

ESTABLISHED
IN 1928

THE ANCHOR

ESTABLISHED AS A
WEEKLY IN 1962

... FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION ...

VOL. XXXVI, NO. 13

RHODE ISLAND COLLEGE

TUESDAY, FEBRUARY 18, 1964

New Card Catalogue Installed In Library

The days of bruised finger tips may well be over now that an entirely new card-catalogue system at the James P. Adams Library has been installed.

In an interview with Mr. Selby V. Gration, library director, the new system was explained.

According to Mr. Gration, a poll of students, faculty, and general users of the card catalogue was taken from October to November of 1963. A questionnaire was inserted in eight drawers of the card-catalogue and the persons using these drawers were asked to comment on the then present system of filing works according to author, title, and subject on one card. The response was overwhelmingly in favor of a new system which would make location of a work easier.

With a suggestion from Johnathan Ashton, dean of the Library School at the University of Rhode Island, Mr. Gration began to formulate an entirely new system of card-filing that would best suit College purposes along with being efficient and simple.

The system finally proposed by Mr. Gration, which is now completely in effect at the library, operates as follows:

The index cards of a certain work are re-arranged into three alphabets according to the headings author, subject, and title in each of the drawers. Each section receives a separate letter-head prominently displayed in the drawer. For example, a person wishing to find a work, *The Wind Blows* (a book of meteorology), by John Jones, may first look under the section authors of the "J" drawer, or under the title section of the "W" drawer or under the subject section of the "M" drawer. In each drawer the author section is listed

first, followed by the subject section and the title section.

In looking for a book of Shakespeare a person would find, in the same drawer, first under the letterhead "Author" works by Shakespeare, under the letterhead "Subjects," he would find Shakespeare's topics, and last under "Titles" he would find books about Shakespeare.

Mr. Gration went on to say, "Some academic libraries faced with this problem (of a complex carding system) have set up completely separate subject catalogues alleviating the confusion of interfiling author, subject, and title on one card. "We felt our new system to be an improvement over the completely separate subject file because it keeps works by the author and works about the author in the same drawer (e.g. Shakespeare)."

"Also, this is the best time to make the change because we are adding over 10,000 additions to the library yearly. In the next five years the number of volumes will increase from the present 50,000 to over 100,000 volumes."

Mr. Gration added that this new system is for the convenience of the students and faculty and he "urged" students, if they encounter difficulties, to seek assistance from the library staff.

Handbook Ruling On Cut System Remains Effective

A clarification of the cut system was reported last week after many persons misinterpreted a statement made by Dr. William Gaige, president of the College, at a meeting with the student body last December. The misleading remark that there is no cut system was made by Dr. Gaige during a question and answer portion of the student-called meeting.

Because of the conflicting misinterpretations, a clarification was announced by the administration.

It is to be understood that the regulations concerning attendance as stated in the Handbook, are in effect at Rhode Island College. The regulations, however, are not to be regarded as penalizing the students.

The rules stipulate that a student may take as many cuts in a course each semester that the course meets in a week. This ruling, it was reported, is to protect the students. No professor may deny the student this minimum number of cuts, but a professor may limit the number of cuts to the number stated in the handbook.

If a student continues to cut classes, above the minimum stipulated, and by doing so en-

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Newly elected senior class officers (L.) Jeanne De Falco, treasurer; Charlie Wilkes, vice president; Barbara Ciccio, secretary.

Chairman Of Council Explains Requirements Of Dean's List

Dr. Robert Comery, chairman of the Rhode Island College Council, last week explained the 3.25 cumulative index plus the 3.25 semester index requirements for the dean's list in the semester of student teaching.

Dr. Comery stated that a great majority of people in their semester of student teaching achieve either A's or B's. Very few C's are given students; so the great majority of people do make the semester index requirement of 3.25 for the dean's list.

Often a student who does achieve an A or B while student teaching has never made an index in the proximity of the semester requirement while carrying a regular academic load at the College; therefore, the grade given a student for his semester of student teaching is often not a true indica-

tion of the student's work in the past.

Supervising teachers, Dr. Comery continued, do not grade on the same standards as the College educators. This is obvious from the number of high grades received.

For this reason, the Council felt it was necessary to initiate the additional requirement for students in their semester of student teaching.

