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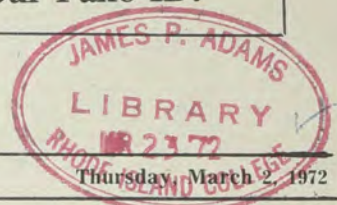
# The Anchor

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

VOLUME LXIV, ISSUE 18

RHODE ISLAND STATE COLLEGE

Support Age of  
Majority Legislation  
And You Can Burn  
Your Fake ID.



Professor Elaine Perry compiled the writings of Nobel Prize winners to create the production. Listening for her directions are (l to r) Robert Lind, Donna Bettencourt, David Baccari, and Keith Tabela.

## A Legacy

A Legacy, a Rhode Island College Reader's Theatre from the writings of Nobel Prize winners by Professor Elaine Perry of the Rhode Island College Speech/Theatre Department, will be presented March 9, 10, 11 at Roberts Hall Auditorium at 8:15 p.m.

Professor Perry, who directed last year's highly regarded production, *An Evening With Chekhov*, will direct *A Legacy*. She conceived the production during a half-year sabbatical leave in Washington, D.C. where she gathered all of the material for the production from the Swedish Embassy and the Swedish Cultural Institute.

The first Nobel Prize ceremony was held in 1901. The material for the program reflects many nationalities. The entire second half of the production will be devoted to

all six American writers who have received the prize -- Pearl Buck, Sinclair Lewis, William Faulkner, John Steinbeck, Ernest Hemingway and Eugene O'Neill.

The opening portion of the production will include Pasternak (Russian); Kipling, Shaw, Eliot, Yeats (British/Irish); Camus Beckett (Franco/Irish); Neruda (Chilean); and Jimenez (Spanish). Some of the selections will be fully staged, others recited. The production will open with the reading of the will of Alfred Nobel, inventor of dynamite, who left his fortune to reward people whose work is in the interest of humanity. Culmination of the evening is the reading of William Faulkner's acceptance speech, now famous for its great simplicity.

The program lends itself to a

wide variety of different literacy forms--the novel, poetry, drama, etc. and will be truly international in nature. The material embraces humor, tragedy, whimsy, philosophy, descriptive, narrative and lyric work.

The cast of 16 characters will be used in various combinations throughout the program so that the actors will have the opportunity of showing versatility.

In the cast will be: David Baccari, Elaine Baker, Donna Bettencourt, Edward J. Cunningham, Kenneth C. Diman, E. J. Flaherty, Thomas Goode, John T. Gullucci, Denise Lambert, Robert C. Lind, Theresa A. Staisukiewicz, Keith S. Tabela, R. Scott Thomas, and Diane E. Warren.

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## Human Rights of Handicapped

A Human Rights Committee of the Rhode Island Planning and Advisory Council on Developmental Disabilities has been formed by Anthony P. Travisono, Council Chairman and Director of the Department of Mental Health, Retardation and Hospitals (MHRH).

The Committee is charged with safeguarding the constitutional and human rights, dignity, and liberties of the developmentally disabled in all facilities and programs either operated by or funded by MHRH, the Council, or funded by the Department of Health, Education and Welfare.

The Committee plans visits to all these facilities and programs and has arranged to tour the J. Arthur Trudeau Center for the retarded in Warwick on February 22, and Zambarano Memorial Hospital in Wallum Lake on the 25th.

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## The Rhode Island Interagency Council On Smoking

The Rhode Island Interagency Council on Smoking will conduct a Smoking Withdrawal Clinic beginning on February 29, 1972. The clinic will consist of six weekly sessions at Gage Auditorium on the Rhode Island College Campus, Mount Pleasant Avenue, Providence, starting at 7:30 P.M.

The Interagency Council's primary goal is to help people withdraw from their smoking habit. During the last decade irrefutable scientific information linking smoking with lung cancer, emphysema, and heart disease has become common knowledge. As a result, many smokers have grown increasingly aware of the dangers they face. Unfortunately, many who realize the need to quit do not have the

will power nor do they know how to break the smoking habit.

The primary goal of this Withdrawal Clinic, open to men and women, 18 years and over, is to help participants withdraw from their life-threatening habit. The clinic will offer lectures by physicians, small discussion groups led by specialists, dialogue between consultants and participants, and group and individual sessions with a counselor.

Graduates of previous Withdrawal Clinics, who are now part of the 29 million American ex-smokers, will participate in this clinic as group leaders in an effort to give first hand information to others of their

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## Changes In Encounter Made

Members of the Advisory Committee on Reception and Orientation of New Students recently held a meeting to discuss a revised Encounter Program. Also on the agenda were discussions of job descriptions for the student staff, as well as selection of the staff.

Joyce M. Holland, Associate Dean of Freshmen and administrator for the Encounter Program, was general chairwoman of the meeting.

Dean Holland's proposals were to "decentralize," yet not "dehumanize," the program; rather, she aims to provide the freshmen with a more encouraging and realistic college debut. She hopes to accomplish this by increasing the number of Living Group Advisors (L.G.A.'s), or sponsors, as they have been known in the past. A group of Encounter student employees also presented a proposal to this effect, saying there should be an increase in L.G.A.'s, who meet the need for "student-to-student" contact. The students also stressed that faculty and staff contacts are vital. This would give incoming students who have already decided upon a major the opportunity to be advised by members of their chosen department.

Keeping in mind the goals of Encounter, each time segment, such as the hour for discussion, multi-media presentation, human relations groups, etc., is specifically aimed to satisfy one of the demands of the incoming freshmen. Proposals were made, therefore, to study what can be done to illustrate the role of the black student on campus, the position of non-matriculating students, and to more closely examine the commuter student. Encounter should make available to the commuter student, resources that will aid him to reconcile the gruelling interwoven

routine of home, school and job. A more kaleidoscopic view of Rhode Island College is deemed necessary.

A motion was then passed to investigate the possible shuffling of time slots in the already presented Encounter itinerary. This would leave openings to discuss ignored campus aspects. Extra time was also suggested for L.G.A.-student contact to solidify relationships and "form some kind of lasting bond that would last throughout the year."

Upon urging of student Encounter workers, a motion was made to allow L.G.A.'s to apply for more than one position in the Encounter cycle. Besides the L.G.A.'s, there are positions for Student Aids, Desk Clerks, Recreation Aides, etc. While Dean Holland objected to this amendment, stressing separation of jobs to maintain focusing of priorities and clarity, Dean McCool pointed out the fact that fatigue and conflict of duties could pose problems. The motion, however, was passed, 5-4-1, with the stipulation that the students applying for more than one position must satisfy the requirements for both positions and list their preferences in rank on their application.

The final discussion before Dean Holland adjourned the meeting centered around the term, Living Group Advisor. It was brought out that this term was too dorm-oriented to identify with the commuter majority. Also, freshmen could become confused between Encounter L.G.A.'s and the regular school year L.G.A.'s in the residence halls. In searching for a new title, it was mentioned that the old term "sponsor" was never really offensive to anyone. However, a new title, Encounter Sponsor, was then adopted, meeting the satisfaction of all involved.

