam is outweighed by the torture the student goes through...”
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MAKING THE NEWS—Rob Walker, a psychology major, is one of RWC's leading students with many accomplishments behind him. His senior this year. But even this is not the end of the time he spends doing "psychic" things.

One of the most interesting things Rob does in the psychology field brings him in contact with a characteristically specific group of people: adolescent females who have some personal problems. This is not Rob's way of improving his love life, but rather a two-year-long project which will eventually amount to two extensive papers.

Professor Joe Nouschitz has already presented the first of these papers to the Eastern Psychology Association. It dealt with statistics of adolescent pregnancies. Their second presentation will deal with how these women account for their pregnancies.

The theory probably explains for the strange questions Rob has been asking his friends lately. If you became pregnant, would you say it became happiness because you wanted a baby? Or would you say it was happiness because you wanted a baby, the mother wanted a baby, and your close friend wanted a baby, the neighborhood wanted a baby, a gene of the above.

One of Rob's traits, along with Rob's life's philosophy to psychology. Take the E(Texture) 2 Rob, a senior, is the local honorary in Chatham, for instance. Rob likes the house but not because it's the only one he can walk into the garage, or because he can build and heat all three sets of church bells in the town, from his room, or because the neighborhoods have a prize-winning garden next to his yard. Rather, Rob enjoys going home because he always has free choice of which of the seven bathrooms he feels like using at the time. Now that's about home.

Even though he may sport a notch or two more than a dozen shades of black, his light-blue Plato adorned on the road, and has been known to carry a suitcase filled with any number of people who know him still find him an excellent model to deal with for long periods of time to help him practice his modes, yes, and uh-

To R.A.L. Won't you miss the house you've decorated because, this is not the case. "I'll see you in a few minutes," said there wasn't enough money at the house, I'm sure of it. And Rob always has to be a goofy kid Beave, go see the be a goofy kid Beave, go see the

Honey, and think the club is short a time period to complete such an area. In the article entitled, "Medioroccus Attendance ends Goal Discussion She stated that all further meetings of the All-College open discussions on the goals and objectives of RWC had been canceled. However, Chairman Bryan, Shaub definitely canceled only the first meeting, and will hold the future discussions if tenance warrants.
For Those Who Like Shakespeare’s Way

By Rachel Perry

All the world’s a stage... and that includes the RWC Coffeehouse as seen in its Main Season Production of William Shakespeare’s “As You Like It.” Directed by William Grandgeorge, this theatrical production marks a new experience for the Coffeehouse, since this is the first Shakespeare to be performed there.

In keeping with this new direction, the Coffeehouse was converted into a traditional 16th century playhouse — not unlike the globe theatre in England. It lends a very comfortable atmosphere to the whole production.

“As You Like It” is a delightful play of love and nature — and the wit that every man and woman uses to get what they want.

Caryle Whittle played the part of Rosalind, a very high class daughter, of a nobleman who had been banished from his kingdom. She lives in the home of the Duke who was banished with her father, and is best friends with his daughter, played by MaryAnn Taylor. When Rosalind gets banished, the two of them set off for the forest in search of love and adventure.

Both Whittle and Taylor are in complete command of their characters, and the relationship between the two was genuine. Once at the forest, they meet an assortment of interesting characters. My favorite was Jaques, excellently played by Paul Farrell. Jaques was a melancholy fellow and a true character.

There were so many others who also gave good performances it is impossible to mention them all.

The set is wonderful -- you would never know it was the Coffeehouse unless you had seen other productions.

Although the play does get boring at times, perhaps because of the dialogue, it is a must to see.

Campus Paperback Bestsellers

1. Chesapeake, by James Michener. (Fawcett. $3.95.) Multi-family saga along Maryland’s Eastern Shore: fiction.

2. A Distant Mirror, by Barbara W. Tuchman. (Ballantine. $6.95.) Europe in the 14th century: fiction.

3. The Far Pavilions, by M. M. Kaye. (Bantam. $2.95.) High adventure and love in the Himalayas: fiction.


5. Mommie Dearest, by Christina Crawford. ( Berkley. $2.75.) Life with mother: Joan Crawford.

6. The World According to Garp, by John Irving. (Pocket. $2.75.) Hilarious adventures of a son of a famous mother.

7. Evergreen, by Beiva Plain. ( Dell. $2.75.) Jewish immigrant woman’s climb from poverty on lower Manhattan.

8. The Thorn Birds, by Colleen McCullough. (Avon. $2.50.) Australian family saga: fiction.


10. Wifey, by Judy Blume. (Pocket. $2.50.) Housewife’s experiences on road to emotional maturity: fiction.

Compiled by The Chronicle of Higher Education from information supplied by college stores throughout the country December 3, 1979.

