



Established 1928

The Anchor

VOTE

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

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RHODE ISLAND COLLEGE

WEDNESDAY, APRIL 23, 1969

Introduction To Social Service Course To Be Offered

by David N. Blodgett

Juniors and seniors of next fall take notice. In an interview with Dr. Leo Miller, Associate Professor in RIC's Sociology Department the following new course work was discussed, Soc. 320—Introduction to Social Service which involves the background and functioning of social welfare in this country. Soc. 321—Field Experience in Social Service, which is exactly what is sounds to be, field experience with a local welfare or social service agency. This field experience will involve at least 8 hours a week and a weekly seminar. The prerequisite is Soc. 320, the required or at least suggested courses for Soc. 320, are Soc. 201 and Psych. 200, however arrangements can be made to double up in these courses where necessary. The Sociology Department hopes to increase the credit for Soc. 321 to six with the approval of the curriculum committee.

What's the point of the previous information. The point is that many persons will sooner or later apply for or consider work with a social welfare agency. These courses are designed to give the student a head start and a taste of the actual field contact work. For many persons the first contact with life-in-the-raw which is exactly our opinion of the reality of dealing with persons in trouble, is a traumatic experience. In addition,

College Contest Announced

In conjunction with the spring production of MAJOR BARBARA, the Rhode Island College Theatre and the Speech and Theatre Department are sponsoring a college contest. The rules are as follows:

- (1) Collages should deal with theme of war and violence and should be based on one of the following slogans —
 - (a) "Nothing is ever done in this world until men are prepared to kill one another if it is not done."
 - (b) "Peace shall not prevail save with the sword in her hand."
 - (c) "If God gave the hand, let not man withhold the sword."
- (2) Collages should be submitted to Dr. Hutchinson (Mann 110E) by April 23, 1969.
- (3) Three prizes will be awarded during the week of production.
- (4) Collages will be used for publicity and production purposes.
- (5) Prizes will be \$25 for 1st place; \$10 for Second and \$5 for Third.

Production Dates: May 1, 2, and 3 — 8:15 p.m. — Roberts Theatre.

tion, many persons who work for social agencies have had no specific introduction to the field and they require extensive additional training. This introduction also functions as a method to determine if social work should be a career. Another obvious benefit is a concrete introduction to today's world, which will contribute to a liberal education.

It is anticipated that the study of Social Services will become a minor course selection, to be separate from Sociology. Persons interested in this field are advised to contact Dr. Miller at Mann 214E, Ext. 411 prior to registration.

George Bernard Shaw's Major Barbara May 1, 2 & 3

Dr. P. William Hutchinson, whose doctoral dissertation was **A Comparative Study of the Professional Religionist as a Character in the Plays of G. B. Shaw**, is now in the final stages of rehearsal for the RIC Theatre production of Shaw's **Major Barbara**.

This last production of the season promises to be a stand-out in many respects. Dr. Hutchinson has enlisted the aid of the Speech and Theatre department to sponsor a college contest in conjunction with the play. The rules of the college contest and the prizes are posted on bulletin boards throughout the campus. For further information see Dr. Hutchinson in Mann 110E. Since the main character in the play is a major in the Salvation Army, color and authenticity have been added to the production through the co-operation of the local branch of the real Salvation Army. They have loaned capes, bonnets, tambourines, and even a large bass drum to the cast; and next week a trip is planned to see the operation of their Thrift Shop and Re-habilitation Center.

Not content to give the production a conventional staging, Dr. Hutchinson has a few surprises in

RIC To Receive Scholarship Money

Federal scholarship aid money totaling \$71,536 will be available to RIC students during the 69-'70 school year. The money was awarded under the Higher Education Act of 1965, by the Department of Health, Education, and Welfare. The money given by the Government must be matched by local funds from various sources. Under the law, a student who is needy can receive from \$200 to \$1000 a year up to a maximum of four years.

The grant was announced through the offices of the R. I. congressional delegation.

