

ESTABLISHED

1928

The ANCHOR

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

If man does find the solution for world peace it will be the most revolutionary reversal of his record we have ever known.
—George Catlett Marshall

COL. XXXIX, No. 13

RHODE ISLAND COLLEGE

WEDNESDAY, APRIL 19 1967

Art, Sculpture and Drama— Italian Festival at R. I. C.

The Italian spirit in art, sculpture, the theater and the film comes to Rhode Island College this month as part of the 1967 Italian Festival.

A schedule of events continuing through October was announced by Dr. Kenneth F. Lewalski, chairman of the RIC Department of History and coordinator for Festival on the college's campus. With one exception, all will be open to the public without charge.

A play by Carlo Goldoni, "The Servant of Two Masters," will be the spring production of the Rhode Island College Theatre. The play will be presented in the auditorium of Roberts Hall at 8:30 p.m. on May 11, 12 and 13, with admission charged.

The James P. Adams Library will present two month-long exhibits. "Designs of Italy — Past and Present," an exhibit of Italian art in a variety of forms, will continue through May 14 in the library gallery. "The Italian Pen and Sword," focusing on Italian literature and history, will include exhibits throughout the library.

The exhibits will be open 9 a.m. to 10 p.m. daily and 2 p.m. to 10 p.m. on Sundays.

Two Italian film masterpieces will be presented in May. Freder-

ico Fellini's "The White Sheik" will be shown May 15 and "Umberto D," a Vittorio DeSica production, is scheduled for May 22.

Both will be shown in the auditorium of Roberts Hall at 3 p.m. and 7:30 p.m.

Ommagio all'Italia, an afternoon of Italian songs, readings and films will be presented at 1 p.m. May 18 in the auditorium of Horace Mann Hall.

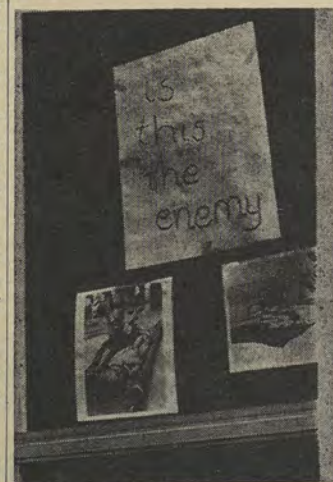
Examples of the architecture and design of Gio Ponti will be on display in the Student Center Ballroom Oct. 2-30. The exhibit, titled "The Genius of Gio Ponti" and co-sponsored by the college and the state chapter of the American Institute of Architects, will be open daily from 9 a.m. to 10 p.m. and Sundays 2 p.m. to 10 p.m.

Thursday's Teach-In

Nine Professors Score Vietnam War; Existing Stand Supported by Students

Last week was National Mobilization To End the War in Vietnam Week, and the Young People's Socialist League attempted to mobilize RIC with a four-hour teach-in on Thursday afternoon in the Student Center Patio. If their aim, as some of their signs stated, was to make people "Stop, Listen, and Think," then they were successful; if their aim was to convert the crowd to their way of thinking, then they failed.

The form of the teach-in was a series of speeches by various members of the faculty against the war in Vietnam. Each speech was supposed to be followed by a question-and-answer period, but the question-and-answer often came before the end of a speech. The large crowd was relatively quiet at first but grew more belligerent as the demonstration grew longer. Members of one of the fraternities put up countersigns including one suggesting that the demonstrators be dropped on the other side and be allowed to try to demonstrate there.



An Argument



Ken Worsley and Roger Beauchamp explain this week's economic facts of life to, clockwise from left foreground, Lisa Metcalf, Linda Donofrio, Gerladine Ryan, Pauline Ryan, Mary Mulcahey and Jean Gustavson.

The speakers, in order of appearance, were Dr. Kenneth Lewalski of the History Department, Mr. Robert Currier of the Music Department, Mr. Donald Raboy of the Social Science Department, Mr. Ara Dostourian of the History Department, Rev. Richard Peck, Mr. Barry Schiller of the Mathematics Department, Mrs. Dorothy Zimmering of the Public Relations Office, and Rabbi Zigmund, who was on campus in connection with Religion-and-Life Week. Mr. James Coleman of the English Department was moderator of the demonstration. Rev. Peck, Father Vincent Maynard, and Rabbi Zigmund conducted a prayer service for peace at the close of the demonstration.

Each speaker tried to consider one aspect of the War and to discuss that aspect. Dr. Lewalski had the honor of giving what amounted to a keynote speech for the demonstration. He outlined his reasons for being opposed to the War. "My opposition to LBJ's policy is well-known. It is a futile, irresponsible, immoral policy. I refuse to be a passive bystander."

Lewalski's Reasons

Dr. Lewalski listed several reasons for being opposed to the War. First, he stated that the assumptions that we are fighting the War on are "erroneous and fallacious." One of these assumptions is that the spread of Communism can be halted by military

means. A second assumption is the famous dominoes theory, which states that the fall of Vietnam will lead to the fall of the rest of Asia and the salvation of Vietnam will lead to the saving of the rest of Asia. A third assumption is that we have the right to determine the government of any other people in the world. The final assumption that he mentioned was that any government is better than the Viet Cong government in Vietnam.

Jacobs Suffers At Hands Of Crowd

Mrs. Alice Jacobs was the next speaker. Her remarks were much briefer than Dr. Lewalski's and supported her view that the only positive change in our policy would be to leave Vietnam as soon as possible. She thinks that the Administration of the United States is not doing this because they are working under two false premises. First, the Administration feels that the United States has a "bounded duty" to protect all the



Ara Dostourian Speaks

Better start saving your money girls. This week, April 17-21, is Sigma Iota Alpha's fifth annual MERP Week. For those of you unacquainted with MERP it means Men's Economic Recovery Program. Beginning to see the light? That's right. This week the girls help the guys to "recover economically" by treating them to coffee, dates, etc. It is literally the reverse of usual dating procedures with the girls footing the bill.

Tony Lombardo, president of Sigma, announced the events of the week which is the major social function of Sigma Iota Alpha. Don't worry girls. The week won't be too expensive, but it will be fun. On Monday voting for Miss MERP began in the Student Center corridor. Ten girls have been selected as candidates. The winner will be crowned at a dance in the Student Center Friday night.

The rest of the week, however, will not be dull. Sigma plans to provide continuous entertainment daily in the Student Center with records a la discotheque. On Tuesday at 1:00 p.m. the renowned Professor Tontilaer Swartzcough, Ph.D., guest speaker, lectured on various incendiary topics. At 3:00 p.m. on Wednesday, there will be a band "The Merits" providing rock and roll music in the Student Center — for free.

On Thursday, there will be a surprise event at 1:00 p.m. Come see the big mystery. Friday night is the climax of MERP Week, the crowning of Miss MERP at the dance to be held in the Student Center from 8:00-12:00 p.m. Besides the \$100 wardrobe to be awarded to Miss Merp, \$50 worth of LP albums are to be given away. Music for the dance will be provided by "The Mods."

It looks like Ken Worsley and Al Tobojka, Sigma's social committee co-chairman, have arranged a really swinging week. Don't worry girls. Most of the entertainment is free and MERP is a theoretical program anyway.

Coming to RIC

April 19 — Film, "Maedchen in Uniform." Distinguished Film Series, 3:00 and 7:30 p.m., Amos Assembly.

April 20 — Outing Club, Clark Science 118, 1 p.m.

April 20 — Faculty Colloquium, Dr. Carol Revenal, Alumni Lounge, Roberts Hall, 1 p.m.

April 14 — May 14 — DESIGNS OF ITALY, PAST AND PRESENT. An exhibit sponsored by the RIC Art Department, Adams Library Gallery.

April 27 — Public Speaking Contest — Roberts Hall

also
Daily Mass in Adams Library Conference Room I, 12:00 m.