## Senate Endorses Age Of Majority Bill

On a motion by Dave Baker at the Senate meeting of February 16, 1972, Senate endorsed S.3072 calling for passage of this bill lowering the age of majority from 21 to 18. The RIC Senate endorsed the Senate version sponsored by Attorney General Richard J. Israel and introduced by Republican members of the Senate.

The University of Rhode Island Student Senate endorsed the House version of a similar bill, H.2492, introduced by Rep. John C. Revens, Jr., (D-Warwick). This bill also received the support of the Governor's Youth Advisory

Committee. Both versions offer basically the same provisions.

It is essential that all members of the RIC community actively support this legislation which gives the 18-year old the right to drink and make contracts in his own name.

For further information contact the Student Senate Office, Room 310, Student Union, 831-6600, Ext. 205; Student Senate, University of Rhode Island, 792-2261; or the co-chairman of the Age of Majority Committee, Karen Salvatore of Rhode Island Junior College.



# Editorial Page

## Viewpoint

### In Defense of Education

by J. Stanley Lemons  
Dept. of History

The fisherman is grateful to the fish who takes the bait dangled before it, and I am glad someone responded to my "Discouraging Word" by snapping at my assumption that knowledge was intrinsically valuable. I am interested in seeing this college community think about and discuss its purpose because I feel that we are drifting and our students are being damaged because of it. The unhappy characteristics I described previously (*Anchor*, Feb. 10) are evidence of the consequences of this flux.

First, however, I feel bound to respond to that series of rhetorical questions given by our anonymous biologist. "R.I.C. is a teacher's college, is it not? Teaching is one of the most practical applications of the time spent as a student, is it not? Since qualifications for teachers are measured by the common denominator of credit hours, is it not judicial (note: he means judicious) and practical to go after the credits rather than waste valuable play-time thinking?" My answer would be: (1) No, although most students come here intending to become teachers; (2) Probably not, and diminishingly so as positions become more scarce; (3) Absolutely not. Any concept of "practicality" which is devoid of the sense of high purpose in education is an unworthy idea. Anyone entering teaching just to "make a living" is prostituting himself. Among the essential things that a student must pursue is "thinking." Just getting credits is likely to limit thinking severely. I would no more want an unthinking ignoramus teaching children than I would want a quack practicing medicine. The prospective teacher can become educated while acquiring the necessary credits for certification. It is this notion that acquiring credits equals practicality that I find to be so vile.

It appears that our incipient scientist failed to grasp the implications of my argument. Let me summarize. I noted an increase in undesirable traits in students recently. I suggested that this might stem, in part, from an awareness by many students that they were on a dead-end course. They came to prepare to be teachers, but the likelihood of being able to teach in the end has considerably diminished. Not having alternative ideas—not even the traditional concept of learning for its own sake—they despair. Let me make explicit what I left implicit: I felt that less despair and more intellectual activity would exist if student held the traditional view, regardless of their vocational objectives. If one got a thrill out of intellectual things, out of learning, then it would not matter in the same

way that no job awaited. One would not think it to be a complete waste of time and money because he still had what he learned. The knowledge is intrinsically worthwhile. A person should derive from every experience all that can be gotten because he will be better for it, he will have added to himself. And, while it is a cliché, one can only get something out by putting something in. Just like a computer: nothing in, nothing out.

The fundamental assumption from which this derives is my belief that education is essentially a process of growth and expansion, of extending horizons, of adding to oneself. The more education a person has, the more he is. We recognize dimensions in individuals aside from such physical characteristics as height, weight, and color. We speak of persons being "shallow" or "profound." So education has an intrinsic value in that it adds to the individual. Education is a humanist endeavor; its purpose is to make a better human being.

These lines suggest one reason why I am a historian. History contains the collective experience of humanity. Here are the widest horizons and the greatest depth. Man, himself, in all times, places, and complexity is the subject. The study of history is, above all, a humanist endeavor. I must add, however, that I have other reasons for being a historian. In a fundamental sense I am a hedonist: I am a historian because it is what I enjoy. I get the greatest satisfaction from its study, as I derive pleasure from all sorts of knowledge. For example, I have an amateur interest in American buildings and architecture. I will never be an architect nor do I know enough to discourse learnedly on the subject, but it holds endless fascination and pleasure for me. When I pass through a town, I have a wonderful time simply looking at the houses. I will see a town on one level as a geologist might look at rock formations. I get a thrill when I walk about in restored and preserved sections of cities. It is not worth any money, it is not "practical" to me that Columbus, Ohio, saved and restored its German Village; but it is a joy to see it. On auto trips I go out of my way to visit and photograph old county court houses. I enjoy art museums, and the more I know of art and history, the more I enjoy them. These are things that are mine; these are the rewards of learning for its own sake. When one decides that learning is worthwhile only if it is "practical," then most of what we recognize as higher civilization becomes expendable. You do not have education anymore, you have training. Why waste money on

symphony orchestras or art museums? Why worry about those miserable forty or fifty whooping cranes? Would it not be more "practical" to take all that money spent on those books for the library and spend it instead on day-care centers, welfare, care of the elderly, on housing, sewers, and water treatment plants? Extending the logic of the argument from practicality, one reaches that sort of conclusion. I, for one, refuse to accept it.

How did I come by this "ideology?" To begin, the correct word is "philosophy" rather than "ideology;" but leaving aside that quibble, the answer is reasonably simple: in college. I attended a liberal arts college, and the constant refrain was that we were there to get an "education." Our vocational interests were our own business; and, hopefully, getting an education would make us better at whatever we intended to do. In any case, we should derive a sense of greater personal worth and enrichment for having taken the course. But, at RIC we neither present our students with a liberal arts philosophy nor even with much of a liberal arts curriculum. A person can graduate from RIC with a liberal arts diploma and never have had any mathematics, foreign language, speech, English, art, music, and history. What a fraud! But, the faculty and administration are to blame. The faculty and administration of RIC in its full majesty laid down and played dead when students in the fullness of their wisdom declared that mathematics, speech, English, and languages were irrelevant to an education. We were gutless, spineless, and myopic and went pandering after the approval of a collection of twenty-year-olds. Many said that such requirements were irrelevant, which was only a way of saying that they were not practical. William James once said that the disease of the American nation was its worship of the "bitch goddess, success." I condemn those who bow to this arid, spiritless idol, Practicality.

## Viewpoint

### Atrocities

by Paul H. Michaud

The war in Vietnam is something which we all wish would come to an end, and it appears as if it will end in the near future. Many of the G.I.'s are coming back from Nam and are looking for employment, or going back to college or trade school. It is sometimes difficult for them to re-adjust quickly to the way of life back in the United States. They must acclimate themselves to the "system" and the idea of living with their

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## Viewpoint

### An Open Letter To RIC Community

In the space of one week in Providence we have seen both an individual calling himself Julius Christ, claiming to be here for his Second Coming, and a representative of Guru Maharaj Ji, who calls himself Prince of Peace and Savior of the Universe.