Humanities Minor Adopted

Last Wednesday the College's Curriculum Committee approved a proposal to begin offering a humanities minor, beginning in the fall of 1969.

What is most notable about the newly-added minor is that it was conceived, designed, and submitted by a small group of students.

The students first submitted the proposal to the Curriculum Committee a month ago. At this time the Committee seemed to accept the idea of the proposal, but did find that there were a certain number of flukes in the proposal that prevented them from totally accepting it. This first meeting ended with the Committee accepting it. This first meeting ended

with the Committee accepting the spirit of the proposal, with the understanding that a sub-committee, appointed by chairman Charles B. Willard, would make the necessary revisions and re-submit the proposal at this month's meeting.

Members of the Curriculum Committee appointed to serve on the sub-committee were Dr. R. Comery, Dr. Sidney Rollins, and Dr. Elisa Bonaventura. Students serving on the sub-committee, and initiators of the proposal, were Ken Lyons, Bill Swigart, Tony Milano, Pat Holtz, and Carol Haggis. Ken Lyons chaired the committee which met on a weekly basis.

The proposal, as it was adopted by the Curriculum Committee with minor editorial revisions, provides for an 18 hour minor, composed of six seminar courses and, for the present, will be available to a limited number of students from this year's sophomore class.

This restriction to this year's sophomores (next year's juniors) exists for two reasons: a) The sequence of the six courses requires that a student begin the Program by his junior year. b) The prerequisite for the Program is the completion of the Gen. Ed. offering in Humanities.

The proposal stipulates that there will be no exams, and that the criteria for student evaluation by instructors will be the students completion of, and participation in the discussion of, the reading of primary texts and a semester project which each student will be required to submit.

The project, which emerges as the most interesting aspect of the minor, as described in the proposal, "may be in the form of a paper, exhibit, poem, portfolio of poetry, art or music, tape-recording, movie, etc., and must be designed for presentation to the class and possibly the public."

Pending action by the Board of Trustees, grading in the minor will be on a pass-fail basis.

Another guideline in the proposal provides for a faculty pool composed of instructors from all the Colleges major departments, to provide seminar instructors, project consultants, and guest lecturers and to enrich the interdepartmental nature of the minor.

Speaking for all the students who worked on the proposal, Ken Lyon said, "I hope all eligible students will give this program a shot; it demands academic excellence, but the reward is proportionate."

Governor Inducted

On Wednesday, April 16, Governor Frank Licht was inducted into Kappa Delta Rho Fraternity. The ceremony was held in the Ballroom at the Student Union.

Following the initiation ceremony, a program was given in the Governor's honor. Cantor Ivan E. Perlman gave a concert singing selections from various Broadway Shows. His opening number, "The

Impossible Dream" was dedicated to the Governor.

Present at the program, which was open to faculty and students, was Dr. Kauffman also an honorary brother, Dean Ellen Mulqueen, the Fraternity's first honorary brother, was also present along with the groups Advisor Mr. James Cornelison.



Governor Frank Licht is inducted into Kappa Delta Rho by frat President Joe Dobek, while Dr. Kauffman looks on.

VOTE Today, Tomorrow and Friday

EDITORIALS

Voice, Not A Whisper

As reported in last week's *Anchor* the student-faculty committee on student participation in college governance has presented three partial reports to the College Council. Perhaps most noteworthy of their recommendations is the one concerning the Council itself. Their report outlines the reasons for the need for student representatives on Council, pointing out once again that mere representation on Council Committees is not the answer to the requests for student involvement. Participation on committees which recommend actions to the Council is all well and good — but merely whisper of the voice that is ques-

ted and needed. The actual voice can be heard only on the Council itself. The Council is the actual policy making body; the actual decisions are made there, subject only to Presidential approval. Student Senate, the governing body of the students, can and does make proposals to the Council, but even they have no representation when the decision is reached.