Dr. Willard Takes
Stand On Helicon
Issue — See Official
College Notices

EDITORIALS

Activities Hike Worthy of Endorsement

On Thursday and Friday of this week, the Rhode Island College student body will vote on whether or not the recently proposed ten dollar hike in the student activity fee will be enacted.

Although this proposal has not attracted the general interest that the *Helicon* or merger issues have, it is nevertheless undeniable that the decision the college's undergraduates make this week will have a crucial impact on the immediate and future fortunes of this institution. The student body should, therefore, carefully weigh the pros and cons.

A thorough examination of the advantages and drawbacks of the proposed increase reveals, however, that the money requested is desperately needed by the Rhode Island College community in general. If this institution is to continue the fast expanding extra-curricular offerings

which have become so obvious in the past few years, its students must endorse the proposal put to them during the next two days.

In two areas alone — athletics and fine arts — almost \$30,000 more will be needed in 1967-68 than in the present academic year. This figure, as impressive as it is, represents the precise and realistic estimates of those individuals most intimately associated with the two fields, and is imperative if their progress is to continue.

Rhode Island College has made advances during the past decade which have been a tribute to both the state and its citizens. No longer, however, can it continue to adequately finance its extra-curricular activities on the present activity fee which each student pays. The ten dollar boost is completely justified. Retrogression is the only alternative.

Concerning The College's Finest

There are few institutions on this campus as universally scorned as our "campus cops." Much of this is merely sublimated anger at the lack of parking spaces reasonably close to the campus buildings, but, recently, a completely just complaint has come to life. There has been a rash of car thievery on campus and our police force has done nothing about it.

This year has seen the stealing of at least one car, hubcaps, batteries, and even bucket seats. Meanwhile, the campus police have spent their time issuing parking tickets, directing people into their parking spots, and evicting students from the Student Center. Is it really necessary to have two policeman to direct students into their parking spots, or does it really require two officers to write one traffic violation?

Letters to the Editor

Dear Editor:

I wish to compliment you and your staff on the mature and professional manner in which you reported and editorialized on the *Helicon* censorship issue. Miss Barry's full statement and the first page story and the editorial in *The Anchor* of April 12, 1967, were all essentially accurate, thorough, and effectively written. It seems to me that all of the students who have been actively concerned in this controversy have understood the issues clearly, have presented College policy correctly, have indicated strongly their dissatisfaction with it, and have provided the impetus at least for a more satisfactory way of implementing the policy.

I have been much impressed by the excellent manner in which members of the *Helicon* Board and the editors of *The Anchor* have handled this situation. I commend you all.

Sincerely,
Charles B. Willard,
Acting President

Dear Editors:

I am sick and tired of the crusade of the *Helicon* to force the printing of an objectionable poem in the spring issue.

I also take exception to the editorial of April 12 which blithely states that the consensus of opinion within the RIC community favors the printing of the poem. I don't believe it.

Even if this were the fact, what right has the *Helicon* to ignore the feelings of us who are the supposed minority, who do not wish to have a poem which is felt by Mr. Salesses, as advisor to the magazine, to be beyond the bounds of decency appear in the magazine — since we're now choosing sides over the "issue?"

If Mr. Salesses, or any advisor, we're going along with the *Helicon* editor and willy-nilly, bowing to undue student pressure against his better judgment, this would be dishonorable. Mr. Salesses is a brave and wise man.

The way the *Helicon* is running the ballgame is to put Mr. Salesses in the responsible position of faculty advisor and when he does advise, as he did against one ob-

jectionable piece of material, to start screaming that they will take their ball and go home if the rules aren't observed their way.

The *Helicon* doesn't want an advisor — it wants a "yes" man.

As for anyone's academic freedom at RIC being impinged upon — this is rot.

(Mrs.) Catherine A. Herzog

Dear Editor:

As a member of the Religion in Life Week Committee, as well as a student participating in the week's activities, I would like to take this opportunity to thank the Rev. S. Richard Peck for all he did.

As organizer, panel member (on more than one occasion), actor, and of course, chairman of the week, Mr. Peck put his total self into the program. Were it not for him, Religion in Life Week would not — could not — have been.

We at Rhode Island College are indeed fortunate to have Mr. Peck as one of our chaplains. I know that I am not speaking only for myself when I say "Thank You."

Francine Pickar
Class of 1968

Viewpoint

By Gloria B. Rothman

Although I am not an expert in the field of education I do feel that I know something about teaching. I have been a student in classes for fifteen years and have lived through classes with very good and unbelievably bad teachers. I therefore feel that I can accurately state what for me makes either a good or a bad teacher. Several years ago I decided that I wanted to be a college teacher and I carefully and consciously watched the insights and blunders of teachers at Rhode Island College so that I might find some guidelines to help me when I became a college teacher.

A teacher's job is to teach. This may sound self evident, but many teachers do not act as though it is. The teaching situation, when distorted, can become many things, none of which resemble teaching. A teacher, a college teacher especially, may use his position to expound, to "rattle off" all of his real or supposed knowledge, wit and perception. It may have nothing to do with the topic at hand, it may not help or enlighten the student, but for fifty minutes the teacher feels he has proven to the lowly students that he really is an intellectual. Everyone at some time meets this type of person. Especially in an intellectual setting where competition runs along such lines as "Have you read - - ? I have." or "Have you met the famous Dr. - - ? I have." A small mind finds it necessary to compete at this level. To them at least he can and does expound. This pseudo-intellectual leads us to another type of teacher, one who enjoys his captive audience.

The power hungry professor enjoys the teaching position not because he can show how intelligent he is but to demonstrate how powerful he is. He has fifty minutes, thirty to five-hundred captive students, absolute power and he's in his glory. Here they are, poor powerless students at the mercy of the god in front of the room. The god savors every bit of control. He is an absolute monarch. He could be another Louis XIV. Does he have anything to say in those fifty minutes? Do the thirty to five-hundred captive students learn anything? Sometimes. But the price is staggering. Students become bored or brow-beaten. Intellectual curiosity is killed. Revolt, however, has dire conse-

quences. Half of the class may fail the course as punishment for rebellion against this all powerful god.

In this discussion I must not forget the dull professor, dull in mind and spirit. He has nothing to offer. What are his credentials for college teaching? Perhaps he put in his time for two or three years of graduate work somewhere and has been let out and judged harmless. Anyway, many of the teachers one encounters are of this category. These dullards do not arouse very positive or very negative reaction. They are there. One must sit through most of the lectures. One must take the tests. That is all. There is no involvement, no learning. There is nothing.

Not all college teachers are bad. There are some fine ones. As a fitting contrast to these small people there are in a college situation the real intellectuals. The geniuses who will talk to students on an equal basis. The giants who will not parade before the lowly. They are people who try to help, try to teach and are so unpretentious that it takes perhaps a week or two before everyone realizes their worth. They never let on that they're vastly superior. They encourage and help and use their knowledge and don't flaunt it.

Another credit to the college situation is the reasonable, fair and democratic teacher. He welcomes all reasonable opinions whether they agree or disagree with his own. He not only lectures but also discusses. A discussion to him is not the kind where students ask and repeat what they know he wants. Students ask what they themselves want to know. They answer what they really feel. There is a give and take. The teacher's training and intellect are used to enhance the learning situation and help the student. Training and intellect are used for the student and not against him.

In teaching as in any other occupation or profession one finds competence and incompetence. The teaching situation, however, potentially is very powerful. A good teacher can create miracles. A bad teacher can cause great misery and disaster. My 15 years as a student have been filled with both types. My 3 years at Rhode Island College have been just as representative.