The Rhode Island College Council is composed of members of the faculty whose duty it is to make recommendations for change to the President. The President may approve or disagree. In the case of the 3.25 cumulative index requirement, the President gave tentative approval, with the requirement being in effect this past semester. Eight students who taught last semester had both the semester and cumulative requirement. They are: Earlene Baker, Virginia Bilotti, Carol S. Cohen, Anita Doucet, Janet M. Gregory, Katherine Larson, Mary Lavalley, Donald Marcotte.

Applications Now Being Accepted

Applications for the positions of Resident Assistant at Thorp Hall for '64-'65 will be accepted through Friday, February 21. Applicant interviews will be scheduled during the week of February 24.

Applications for student counselor position for '64-'65 will be accepted throughout the month of February. Students may apply even if they will be off campus one semester next year.

Interviews for student counselors will be scheduled for March. For further information contact present junior counselors, class officers, campus organization leaders, or Miss McCabe.

Student counselors will be chosen from the classes of '65 and '66.

Applications designated for R. A. positions will be considered for R. A. positions and/or student counselor positions.

Prof. Batowski Gives Lecture On "Foreign Policy"

One week ago today Professor Henryk Batowski of Poland's Jagiellonian University presented to a Rhode Island College audience a lecture on "Polish Foreign Policy—1938 to 1939."

In the process of developing his remarks about the difficulties in which Poland found herself in the years immediately preceding World War II, Dr. Batowski indicated that the fortunes of Poland at this time had been inextricably tied in with the vagaries of her national leader. Although after World War I Poland had become nominally a republic, the country was not ready for republican government. Thus the way had been prepared for dictatorship; first under Marshal Jozef Pilsudski, and then, after 1935, under Joseph Beck.

Beck directed his national policy according to his emotional persuasions rather than reasoning calculations. Dr. Batowski declared that Beck's alliances were formed on the basis of sympathies or antipathies toward various governments. Beck's attitude toward increasing German aggression was one of almost incredible stupidity, as pointed out by Professor Batowski. Even after the Munich Pact of September, 1938, in which Poland's neighbor Czechoslovakia was dismembered, the Polish foreign minister continued to ignore the German threat. In fact, Beck allowed himself to profit by Czechoslovakian distress; he helped himself to a slice of Czech territory, the city of Teschen.

For six more months Beck chose to turn away from the sight of Hitler's slash across Europe. During this time, German troops had pushed down the Danube and occupied Vienna. Still Beck remained frozen. But in March of 1939 Hitler, in violation of the Munich Pact, seized Prague and annexed Bohemia and Moravia outright. Beck was now virtually forced to take some action to preserve Poland's security. It was then somewhat late, although Beck did manage to conclude a mutual assistance pact with Britain. Hitler, who had his eye on Danzig, strategically situated in the Polish Corridor on the Baltic, answered by announcing that the Polish-German non-aggression pact of 1934 was no longer in effect. In September of 1939 the German blitzkrieg was unleashed against the Polish nation.

Thus was Poland crushed beneath the Nazi juggernaut; the tragedy is that her leader had been unwilling—or unable—to take steps to stop it. But, as Dr. Batowski implied, the greatest tragedy of all is that there had been no Polish foreign policy in the tortured years before World War II, only the passive neutrality of Polish foreign minister Joseph Beck.



PROF. HENRYK BATOWSKI

IBM Processing Causes Delay In Semester Grades

IBC facilities at Rhode Island College experienced large scale grade processing operations for the first time at the close of the past semester. The machine processing of grade reports, formerly compiled manually, resulted in difficulties causing a delay in the issuance of the reports. In retrospect, it is very difficult to pinpoint any one factor as the cause of this situation.

As Mr. R. Eugene Nacci, assistant business manager at the College and coordinator of data processing operations, stated, "The recent attempt to mechanize the issuance of student report cards via data processing equipment was somewhat less than successful. An investigation has disclosed a number of events which probably contrib-

(Continued on Page 3)

Editorials - - -

Present Schedule Not Acceptable

A library is used by students for studying purposes and, more important, for obtaining information and facts which contribute in carrying out the educative processes. As a rule, most college libraries are open on weekends, so interested students can use its facilities. The same is true for our library except for one small section—the curriculum center. This area is used by all students in the early childhood and elementary curriculums, plus many students in secondary curriculum. Unfortunately, when this center is needed the most—on weekends—it is not open. Why? There are two junior divisions on this campus, consisting of approximate-

ly thirty people, who have Practicums One and Two together. Each student is carrying twenty-four to twenty-six class hours a week. Because of commuting problems and late class hours, many students can not stay on campus until ten p.m. each night of the week (when the curriculum center is open). When these students can best find the time to use this center, it is not available. The College has burdened these students with an overloaded schedule. Therefore it should provide ample time for student use of the facilities on campus.