These, of course, are titles given in the Bible to Jesus Christ. We feel that such persons are fulfillments of Bible prophecies, particularly "there shall arise false Christs and false prophets, and shall show great signs and wonders (Matthew 24:24)," and "as ye have heard that antiChrist shall come, even now there are many anti-Christ (I John 2:18)." "We feel that such persons are anti-Christ and opponents of our Lord. By our undersigning this letter to the college community, we members of that community testify our belief that Jesus of Nazareth is the one and only Lord; that by his atoning death he takes away sin and

brings us into communion with the Father; that he did this for each of you, on the sole condition that you turn to him for forgiveness.

We urge each of you, if you doubt us, to study the Bible to see whether these claims are reasonable or not. We urge each of you not to be deceived by impersonators of our Lord. And we pray that each of you will turn for truth and light to Jesus, and come to accept him as your own Savior.

Kirk House - 1974  
Norma Collette - 1974  
Jacqueline Paul - 1973  
Geraldine Squatrito - 1974  
Ingrid Bentsen - 1974  
Michael D. Colucci - 1975  
Bob Bourgeois - 1973  
Brenda Leung - 1973  
Alice Gorton - 1973  
Marilyn Lundberg - 1975  
Linda Dearman - 1974  
Kenneth V. Lundberg - Economics Department  
Karen Walker - 1973  
Victor Profughi - Political Science Department

## Viewpoint

### Disciplining School Children

by Paul Orlando

"Sparing the rod spoils the child" is an exhausted but well-taken proverb in some teaching circles. For many other educators and professional people, though, the practice of disciplining children by applying the rod is totally unacceptable. Old methods of discipline supported the idea that an occasional swat is needed to maintain some form of control in the classroom. Today, the pressure is on many teachers and administrators as to what techniques are socially and psychologically acceptable in controlling school children. It seems that many school boards across the country reaffirm the law that denies teachers the right to inflict corporal punishment in the classroom. In the city of Providence, for example, the policy is rather explicit. The by-laws indicate that no pupil shall receive corporal punishment except with written permission of the parents. Is this to say that before your attempt to control a child by means of physical restraint, that you ask if his parents have given them the authority to reprimand him?

Around the country many school boards have conditioned the rulings by permitting school administrators only the option to use corporal punishment. Their jurisdiction includes physical restraint and even the old fashion method of paddling the unruly child. However, the guidelines state that the actions cannot be excessive or injurious. Point of information - who determines

unruly behavior, and what measures are to be taken to determine excessive punishment? My own inclination is toward the individual teacher. Each classroom teacher should know the range of acceptable - unacceptable behavioral patterns in the classroom. He or she should determine unruly behavior and degree of excessive punishment. Every teacher in every school system in the nation should have the right to discipline children according to personal discretion. Each teacher should have the legal right to spank, paddle or slap those students whose behavior can not be controlled otherwise. Concern in the classroom should be on teaching, and not verbally disciplining until you are blue in the face.

Although psychologically studies have shown that violence and physical restraint in the classroom can lead children to erratic behavior while being a highly traumatic experience for them, I feel the teacher becomes the recipient of erratic behavior and trauma if he does not counteract unruly behavior. Many students, especially those in the junior high schools, hold it up to the teacher that he can not be physically restrained by the teacher. The excessively rude and disrespectful youth should be physically reprimanded and it should be the teacher's right to do so. It's time to enforce the rod, so that you don't spoil the child in later life.



## Atrocities

Cont. from P. 2

families and friends again. When a G.I. gets a job, runs into another G.I. who had been in 'Nam, there is always a period of reminiscing, hand-shaking and a few pats on the back. They usually discuss what outfits they were in, where they were located and what kind of action, if any, they had experienced. In one particular instance this writer was an innocent bystander drawn into the conversation of two ex-G.I.s who had been in 'Nam for two years. Discussion was centered about the role of the Army, the moral of the men, and what they did for excitement while stationed over there. One of the soldiers began talking about how drugs and alcohol was used so much, especially at the front, that it was very difficult to find anyone completely sober or straight at all times. He began going into detail saying that at his position near the D.M.Z. they always had a couple of cases of beer, some marijuana and other drugs, some pills to pop, and whatever else might serve to make one forget where he was. He told of an instance where his company became so drunk and high, that after they finished shooting and killing whatever V.C. or regulars were out there, they would turn around and shoot up the A.R.V.N. (Army of the Republic of Vietnam), because they didn't like them and didn't consider them to be of any value anyway. This did not come completely as a shock, being as the newspapers and magazines have been relating these types of reports to us previously, but to actually hear

it in person from a soldier is somewhat different. One tends to question and be somewhat skeptical of the news media at times, but when one hears it from the horse's mouth it has more meaning and validity. Indeed, if the war in Vietnam has turned out to be a game of chance where soldiers will shoot anybody just for the sake of shooting; then God help us, because our society and our morals have been so completely degenerated that we must re-evaluate our entire system, our lives, and our purpose for existing.

The sad part about these two soldiers was that they were laughing about the entire affair as they told me about it, as if it was all a big joke. They continued their conversation saying that at times a G.I. would become "psyched out" on drugs, and began shooting at his own buddies. It is quite conceivable from hearing this, to understand why many young men didn't want to go over there to serve. It wasn't because they were afraid of the enemy, rather it was because they were apprehensive about whether they would be able to survive living with their own kind. With so many soldiers drunk and on drugs one probably would have a better chance with the enemy than with the United States Army. Certainly something must be done to rectify this horrible situation. These G.I.s and all those over there on pot and drugs, should be given free passes to our Mental Hospitals and institutions to recuperate from their dreadful illness. We must act now to save these people from destroying themselves and others. This is our responsibility.

## Viewpoint

### Great American Heroes

by Will Collette

For years Americans have conjured up heroes to worship, whether or not they existed, to write fables about and sing ballads to. They used to be men like Davy Crockett or Buffalo Bill or the great John Sullivan. We used to make men legends while they were still alive.

Nowadays, we have to kill them off before they can be immortalized. Dion sings "Abraham, Martin & John," but not for anyone alive. Don MacLean bemoans "his widowed bride" (insert your favorite dead, pop hero). But I think attention should be paid to two men who are desperately trying to be legends in their own time while they're still kicking: Richard Millhouse Nixon and John Wayne.

If you sat them down before each other, undoubtedly they'd sit for hours, engrossed in rapt mutual admiration. For they seem to fulfill each others' dreams of reality.

John Wayne, for instance, has established himself as the self-sufficient man, totally capable of drawing upon himself to make strong decisions without a hint of self-doubt. Except for saying things like, "Hell, doncha think ah'm skeered too." Such resolute self confidence is the thing of which Dick Nixon's dreams are made. Why else would he sit through PATTON three times? Surely, not to memorize George Scott's dimpled chin. The Duke gets it every now and then, buys the farm, gets

planted, so to speak. Usually he doesn't bleed, but if he does, he manages to hemorrhage heroically. And always with inspiring platitudes.

And when Dick bites the dust, he usually goes the same way. Always, he is in the right and is wronged by some villain whose villainy goes beyond the personal offense, but rather, is one who is a slight to humanity. This is why I think the Duke likes Dick. From the Checkers speech to Cambodia, the enemies of the house of Milhouse have been enemies to the motherland. Thus, those who criticize his policies, in this case, those on the Indochina war, are playing into the hands of this country's enemies. As Duke would put it, "Either ya wit' me, or ya're against me."