The ANCHOR

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Grizzly, Unfrocked Chaplains And English Teachers Make "J. B." A Rousing Success

By Bernie Dulude

Archibald MacLeish's rendition of the Biblical story of Job, "The suffering 'good' man," was presented last Thursday and Friday at Roberts Auditorium. The play, entitled "J. B.," was sponsored by the Religion-in-Life Week Committee and performed by Rhode Island College's Theatre Organization, Alpha Psi Omega. Under the direction of Prof. Roger Kliaber,

of the Speech-Theatre Department, MacLeish's modernized version came to life as J. B. was forced to answer for himself the question of unjust evil. As well as direction of Prof. Roger Kliaber, was a partial performer in the play, as his voice was heard over the sound system as the "Prompter." His guidance brought out the finer points of the play, particularly MacLeish's gentle wit.

In the title role, Mr. Winfield Scott submitted an excellent performance as J.B. Mr. Scott is a member of the faculty in the English Dept. and his interpretation was of a professional caliber and the audience united with him in resolving his plight. "Show me my guilt," J. B. pleaded, as he grovelled in pain on the stage, and the audience mentally grovelled with him remembering an occasion or two when they felt they had been unjustly punished. The scene where J. B. was stricken by the finger of God was extremely moving, as Mr. Scott's grimace and subsequent crumbling to the floor was perfectly executed and very convincing.

Dr. Robert Comery, also of the English Dept., had the part of Mr. Zuss, a ballon peddler and actor turned Deity. Dr. Comery seemed well suited for the part and even evoked some chuckles from the audience when one of his lines were, "Why shouldn't I play God?" Although at times his gestures appeared a bit mechanical, his delivery was excellent and he carried off his part well.

As Nickles, the Devil figure in the play, Senior Ted Ford capped his acting career at Rhode Island with a stunning performance. Like Dr. Comery, his cohort in the play, Mr. Ford was also a peddler and ex-actor. As a nickle is but five cents, so the character of Nickles was small change. Hardly the sulphurous and Satanic Lord of the Netherworld of the average Vincent Price flick, Mr. Ford's character was a pesky gnome, chiding everyone, and slithering about the stage causing general mischief and mayhem.

The three comforters of Job in the Old Testament, Bildad, Zophar and Eliphaz, underwent an interesting metamorphosis. They seemed to give what MacLeish thought was the modern equivalent of Biblical consolation, comfort without pity. Rev. Richard Peck, the Protestant Chaplain and chairman of the Religion in life Week Committee, sported a grizzled beard, faded blue jeans, tossed hair and became the first comforter, Bildad. Far from his normal ministerial demeanor, Rev. Peck became a Marxian agitator, telling J. B. that he was but a statistic. "Wrong time, wrong class," was one of his lines. His transmutation from suited cleric caused ripples of laughter from the audience the first night, but Rev. Peck's delivery, his fiery message with a Chauvinistic conviction, quelled the previous association.

The Catholic Chaplain, Rev. Vincent Maynard, traded his Roman collar for the jargon of a Freudian psycho-analyst. As Eliphaz, his suaveness and subtle sophistication brought much to the role, as he told J. B. he was not guilty, rather that guilt was all around him, that he was but a leaf floating in the breeze, that he was a puppet of forces far beyond his control. Again comfort without pity.

For a bit of irony in casting, a mathematics instructor was chosen to play a clergymen. Prof. Mariano Rodrigues had the part of Zophar, the final comforter, who told J. B. that his sin was just that he had been born a man. Mr. Rodrigues gave his character the self-righteous and holier-than-thou attitude which lent its un-

Rabbi Zigmund's View:

Jewish Tradition Does Not Justify War

By Jayne Rooney

Rabbi Maurice Zigmund, the New England Regional Director of the Hillel Foundation of B'Nai B'Rith spoke at Rhode Island College on Thursday, April 13, as part of the RIC Chaplaincy Program's "Religion in Life Week" observances. Rabbi Zigmund, assistant Professor on Anthropology at Yale for 12 years, dealt with the topic "Jewish Tradition Speaks to World Problems."

To begin his lecture, Rabbi Zigmund first defined what he considers to be the dominant themes in Judaism. The first of these is the exalted position of man on earth, he who according to Pslam 8 was made little lower than the angels, (or, in some translations of this passage, little lower than God). But man is also given his intelligence for a purpose, to be a co-worker with God in the perfection of creation, using his intelligence to discover and shape an ideal life upon the earth. Man is responsible to both himself and God, and in order to make this ideal life he has a responsibility to study that he may know the earth and its potentialities. From these ideas come the emphasis on study found in Judaism, and also a tendency to be primarily concerned with this world while letting the next take care of itself.

Moreover, there is no concept of an "original sin" inherent in man in Judaism. Each man starts his life as an unmarked tablet, and is responsible only for his own misdeeds, not for those of his predecessors. And there is always the possibility for improvement as long as life remains. Even though there is evil in the world, it is man's lot to challenge it, and, if defeated, to rise again. Also, a man is considered responsible not only for what he does, for what he fails to do. Rabbi Zigmund explained this attitude by saying that "Just as we may be called to account for the evils we have been guilty of, we may also be called to account for those good things in



Rabbi Maurice Zigmund

life which we have failed to take advantage of." Evil is seen as merely the absence of good, the object of man being to extend good until no evil is left. And, as only living people can perform the work intended for them, human life is the most sacred thing on earth, and the only sacred thing on earth (God is in Heaven). In this respect, to save a life is, in a sense, to save the world.

As applied to the issues of today, Rabbi Zigmund feels that, if life is indeed sacred, there can be no justification of war for any reason at all, that there is never a just war or an unjust peace. In the face of modern world crises, he believes that Jews must be uncompromising and oppose war in every possible way. The problems of the world must be solved not by brawn, but with brain, by the policies of conference and consultation. In speaking of the issue of civil rights, Rabbi Zigmund quoted the passage "Behold thou art as the Ethiopians are to me," in support of his position that all men are brothers and God is the father of all. Rabbi Zigmund also spoke of the importance of the family in Judaism and mentioned that Jews today try with increasingly less success to make the home a holy place, the table an altar to regularly give thanks, in the face of increasing pressures in daily life.

In closing, Rabbi Zigmund emphasized two major principles put forth by the Rabbi Hillel, who lived a generation before Christ: "Do not unto others what thou wouldst not like them to do unto thee. This is the whole law; all the rest is commentary. Go and study."

the important thing in this world and in the future is respect for the human dignity of man which includes culture, mutual respect, mutual love, and, above all, love of neighbor.

These views were stated in a lecture presented as part of Religion-in-Life Week. The lecture took place in Mann Auditorium on Wednesday, April 12. Father Haering is German but speaks English amazingly well.

Father Haering feels that the way to achieve the dignity of man is to adopt the philosophical outlook on life known as personalism. There are three chief types of personalism, and Father Haering described each of these types. The first kind is the "I oriented" type. This type emphasizes the need

Man's Dignity More Important Than Man's Great Technology



Father Bernard Haering

The most important question in the future of man, according to Father Bernard Haering, is what the status of man will be — will he be a person in freedom or will he merely be a very good tool-maker. Father Haering stated that



The three "comforters" descend upon J. B.

Official College Notices

LIBRARY CONSTRUCTION

Construction has begun on mezzanine Level B in the Library. Until work is completed, there will be limited access to the book stacks on the lower level. Call slips for books in this area should be presented at the main desk whenever the lower floor is closed off.

Selby U. Gratton
Library Director

GOVERNOR'S ASSEMBLY

The annual Governor's Assembly will be held in Roberts Auditorium on Tuesday, April 25, 1967, at 2 p.m. All faculty and students are invited. The Governor presents a frank and valuable report at these assemblies and I hope that many of our students will avail themselves of this opportunity to hear him. I urge attendance so that the College may be well represented when Governor Chafee gives us his message.

On Tuesday, April 25, classes scheduled for 2 o'clock will meet at 1 o'clock to free the 2 o'clock hour for the Governor's Assembly.