STUDENT SENATE SOC. COMM.
PRESENTS ---
MISTLETOE MADNESS WEEKEND
December 14
A Christmas Party: with
Second Society
Adm.-$1.00 / 9:00 PM IN CAFE

December 15
Rizzz
IN THE CAFE
Adm.-$2.00 / 9:00 PM
THE PURPOSE OF THIS SURVEY IS TO GIVE THE STUDENT BODY THE OPPORTUNITY TO CHOOSE THE ENTERTAINMENT FOR THE SPRING SEMESTER.

**ENTERTAINMENT**
(PICK 3 OF THE FOLLOWING OR ONLY 2 WITH *)

1. BOB ANDERSON
2. SECOND WIND
3. TOM STANKUS
4. PARTNER IN CRIME PARTNERS
5. ROGER BELL
6. SOUTHWEST
7. RON RENNINGER
8. THREE LEGGED HORSE
9. BILL CREED
10. WROG HOP

WRITE IN:

**ROCK**
(PICK 5 OF THE FOLLOWING)

1. SMITH BROS.
2. MOLLY MACGREGOR
3. MUNDANES
4. OAK
5. SUNDANCE
6. OMEGA
7. B. WILLIE SMITH
8. AMERICAN STANDARD
9. BEAGLES
10. NORTHEAST EXPRESSWAY
11. MONTAGE
12. MERTZ BROS.
13. WILD TURKEY BAND
14. SILVERADO
15. ARROW
16. HOT HEAD SLATTER
17. MACARTHUR RICHARDS
18. MARTY GRANT
19. OPEN TRUTH
20. MEADE BROS.
21. NEMEIS
22. SCRATCH BAND
23. ALBATROSS
24. EYES
25. NABIL BROWN
26. LEGACY
27. SCRITT
28. DRESS
29. TOPMERS
30. STORM WARNING
31. BILATER BROWN
32. GRAND ILLUSION
33. WRITE IN

**NON-MUSIC**
(PICK 3 OF THE FOLLOWING)

1. A. WHITNEY BROWN - COMEDY
2. O. J. ANDERSON - "GOOD TIME MINE" MINE
3. MR. FINGER'S - MAGICIAN
4. Loco-motion Vaudeville 3 Man Act
5. W.C. Fields Impersonator For
6. TRENT ARTERBEFFON - COMEDY MINE

**NON-ROCK**
(PICK 4 OF THE FOLLOWING)

1. FOUNTAINHEAD
2. SOUTH PAW
3. ZACHARIAH
4. DOWNCHILD BLUES - R&B
5. SECOND WIND
6. STAR
7. TOO MUCH TOO SOON
8. CHANNEL ONE
9. BLUE LIGHTS
10. SAMMY BROWN & FRED - FOLK
11. SPUD CITY - SOUTHERN DUO

after completing this survey just drop it in the box outside the senate office.

**LET'S HEAR FROM YOU!**

**ROCK**-SCOTT/253-3411
NON-ROCK-MONICA/3137

**RAT**-CHARLIE/253-3411
NON-MUSIC - KAREN/3122

OR DROP DOWN THE SENATE OFFICE.

P.S. Merry Christmas & Happy New Year.
December 7. Their reputation of rock and roll lead to a high level of anticipation, within the crowd. As the show progressed, this anticipation turned out to be a waste of energy. The only high point of performances, the first on the closing night of Spring Weekend 1978, was filled with power in a all-stops-pulled performance. Then at Commencement Ball 1979 P.F. did not have a thrilling performance, this time for the seniors class.

Apparently time took its toll, as the performance last Friday was as exciting as a concert over a transistor AM radio.

Opening the show with Night Moves, the lead singer, Paul Franklin, began focusing out vocals to songs by Foreigner, Bob Segar, Dire Straits and the Eagles, playing through sets filled with a monotonous progression of top 40 hits. The only song that fairly asked for an encore. Coming on stage, the group admired the stage design. The end of songs, and finally played a rousing version of Bob Seger’s Rumbler Man.

The show was however highlighted by Lead Guitarist Poncho Vital, and Percussionist Butch Gischell. Despite these highlights the overall performance was not up to the usual standard, the P.F. and the Flyers should remain within the world of shoes.

Calippo Does Poetry Justice

By Bill Winter

At its best, poetry can make one pause and smile at the perfect phrase, or the correctness of an entire poem or its brevity in which an important idea can be expressed in a few words. At its worst, poetry makes one laugh at a strained metaphor, or winces at the disattended phrase. Here’s a poem.

Calippo, a magazine of poetry and prose published by the Creative Writing Department’s Literary Magazine class and consisting entirely of submissions received from outside contributors, contains examples of both categories. Fortunately, the large bulk of the material in Calippo is of the former category — resulting in a collection that is quite impressive.