Why not keep the curriculum center open for at least a portion of the week-end?

[SIC]

Weeks ago, when times were rough—
The administration was very tough—
But they promised us an access road
To alleviate the traffic load.

Where is it?

Promised also was a parking lot—
So tickets on windshields we would not
spot—

The administration has done a lot
To help us get our parking lot.

Where is it?

Cumulative Requirement Questioned

Has it occurred to President Gaige or any of the various faculty committees that the primary aim of the curriculum of this college, although some progressives sneer at the thought, is to educate people for the teaching profession? Certainly there is a liberal arts program, but like it or not, the primary concentration is on teacher education.

In a recent ruling, formulated by the RIC Council and approved by President Gaige, a dean's list was established. For academic recognition on the dean's list, a student must attain a semester index of 3.25. This is superb! Long live the dean's list!

But, further along in the same regulations, a not-too-appealing facet of the requirements is suddenly unleashed on upperclassmen. The tasteless segment requires that having completed his student teaching, a student must not only attain the required semester index for the dean's list, but must also have a 3.25 cumulative index. This, somehow, does not seem fair.

The only good example can be seen in mathematical computation of that which would be required should a student start his college career "on the wrong foot" and then try to remedy the situation by becoming a dean's list student for the next four semesters.

X = first semester index

2X = cumulative index of first and second semesters

9.75 = Total indices for the sophomore and 1st semester junior years presuming a student made 3.25 each semester.

4.00 = the "easy A" earned in student teaching in the second semester of the junior year.

3.25 = The desired cumulative at the end of six (6) semesters

$2x + 9.75 + 4.00 = 3.25 \times 6$ — the necessary cumulative index at end of six semesters

$x = 2.875$ — the necessary cumula-

tive in this example for the end of the freshman year.

The above computation proves that a freshman cannot get off on the wrong foot in his freshman year without suffering for it in his semester of student teaching, the semester in which he proves just what he has gained from his college education. How many freshmen might be affected by the necessary cumulative in their junior years?

One argument against this is that if a student does make the dean's list for the last few years of his college career, he should not object to missing it just one semester. Unfortunately, it must be presumed that employers would be much more interested in whether you made the dean's list while student teaching than during another semester. Employers want good teachers, and although they regard highly the over-all academic record, they must be concerned with the application of the studies to the practical teaching. An employer who knows not the double standard of our single list would be quite unimpressed with a student who made the dean's list several semesters and then failed to make it during his semester of student teaching.

Why are most of the students coming to Rhode Island College. The entire program in the college career is aimed at the goal of successful teaching. If a student gains enough from his professional orientation, philosophy of education, and overloaded practicum courses to go out and earn an A or a B in student teaching, should he be penalized for his achievements?

It is recommended that those responsible for changing the 3.25 cumulative index requirement carefully re-examine the tentatively-approved ruling. It is recommended that the 3.25 cumulative requirement for the semester of student teaching be abolished and replaced with a cumulative of 3.00. This can only be done if the aims of Rhode Island College are regarded realistically, not wishfully.

LITTLE MAN ON CAMPUS



"I'M AFRAID STUDENTS NO LONGER FIND THIS COURSE USEFUL & INTERESTING — WE'LL MAKE IT A 'REQUIRED'!"

Letter To The Editor



Dear Editor:

2 a.m. Sunday, February 16, 1964.

Last night was the most disgusting night in my almost two years at Rhode Island College. As most of the students are aware, the weekend of February 14, 15, 16 was Winter Weekend at R.I.C. As is the custom, the festivities centered around Stunt Night, All College Ball, and a professional entertainer.

When something as large in importance as the All College Ball is turned into the shambles that appeared last night, it is time to do some keen evaluating. I could rave on for hours about the fiasco that prevailed at the ball, but that

would turn this letter into a major thesis.