Charles B. Willard
Acting President

HELICON ISSUE

Miss Nancy Barry, editor of the *Helicon*, has appealed to me to reverse the decision of Mr. John Salesses, faculty advisor to the *Helicon*, that a certain poem by Norman Hindley might not be published in the *Helicon* unless changes in it were made. Miss Barry's appeal requires two decisions by me:

- (1) Did Mr. Salesses act within his responsibility as defined in current College policy in refusing permission for this poem to be published? Under present College policy, the advisor has the responsibility to exclude from publication material that is libelous or obscene or that transgresses the bounds of common decency. Mr. Salesses refused permission for the publication of Mr. Hindley's poem on the grounds that it transgressed the bounds of common decency. In doing so, he acted within his authority and responsibility.
- (2) Granted that Mr. Salesses acted within his authority, should his decision be overruled on the grounds that his judgment was wrong? This calls for the exercise of my judgment on whether or not the poem transgresses the bounds of common decency. I concur with Mr. Salesses. In my judgment, the poem clearly transgresses the bounds of common decency.

I believe that Mr. Salesses acted within his authority and that his judgement was right.

While this decision means that the poem cannot be printed under College auspices, it should not be construed as an indication that the poem has been suppressed or the right to free discussion denied. Copies of the poem have been available on campus for many weeks and it has been discussed freely in many faculty and student groups. That such a poem should be read and discussed on a college campus seems entirely proper to me; yet it does not follow that the poem should be permitted to appear in an approved College publication.

Charles B. Willard
Acting President

Censorship Seen As Restriction of Freedom At Religion In Life Week Panel Discussion

At the ungodly hour of 10:00 p.m., in the unlikely place of the Lounge in Weber Dormitory, a panel discussion on the important subject of censorship decided unanimously against it. The panel lacked a devil's advocate to argue for censorship and this diminished the importance of the event.

The discussion was sponsored by Weber Dorm as part of Religion in Life Week. Panelists were Dr. Thomas Sanders of Brown University, who defended "I, a Woman" in court, Dr. Kenneth Lewalski, Chairman of the RIC History Department, and Dr. Elizabeth Cooling of the RIC Education Department. The moderator was Mr. John Cicero of the Dorm.

Dr. Lewalski was given the honor of beginning the discussion and opened with arguments for freedom and against censorship. First, censorship is illegal according to the Constitution. Second, censorship has not worked in History and there is no reason to think it will begin to work now. Third, man has a natural right to freedom. Fourth, man is a free agent, free even to sin. Fifth, Dr. Lewalski mentioned a personal

reason. He said that "no one has the right to decide for me what I can not think or express myself."

Dr. Lewalski did note that there must be restrictions on freedom. He mentioned the Roth case as setting standards for censorship in this country. Then, Dr. Lewalski proceeded to describe where the censors go wrong. They do not have a clear definition separating freedom and abuse of freedom, they use extra-legal means, they never restrict their efforts to the proper level, and they have not set up proper licensing laws. Also, it is impossible to rely on the collective judgement of the community for our censorship standards.

Dr. Cooling was the next speaker and treated the topic from a

different viewpoint. She investigated the alternatives to censorship. First, we can pursue a policy of deliberate choice of the best we know. Second, we can give children specific instructions in choosing reading material. Third, we can develop a program aimed at developing taste. Fourth, we can provide a psychological environment where censorship is not necessary, an atmosphere where frank discussion between child and parent is possible. In this respect, we must be ready to let people take the consequences of their actions and must be able to repair any damage that has been done by their actions. Fifth, we might use a disclaimer which would make the stu-

CENSORSHIP

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Sex Dissected — A Religious And Psychological Viewpoint

Sex was the topic of Monday night's Religion-in-Life Week panel discussion in Mann Auditorium. Religious leaders and psychologists took turns dissecting the subject and presenting their views on the morality of extra-marital sex and birth control.

Sister Jean of our Psychology Department was moderator of the discussion. Panelists were Rev. Peck, Rabbi Blumberg of Temple Beth-El, Father Crawley of Our Lady of Providence Seminary, and Cynthia Makokian of the RIC Psychology Department. The plan of the discussion was to have Rev. Peck and Rabbi Blumberg present position papers on their religious views on sex and to have the other two panelists react to these papers.

Rabbi Blumberg presented the first of the two papers. He noted that the Jewish religion recognizes two inclinations in man, a good one and an evil one. The evil inclination is identified with the sexual instinct in man and is considered a natural part of life. It is not really considered evil. "The task Judaism assigns to the individual is to control, to channel, and to use it properly." Judaism recognizes two purposes for the physical relation between man and woman, procreation and expression of total love of man and woman. In Jewish law, a husband is required to cohabit with his wife a certain number of times. Talmudic law specifies the number of times for the sex act. The proper place for the sex act, according to Judaism, is within the family unit since this unit has the security and freedom for full expression.

Rev. Peck's paper was similar to the previous one in that it used the same source, the Bible. He was in agreement with the Rabbi on the purposes of the sex act and on the importance of it in life. On extra-marital sex, he feared that the effects of guilt might be dangerous. He felt that such relations increase inner frustration, not decrease it. Further, it is important that the church become the place for sex education since parents are not doing it and since values are "established and supported" in the church. In this education, the relation of man to woman should be emphasized over the physical side of sex. Sex should not be portrayed as evil.

Cynthia Makokian reacted to these papers by pointing out a seemingly contradictory statement in Rabbi Blumberg's paper. He stated that marriage was free and yet the Talmud dictates much of what goes on in marriage. She also felt that the mass media are fostering an "over-exaggeration of sexuality."

Father Crawley found it necessary to discuss the Roman Catholic Church's view on sex. Sexual morality starts with the idea of marriage. Marital love is a mirror of Christ's love for his church. If intercourse is pre-marital, then there is no other external expression of love left for marriage.

When the discussion was thrown open to the audience, the first question was on the morality of birth control. The Rabbi stated that Judaism condones the use of birth control devices under certain conditions. Rev. Peck said that Protestantism recognizes other forms of birth control besides rhythm. Father Crawley stated the Catholic viewpoint that the matter is still being discussed and the Pope will soon give his opinion on it. Rev. Peck felt that a doctor should be able to give the pills and Mrs. Makokian said that a family psychiatrist should also be able to.

Father Crawley summed up the discussion when he said that conscience is the last court for morality.

Meet the Faculty:

Special Education Is Focus of Life For RIC's Dr. Harry S. Novack

By Lynnann Loveless

Dr. Harry S. Novack is a professor of education of exceptional children, Graduate Division, Rhode Island College. In other words, he is in special education, a subject very important to him. He says special education is "that aspect of education that tries to provide for those children who are not able to profit from the kind of programs, facilities, and curriculums typically available for normal children." It deals with individuals who have their own unique problems.

When talking about the role of special education at the college, Dr. Novack said the program grew out of the students' own interest in working with children whose needs were not being met in an ordinary program. In 1958, there were thirty part-time students, primarily graduate students, in the curriculum. Today there are five hundred at the undergraduate level. Evidence that the department is growing is further seen in the fact that since 1960, the department has received half a million dollars from the federal government in teacher-training grants to come here free of financial obligation. Since 1964 the department has awarded sixty graduate fellowship grants to graduates of this and other colleges. Money for traineeships amounts to a \$1600 stipend and all tuition with "no strings attached". Graduate fellows receive a \$2,000 a year stipend. It should be noted that there is still time to apply to the graduate school for next year. Anyone interested in doing so may obtain an application from Dr. Harshman or any member of the department.

Dr. Novack is interested in all aspects of special education. He is not just an "ivory tower" professor who teaches theory. He is also involved in the practical work of testing children once a week — on Saturdays. The children are referred to him from various sources and places. Last week, for example, he tested a child from Arabia. Yet Dr. Novack stresses the idea that it is up to the teacher to go where the children are — to the hospitals, clinics, and homes, for not all the children are in public schools.