The proposal has been sent to Council. We can only hope that they do not take as long in discussing this as they have in getting to the proposals of the parking committee. Perhaps they could even get to both before the end of this year.

Spring + Inertia = 0

As the weather becomes increasingly more pleasant, more and more people seem to be doing less and less. This epidemic of inactivity is usually attributed to a malady called spring fever, which most of us accept.

Lately, however, there seems to be something more than sunshine, carressing breezes, and budding flowers operating on the fancies of RIC students; this something seems to be something like inertia.

For years events have been happening on the campus and only seldom have students been invited to voice an opinion, collectively or individually. That seems to be changing at RIC, but where are all those apostles of change, now that they have been asked to speak.

A case in point is the Curriculum Revision Subcommittee: The students working on that committee have posted and circulated flyers, asking students for their opinions, recommendations, etc; they've made

this request through the college briefs and in person to individuals & organizations. In short, it seems unlikely that a student at this college has not been confronted by written or spoken material that simply asked for his opinion.

Talking with the student committee members makes it immediately clear that they have not been deluged with responses; there hasn't been even a ripple. What this means is simply this: there are a lot of people screaming for change on this campus, most of whom are frauds. These are the students that are moaning about the curriculum now, and will be moaning about it next year; these are the students that will, when asked to make a constructive contribution, cop out because they've got something else to do; these are the students who pretend to be involved in a lot of things, but refuse, when asked, to participate in their own life because it requires something more than screaming "I want."

A Chance To Help Yourself And The School

Every year about this time, the *Anchor* begins to search for new staff members to replace those graduating, and to fill the new position required to keep up with a growing school.

You may ask why joining the newspaper will be of help to either the school or yourself. Perhaps some of your questions will be answered by what follows.

A student newspaper should aid in establishing and maintaining an atmosphere of free and responsible discussion on the campus. The *Anchor* this year alone has done many stories which have brought about some very significant changes at RIC.

As examples, we shall take just a few stories which have affected you, the student at RIC.

The *Anchor* ran a story which questioned the grades given out at mid-semester to freshmen. As a result of this story, and the work of the Student Senate, all department chairmen received a letter from the Student Senate stating that all mid-semester grades were to be fair evaluations and that these grades were not to be used to "frighten" students.

The chairman of the Humanities Department made some statements concerning the set-up of the Freshmen program. This story printed in the *Anchor*, and freshmen found out that they were not

the only ones unhappy with some aspects of the course. This course is now under study by several members of the Administration, and many of the changes suggested by the committee will go into effect next year.

The *Anchor* has printed many stories concerning the teachers who were given non-retention notices. Some of these stories did not agree with the stand of the administration, but these stories were printed to allow the students to hear both sides of the story, and to give them more information with which to form an opinion.

The *Anchor* has, through its editorials, made known to the students several problems which are present at RIC. It has recommended several departments at the college for a lack of concern for students' safety.

You can also help yourself by joining the *Anchor*. You can gain valuable experience in meeting people. This can prove to be of benefit in any profession. One member of the *Anchor* used to work for several large firms in New York. He was assigned to prepare folios on prospective employees. One of the most important things he was told to look for was experience on a student publication. He was told that this was the most valuable extra curricular

activity a person could have. It prepared the person for working under pressure, and taught a person how to meet a deadline.

Not all the benefits are after graduation. One *Anchor* member gained summer employment at a camp. This person had no experience at working in camps, but was hired solely because of experience in the newspaper field. The camp has a program in journalism, and this type of experience was the most sought after by the camp.

Perhaps this article has aroused some interest in the *Anchor*. If your questions have not been answered, feel free to write to us, or ask a member of the staff. The paper exists to serve the Students of RIC, and to fulfill its job, it needs the Students' support.