The first and foremost problem with the dance was the ever-present need for space—to breathe, to dance, and to move. An unofficial report stated that over 150 tickets were sold for the dance. At this number that would place over 300 people into a dance hall where fifty couples would have had trouble dancing. I started to dance, but the feeling that the whole middle line of the New York Giants was bearing in on me soon proved to be too great.

Honorable mention must certainly be given to the swinging band, preceded on campus by rave notices that they had

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The ANCHOR

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Social Issues Club Is Formed

A social issues club is presently being formed. The goal of this organization is informal discussion of relevant social issues, such as the effects of large scale automation on human individualism, racial and religious bias, or censorship.

Also, the club may serve as a springboard for member's action on behalf of fair housing legislation or equality of employment opportunity.

Interested students are requested to visit Dr. M. Felix in the Clarke Science Building.

Letters . . .

(Continued from Page 2)

played at Brown. Of course 1920 was quite a while ago! Enough said about a group that added more ridiculousness to an increasingly ridiculous evening.

Anyone who attended will long cherish the outstanding features which helped to make the dance a smash; people crowding around with no place to go, ancient band with bygone music, dancing in the middle of a Giants' game, and perhaps the most memorable, couples leaving at 10:30 p.m. for places where they could enjoy the remainder of the evening.

One would think that the people in charge of the weekend would have enough insight to realize that a dance the size of the All College Ball would necessitate better organization and planning. If we're going to have a big weekend, let's run the thing so that it is worthwhile.

Thank you Winter Weekend —hope summer arrives soon.

Frank C. Gromling

Ruling . . .

(Continued from Page 1)

dangers his grade (because of missed assignments, quizzes, etc.), then the student's professor should discuss the attendance situation with the student. If the student continues to cut classes, the professor may report the student to the dean of students, who after a careful investigation of the student's attendance pattern, may, if she believes it to be necessary, place the student on attendance probation.

Parts Are Cast For "Summer and Smoke"

Parts for "Summer and Smoke," to be presented by the Rhode Island College Theatre Group, March 12, 13, and 14, were cast. Student directors are Antonia Scardera and Donna Caruolo. Players and their parts are as follows:

Mrs. Winemiller, Michele Ann Talbot; Alma Winemiller, Margaret Henry; Rosa Gonzales, Carole King; Nellie Ewell, Veronica Garvey; Mrs. Bassett, Barbara Baffrey, Rosemary, Kathleen Garlick; Rev. Winemiller, Calvin B. Tillotson; John Buchanan, Jr., Ray Mitchell; Roger Doremus, Richard Gingell; Vernon, Donald Benway; Dusty, Marcel Duhamel; Gonzales, Fred Andrews, and Archie Kramer, Ted Ford.



Sigma Iota Alpha's donation to the College weighs over 1,000 lbs.

A Review of 'The Helicon'

By DIANE DETORO

"The first edition of the 1963-64 *Helicon* has been distributed among students for two weeks; reactions to the magazine have been mixed and varied among students and faculty. This review is not an attempt at professional criticism by the *Anchor*. It is merely an evaluation of the literary talents of Rhode Island College students as evidenced in the *Helicon* by a fellow student.

This first edition of the *Helicon* does not compare in many ways to the editions of previous years, and I suppose that some people would say that it shouldn't, for many reasons. The format is different and "simple," the book larger and supposedly more compact, and there are no dividers or art section. This, as explained by the editorial board of the magazine, is because of a lower budget and higher printing costs. The magazine suffers from the lack of these aspects, however, which in previous years have enhanced the book, and likewise revealed artistic ability in a field other than literature. Because of the omission, also, the contents of the magazine are left to stand on the strength of their own merits. It appears that sometimes the foundations of these merits are pretty weak.

One must consider, however, that it is not the staff of the *Helicon* that is to blame for this. The cost of transferring an artistic endeavor, even a simple pen and ink sketch, is expensive and Rhode Island College students themselves voted these out of their campus magazine when they passed the student senate budget for last year. Their vote cut the *Helicon* allocation by several hundred dollars. It seems impossible that students, faculty or administration should demand a better example of the artistic and literary talents of the R.I.C. students, if they are not willing to provide the means for doing so.