Dr. Harry S. Novack

Dr. Novack prefers to talk about special education rather than himself. The fact that he has had a great deal of professional experience and is affiliated with many professional associations such as the American Academy for Cerebral Palsy and the International Council for Exceptional Children is, according to him, to be minimized. What is to be stressed is special education, its goals, its opportunities, its future.

However Dr. Novack did not begin his career at Rhode Island College. He received an A.B. from Emerson College, an A.M. from Northwestern University, and his Ph.D. from Syracuse University. Before coming to R.I.C., he was, among other things, a special education teacher in Manchester, Connecticut, a speech pathologist and audiologist in Connecticut, and a consultant for the Governor's Commission on Education in Connecticut. Although he is a very busy man, he always seems to manage to find time to discuss his

favorite subject—special education.

He feels that a background in special ed., particularly on the elementary and early childhood levels, will not only prepare the teacher of exceptional children but also the teacher of normal children in developing a broader knowledge with which he may study the individual child more meaningfully in order to improve and help the child. It is essentially the concept of preventive education, of reaching the child before the layers of frustration and failure are accumulated. Such failures could be prevented if teachers had more insight into why children are not able to learn and could make school and adjustments enhance learning. Dr. Novack says we are trained to handle groups, not individuals. Special education would help teachers understand individuals, each of whom has his own ingredients for failure. Helping children whether they be exceptional or normal is a goal for all education.

Haering

(Continued from Page 3)

of self-fulfillment and the virtue of enrichment of oneself. It uses everything as a means for self-perfection. This personalism appeared in our culture mainly after the Renaissance. It is the basis for much of empirical psychology. Father Haering stated that maturity is reached when a person grows out of this personalism.

The second type of personalism is "Social Personalism." In this personalism, everyone is concerned for everyone else. Karl Marx in his early days was a social personalist since he protested the sacrifice of man to development, but he diverged from personalism when he preached that the economic system has its own autonomy, its own iron rule-profit. Ethical socialism demands that the order of economics and of society must be constructed around man's dignity.

The third form of personalism, and the best of the three forms, is the personalism exemplified by the model of Christ as the Good Samaritan. This type of personalist tries to serve man. Father Haering says that the Biblical renewal is not entirely responsible for this new feeling of personalism. He says that the great dangers of de-personalization which exist today have resulted in this new personalism. Examples of these dangers are the policies of Hitler and Mao Tse-tung and the anonymity in modern society. Part of this personalism is love for man. Man wants to be loved, to be revered, and to be understood. "He finds himself in his brothers."

This modern personalism is a "personalism of community in the world and in love, a personalism of encounter." Father Haering went on to say that "it is response to God's calling by listening to one's neighbor."

Father Haering summed up his speech when he stated that "we must humanize our society." The personalists must find a way to preserve the dignity of man despite the great emphasis on technology, on tool-making, which is rampant in the world.

MASS NOTICE

Daily Mass on Campus, Monday through Friday 12:00 noon, Library Conference Room No. 1 for the rest of the year.

Divergent Opinion At Teach-In

(Continued from Page 1)

nations of the world from hostile attacks. The second false premise is that the United States can not pull out of Vietnam because it will lose face.

Currier Speaks on Draft

Mr. Coleman introduced the next speaker, Mr. Currier. Mr. Currier's speech was concerned with the draft. He began by comparing the present situation in the United States with the situation in Germany in 1940, and asked the crowd if they would have stood by in 1940 and allowed the murder of the Jews. He asked them if it would have been right for a man in that time to join Hitler's army. Mr. Currier, who would not place himself against war in any form since he felt that he could not foresee all possible reasons for war, stated that "No government could force me personally to fight for one of its wars."

He compared Vietnam to a "great death camp," and said that no young American need fight in the War. He outlined and described the four possible levels of opposition to the Vietnam War. First, a person can be listed as a 1-A-0. A person with this classification will not handle weapons but will serve in the medical corps. Second, a person may be classified 1-0 which means that he is opposed to all war participation but is willing to do civilian work. This work could be work for the Federal or for State governments or it could be work for non-profit organizations. A person may perform his civilian work anywhere in the world.

The third level of opposition to the War is called the Absolutist position. The Absolutists refuse to cooperate with the Draft in any way. These are the people who would rather go to Canada or to jail, than go to Vietnam. The fourth level, the level that Mr. Currier has adopted, is to become an objector and then refuse to do the civilian work assigned to you.

National Anthem Sung

The question period after this speech was the most emotional of all. A group of students began the singing of the National Anthem. Not all of the demonstrators stood during the singing although most of them were quiet. The Anthem was followed by a statement by Dennis Costa, a former student at RIC who may go to jail for his opposition to the Vietnam War, and who taunted the males in the group to take their 2-S deferments to the Draft Board and turn them in. One member of the crowd called Mr. Costa a "Chickenman." Questions and answers continued until Mr. Raboy asked to start his speech since he thought many of the questions would be answered in the speech.

Mr. Raboy's speech was a detailed history of the roots of the Vietnam War in the Diem period. He supported his points with newspaper clippings from the New York Times. He began his accounts with the Geneva Accords of 1954 which called for elections and reunification of the two "zones" of Vietnam. He accused the United States and the Diem government of refusing to abide by these accords. In May of 1955, Diem said that there would not be unification of all of Vietnam.

After this, according to Mr. Raboy, the line between North and South became a fortified bor-

der. In South Vietnam, Diem set up a "police state." The CIA trained a "vast secret police organization." Diem took over control of the press and set up re-education camps where "mental and physical" torture were practiced.

Diem found it hard to pacify the countryside and resorted to old French methods. He deposed the village chiefs and councils, which had been elected under the Viet Ming, and replaced them with appointed chiefs and councils. He began a pacification program and a land redevelopment program



Claire Valliere makes a point.

which was aimed at breaking up opposition to the regime. This redevelopment program was expanded and became the strategic hamlet program. Mr. Raboy stated that these actions were against traditional Vietnam institutions. He feels that these actions of Diem show that the present conflict is a civil war started by Diem, who was a puppet at the time.

Dostourian on the Human Aspect

Mr. Dostourian was the next speaker after Mr. Raboy. His short ten-minute speech was on the human side of the War in Vietnam. "Let's have respect for each other." He said that we tend to treat people as objects to be used. He asked how long our soldiers are going to be able to napalm women and children. (Of course, he assumed we are napalming them.)

Mr. Dostourian explained during the question period that the atrocities on the other side in Vietnam do not justify atrocities on our side. During the question period, Rev. Peck distributed pamphlets. He spoke after the question period explaining why he thought ministers must put into practice what they preached from the pulpit. Rev. Peck took part in a clergy's march on Washington and a Fast-for-Peace.

Rev. Peck was followed by Barry Schiller who spoke briefly about his "outrage" over the Vietnam War. His opposition was based on the large quantity of work that still must be done in this country. He said that it is our responsibility to protest. Mrs. Zimmering followed him with a very short speech on why she was opposed to the War. "I don't think we have the right to impose our kind of democracy on other countries."

Rabbi Zigmund was the final speaker of the day. He had just come from a lecture he had given in Mann.

A long question period followed and centered about the possibility of taking the War to the United Nations. Mr. Raboy defended this policy.

The demonstration ended with a peace service conducted by the two chaplains and Rabbi Zigmund.

"J. B."

(Continued from Page 3)

usual merit. J. B. called his attempt at comfort the worst of all, because he called depraved the one thing he was not responsible for, his human nature.

In supporting roles, Lillian Ruggeri, Gordon Bellemer and Denis Julian executed their tasks admirably. Miss Ruggeri, as Sarah, the wife of J. B., was convincing as the vascillating wife. Mr. Bellemer and Mr. Julian, as the "Roustabouts," played their parts well, the former as the eternal witness and the latter as the somewhat coarse and uncaring companion.