Official College Notices

CAP AND GOWN CONVOCATION

The Cap and Gown Convocation will be held on Wednesday, May 7 at 2:30 p.m. in the Roberts Hall auditorium. It is hoped that all the seniors will participate and that there will be a large attendance of freshmen, sophomores and juniors. We are fortunate in having Dr. Robert C. Wood, Director of the Joint Center for the Massachus-

Governor's Assembly

2:15 Today

The Anchor

"An independent student voice." Published by the students of Rhode Island College. The editorial opinions expressed on this page are solely those approved by the editorial board of the *ANCHOR* and do not necessarily reflect the views of Rhode Island College or the Board of Trustees of State Colleges.

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"The Paris Peace Conference, 50 Years Later"

SYMPOSIUM SPONSORED BY HISTORY DEPARTMENT

The annual Symposium, sponsored by the History Department, will be held on Thursday, May 1 from 3:00 to 5:00 p.m. in the Student Center Lounge. The Topic is "The Paris Peace Conference, 50 Years Later" which should be of special interest to those who are interested in modern European history. And all the panel members of the Symposium are leading scholars in this field. They are: 1) Dr. Harold I. Nelson, who received his Ph.D. from Columbia University, is currently Professor of History at the University of Toronto.

ets Institute of Technology and Harvard University, as our guest speaker.

Lawrence M. Stratton
Dean of Administration

PLACEMENT

Recruitment Schedule*

Thursday, April 24 —
Diman Regional Technical High

Tuesday, April 29 —
Bureau of Indian Affairs

Wednesday, April 30 —
King Phillip Regional School,
Wrentham, Mass.

*To register for Placement and to sign up for an interview, please see Miss Paine, Room 114, Roberts Hall.

Appointments for interviews should be made two days prior to the recruitment date.

Nancy H. Paine
Placement Counselor

Dr. Nelson was onetime editor of *International Journal* and served in the Canadian Department of External Affairs and the Canadian Institute of International Affairs. He was once awarded George Louis Beer Prize of the American Historical Association. He is the author of *Land and Power: British and Allied Policy on Germany's Frontiers, 1961-1919*; 2) Dr. Paul Christian Helmreich, who received his Ph.D. from Harvard University, is now chairman of the History Department, Wheaton College. He is the author of diverse articles on modern Germany in the *Encyclopedia Americana*, of "Oil and the Negotiation of the Treaty of Sevres" in *Middle East Forum*, and currently completing a volume on the Treaty of Sevres; 3) Dr. Edward Vose Gulick, who received his Ph.D. from Yale University, is currently Professor of History and former chairman of the History Department, Wellesley College. Dr. Gulick is the author of *Europe's Classical Balance of Power* and of articles on the Congress of Vienna in the *New Cambridge Modern History*. Currently he is preparing a volume concerning American missionaries in China in the context of international relations.

Dr. Sally Jean Marks of our History Department will be Moderator of the Symposium, who is currently preparing a volume concerning Britain, Belgium, and the Western entente, 1919-1925.

Both faculty and students are welcome to attend; coffee and refreshments will be served after the symposium.

Meet The Candidates



RICHARD LA FAZIA

I am running for Student Senate President because I feel that I am qualified and will be able to do a good job if elected. I sat in on most of the Senate meetings in my Freshman year and became very interested in the governing of this college. Last year I ran for Senator at Large and was elected. I have served on Senate this year as Parliamentarian. I have also had experience on the Student Action Council which was formed after last year's demonstration. This year I was placed on the Council Sub-Committee for Student Participation in College Governance. This committee has sent recommendations to college council that if passed would put students on almost all committees which concern them. This committee has also asked that students be placed on college Council as voting members. If I am elected President, I would be in favor of students becoming more and more involved in what goes on one this campus.

As far as specific policies go, I do not think the president of Senate should be a dictator. He should listen to students and act in a capacity that will help them. I do not feel that it is the duty of the President to be a one-man Senate, but he should guide and over-see the actions of the entire Body.