But whereas John Wayne was content to seek his niche in the American Olympus riding the plains (with only occasional sidetrips to the WWII theaters of war, or the plains of Ireland for the "Quiet Man"), Dick seems to be following his destiny on the east wind to the land of the Yellow Peril.

Dick Nixon goes to China. One might think he was repudiating the mold cast for him, but in the end he slips little hints to the wary observer that his abberance isn't what it seems. As he walks through the People's Republic Arts and Industry Pavillion, he remarks that the lanterns he sees are just like those "Chinese lanterns" he used to hang out for

## Viewpoint

### The Privileged Elite

by D. J. Lynch

Recently a great stride toward easing the parking problem at RIC was shelved by the Executive Committee of the Faculty Council. This proposal, presented by the Parking Committee, called for freeing for student use the faculty staff lots after 12 noon. The reasons stated for the change were as follows: it would utilize more efficiently the total number of spaces, since evidently many faculty members leave at noon, leaving spaces empty; it would reduce the lunch hour traffic congestion; it would compromise the position taken by the Student Senate calling for the total abolition of reserved lots; and it would make less work for the security men.

The Executive Committee put this proposal aside for, it seems, no valid or substantial reasons, at least as far as I can discern from the minutes of the Faculty Council. This action is reactionary and an example of the faculty looking out for their personal and collective vested interests and convenience, in lieu of the general convenience of the college community at large.

Parking, particularly student parking, is a problem affecting all in the Rhode Island College community. The resultant inconvenience should be mutually shared by all. To give one group special privileges for no logical reason at the inconvenience of a considerably larger group cannot be justified.

How is a faculty or staff member "special" or somehow better than students? They are no better or worse a human beings than students, nor is their function any more important than that of students. The (punctual) presence of both faculty and

students is equally important for the instructional process. I personally challenge any faculty or staff member to convince the student body that he, just because of his "status," should be always able to park relatively close to his place of campus business, and that students should have to park at often five times the distance from their place of business, simply so that said faculty member or his colleagues may have this privilege.

The only justification for reserved spaces is for handicapped faculty, staff or students. This is only logical.

Any system of reserving spaces, (except as noted above, since so few spaces are involved), is an inefficient use of the total number of spaces. If a faculty member leaves at, say, 10 a.m. for the day, why can't that space be filled by whoever might need it? And why, if a student arrives early in the morning, and has a class in Roberts, should he not be able to have a shot at those spaces on a first-come, first-served basis? Logic tells me that one naturally parks as near as he can to where he has to go. This system of special lots fouls up the works.

Another related item upon which I might comment is the parking and traffic enforcement system. I think the security men are overzealous in ticketing cars, and their dealings with students are reportedly far from courteous. Another objectionable policy is towing cars. College disciplinary action can be justified against those who persistently and wilfully

violate regulations found by representatives of the college community to be necessary for efficient traffic and parking operations, but this towing of cars as an enforcement measure or penalty is unexcusable. At best, it shows a lack of consideration for students and at worst a presumptuous and vindictive demonstration of authoritarianism. It might also be pointed out that ticketing and towing procedures are not as strenuously enforced against faculty and staff violators as they are against students.

It is time students make their objections known to this illogical pampering of a privileged elite. I made mine known at the Parking and Traffic Committee meeting in January. The Student Senate officially asked that the lots be abolished. It is time now for students to make their views known so that the Senate may show that it has backing in attempting to act on this matter. I know of, and have been asked not to disclose, what I think is a very effective plan of action to combat this veritable meance to our parking situation. Please leave your ideas in the Student Senate Office with the Secretary, talk to your Senator, or start a petition. This move can succeed if everyone gets together on it. You are only powerless if you want to be. I also ask you to support Amy Stuart in her attempt to fight the towing policy in court. I wish her the best of luck.

It doesn't have to be this way if you don't want it to.

## Letters to the Editor

Dear Editor:

The following are the results of the referendum concerning the student activity fee conducted by the Student Senate on February 2 & 3, 1972.

### Question I

The Student Senate voted on December 15, 1971 that the student activity fee be voluntary as opposed to mandatory.

Approve	1,020	40.4%
Disapprove	1,489	58.9%
Not Voting	16	.7%

### Question II

The Student Senate voted on December 15, 1971 that the College shall impose no additional taxes or fees that involve extra-curricular activities without an affirmative vote by the majority of students voting in a referendum.

Approve	2,525	84.5%
Disapprove	312	12.4%
Not Voting	78	3.1%
TOTAL VOTES CAST: 2,525		

Dear Editor:

Someday . . . there will be children sitting in classrooms. . . reading about the history of man and they will probably agree with the teacher that it was a very strange thing that in the middle of the 20th century, in America, people cloaked in the garb of the respectability of the day, used all manner of means to draft children into the training of destroying other children. . . all as part of a game. . . called "power-play".

It will seem so strange that anyone could have considered these times to be called "advanced". It will be explained that the people had not yet learned that the safest way for humanity to live was by being humane.

It will be pointed out that though all the wise men of all recorded time before them had been trying to show them the way to peace, people had not yet dared to trust the hearts of other men. . . perhaps because they did not yet dare trust their own.

Sincerely,  
Sonia Roberts

Statewide Meeting of  
**RIPIRG**  
at 3:30  
Monday, March 6

**LOWEST PRICE ON GAS**  
**VINNIE DUVA'S ESSO**  
435 Mt. Pleasant Ave.  
**SAVE 3¢ A GALLON**





by Rick Mitz

I used to be a nothing - a little short, fat, whiney kid from Milwaukee with a running nose. I was a real thorn in my mother Rose's side; a regular down-and-outer; a wipe-out; a has-been who never was, and not at all beloved in the neighborhood.

Then something happened. I became educated.

It all began in high school when I dropped out of P.S. 184 and enrolled in what must have been the first Alternative School. In the swamps of Milwaukee, everyday after school, we guys used to smoke alfalfa on the shores of lovely Lake Michigan. One afternoon, I noticed my friend, Norman, lighting up. On the cover of his matchbook it said "Finish High School."

"Let me see that, Norman," I said to Norman.

"Okay," Norman said to me. And as I lit my weed, I opened the book of matches and read on: "Are you tired of being a nothing, a little short, fat, whiney kid from Milwaukee with a running nose, a real thorn in your mother Rose's side, a regular down-and-outer, a wipe-out, a has-been who never was, and not at all beloved in the neighborhood? Then finish High School in your spare time. You can't get anywhere without a High School diploma. Write away right away."

So right away I wrote away. A few weeks later my info arrived in a plain brown wrapper.

"What's in that plain brown wrapper?" my Mother asked. "Just some obscene literature," I told her.

"Okay," she said, "Just as long as it isn't any of that correspondence school stuff." I promised her it wasn't and the next day dropped out of school. Everyday, between the hours of 7:45 a.m. and 4:30 p.m., I'd sit on the banks of the Michigan and do my assignments diligently, taking only an hour out for lunch.

A few months later, my diploma from Matchbook High School with my name magic marked in arrived. And it now hangs proudly over my Father's pipe rack.

Upon discovering there was no Matchbook College, I enrolled at the state university and took classes in bio-physics, freshman English and animal husbandry.