The Roustabouts were cleaning up the stage area and one of them mumbled, "They get it dirty and we clean it up." It seems what insues is not an isolated occurrence. Mr. Zuss with his balloons and Nickles with his popcorn came on stage, "two of the greatest actors in the world." "Here is where they are going to have the play about a modern day Job," they say. Mr. Zuss was obviously suited to God, and Nickles, wearing a dingy grey sweater becomes the devil.

J. B., a prosperous man with a fine family, has all the good things and believes in the justice of God. Then his five children die violent deaths and his entire fortune is taken from him. But still he believes, "The Lord giveth and the Lord taketh away, Blessed be the name of the Lord." Finally he is stricken with boils but still he does not curse God, but demands to know his guilt.

J. B.'s dilemma is everyman's. If I am good, yet I am punished and punishment is only for the wicked, then God is capable of evil, or their is no God and life is a cruel joke. However, there must be a Creator, a Supreme being who made the world and watches over it. Hence, it comes to this, either I am guilty, or God is unjust. The problem can only be answered by saying that mortal men cannot perceive the Divine plan of things, that what appears evil to man is, in the eyes of God, an ultimate good. Man can only see in terms of his life on earth and cannot know what God has in store for him after the grave. Herein lies the problem, that man takes it upon himself to question God, when he has neither the ability to comprehend the answer, nor the right to ask the question of his Maker.

In the play, J. B. repents, and Mr. Zuss decrees that he will be restored. Zuss says that he repented not out of love of God, but of fear of Him. But J. B. refuses the Divine mandate, "I will not say yes in ignorance or in spite." He chases Zuss away, for, once he made the restorative decree, Zuss again becomes an actor



God and the Devil exchange lines.

Benefit Street Restorations Subject of Ravenal Lecture

Mrs. Carol Ravenal of the Art Department will be the speaker at the Faculty Colloquium on Thursday, April 20. For her title, Mrs. Ravenal has chosen, "RESCUED FROM OBLIVION: BEING A DISCOURSE ON THE BEAUTIFICATION, RESTORATION AND PRESERVATION OF CERTAIN DOMESTIC DWELLINGS ON BENEFIT STREET AND A GENTLEMAN'S GUIDE TO THE IDENTIFICATION AND APPRECIATION OF ARCHITECTURAL STYLE FROM COLONIAL TO VICTORIAN." Her lecture will concern the research she undertook and the findings of her efforts for her Ph.D. thesis on Colonial and Federal Architecture in Providence.

In witnessing the renovation of several houses on Benefit Street in Providence, Dr. Ravenal sought the original structures of the buildings which had gone through several architectural changes. She went through carpenters' hand books of the eighteenth and nineteenth centuries, deeds of property, and even wills to become thoroughly familiar with the area.

Having received degrees from Brooklyn College and Ohio University, Dr. Ravenal received her Ph.D. in Art History at Harvard University and did post-doctorate work at Rhode Island School of De-

sign and Brown University. Her exhibits have been shown in several museums, art festivals, and art galleries. She participates in many community services, in addition to raising three children.

The colloquium will be held in the Alumni Lounge in Roberts Hall at 1 p.m.

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*The golf links lie so near the mill
That nearly every day
The laboring children can look out
And see the men at play.*

SARAH N. CLEGHORN (1876-1959)

PHOTOGRAPH BY LEWIS HINE

She called it her "burning" poem. And it was. It helped ignite a flame of opposition to child labor throughout America.

"My quatrain was literally true," Sarah N. Cleghorn said. "The mill I wrote about actually stood in the midst of a golf course."

Today the American people owe a debt to people like Sarah N. Cleghorn and Lewis Hine, the photographer. Without her, one

writer said, "the history of the United States would have been a different thing." Hine's photography, showing children working when they should have been in school, "was more responsible," the National Child Labor Committee said, "than all other efforts in bringing the need to public attention."

We, the 450,000 members of the International Ladies' Garment Workers' Union, are proud of Sarah N. Cleghorn and Lewis Hine. We are also proud of our union which has taken a leading part in the campaign to outlaw child labor and to improve wages and working conditions.

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Censorship

Continued from Page 4)

dent, not the school or the teacher, responsible for what he writes.

Dr. Sanders was now asked to speak and decided to discuss a specific case, the case of "I, a Woman." This film was called obscene but was upheld by a Providence court after the testimony of Dr. Sanders on the grounds that the movie had redeeming social value. Dr. Sanders said that this movie dealt with the significant moral theme of a break from a recommon world of Denmark. The movie, according to the courts, was offensive and appealed to prurient interest, but had enough value to be shown.

In the discussion period between the panel members, Dr. Lewalski felt that a thing should be shown before it is censored. Dr. Sanders noted that there are three levels at which censorship acts. First, there is the idea itself, which can not be censored. Second, there is the socially unacceptable action, which might be censored. Third, there is the movie or book which may lead to the socially unacceptable idea. This is the place where the real problem of censorship is

since there is divergent opinion on whether such movies or books be lead to these acts and thus on whether they should be censored or not.

During the open discussion period, when the audience was invited to participate, the issue of the *Helicon* poem was brought up. Dr. Sanders said that he believes a University must be the "freest place of all in society." Lewalski said that there were two possible alternatives. The College could place a disclaimer on the *Helicon* saying that the students on the editorial board and only these students are responsible for what is in the magazine. He noted that the legality of such an action would have to be checked. The second possibility would be to have an unofficial magazine, but this would mean that the publication would lose the benefits of having an office on campus and of having the College assist in the circulation of the magazine. Dr. Cooling stated that one of the principal aspects of the problem was the question of what a school was.

The discussion ended the same day it started, but not by a wide margin.

From The Sports Desk:

As Long As There Will Be Spring There Will Also Be The Pigfeeders

Spring, we are told, is that season in which man's innermost feelings, submerged through the long autumn and winter months, rise to the surface for all to see. Long unexpressed sensations of love and hate, satisfaction and frustration, optimism and despondence, seem clearly to take on greater significance during the months of April through June than during the other nine. Indeed, statistical studies have proven that more people kill themselves in the spring than in any other season, and few of us would need statistical studies to be persuaded that prospective brides more often than not choose June as the month in which they wish to take the fatal step. A stirring of the emotions during the spring season is, in short, practically universal in the western world.

Yet for a select handful of past and present Rhode Island College students who yearn so passionately for its coming, spring has even a greater meaning than for most. For the Pigfeeders, life begins and ends in spring.

OAKS FROM TINY ACORNS GROW

The Pigfeeders are a softball team which, due to its annual and unparalleled successes during the months of April and May, is fast becoming a legend in its own time. Only two years old, the team has begun to capture the imagination of the entire college community — indeed, the hearts and minds of all who can comprehend the glory and dignity which comes from victory on the softball field of human conflict. Despite the grim and invariably ill-fated efforts of rival squads, the Pigfeeders remain unbeaten, unshaken, and, most of all, unimpressed. Let us, therefore, review both their origins and their tradition.

In the spring of 1965, a mimeographed campus publication (its influence was and is so insignificant that its name need not be specified), criticized the fact that certain members of the Anchor staff sported beards and, talk about non-conformity, wore dungarees. It therefore concluded that those individuals were doubtless of a radical, vagabond tint, and that their time could be better spent than in activities such as boisterous carousing and merry-making.

Had it been any other time of year, these senseless accusations would have been completely ignored, since to reply would have suggested relative equality between the accusers and the accused. But it was spring, and during spring the emotions — and in this instance how fortunate — often prevail over rationality. "We will," said the specified members of the Anchor, "build a softball team. It will be a softball team whose proficiencies on the field will be matched only by its virility on the sidelines. It will forever silence our transgressors."

From that day until this, Greg Andreozzi's slowball remains unhittable, Denny Costa's fielding impeccable, and Norman Hindley's hitting uncontainable.