If I am elected President, I would like to see a committee system put into effect. In the past, Senate has become too bogged down with trivia at the meetings. I feel that a basic committee system should be set up so that most of the work and debate on a bill would not take place at the meeting, but in the committee. I believe this would be very helpful because it would give the Senators more time to do their job — material would not be presented to Senate in a haphazard manner and the committees would be able to investigate matters which the Senate would not normally have time to do.

It would be impossible for me to list those things which I feel Senate should look into because it would most likely encompass everything. But one thing I would like to make known to the Student Body — If I am elected, I will serve the Student Body and so will Senate.

Vote

April 23, 24, 25



PAT O'ROURKE

This statement is, in a very real sense, a qualification fulfillment for entrance into what seems to be, in it's present state, a subdivision of surrealism; the student senate. Whatever follows stands as a testament, and concession, to the utter absurdity that such surrealism exists in the context of a mid-twentieth century university such as Rhode Island College.

The concept of the "student senate" at Rhode Island College is surrealistic and absurd because of the following reasons. The surrealism of the concept comes from it's real existence, which is a permutation of what a student senate is in normal reality. It's actual existence is, in comparison, a near reality, a carbon copy, therefore it is surreal. It's conceptual absurdity arises from the perpetuation of this surrealism as the governing body of students here at this apex of conservative processes we are forced to call our educational experience in Rhode Island and in college.

If you elect me, and the people I have endorsed, together we shall leave the context of the surreal, which is not only manifest in your midst but is your manifestation (note the absence of the word representation) in the midst of the administration and society, for the explodingly vital reality of the mid-twentieth century existence — which is so much demanded yet so little extended to you as a student at Rhode Island College. We will, through the use of new, organized, meaningful yet legitimate methods, propel you and this campus into the mainstream of the "right now" national student life with all it's connotations of vitality, meaningfulness, and change.



BOB LISI

The Student Senate of Rhode Island College is a fast growing organization. There has been much talk about the functioning of Senate, but in reality the Student Senate on this campus is a hard



ELI PERLMAN

I, Eli Perlman, am a candidate for the office of President of Senate. I stand for change in the Rhode Island College Student Body. I do not believe that student apathy exists on this campus, but rather, a lack of interest in student affairs because of student activities being unorganized. I do not believe that the President of Senate should run on the grounds that he is an issue but rather that he is an individual and a personality who follows the will of the entire student body — not just a few who seem to feel they are the voice of the students.

I also feel that the President of the Student Senate should be held responsible to inform the student body of the actions of the Senate. The ANCHOR, therefore, if I am elected, will be invited to sit in on each and every Senate and Senate Committee meeting. Also, if elected, I will give a State of the College Address once every semester in which I will give the student body my ideas on new and old legislation for and by the Student Senate so that the student body may comment on this either to me personally or through the ANCHOR.



JERRY LONG

A college experience is not fulfilled by academic endeavors alone, but rather by involving oneself in campus activity a greater benefit can be realized. As a member of Senate I could avail myself of the many opportunities and responsibilities that are inherent in a good college education. My background in administrative training at Northeastern University as well as Texas Instruments, Fenwal Electronics and Draftmatic would be a probable asset to the Student Body.

working organization and it entails a lot of work. Knowing this and as a member of Senate Finance Committee, I feel that I am qualified for the office of Treasurer. If I am elected I will see to it that the students funds are handled properly.