SOIL LOGIC, by Sherry Solomon, is a fine example of a poem that asks a seemingly obvious question, the results of an individual’s action in this case that of a gardener. The narrator can readily see she is responsible for: “this garden I’ve planted with green things everywhere at night”, but also wonders, “Did I also plant the aqua of the frog in the snake’s mouth, or the bamboo wind chime’s hollow tune?” The question is not asked: is the narrator her own gardener? Is what she plants too beautiful for her actions — either for good or bad? The question is never answered, leaving a vague discord that never defines itself.

SKELETON AGAIN — by Laurie Taylor, a poet raised in New York but now living in Minneapolis. Miss, examines a common theme of writer’s coming home again — and asks the question: what has changed? The person, or the place — or both? “Chuck back, Did the sky-always lean against those hills-(almost cold) and did the hills-cuddle the road like this?” she asks. With this narrator are her children — who not only are oblivious to this introspection going on, but are busy "burning something of Minnesota." — trying to find their own landmarks to plant in their memories... thus, perhaps not making the same questions.

On a much more chilling level is THE CRAZY WOMAN UPSTAIRS, by Mary Krait, who lives in Charlotte, NC, and who’s first collection of poems will be published soon.

The poem is an examination of fear — the type of fear that is only half seen through the occasionally shuffling fog of reality. The crazy woman enters cat trains go by — anyway. "It's a smooth style of writing, where the syllables shift under you, but never quite give way as the poem twists around the pit of unconscious nightmares.

Not all the poems are complete successes, unfortunately. In A THUMP AGAINST THE HOUSE, by Mary Krait, a bird flying into her window pane is compared to a "great hand smashing this brick box." One can only wonder about the size of the bird or the house.

PASSOVER, by Jean Nordhaus. The events that happen because of your actions — neither the person, nor the place, nor the bird. It is a smooth style of writing, where the syllables shift under you, but never quite give way as the poem twists around the pit of unconscious nightmares. Not all the poems are complete successes, unfortunately. In A THUMP AGAINST THE HOUSE, by Mary Krait, a bird flying into her window pane is compared to a "great hand smashing this brick box." One can only wonder about the size of the bird or the house.

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Hockey Team Falls One Goal Short

By Jeffrey Tucker

The RWC Hockey team has gotten off to a slow start this year, with a record of two wins and six losses. The Hawks have shown much individual effort, but not enough teamwork and have fallen short by only one goal in four of the losses.

The game against the University of Rhode Island hockey club team on December 9 proved to be yet another not-quite-effort, as the Hawks fell just short, losing 4 to 3. Scoring for the Hawks were Gary Berg, with an assist by Dave Warderip, Craig McMahon, unassisted, and Dave Keith, with the help of Danny Murphy. In goal for the Hawks was Drew Murphy, who saved 30 shots on net.

On November 8, the Hawks went to Kane N.H. to play Haverhill College. The Hawks were beaten 5 to 1. The lone goal was scored by Bob Whiften on assist from Bob Langlos. In net for RWC, Drew Murphy who stopped 42 shots on goal.

On Wednesday, December 5, the Hawks traveled to Blaine, Maine, to play New Hampshire University. The Hawks played tough, but lost a hard-fought game by one goal. 4. 5. Scoring for RWC was Bob Andrey, with assists by Bob Whiften and Dave Warderip. The other two RWC goals were scored by Craig McMahon, assisted by Dave Inman and Bev Garber, and Chip Bruce, assisted by Tom Reilly and Dave Warderip.

On November 30, the RWC team played in another home risk at Portsmouth Abbey. The Hawks came out skating, working hard, and hitting hard to produce a 5 to 1 victory. Scoring for the Hawks was Drew Inman from an assist by Eddie O'Brien. Paul King scored two goals and was assisted on both goals by Bob Langlos and Bob Whiften. Also scoring was Bruce Lieb, assisted by Dave Inman. The final goal was scored by Tom Reilly from Gary Berg. With Drew Murphy stopped 42 shots on goal.

Coming back strong from a two game losing streak, the RWC Women Hawks overpowered Bridget Flanagan, 5 to 1 on Friday, December 7, defeating them by a score of 35 to 8 and 1. The victory, which followed two losses, was the first of the season before streaking.

High scorer in the game against Bridget Flanagan was forward Bridget Flanagan, who scored 22 points. Following Flanagan was forward Pat Carberry with 12 points. Terry Wood, who is averaging five assists per game, led the team last Friday with 12.

In their first game of the season, the Hawks dismantled Amherst College by 26 points, 79 to 53. Carberry led all scorers with 26 points, followed by Flanagan with 20 and Du Digouet with 13. Other members of the women include guard Donna Kashuba, forward Margery Murphy, guard Darlene Schubert, and forward Kimberly Tkachuk. The coach of the team is Andy Gianfrancesco, and team managers are Roger Wilson and Mark Peterson.