THE PIGFEEDER PHILOSOPHY

By no means, however, does the unquestioned excellence of Andreozzi, Costa and Hindley on the softball diamond portray in full the Pigfeeder legacy. No, the Pigfeeders are much, much more than dour and insensitive automatons who go about their task with all the emotion of a mason arranging his bricks. There is in addition a flair, a sense of the dramatic, an identity with that which is both noble and beautiful. For a Pigfeeder, it matters little whether one wins, but rather how one accomplishes the victory.

Since these attributes are admittedly abstract, let us review the most concrete and certainly the most glorious illustration of exactly how the Pig-

feeders have attained the reputation just described.

Birth and maturity came simultaneously for the Pigfeeders — in their very first game. The opponent was a highly capable band of Rhode Island College faculty members who in terms of size and manifest ability were distinctly superior to their nevertheless undaunted Pigfeeder adversary. In their half of the first inning, the faculty laughed their way to a quick and seemingly insurmountable 11-0 lead.

There was, however, very little for the faculty to be merry about. Their unperceiving eyes failed to see that those eleven runs came primarily as a result of eleven Pigfeeder errors, and not at all through a bombardment of Bill McQuade's pitching (Andreozzi's mound work is of a later vintage). Nor did they comprehend the significance of the fact that the Pigfeeders had not as yet been to the sidelines — a reality packed with total if subtle importance in view of the mental and physical sustenance a Pigfeeder receives once his toil afield has ended.

Behind 11-0, the Pigfeeders were greeted by their most faithful and accomodating followers, the Pigfeeder cheerleaders. Dressed in colorful and, as required, revealing uniforms with that huge, impact-ridden "P" on their sweaters, the girls dispensed the vocal and liquid soothing that made a comeback inevitable.

With the score tied 13-13 in the bottom of the sixth, rain saved the faculty from complete annihilation. Unwilling to play in the sudden thunder-shower, the faculty forfeited. Upon departing they watched the Pigfeeders hold a technically perfect practice session in the torrential downpour, and realized that the unquenchable bravado of the adversary had been the primary ingredient in their complete humiliation. Said a member of the English Department, "For reasons which are profound in my inability to comprehend them, that is the greatest softball team I have ever seen."

REMATCH IS IMMINENT

That was in the spring of 1965. Through the remaining five games of that season and the four played last year — fast growing cowardice has made challenges by potential opponents increasingly infrequent — the 'Feeders have maintained their immaculate record. For, you see, although the script invariably is different, the outcome is always the same. Via ten plots remarkable in their originality, ten victories have been memorably achieved.

Whether or not the Pigfeeders will get a chance to add to this glorious heritage is, however, subject to conjecture. As already mentioned, an unfortunate by-product of success has been a distinct unwillingness on the part of potential challengers to schedule the Pigfeeders, and the search therefore is on for parties interested in filing official challenges.

Recently, though, Professor Armand Patrucco of the History Department, spokesman for the faculty's various athletic teams, ventured that the faculty just might be willing to give it another try. Plans are in the making to accommodate their wishes, and a Faculty-Pigfeeder game seems very much in store in the not at all distant future.

Prof. Patrucco should take this opportunity, however, to remind his colleagues of the almost certainly dire outcome of the engagement which they are considering. From all corners of the state, the Pigfeeders have ended their winter long isolation and have united once more. With the coming of spring they have answered the call of an allegiance larger than themselves, and have begun to utter once again, "I am a Pigfeeder."

BASEBALL STATISTICS

(Through Games of April 14)

HITTING

	G	AB	R	H	RBI	AVG.
Besachio	5	20	4	8	2	.400
Fuoroli	5	18	4	6	4	.333
Roche	5	18	4	6	0	.333
Deluca	5	16	1	5	4	.313
Razza	5	19	4	5	2	.263
Swistak	5	20	5	5	1	.250
Fantozzi	2	7	0	1	2	.143
Marchand	5	14	0	2	1	.143
Gorgone	5	16	1	1	2	.063
Champagne	2	2	0	0	0	.000
DePasquale	2	2	0	0	0	.000
Wnuk	3	7	0	0	0	.000
Pontarelli	3	8	0	0	0	.000
TOTALS	5	167	23	39	18	.234

PITCHING

	C	CG	IP	R	ER	Won	Lost	E.R.A.
Pontarelli	2	0	11	6	0	1	1	0.00
Caffrey	1	0	1	0	0	0	0	0.00
Wnuk	3	1	18½	16	5	1	1	2.41
Gorgone	2	1	13½	7	6	1	0	4.05
TOTALS	5	2	44	29	11	3	2	2.25



R.I.C.'s seven run first inning against Bridgewater was capped by a line drive single by Chris Fantozzi. Here Sam Besachio, foreground, and Chris Swistak, rounding third, scores on Fantozzi's hit.

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AUTO — FIRE — LIFE

Bissland Becomes Director of Publications

Philip C. Johnson of Rumford has been appointed public information officer at Rhode Island College, Acting President Dr. Charles B. Willard announced last week. Mr. Johnson replaces James H. Bissland III, who has been named director of publications at the col-

lege. A 1965 graduate of Wake Forest College, Mr. Johnson has done graduate work in history at the University of Rhode Island and was on the news staff of the Rochester Times-Union before joining R.I.C.

Mr. Bissland, who came to the public information post from the Providence Journal - Bulletin in 1964, is a 1959 graduate of Cornell University, with a master's degree in history from the University of Massachusetts.

Anchormen Hand Bryant Twin Losses, 5-3, 7-2

Fuoroli's Triple Wins For Pontarelli In Tenth

Bob Fuoroli drilled a triple to left center field with one out and two men on base in the tenth inning to give the Rhode Island College Anchormen a hard earned 5-3 victory over Bryant College on April 9 at Bryant. Fuoroli's clutch hit followed back to back singles by co-captains Ron Razza and Butch Roche, and broke a 3-3 deadlock which had prevailed since the fifth inning.

The two run Anchormen rally presented R.I.C.'s promising left-hander, Art Pontarelli, with his first win of the season. Pontarelli relieved starter Ed Wnuk in the seventh inning and shut out Bryant over the last four frames to stretch to eleven the number of consecutive innings in which he has not yielded an earned run. Wnuk and Pontarelli combined to strike out 12 Bryant hitters during the course of the game.

R.I.C. drew first blood in the contest by reaching Bryant starter Manny Alvarez for two runs in the first inning. Alvarez retired the first two hitters, but Fuoroli walked, stole second and scored on consecutive passed balls by catcher Larry Fish. Chris Swistak then walked, advanced to third on a single by John DeLuca and scored on an infield error.

Bryant was not long in retaliating, however. In the bottom of the first the Indians put together two singles, a walk, a passed ball and a sacrifice fly to knot the score at 2-2. Fish made amends for his defensive lapses in the top of the inning by delivering the hit which tied the score.

From that point until the Anchormen rally in the tenth, pitching dominated. R.I.C. could reach Alvarez and three of his successors for only four hits between the second and ninth innings, while

Bryant managed only four off Wnuk and Pontarelli during the entire remainder of the game.

The predominance of pitching did not, however, prevent R.I.C. and Bryant from scoring single runs in the third and fifth respectively. Chris Swistak's single rescued Roche, who had walked and stolen second, for the Anchormen tally in the third, while a bobble at shortstop by Fuoroli allowed Bryant to score an unearned run two innings later.

The game winning R.I.C. salvo came after Pontarelli had grounded out to lead off the tenth inning. Razza then started things with a clean single to center, and advanced to second when Roche dropped a single in front of Bryant left fielder Frank Page. Both scampered home when Fuoroli split the left and center fielders with a solidly stroked line drive.

Fuoroli's triple was only the second extra base hit of the season for R.I.C., the other coming on a double off the center field fence by Roche in the fifth. Roche, Fuoroli and Swistak were the stars at the plate for the Anchormen, each getting two hits.

Defensively, right fielder Sam Besachio was a standout. In the fourth he made a fine running catch on a drive off the bat of Bryant's Tom Slowey, and in the seventh he cut down at the plate a runner trying to score from second on Tony DeQuattro's single.