JULIAN LASTOWSKI



No
Statement
of
Purpose
Submitted
by
Mr. Lastowski

D. SCOTT MOLLOY

Student Senate is, at least in theory, the legitimate spokesman for the student body at Rhode Island College. Until this year, that function (its primary function) has been rather weakly performed. This year Student Senate has made a significant beginning in performing this function. The unrest among students on this campus calls for clarification of the mysterious workings of the Senate bureaucracy. A number of students, who are not senators, have been placed on administrative student-faculty committees. Although these students are doing their jobs, nobody seems to know what they're doing. When a student does not see something happening, he naturally assumes that nothing is going on. As Vice-President of Student Senate it would be my responsibility to act as ex-officio member of all committees. I intend to make it well known to the student body who these student committee members are and how they may be contacted. The obvious purpose of such contact is to allow any student on campus to have his feelings and proposals heard by the appropriate committees. I would also assume the responsibility of seeing that the college administration and the Faculty Council act on any and all proposals delivered to them by the committees. If such action is not taken, I will urge student Senate to take whatever means necessary, including a boycott of classes, to convince the administration and the Council to take action on proposals. It is my desire to establish a joint standing committee of students from the three state colleges, RIC, URI, and RIJC, to discuss and consider any relations between the collective student bodies of the three schools and the Board of Trustees. Having served as President of the Board of Governors, which is a group composed entirely of students, but which has serious administrative responsibilities, I



The Student Senate at Rhode Island College, as it stands now, is neither representative nor responsive to the student community here. Due to lethargy, inertia, and an impotence when it comes to implementing proposals, the Senate has failed to produce any real, effective legislation. While these faults are for the most part inherited, they could be eradicated through strong and positive leadership.

I believe that I could help initiate this type of leadership. Student Senate must create for itself a voice that will not only be heard, but also reckoned with. It must be receptive to students' demands through a number of channels — publicized meetings, distribution of the minutes of each session, and an immediate action on all complaints.

Furthermore, elections must generate enthusiasm by presenting competent individuals with sufficient publicity. At the present, few people ever know of elections beforehand, much less know who the candidates are, and most galling of all, what the candidates stand for. I will help change this situation by waging a vigorous campaign.

have seen BOG determine all policies for the Student Union. These policies are directed to the administrative staff, to be carried out as intended by the BOG. I have seen students accept administrative responsibility and handle it admirably, and I know that we can do what has to be done at this college.

Rhode Island College is set in an urban environment, with all of its problems and complications. I will see that Student Senate takes the lead in making the college a part of the community. Steps have already been taken in this direction. At my request, the BOG has adopted the Students for Community Services as a standing

Greenwich Village Study Provides New Insight On Drug Scene

by Nancy Cerep

Last Friday, April 18, the College Lecture Series presented Dr. Victor Gioscia of Adelphi University. Dr. Gioscia currently holds a joint position as Professor of Sociology and Philosophy at Adelphi and he has had experience as a psychiatric caseworker.

The main substance of the lecture was the reading of Dr. Gioscia's thesis on "LSD, Cybernetics, and Social Pathology" which was written in technical and suitably academic language. The lecturer promised, however, to "translate" along the way in hip language that would be more appropriate and meaningful for the audience. Dr. Gioscia kept his listeners interested, involved, and often

amused with his informal explanations and side comments.

The hypothesis of Dr. Gioscia's lecture was that the drug problem as it exists is a result, not a cause of other social problems we are facing today. Dr. Gioscia's background in studying the drug problem includes work in an Italian community of heroine addicts and later with a group of Puerto Rican glue-sniffers. These studies were carried out in the early days when the drug problem was confined to the lower classes. Dr. Gioscia explained that when LSD hit the middle class, the use of drugs "spread like fire through a field of hay" (he commented here that he could not very well say that it spread like fire through a field of

grass). The drug scene became, and is, present on all levels of society and is a full scale problem.

Dr. Gioscia's major study was conducted in Greenwich Village. He and his associates rented a room there and put a sign in the window that said "COME IN AND HELP US DEFINE THE NEW CONSCIOUSNESS." According to Dr. Gioscia, about forty freaks showed up in a very short time. In "rap sessions" with these drug users he accumulated some of their answers on the hows and whys of drug use.

The Villagers agreed that dope was a part, but not the essential part, of their life style. They explained that the drugs open new

doors in the head, but it is up to the individual to keep walking in search of his own solutions to his own hang-ups that exist there in his head.