The team faced even worse against Mitchell Junior College, the game before, losing 80 to 40. High scorer for the game was Flanagan with 17 points and Carberry with 10 points.

The team has won their first two games of the season before streaking.

Their second game of the season, the Hawks played an unimpressing MIT, 64 to 49. Leading scorer was Flanagan with 23 points, followed by Wood with 13, and Terry Trottier with 10.

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Hawks Still Struggling To Pull It All Together

By Bernie Cunniff

On November 28th the Roger Williams Hawks took the court against visiting Division II's Farmington Tournament. The Hawks did not come out to a quick 14-4 lead as they displayed a well-oiled, fast-breaking machine. Andy Beaucage, along with captains John Lima and Skip Lamothe at 8:00.

Throughout the remainder of the 1st half, both teams were playing to a virtual standoff. At halftime the score was R.I.C. 42 and R.W.C. 28. Wayne Montague was high man for Rhode Island with 12 points, Roger Williams was paced by Captain Tony Cunniff in the first part and Leonard Washington with eight. The 2nd half saw the ball, quick Anheimers jump out and gain their lead to a 60-40 mark with a little under 11 minutes left in the game. But the Hawks refused to give in. In one stretch a basket by Gibbs, a three point shot by Ed Randolph and a free throw by Bob St. Germain lead to a 14-point spread.

With a little over five minutes to go in the game, Gibbs suffered a bad finger and will be lost for the remaining five games of their December schedule and the score 79-71, Washington fouled out of the game. Now the largest lead of the game was on the boards and the game as they continued to push.

Lima was R.C.I.'s high scorer with 28 points. Lazio added 20 while Montague had 16 with Washington and 16 with 13. Cunniff was led by Captain Gibbs with 20 points. Randolph with 16 and Washington with 13 also reached double figures.

The following night the Hawks took the court against the Barstow Bears. The Sophomore league consolation game of the tournament. In the Sophomore tournament Ed Randolph, R.W.C. lost 62-51.

Barstow stunned the Hawks in the opening minutes as they jumped out to an 8-0 lead and played throughout the whole game. Meanwhile, Roger Williams was too impatient on offense. The result was a number of careless turnovers.

At one point the Barstow half progressed, Barrington's Senior Captain LARRY

Sports Profile: Making The Shots

By Bernie Cunniff

Various problems have hurt the Barstow Bears this year, but one of them wasn't the play of6'3" Sophomore forward Ed Randolph. In his first year of college, he has averaged 25.5 including during the Western NewEngland and Hawthorne tournament. One of only three players returning from last year's sophomores, he has shouldered the responsibility for Randolph to perform. This coupled with the fact that 6'6" Mark Moser, the Barstow's tall man has been out since the opening game with a finger, has placed an even larger burden on this young forward to carry the scoring load while leading the team. He has met the challenge, but has excelled all expectations. His game has been described in one word outstanding.

"Since Tony 'Gibbs' has been gone, I've had to take over some of the leadership both on and off the court. I've been trying to get the

Roger Williams played on December 8th the much improved Lions, the Lions, John Stew 69-63.

Right from the beginning things went badly for the Hawks. Their leading scorer and rebounder, Ed Randolph, arrived late for the game. The coaching staff disciplined Roger Williams in allowing him to see any action in the first half.

Johnson St. started out quickly and built up a 30-20 lead with six minutes to go in the half. O'Dell Faur, the 6'6" leading center of Johnson St., was controlling both boards. This coupled with a hungry, aggressive Indian defense and some timely shooting, gave the visitors a 41-23 halftime lead.

The Hawks played an entirely different game in the 2nd half. They played in a fury as they slowly started to reduce the Indians lead. Once R.W.C. ran off 10 straight points to cut the lead to 58-51 with six minutes left in the game. A victory seemed a definite possibility.

The defense dug in and scrapped for loose balls while causing turnovers. Randolph had neutralized Walter on the boards and with 2:14 left in the game John St. held a slim 64-61 lead. But while trying to get the ball, the Hawks started committing turnovers. The Hawks left Meade and two from their other co-captain Greg Rand, in nervous, critical situations gave the Indians a tough time. Bob Balinski was the high scorer for John St. with 19 points. Both Randolph and Tomassetti played with- in 11 points and points.

Meanwhile, Eugene Rodriques had 13, 11

PUMPING IN THE POINTS - Ed Randolph shows the form that has led him to score 43 points in the Hawk's game against Western New England.

finished with 23 points at halftime. Western New England was, however, paced by two hot shooters of their own. Marc Rosenkranz, one of their tri-captains, scored 16 1st half points while teammate Mark Mener contributed 15 to the cause. So the halftime score was Western New England 54, Roger Williams 40.

The battle continued in the 2nd half. Roger Williams chipped away at the lead and cut it down to 54-46. But the balanced scoring and team depth of the Hawks proved too much for the Hawks. With just under...