And then it came in the mail. A pamphlet proclaiming: "Instant Learning -- courses that turn your tape recorder into an automatic learning machine." Shaking with excitement, I read on.

"Now! Electronic Technology gives you a New Way to Learn Any Skill You Wish -- so easily -- so quickly -- so automatically -- so perfectly and permanently that it will take your breath away."

I gasped. Could this be true? Could this be from those nice people who brought me Matchbook High School? And, would I, as the pamphlet promised, "be turned into a walking encyclopedia to whom your friends and business

associates will turn as a final authority on virtually any point?" I decided to sign up then and find friends and business associates later.

I dropped out of college. I sold my dorm contract, bought myself a tape recorder and ordered learning tapes on each subject. I learned to "At Last! Speak fluent Spanish, French, Italian, German in exactly 24 hours!" I started, as the ad said, "chatting away like a native." For \$9.98.

I obtained a "Power Personality" -- and got "all the friends you ever wanted." I "regained accounts that were considered lost." I won "the unconditional approval, respect, and admiration of everyone I came in contact with." And I revitalized, as the ad promised, "my marriage into a thrilling daily experience." It all worked. And I wasn't even in business or married. Only \$9.98 per tape.

I learned how to develop my "Creative Mind Powers" as I began to "Liberate the Creative Flow Seething Within you!" I learned "How to Defend Yourself Against The Human Parasites Who Want to Rule Your Life" and, before you could say \$9.98, I forgot my "feelings of inadequacy" and learned how to "pry open the clenched fists of control that people wrap around you!"

Night after night, while I was asleep, I began to double my power to learn (In Just A Single Weekend). I brought the "Magic of Mystic Power" into my life. I learned how to "avoid lawyers, to eat my way out of fatigue, cast astrological horoscopes, write articles that sell" and, "Through The Magic of Push-Button Self-Hypnotism," started to shed pound after pound. "You'll be More Alive, More Alert, More Attractive to the Opposite Sex." And all for only \$9.98.

In one tape I found the secret of perfect living - Instant Sleep - and learned to skyrocket my child's grades in school, as well as become a successful secretary, learn "the new science to command persuasion" and win "unlimited power and control."

All this in two quick weeks. Now I can do anything. I am the American Dream. I'm happy, I'm rich, I have control over people, I know everything you always wanted to know about everything -- just ask -- and I am beloved in the neighborhood. I am the perfect human being.

And now I'm in business for myself. With all of my vast experience in educational alternatives, I'm opening up what I call "Knowledge College" under a new, novel and unique principle: you arrive at my building at about 8 a.m. and spend the day sitting at something called a desk as a teacher lectures to you and you take notes. Then you're tested and you give back the information to the teacher by rote. This learning program should take about four years. It is a radical plan, I know, but it just might work.

## The Automated Air War

A recent war information film-lecture, sponsored by the Chaplains' office, presented a different and startling view on our Vietnam policy and situation. The slide presentation, given by NARMIC (National Action Research on our Military Industrial Complex) was highlighted by a commentary by Andy Collonna, from the Center for Social Change. It was followed by an address by Roger Finemann, a representative of the Lawyer's Committee on American Policy Toward Vietnam. This group is suing President Nixon for maintaining an illegal and unconstitutional war.

The collection of slides called "The Automated Air War" show the U.S.'s stepped up air offensive in light of our heralded ground force withdrawal. The impact of our aerial retaliation has left an estimated three million dead, wounded or homeless.

Mr. Collonna outlined three decisive reasons for our increased air objective. First, there is the continuing international questioning of U.S. ground troops in Vietnam; second, the lack of trust and confidence in our troops, as displayed by our debate, confusion and apathy toward the war; and third, the illusive

nature of the Vietcong foe.

So now, automation has struck the jungle war zone. If combat depends on the clash of two human armies, then the U.S. electronic war machine negates this contact and leaves us with not a regular war, but... a computerized catastrophe.

Electronic centers scattered about the Indochinese peninsula pick up signals and then direct bombers to designated war zones. Microphones and senders, in the form of tropical plants and animal dung, are dropped in jungle areas, near villages and troop centers. Highly sensitive, they are activated by vibrations; of course, they are unable to distinguish between troops maneuvering, or children, running and playing. According to the Pentagon, "the Hoah Chi Minh trail is wired like a drugstore pinball machine, that we plug in at night."

American industries such as Westinghouse, Goodyear and Textron are the manufacturers of these commodities. They supply the instruments which will shortly even replace the human pilot in our jet fighters.

According to Robert Thompson, Presidential Consultant on the Indochina War, the aim of our military and industrial consolidation is

"to stabilize the war."

Another product of these and other related companies, is the "anti-personal" bomb. In the form of rockets, delayed action bombs, napalm and scattering shrapnel, these bombs according to the Pentagon, "can blow off a foot, but not damage a tire on a truck." One such development is a close range helicopter gun that sprays 5,000 bullets per minute.

The defensive aim of this anti-personal policy is to destroy persons, ideas, entities and locations. This will, in turn, decrease the faith of the Vietcong in their own invincibility, increase unrest in the populace, dispel the labor force and cause general panic and hunger. If this continues, then the previously quoted toll of three million casualties will not be stabilized, but only significantly grow.

Mr. Finemann's main points were that the U.S. is pursuing an illusive enemy and to cope with this, we are willing to opt for an automated win, instead of a political victory. Nixon's quest for peace has decreased our own force's death toll, but it is staggering to realize the Vietnamese toll which will balance it off. Finemann later predicted that when Mr. Nixon opens up his fortune cookie in Peking, he will be no closer to his promised victory.

## Jewish Home Journal?

You've heard, of course, of the Ladies Home Journal, and probably the Louisville Courier-Journal, and you must read the Providence-Journal - but the Jewish Home Journal????

Unless you are one of the 151 residents of the Jewish Home for the Aged on Hillside Avenue, Providence, or unless you are a friend of Richard Zambarano you probably haven't the slightest inkling what it is.

Richard Zambarano of 6 Meadow Brook Road, North Providence graduated from Rhode Island College in January and has taken a more than casual interest in the special problems and requirements of the aging.

Among the projects to which he has devoted a good deal of his energies is the production of a "newspaper" for the residents of the Jewish Home to use in communicating with one another.

With the rather large population at the Home, a publication of several pages in which they may exchange news and thoughts has proven a very popular venture.

Acting as advisor, Richard helps an editorial staff comprised of residents to put together the 8-1/2" x 11" paper.

"You grow to have a terrific admiration for the elderly," he explains, as he recounts his work.

The idea for a paper was proposed at one of the regular monthly meetings held at the Home, and Richard was asked to act as advisor. He accepted the job enthusiastically.

Published quarterly, the Jewish Home Journal contains poetry, articles clipped from publications which residents wish to share with others, jokes, and news about people in the Home. One poet even requested that his work be printed in Hebrew because translation would diminish the



Preparing an issue of THE JEWISH HOME JOURNAL is Richard Zambarano, Rhode Island College graduate.

subtle meanings. Richard accommodated him and an entire page of the November 1971 issue appeared in handwritten Hebrew characters.