The hippies blamed the existence of psychedelia on two convergent trends in society. First, the advanced automation of our post-industrial society creates a great amount of leisure time for all of us. Second, cybernation, i.e. the society's ability to communicate vast amounts of information instantly via electronic media, creates a state of almost total and perfect communication. The Villagers named cybernetics as the cause of the drop-out problem from schools and the wide spread opposition to the Viet Nam War.

In his interpretation of the remarks of these individuals, Dr. Gioscia explained that psychedelia is the exploration of the dimension of time. Cybernetics has helped create a society that is changing ten times faster than Karl Marx originally predicted it would. Consider an article in Time Magazine that points out the development of four generations of computers in one decade. Dr. Gioscia also noted that living in an era of such rapid change, an ideology that is five years old is considered irrelevant — hence the understanding gaps that exist in society, on campus, etc.

He explained that it is this fast pace that makes "tripping" necessary for these young people. The meaning of "high" is to see many things at once in a much greater perspective as from a vantage point far above. Tripping gives them the ability to watch a process that usually occurs too quickly to be observed. Any pleasure is enhanced by this slowing of time — hence the aphrodisiac effect of the trip.

Dr. Gioscia urges that we examine the social forces that have created the drug scene. He holds the view that the new pace of society is impossible for the young and as a result they enter into the exploration of the realm of time. This is no more curious than the fact that the preceding generations have gone to such great lengths exploring the realm of space. He concludes that the young seek nothing but the next step in the evolution of human consciousness. Dr. Gioscia admits he is aware of the physical and mental hazards of drug use and he regrets that most users are unaware of, or blind, to these dangers. But he further admits he cannot help but admire those who realize the danger and yet accept the deeper challenge of expanding consciousness.

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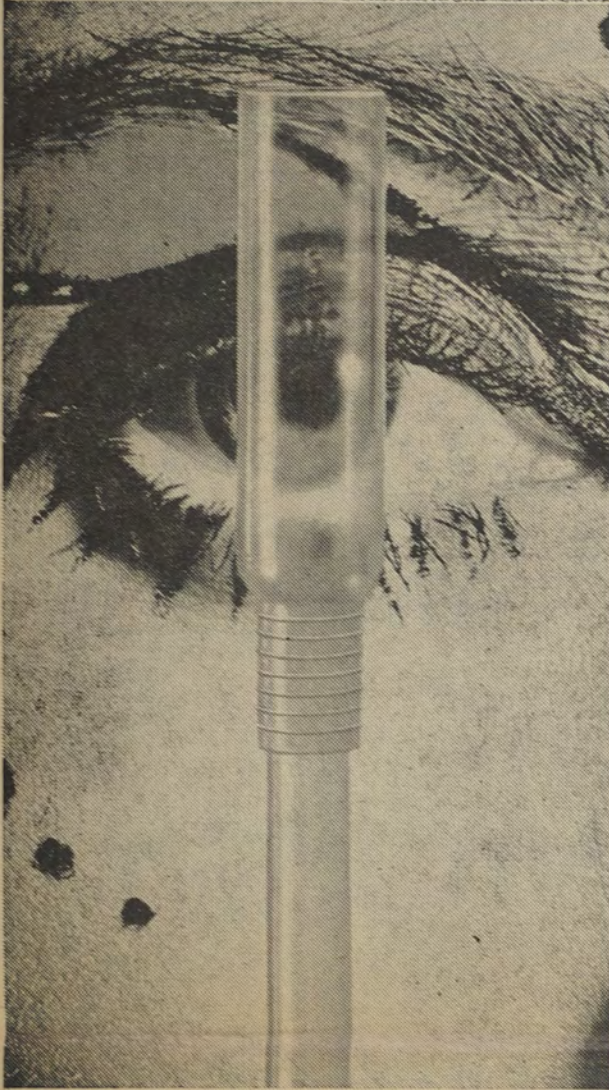
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What group would you like to have on campus next year?

The Social Committee of the BOG would like your help in choosing the recording groups for next year's week-ends. Fill out the form below, indicating your first and second choice. Help us to make next year's week-end a real week-end.