The members of the editorial board of the magazine, in an insert, presented the book as a "representative sample of the literary activity of the students on this campus." To this reader, this statement is somewhat erroneous. This *Helicon* is representative of only a portion of the literary activity on this campus. There are many talented students at Rhode Island

College who won't submit any of their work. Even the *Helicon* staff itself, which possess some people of extremely good artistic ability, has not submitted to the magazine. They have stated, themselves, "we will not write the second edition for you." No one expects them to. But for those members of the staff who are talented, a place should be made in the "representation."

But literature should stand on its own merits, and the contents of the *Helicon* should be judged as such. The poetry section leaves much to be desired, its biggest fault being in its unnaturalness. There are too many poetic selections that suffer because of their artificial nature and ineffective imitation. One must remember also that it is not enough to have something to say. There must be a successful transition of the thought or the theme to the literary device used for its execution. Most of the poems in the issue lack this transition.

Poems, likewise do occasionally have rhyme and meter. In this "representative" selection of poems, fourteen in number, ten have no rhyme scheme, and three do (one is in French). Not that a rhyme scheme is necessary for a successful and effective poem. The point is made that there is a "sameness" about these poems that at time borders on monotony.

The prose section, however, shows some type of improvement. Quite a few of the selections reveal talent, some creative thought, and imagination, although some of the selections are "run of the mill."

The problem of variety is uppermost in this section. Outside of the French selections, a new and pleasantly surprising and successful innovation, all of the submissions are essays in English. There is a serious and disturbing lack of one-act plays, short stories, longer essays, and critical works of any kind, all of which involve considerably more thought and creativity. Again as with the poems, the simpler and more natural the work, the more effective and successful the over-all result.

As a final over-all remark on the nature of the thoughts expressed in the magazine, one must say that the thoughts and speculations of Rhode Island

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"Giant" Anchor Contributed To College By Sigma Iota Alpha

Sigma Iota Alpha, the industrial arts service organization on campus, has contributed a

IBM . . .

(Continued from Page 1)

uted to this situation but nothing that could be proved conclusively."

First semester closed Friday, Jan. 24. Faculty members had to return grades by Monday morning, Jan. 27. IBM facilities were to have all grades processed by noon Tuesday, Jan. 28, in readiness for registration day. Commenting on these aspects, Mr. Nacci said, "The very limited time allowed to perform this function between the end of the examination periods and the registration period could also have been a factor. However, because this limited time span was recognized weeks in advance, several planning meetings had been held to circumvent this known condition."

Mr. Nacci has received reports of the situation from those people connected with the IBM facilities and also from Mr. Lowell, an IBM representative who came to inspect the equipment for any mechanical defects. He has also submitted a review of the situation to President Gaige and to Mr. Ernest Overbey, business manager and treasurer of the College.

Errors on about one hundred student reports out of 1700 were the main cause of the delay. Regarding this fact, Mr. Nacci said that although only a small percentage of reports were involved, even this amount should not have occurred.

Whether these errors were mechanical or human, the question is "What about next time?" According to Mr. Nacci, "Steps are now being taken to adopt additional safeguards in procedures so that subsequent reporting periods will be one hundred per cent successful. Further, a new feature will make it possible to completely mechanize the computation and recording of student indices. It had to be done manually by the registrar's office at this time."

He added that a qualified person will be present during grade processing to recognize any errors in specific course credit hours, since IBM personnel are not responsible for these areas.

Mr. Nacci also commented that in November, freshmen quarterly reports were processed without difficulty, and he is confident that this success will be repeated in the future.

"giant" anchor to the College to be erected on the site of the Walsh center, the physical education complex soon to be erected. Robert Cunha, SIA president, gave the anchor specifications as approximately six and one-half feet high with a total breadth of six feet. In addition, he stated, the anchor weighs approximately 1000 pounds, a further indication of its enormity.

Concerning the origin of the idea and a donation to the College of this type, Mr. Cunha stated, "The entire project was originated and completed by the pledge class of '63. The pledge class presented the idea to the administration and obtained the anchor after the administration issued its acceptance."

SIA not only offered the anchor for the proposed Walsh center, but submitted architectural drawings and suggestions to be incorporated in its erection.

The general reaction in the administration, as Dean Charles Willard stated, was that, "The administration feels that the anchor, when suitably finished and erected, will be visually interesting on the campus and an effective symbol of the athletic teams and College as a whole."