Also in the November issue was a copy of a letter from President Nixon to Mr. and Mrs. Marcus Rosenfield wishing them congratulations on their anniversary.

"They were really surprised," Richard said. "They still don't know who informed the White House that they were celebrating their anniversary."

The White House is prominent in Richard's experience too, it seems. He was a delegate from Rhode Island to the recent White House Conference on Aging, and he came away with greater conviction than ever to make his career in that field.

"I have a very positive feeling toward the elderly," he says emphatically.

At one time, however, he indicated that his views were different. Working at the Jewish Home for the Aged has changed his outlook markedly.

"I had stereotyped views of

the aged before I began work here," he explained.

"My admiration for older people has grown as I witnessed their strength. They have dignity, and a will for survival that impresses me."

The contact with aged people began for Richard at Rhode Island College where he majored in sociology. He was assigned to the Jewish Home for the Aged as a field experience course (Sociology 321). He worked there for two semesters and then was hired to work there full time last summer. Currently he is working at the home in a full-time position as Assistant Activities Director and Coordinator of Volunteers.

"What I will be doing is a continuation of the work which I have begun, as a part-time employee," he said.

Richard, who has studied in the Rhode Island Division of Aging as fulfillment of an independent study project at RIC, is representative of a new phenomenon. He is a young man about to begin a career, and he has decided that

Cont. on P. 6



## Human Rights

Cont. from P. 1

according to George Nazareth, chairman.

Among committee responsibilities relative to such facilities and programs is insuring that all laws and regulations relating to handicapped persons are properly implemented and enforced; documenting, reporting, and recommending changes to program activities that might violate the human or legal rights and assisting all agencies in developing their own human rights committees.

It is also seeking the cooperation of all state and private agencies not otherwise affected but which provide services for developmentally disabled.

In establishing the Committee, Trivisono pointed out that "although society often denies many disabled and handicapped persons the full measure of their inalienable rights, the handicapped have a citizen's basic rights unless there has been a legal deter-

mination that exercising some or all rights would jeopardize an individual's own interests or those of others."

Simply expressed, he said, "we must ensure that a handicapped person is not only cared for, but is permitted to obtain, through rehabilitation and education, an existence as close to normal as is humanly possible."

The developmentally disabled are either the mentally retarded, cerebral palsied, epileptic, or others with neurological handicaps closely related to retardation and requiring treatment similar to that given to the retarded.

Besides Mr. Nazareth, who is president of the Providence Casket Company, the committee members are James V. Healey, Executive Director of the Rhode Island Association for Retarded Children; John Donahue, Executive Director of the Rhode Island Legal Aid Society; Donald Taylor, Executive Secretary of the Rhode Island Commission on

Cont. on P. 8

## The Arts Series Present

### The St Louis Symphony Orchestra

Plan now to attend the concert by the world-famous Saint Louis Symphony Orchestra. Hear great music played by one of the nation's most powerful ensembles. . . the Saint Louis Symphony Orchestra. As part of the Fine Arts Series, students with R.I.C. I.D.'s will be admitted free.

This orchestra is the second oldest of its kind in the United

States. Conducted by Walter Susskind, the orchestra will perform the overture to "Russlan and Ludmilla" by Glinka. Also to be performed will be selections from the works of Dvorak and Shostakovich. Admission is \$3 without an I.D. and students will be admitted free. The concert is scheduled for Sunday, March 12, at 8:15 P.M.

## Movie Review: "The Go-Between"

by Bob Mayoh

The first noticeable, and soon unforgettable thing, about Joseph Losey's "The Go-Between," this year's Grand Prize Winner at the Cannes Film Festival, is that it is a film of stunning visual beauty, thanks to the English countryside and cinematographer Gerry Fisher. Combine this with Michael Legrand's compelling baroque score, a delicate sense of theme and dialogue provided by playwright Harold Pinter, and some marvelous acting by the principal characters, and "The Go-Between" is a rare treat indeed; a film so overwhelmingly effective without being the least bit brash that you'd probably want to see it again- regardless of an inhibiting knowledge of the story. In fact, to be truly appreciated, perhaps just one viewing is not enough.

The plot is concerned with a Laurentian love-affair if ever

Cont. on P. 6

## Abortion & Morality

The Chaplains' Colloquium will be held on Tuesday, March 7, at 1:00 PM, in the Student Union Ballroom. The format will be that of a panel, exploring opposing or complementary aspects of a given issue. The March 7 program will be Abortion & Morality with Rev. Jack Stevens, Chaplain, RIJC and Ms. Jill Lyons. All are invited to attend.



Bill Finlay, member of the Dance Company

## Spring Dance Concert

"The students will be doing dance in the style of many choreographers, and this is an opportunity that only an immense university normally offers a student," stated Dr. Fannie Melcer, regarding the Rhode Island College Dance Company. The Company will be performing in their annual Spring Concert March 24 and 25.

Highlights of the concert include "Water Study" by Doris Humphrey, "All Things Must Pass" by Clay Taliaferro, and "Compulsions" by Heinz Poll. Dr. Melcer will feature "Sunday Suite." Originally one dance, it has been expanded into three parts; the second part is choreographed by Elaine Nowak. According to Dr. Melcer, it "has to do with the way different people feel about religion."

Susan Wroblinski, a dance major at the University of Massachusetts, will feature a comedy number. Mrs. Wroblinski, in conjunction with Patricia Gordon, will also be presenting a dance for four, based on a dance they began in class last fall.

The Rhode Island College Dance Company has been on campus for seventeen years now. Dr. Melcer has been with the Company for the last twelve years. In regard to the Company's work, she stated, "My only concern is this. When you have an audience who pays to come to see a concert, you ought to have something worth leaving their television sets to see. Works that are clearly student works and look like high school kinds of things do not belong in a dance concert."

"This should be just a great year for us."

# RHODE ISLAND COLLEGE FINE ARTS SERIES

presents

## THE ST. LOUIS SYMPHONY ORCHESTRA

at Roberts Hall Theatre - - RIC

Sunday, March 12, 1972

8:15 p.m.

General Admission \$3.00 or RIC ID

Tickets Go On Sale Monday, March 6

at 10:00 a.m.



## The Go-Between

Cont. from P. 5

there was one: that of a beautiful but bored young English woman in love with a proud but title-less gamekeeper. The time is the turn of the century or thereabouts in Edwardian England; a period just before the calamity of 1914 which the novelist George Orwell would later write of as exuding "an atmosphere, as it were, of eating everlasting strawberry ices on green lawns to the tune of the Eton Boating Song."

Marian Trimmingham (Julie Christie), daughter and oldest child of an aristocratic family in Norfolk, has been picked to marry a young and genial fellow-aristocrat named Hugh, who carries around with him a nasty scar on his right cheek-compliments of the Boer War. Marriage is not far off for the two of them. But there is a problem which Lady Trimmingham (Margaret Leighton), Marian's mother, is silently aware: she knows that her daughter cares not a whit for Hugh, but everything for the Trimmingham's gamekeeper, Jack Burgess (Alan Bates). Marian's affair with Burgess has been kept largely a secret, simply because the two of them have had so few opportunities open in getting away to meet each other.