The box score:

BRYANT		R.I.C.	
ab	r	h	bi
Conaty, ss	5	1	1
Page, lf	5	0	1
DeQuattro, lb	4	1	1
Lahey, 3b	3	0	1
Fish, c	1	0	1
Hanley, c	4	0	2
Nicolosi, rf	5	0	0
Slowey, cf	3	0	0
Alvarez, p	0	0	0
Balme, p	0	1	0
Allen, p	0	0	0
Thorn, p	0	0	0

BRYANT		R.I.C.	
ab	r	h	bi
Razza, 2b	5	1	1
Roche, 3b-c	4	2	2
Fuoroli, ss	5	1	2
Swistak, cf	4	1	2
DeLuca, lf	3	0	1
Besachio, rf	3	0	1
M'chand, lb	3	0	0
C'pagne, c	0	0	0
Gorgone, 3b	4	0	0
Wnuk, p	2	0	0
Prelli, p	2	0	0

The Newman Club and the Chaplaincy program sponsored a survey on religion at R.I.C. Due to space limitations, the results could not be published. They will be published next week.



Bob Fuoroli



Ray Gorgone

Gorgone Spins 4 Hitter, Strikes Out Fourteen

A 14 strikeout performance by Ray Gorgone and a well-balanced scoring attack which saw five different players drive in runs were the highlights of a 7-2 victory by the Rhode Island College baseball team over Bryant College on April 14. The win was the second for the Anchormen over Bryant in six days, and marked the first pitching triumph of the campaign for Gorgone.

Bryant grabbed an early 2-0 lead in the third inning, but a three run rebuttal by R.I.C. in the bottom of the inning gave the home forces a lead which they never relinquished.

Four straight hits after two men were out resulted in the decisive R.I.C. flurry in the third. Co-captain Butch Roche initiated the burst with a resounding double to left center, and ensuing singles by Bob Fuoroli, Sam Besachio and John DeLuca plus a stolen base by Besachio netted the three decisive runs.

Adept baserunning on the part of the Anchormen — they stole nine bases in all — was a key factor in their later scoring. In the fourth, Chriss Swistak walked, stole second, advanced to third on a passed ball and scored on a sacrifice fly by co-captain Ron Razza. In the fifth, Besachio walked, stole second, and scored on a single by Bob Marchand.

A double steal of second and home by Besachio and Swistak respectively accounted for another tally in the seventh.

Gorgone, meanwhile, seemed to grow stronger as the game progressed. The senior righthander was in varying amounts of difficulty during the first three innings, but thereafter allowed only one hit and only one man as far as second base. In all Gorgone yielded six hits, struck out fourteen and walked six. After walking Bryant's leadoff man in the seventh, he retired the last nine hitters in order. He struck out the side in the second and fanned at least one Bryant hitter in every inning except the eighth.

The box score:

BRYANT		R.I.C.	
ab	r	h	bi
Kistner, 2b	3	1	0
Conaty, ss	3	0	0
DeQuattro, lb	4	1	2
Lahey, 3b	4	0	1
Nicolosi, rf	4	0	2
Hanley, c	1	0	0
Duffy, c	1	0	0
Page, lf	4	0	0
Slowey, cf	3	0	0
Alvarez, p	1	0	0
Balme, p	2	0	0

BRYANT		R.I.C.	
ab	r	h	bi
Razza, 2b	2	1	1
Roche, 3b	4	1	2
Fuoroli, ss	4	1	1
Besachio, rf	4	3	2
DeLuca, lf	5	0	1
M'chand, lb	3	0	1
C'pagne, c	4	1	2
Gorgone, p	3	0	0

Anchormen Have Seven Run First, Beat Bridgewater, 10-5

By Jean Simonelli

Despite the frigid weather, the Rhode Island College Anchormen played host to the Bridgewater State College nine in the first home game of the season on Wednesday, April 12th at the new baseball field next to Walsh Center. The Anchormen won the game 10-5 with seven of their ten runs coming in their half of the first inning as Bridgewater's starting pitcher, Henry Cormier, was unable to find the strike zone. The Anchormen runs that inning came on four walks and three hits.

Ed Wnuk was on the mound for Rhode Island College. In the top of the first, after the lead off batter had struck out, right fielder Ron Azierowski reached on an error. Then, shortstop Ken Dalzell drove in Bridgewater's first run with a double as Azierowski scored from first base.

Seven Runs

Thus, going into the bottom of the first inning the Anchormen were down 1-0. However, the first four Anchormen who faced Cormier got free rides. Then, with the bases loaded and, the game already evened up, John DeLuca hit a soft line drive over third base scoring Butch Roche and Bob Fuoroli. Sam Besachio followed with a single driving in Gorgone. At this point the Bridgewater coach decided that Cormier had had enough and called on Ed Ward to relieve Cormier. Chris Swistak, the first batter to face Ward, reached on an error made by the centerfielder and at the same time John DeLuca scored the fifth run of the inning. Chip Fantozzi followed with a line single down the left field line scoring Besachio and Swistak.

Costly Errors

Bridgewater came up with four runs in the third inning as the error-prone Anchormen were at it again. Left fielder Mike Paladino and right fielder Ron Azierowski, the first two batters of the inning, reached on errors by Ron Razza and Butch Roche, respectively. The third batter, Ken Dalzell, walked and with no outs the bases were loaded. Thus far Wnuk had given up only one hit, to Dalzell in the first inning. Then Dick Taylor beat out an infield hit and Al Pettipas singled to right scoring Azierowski.

From that point on, however, Wnuk was in complete control. He

gave up only two more hits, one in the fifth and one in the ninth. Going the entire route, Wnuk struck out seven and walked three. Only one of the runs scored against him was earned.

After scoring seven runs in the first inning the Anchormen did not score again until the third. Ron Razza hit a sharp grounder to left to start the inning. Butch Roche struck out but short stop Bob Fuoroli smashed one to deep right for a triple. Fuoroli's triple, his third hit of the afternoon, scored Razza, and then Fuoroli himself scored when Ray Gorgone singled.

Steals Home

R.I.C.'s final score came in the seventh inning and in a dramatic way. Chris Swistak led off the inning with a walk. He stole second base and then advanced to third when Chip Pantozzi grounded out. Then with Ed Wnuk at bat Swistak somehow got under catcher Barry Baronowski tag to steal home plate. It was unfortunate that Swistak's thievery had not occurred earlier in the game when there would have been more fans around to appreciate it. By the seventh inning it was so cold and the wind was blowing so hard that even the most loyal fans had long since departed.

In total, the Anchormen had eleven hits while Bridgewater had only six. Doing most of the hitting for R.I.C. were Fuoroli, Besachio, and Razza, who ended with eight hits between them. For Bridgewater, Pettipas and Dalzell each had two hits.

The box scores:

BRIDGEWATER		R.I.C.	
ab	r	h	bi
Palladino, lf	5	1	0
Azierowski, rf	5	2	0
Dalzell, ss	4	0	2
Taylor, lb	5	1	1
Pettipas, 3b	3	1	2
Stella, cf	3	0	0
Cappello, 2b	3	0	1
Bell, 2b	1	0	0
Baronowski, c	3	0	0
Liberman, c	1	0	0
Cormier, p	0	0	0
Ward, p	3	0	0
Petkunas, p	0	0	0
Gilligan	1	0	0

BRIDGEWATER		R.I.C.	
ab	r	h	bi
Razza, 2b	4	2	2
Roche, 3b	3	1	0
Fuoroli, ss	3	2	1
Gorgone, lb	3	1	2
M'chand, lb	0	0	0
DeLuca, lf	4	1	2
Short, lf	0	0	0
Besachio, rf	5	1	3
Swistak, cf	4	2	0
Fantozzi, c	4	0	1
Wnuk, p	4	0	0

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