Dean Willard continued to discuss the appropriate choice of the anchor but commented that the deciding factor was its size. He stated that a smaller anchor would not have the same visual effect and thus would not be as appropriate.

Concerning other organizations initiating similar projects on campus, Dean Willard commented, "This type of initiative is very important on campus, although the suggestions we might receive may not be as acceptable as the anchor proposal." He encouraged other organizations to propose various projects but did state that not all ideas could be accepted.

Alumni Kickoff

Since its kick-off one week ago yesterday, the 1964 Rhode Island College Alumni Fund Drive has realized \$2000. The goal set for this year's drive is \$12,000.

The Alumni Fund annually awards scholarships amounting to \$1000, sponsors alumni lectures, and contributes to other needs of the College community.

All-College Mixer

Featuring

The New Yorkers

EVERY FRIDAY NIGHT
8-12 PROPER ATTIRE

Rocco's Restaurant

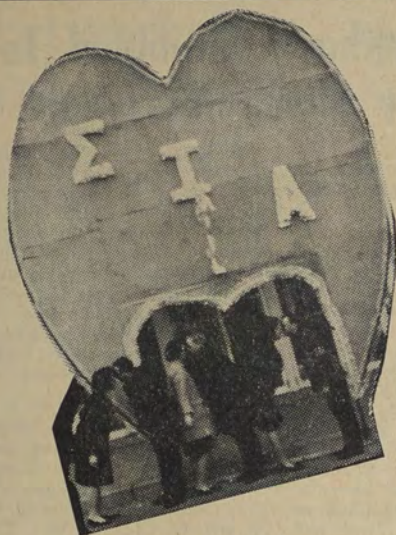
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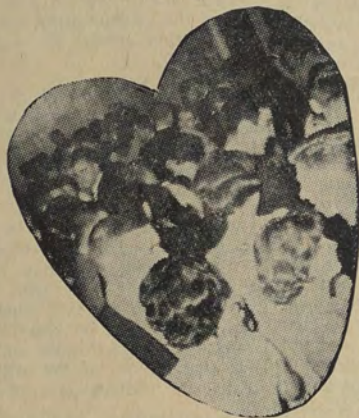
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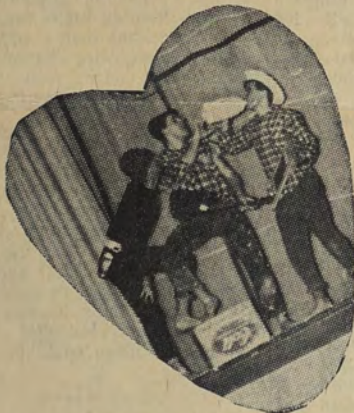
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KISSING COUSINS



CLAUSTROPHOBIA



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JOSEPHINE SQUILLANTE



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WHERE'S OUR TOWN



OVER THERE



HELLO THERE



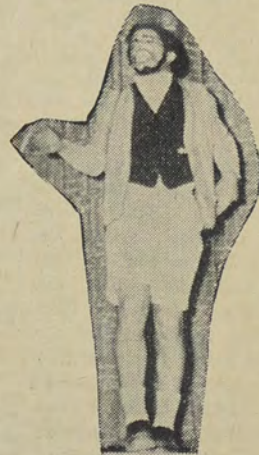
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OFFICIAL ADMINISTRATIVE NOTICES

Beginning with this issue, the Administration of Rhode Island College will use a quarter page in the Anchor each week as an official "bulletin board" through which official statements can be issued.

Semester	Student Class Standing		Minimum required, end of semester:
	Credits attempted: at least	but less than	
1st	0	24	
2nd	24	41	1.35
3rd	41	55	1.45
4th	55	71	1.60
5th	71	87	1.72
6th	87	102	1.82
7th	102	117	1.90
8th	117	131	1.95
9th	131		2.00

Probation: any student whose index is less than the cumulative index he will need at the end of the following semester will be considered to be on academic probation. (For restrictions placed on students who are on probation, see Student or Faculty Handbook.)

Special Notice to Seniors

Any senior who will not be able to complete the requirements for Commencement in June, but who can do so by attending 1964 Summer Session, must obtain permission from the Administrative Committee to do so. This procedure is not automatic. Requests for this program should be addressed to Dr. Fred J. Donovan, Chairman of the Administrative Committee.