Enter then one summer day a boy named Leo Colston (Dominic Guard), schoolmate and friend of the youngest male Trimmingham, who has come to stay the summer with the wealthy family out in the Norfolk countryside. As a precocious little boy found adorable by most of his surrounding elders, Leo soon finds two special adult friends in Marian and Jack Burgess, though it is not till later that he discovers the secret relationship that exists between them. Leo is just coming of age in noticing women; a certain measure of innocent but groping sexuality is present in all his adorative attentions conveyed to Marian, and it is not long before he is attempting to get a tongue-tied Burgess to reveal to him the hidden mysteries of the birds and the bees. Both Marian and Ted court his attentions; Marian in paying him special favor over all others and in holding herself out to him as a sexual object in a very subtle

but tempting way, and Ted in promising sometime to reveal all that Leo still finds confusing. But the lovers court him as they do for a very special reason; for he provides the link between them. He becomes their "postman," as Ted calls him; a willing courier who soon begins to carry messages and love notes from one to the other.

A sense of imminent tragedy hovers over everything in "The Go-Between"; the scenery, Pinter's marvelous dialogue, Legrand's ominous piano pieces, all adumbrate an ambient sense of approaching disaster. We can feel it all around; we wait for it to come as we know it must. And the film plays no tricks on a common theme: ill-fated lovers such as Marian and Burgess will of course be discovered. But how? It is in such a manner of discovery that "The Go-Between" departs from familiarity with a satisfying and successful twist. It is the messenger of passion-the innocent go-between himself-who unwittingly ends up as the instrument of destruction.

Throughout the film director Losey periodically provides gradually developing flash-forwards in time, which show an aged Leo (Michael Redgrave) revisiting in the backseat of a chauffeured car the well-remembered landmarks from this episode out of his youth. "The past is a foreign country," we hear his voice say at the beginning of the film. "They do things differently there." As this

### Used Book Service "A Great Success"

The Student Senate-sponsored Used Book Service has been termed "a great success" by its sponsor Edward Oliver, Vice President of the Senate. The service made possible over 1,600 book transactions at the beginning of the second semester.

The concept of the Used Book Service was first introduced by former Senator Charles Haskell in 1970. The idea was to offer students a central location to buy and sell books at approximately 50% of the original price.

The service will be made available by the Senate during the first two weeks of each semester.

## Jewish Home Journal

Cont. from P. 4

working with the aged is his choice.

"I love what I'm doing. I enjoy my work very much," he said.

As Assistant Activities Director and Coordinator of Volunteers, he is responsible for obtaining the service of interested people in the community for volunteer work at the Jewish Home for Aged. He explained that already he has contacted the media, papers, radio, TV and placed announcements seeking volunteers.

Six have responded so far, and he plans to continue recruiting. The volunteers act as helpers and friendly visitors. They make beds, serve tea, do desk duty, teach art lessons, aid in the recreation program, and spend time visiting with the residents.

The activities program

Richard directs also needs the talents of community spirited volunteers. He aids the continuation of programs including film presentations, bingos, shuffle board matches, horse shoe tournaments (summer), pool tournaments, ceramics classes, etc. Residents of the Home are also eligible for ticket endowments under the R.I. Council on the Arts. Under this some attended the Ice Capades.

To attract volunteers Richard also is exploring a program in which high school students can receive credit for volunteer work done at an institution such as the Jewish Home for the Aged. Such a program exists at Zambarano Hospital and Richard has visited there to investigate the set-up. He would like to initiate a similar system.

To get enough volunteers to serve the residents, even though they may only work one hour a week, "you really have to keep at it!" he said.

He does!

secondary plot slowly unfolds, linking together past and present in one aging man's memory, we learn that Leo has returned to Norfolk to revisit an elderly Marian, who asks him to be the go-between once more-though certainly for the last time-in bringing the truth of her association long ago with Ted Burgess into the open before her confused grandson.

Alan Bates is his usual perfection in the role of the gamekeeper; he is one of the finest and most satisfying actors working today. As Ted Burgess he is properly unrefined-the complete image of Laurentian "blood-consciousness" (Losey, for instance, provides a symbolically apropos shot of him impetuously ripping open another of Marian's perfumed letters, just delivered to him in the field next to his house by Leo. Burgess has just shot a rabbit and he clutches at the letter with blood-stained hands.) Yet Ted is also meant to be tender and sympathetic, though he is so much in the same confused and tongue-tied way that a boy like Leo would be. Be he just a commoner, denied access to a woman like Marian because of his low station in life, he has as much

stiff English pride as he does yeoman crudity; and when denied his love in the disaster of discovery he does the only manly and socially graceful thing in such an embarrassing situation: with no foreseeable way out of his dilemma, he saves everyone-though no one more than himself-a great deal of needless mortification by simply doing away with himself with his hunting rifle.

Julie Christie is of course just as beautiful as she ever was (more so, in fact), and she plays Lady Marian with a subtle sense of cunning, symptomatic of a suppressed personal hysteria. And Dominic Guard as Leo, the film's real star, provides a beautiful portrait of a confused little boy painfully metamorphosing into an even greater confused teenager. Margaret Leighton and Michael Gough as Lord and Lady Trimmingham, and Sir Michael Redgrave as the mature Leo, round out in supporting roles a truly superb cast, which, along with superlatives in virtually all other areas, make "The Go-Between" one of the year's finest films.

## Legacy

Cont. from P. 1

Dr. P. Williams Hutchinson of the RIC Speech/Theatre Department and Norman Ranone, a recent RIC graduate, will also take part in the production.

Professor John Custer of the Speech/Theatre Department will be set designer. Mrs. Barbara Matheson will design the costumes. Technical Director will be John Gavis.

Tickets go on sale at the Roberts Hall box office Monday, March 6. A student ID card admits RIC people. Seating will be limited to about 175 people per performance. Performances on March 9, 10 and 11.

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The RIC Theatre organization has need of a few volunteers to act as ushers and crew on this production. Theatrics-manques may contact extension 270 for further information, or drop in to Craig-Lee 111.

## Support The Age of Majority Bill

## Senate Policy Still in Effect

It has been the policy of the Student Senate to pay for fines incurred by students for parking in faculty and staff reserved lots. This is to announce that this policy is still in effect and the Senate will pay any fines incurred.

This does not affect students parked in no parking or emergency zones.

You may bring your blue tag to Room 310 in the Student Union any day between 9 a.m. and 4:30 p.m.

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# SPORTS

## From The Sports Desk

by Sanford Trachtenberg

Yes friends, the Rhode Island College Anchormen are alive and well and about to play in their fourth consecutive NAIA District 32 playoff.

The Anchormen ended what seemed to be a disappointing season with a loss to Central Conn. That loss left Rhody with a 15-8 record and little hope of gaining entrance to the NAIA tournament. But when the selection committee met, they decided that RIC would have an at large bid.

Rhody has been put in a bracket with Quinnipiac, Keene State and St. Francis. The other teams in the tourney are Eastern Conn., Boston, Bryant and Eastern Nazarene. The Anchormen will face Quinnipiac in the opening round on Friday, March 4th at 7 p.m. At 9, Keene and St. Francis will meet. The two winners will play on Saturday at 8 p.m. All games will be at the home gym of Keene State in Keene, New Hampshire. If Rhody wins in Keene they will play the winner of the second bracket. Those games will also be March 3 & 4 at Bryant. If Rhode Island advances to the finals against any team except Bryant, the final game will be played at the Walsh Center.

Coach Baird sees the Anchormen as having as good a chance as any other team in the playoffs. No team is a standout. Each has had its share of losses during the season.

Tickets for the games in Keene will be on sale March 1 and 2. Tickets for students with I.D.'s are \$1.50, Adults, \$2.50. A good following can only help the Anchormen, so let's get up to Keene and cheer them on to victory.

## Anchormen Lose Twice

### RIC vs. Boston State

Rhode Island College fell victim to some tremendous outside shooting by Steve Gaspar of Boston State in losing a 106-89 decision on Wednesday, February 23, at Walsh Center.

Gaspar, hitting consistently from the 30 foot range, amassed 44 points as Boston defeated RIC for the Southern title in the New England State Athletic Conference.

The Anchormen, led by Rick Wilson with 25 points in the first half, jumped out to an early 5 point lead, 7-2, but Boston came back to tie the score at 30 with about 7 minutes remaining in the half.

Neither team could gain an advantage over the next 6 minutes, as the teams traded baskets, and at half time the

score was even at 46 all.

Boston went on a tear early in the second half and had two streaks of 7 unanswered points, giving them a 70-57 lead with a little over 13 minutes left in the game.

The Anchormen managed to close the gap to 6 at 95-89 with 2:30 remaining but then the rally fell apart as the Anchormen were shut out for the remainder of the game.

Boston State shot a fantastic 68 per cent from the floor, with over half the shots bombing in from the 25 to 30 foot range.

Rick Wilson once again dominated the scoring for the Anchormen with 37 points followed by Augenstein, 21, Hart, 13, and Don Suggs with 10 points.

### RIC vs. Central Conn.

The Anchormen suffered their second consecutive loss on Friday, February 25, at Walsh Center as Central Connecticut handed them their worst defeat of the season beating the Anchormen by 30 points, 109-79.

RIC lead in the early going but a 5 point spree by Connecticut with about 6 minutes remaining in the first half gave the visitors a six point lead, 35-29.

The team traded baskets until half time when Central Connecticut held a 7 point bulge, 41-48.

Disaster struck early in the second half as a combination of cold shooting and turnovers dropped RIC to an 18 point deficit, 69-51, with 14:42 remaining.

From this point on RIC was unable to put any kind of a game together and Central Connecticut coasted to a 30 point victory.

Karl Augenstein turned in a fine performance scoring 26 points. Wilson and Suggs also scored in double figures for the Anchormen scoring 18 and 14 points respectively.

## On Smoking

Cont. from P. 1

withdrawal problems and also show positive proof that quitting cigarettes can be done.

Coordinator for this clinic is Louis A. Marciano, Supervisor for Health and Physical Education in the Providence Public Schools. He will be assisted by Miss Kathy Ryan, Program Consultant for the Rhode Island Tuberculosis and Respiratory Disease Association. Consultants for the program are Jorge Benavides, M.D., a surgeon and Chairman of the Rhode Island Interagency Council on Smoking; Vincent Calia, Ed.D., Professor and Chairman Counselor, Education Department at Rhode Island College; Richard W. Perry, M.D., Henry Robidoux, M.D., and Leland Jones, M.D., all surgeons; Patricia Wysocki, Ph.D., a faculty Assistant Professor of Psychology at Rhode Island Junior College and Associate Director of the Boston Institute for Behavior Modification.

Registration for the Withdrawal Clinic is now being held. Further information can be obtained from Miss Kathy Ryan at 421-6487. There is a \$10.00 registration fee.

The member agencies of the Rhode Island Interagency Council on Smoking are: American Cancer Society, Rhode Island Departments of Health and Education, Rhode Island Heart Association, Rhode Island Medical Society, Rhode Island Society of Osteopathic Physicians and Surgeons, Rhode Island Tuberculosis and Respiratory Disease Association. Associate members are Rhode Island Congress of Parents and Teachers and the Rhode Island Association of Health, Physical Education and Recreation.

## Human Rights

Cont. from P. 5

Human Rights; Miss Carole Olshansky, a representative of the Greater Providence Association for Epilepsy; Anthony Ricci, Assistant Director for the Division of Community Services of the Department of Social and Rehabilitative Services; Mrs. Ann McDonald of East Providence, a teacher in the Seekonk School System; Frank Fusco, President of the F & M Landscaping Company; Paul Marchand, Coordinator of Redevelopmental Disabilities for MHRH; and Miss Marcia McCabe, a Legal Consultant to the department.

## School for Wives

Trinity Square Repertory Company's next production is *School for Wives*. The comic classic by Moliere opened Wednesday, March 1, at Trinity Square Playhouse - and has been made available for out-of-town engagements as well.

## Spotlight On The Anchormen

### Wrestling

#### Steve Tobia

Although Steve wrestles at 118 lbs., he really weighs much less than that. Few people would notice this fact, because of Steve's tremendous performance this season. Steve is just a freshman from North

Kingston, but leads the team in points this year. Steve's record is ten wins and four losses (the same as the team's). It can be said that when Tobia moves, so do the Anchormen.

#### Ritchie DiGennaro

Little needs to be said for Richie this year. His outstanding fourth place finish in the New England Championship was no surprise. Almost every meet "Di Ge" wrestled over his normal weight class, but won handily almost every time. Few of us

will forget the time Richie wrestled 40 lbs. over his weight against Boston State and pinned his opponent in the first period. The RIC campus will be hearing much about the freshman from Cranston for the next three years.

BOSTON (106)				RHODE ISLAND COLLEGE (84)			
	G	F	P		G	F	P
Barris	2	3	7	Wilson	12	13	37
Fitzpatrick	0	0	0	Hines	4	0	8
Lee	2	1	5	Augenstein	8	5	21
Byrne	7	3	17	Suggs	4	2	10
Ryan	1	0	2	Jacobson	0	0	0
Doyle	3	0	6	Mendes	0	0	0
Ross	6	7	19	Rices	0	0	0
Walsh	0	2	2	Hart	5	3	13
Gaspar	18	8	44	Gibson	0	0	0
Thibodeau	2	0	4	Meeks	0	0	0
Torres	0	0	0				
Totals	41	24	106	Totals	33	23	89

CENTRAL CONN. (109)				R.I. COLLEGE (79)			
	G	F	P		G	F	P
Davis	4	0	8	Wilson	8	2	18
Hammie	4	3	11	Hines	1	0	2
Heneiz	0	4	4	Augenstein	6	12	26
Kelly	3	1	7	Suggs	7	0	14
Lake	0	0	0	Jacobson	1	0	2
Macola	8	2	18	Mendes	0	4	4
Martin	9	0	18	Rice	1	0	2
Murillo	3	8	14	Meehan	0	0	0
Smotas	0	0	0	Hart	2	2	6
Switchanko	0	3	3	Gibson	2	1	5
Wagner	4	0	8	Meeks	0	0	0
Wendt	7	4	18				
Totals	42	25	109	Totals	28	23	79

## NAIA District 32 Playoffs