Freshman Choice of Curriculum

Freshmen will meet Monday, February 17, and Tuesday, February 18, to receive curriculum choice sheets. Meetings will be scheduled for all freshmen to meet with their advisors Thursday, February 27, at 1 p.m. Curriculum sheets are to be returned at this time. Freshmen are urged to consult with their department and division chairmen, faculty members, advisors and junior counselors in the intervening period, to be sure that their choices are intelligent.

Europe Becomes A Classroom In Summer For College Students

Twelve groups, each containing twenty to thirty selected American college students, will form seminars in various European cities next summer to study the language, culture, and civilization of these countries during a nine-week stay. Designed for the serious student who does not plan to see all of Europe in a short summer, Classrooms Abroad tries to find him a more profound experience through a summer of living in one of the following cities: Berlin, or Tubingen in Germany; Vienna or Baden in Austria; Besancon, Grenoble, Pau or Rouen in France; Neuchatel in Switzerland; Madrid or Santander in Spain; and Florence, Italy.

Graded classes in small sections of six to ten students, each under the supervision of American and native professors, will deal with the reading of classical and modern texts, the daily press, contemporary problems, conversation and composition, pronunciation and grammar. Students will also hear lectures on history and literature and meet with outstanding personalities. They will have full auditing privileges at the university in each of the selected towns and cities and will participate in all academic and social activities with German, Austrian, French, Swiss, Spanish, and Italian students.

gently made and properly indicated.

Absentees from January 30 Assembly

Students who had unexcused absences from January 30 assembly are fined \$1. Names are posted in the glass-covered bulletin board in the Student Center as of February 14. Those delinquent will no longer be admitted to class without a signed receipt from the Business Office.

Official Warning to Students on Absence Probation

Absence from any class means dismissal from College.

Parking Regulations

All cars on campus not displaying a proper parking permit will be tagged by campus police.

Student parking areas are Lots A, B and C only. No parking is allowed behind Craig-Lee Hall, Clarke Science Building or Adams Library, nor on the dirt road beside Alger Hall, in the driveways or in the area near the Children's Center garage. There is positively no parking on the road when there is space in the lots.

Stop signs and speed limit signs mean just that. All violators will be fined. There will be no exception.

Parking permits may be obtained in Room 107 in Roberts Hall.

Members of Classrooms Abroad will live with private families in each city, eat many of their meals with their hosts, and share the activities of their sons and daughters. They will have ample opportunities to meet young people from student, religious, and political organizations. Regular attendance at theatres, concerts, and movies, as well as visits to museums, libraries, factories, youth organizations, and other points of interest are included in the program.

Each group will follow its seven-week stay in a city or town with an optional two-week tour of German, French, Spanish, or Italian areas. Since most programs end in mid-August, participants have a chance to remain in Europe for private travel after the program.

"We have found through many years of experience that it is quite possible, even if you don't know a word of the language, to learn more than a year's worth of college German, French, Spanish, or Italian in the course of a summer," said Dr. Hirschbach, director of Classrooms Abroad, "provided that we get serious and mature students who are willing to mix business with pleasure."

Dr. Hirschbach, who also heads the German-language

(Continued on Page 6)

Professional Orientation Program is Extended

In previous years the freshman classes have all been required to take Professional Orientation in their first year at Rhode Island College. Beginning with the class of '66, however, this course has been extended over a two year period. The major purpose of this course is to orient the student teacher to the teaching profession through an introduction to the program at Henry Barnard School, the laboratory school on campus.

This course consists of three, six week segments. One segment is taken in the freshman year and the other two are taken in the sophomore year. The course is worth one academic credit.

In the freshman year the course meets once a week for six double periods. In this phase the freshmen are taken directly into the rooms to observe the class work. After observing the class, they leave with the teacher for a discussion period. The professional orientation class is taken over by a senior, who has already completed his student teaching.

The second segment begins in the first semester of the sophomore year. The sophomores are shown films during this period after which carefully chosen seniors conduct a group discussion concerning the film. This is accomplished in six double periods also.

The third segment begins in the second semester of the sophomore year. This will consist of six double periods in which the students will view lessons presented at Henry Barnard School by television. After watching the lesson, a discussion follows concerning lesson-planning and the theory behind the lessons viewed.

Several students were interviewed by Anchor reporters concerning their opinions of professional orientation. These include members of the freshman, sophomore, and senior classes.

One senior teaching at the Henry Barnard end (e. g., taking over the class when the teacher has a conference with the freshmen), said that he felt it was a "wonderful opportunity." He said that having finished all his professional courses culminating in his student teaching, he returned to the campus in his senior year to complete his academic work. He would for this entire year have no direct contact with teaching. He stated that this opportunity keeps him in contact with the children while allowing him to experiment at different grade levels.

Other seniors, however, felt that it is extremely difficult to teach, assign homework, correct, and finally to grade students that they have had as freshman brothers and sisters. The proximity of their ages is a barrier to the teacher-pupil relationship.

One of the participating seniors stated it this way. When asked if he thought that this was an ideal situation he stated, "No—the kids are not interested. It does not create a teacher image as their teacher is still a member of the student body. They should be taught by teachers. Secondly,

there's no continuous pattern. It would be better to have one full semester worth two credits rather than three six-week periods worth only one credit."

Most of the freshmen interviewed said that they enjoyed the course and found it helpful and interesting.

"It's so good to get professional course among out academic ones. It makes you realize that this is really a teachers' college. You don't realize what goes into teaching until you take this course."

Many sophomores felt that the films were difficult to discuss and when the senior in charge of their group deviated there seemed to be more interest in the class.

Several also suggested that instead of some of the films, interesting articles pertaining to education would prove more useful. Other members of the sophomore class are extremely grateful for the experience, as they entered R.I.C. with ideas about teaching that they now feel are erroneous.

One sophomore had this to say. Professional orientation, like all educational subjects, is a stepping stone to future educational courses. Although it is time consuming for the amount of credit received, it forms the firm foundation needed in all the educational courses future teachers require."

PEOPLE ARE AMAZING! BUT DIFFERENT!

Some like codfish and beans; others have a taste for guinea hen and wild rice. Some are soothed by the lines of Edgar Guest, but many of the college community crave the more sophisticated patterns of a Dylan Thomas. Similarly in religion,—we have different tastes and our varied faiths and sects are historic efforts to serve the natural variety of human needs. Historically, the movement known as Universalism has promoted a respect for all people and their tastes,—assuring all that there is no danger in error or heresy, but urging all to express and to implement their philosophical conclusions without hypocrisy or conformity. Even now, at the unique church which is affectionately known as "The House On Peace Street," we offer two entirely different opportunities to which all peoples,—whatever their race, color, religious background, beliefs or lack thereof,—are invited.

9:30 A.M. Humanistic, Experimental, Inclusive

11:00 A.M. Theistic, Traditional, Liberal in Spirit.

Church of the Mediator (Universalist)

Elmwood Avenue at Peace Street Providence, R. I.

ALBERT Q. PERRY, Minister

Musical Workshop

Several R. I. College students will participate in a workshop dealing with The Problems of Musicals, to be presented by R. I. Associated Community Theatres at their meeting Feb. 16, 8 p.m., at the Providence Journal Auditorium. These students, who participated in Can-Can, are Maryann DiNunzio, Gerard Richard, Barbara Granieri, Tom Pezzullo, Michael Ranalli, David Tinsley, Roland Lanoue, Marcel Duhamel, and Michele Ann Talbot. Mr. Joseph D. Graham of the speech department and Miss Rita Bicho of the music department will also contribute.

Other groups who will participate will be The Bristol Players, The Newport Players, and The Barrington Players.

Newman Club News

On Monday, February 24, the Newman Club is sponsoring the appearance of Father Norman J. O'Connor, specialist in Jazz. His speech will concern the many aspects of jazz and will be followed by a question and answer period.

Well-versed in musical knowledge from Bach to the "blue" note, Father O'Connor is known for his work in educational television, radio, and as emcee of the Newport Jazz Festival. Formerly, chaplain of the Newman Club at Boston University, he is now associated with New York University.

All are welcome to attend his lecture which will be held in the Amos Lecture Hall, Clark Science Building, at 8 p.m. A coffee hour will follow.



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Student Happy Hour

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MUSIC—BEVERAGES—FREE SNACKS

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