Please Submit This Form to the RICSU Information Desk

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1. _____

2. _____

I would like a three day week-end.

yes _____ no _____

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RICSUBOGRICSUBOGRICSUBOGRICSUBOGRICSUBOGRICSUBOGRICSUBOGRIC

Candidates

(Continued from Page 3)

committee. The purpose of this committee is to tap the human resources of RIC students and to involve them in the solution of the problems of the city of Providence.

Further steps must be taken through the Student Senate to make this college relevant to the community and to make its students active members of the society. I propose that Senate sponsor the formation of an interdisciplinary committee composed of one student and one faculty member from each department. This committee will consider the inter-departmental relations involved in making curriculum changes. I feel, for instance, that the departments of Sociology, Elementary Education, and Secondary Education must offer credit courses which allow the student to work in the city of Providence. The services performed by these students will be of their own choice, supervised by a designated faculty member and placed through the BOG Community Services Committee.

Proposals like a pass/fail grading for required courses have already been proven workable at other colleges, and the administration must be prodded in its very slow movement toward such programs. The adoption of the 12 hour work load must be urged, but must also be considered for effects on the accreditation of the college. Taking 7 to 8 courses is an unnecessary and ridiculous load for a Freshman, and causes academics to become a joke to them. The problem of de facto segregation could be fought by student supervised orientation programs for Blacks in local high schools. Offered to Seniors and Juniors in the high schools, this type of program would include basic tutorial help and preparation for the College Boards on a large scale. Eventually, college students should take part in high school Freshman and Sophomore college preparatory curricula.

Any revision of policy by students will be legitimate only such revision is supported actively by the Student Senate and must be geared to improve the effectiveness of the education received at Rhode Island College. The students at RIC have a responsibility to make the college community a significant and contributing part of the urban society. To accomplish this goal, students must exercise a share in the determination of the type of education which they receive.

STATEMENT OF PURPOSE

1. Rewrite the constitution of the Student Body to include:
 - a. representation on senate of one seat per 150 students.
 - b. guarantees of student rights.
2. Improve the social and intellectual atmosphere by:
 - a. coordinating a varied recreational program.
 - b. offering teacher/artists in residence.
 - c. more social activities that would appeal to the majority of students.
 - d. new programs in the fine arts
3. Try to affect change in the running of the campus by:
 - a. a student run bookstore.
 - b. course and faculty evaluation booklets.
 - c. a fairer grading system.
 - d. more student participation in major/minor areas.

Pre-registration for Both Semesters — Academic Year 1969-70.

Pre-registration for Summer Session 1969 (for undergraduate students only).

Instructions for Students

Schedule: April 25 —

- 1-4 p.m. Class of 1970 and 7th semester students
- 4-6 p.m. Class of 1971 A Division
- 7-9 p.m. Class of 1971 B Division and Liberal Arts, Industrial Arts, and 5th semester students

May 2 —

- 8-10 a.m. Class of 1972 A Division, 3rd semester students
- 10-Noon Class of 1972 B Division, Liberal Arts, Industrial Arts

1. Using code sheet, check entries on coded *Pre-registration cards. If any corrections and/or additions are necessary, please make them on the cards in ink.

N.B. Be sure to follow this plan for entering your schedules:

- Use plain pre-registration card for semester one (I).
- Use card with dark shading on front for semester two (II).

2. It is assumed that all students will have completed their

Pre-Registration

schedules for both semesters of the academic year 1969-70 before the day on which they are to Pre-register. Students should arrange to meet with their advisers during the week preceding their scheduled time for Pre-registration, enter their schedules for each semester on their Pre-registration cards and have cards signed by advisers.

Students who plan to take summer courses should receive their faculty adviser's approval at the same time as they do for next year's schedules. Students graduating in June, 1969 should have signature of Dean of Students instead of adviser's. They should complete their summer school registration on May 1 and 2. Summer Session registration will be conducted in Room 163, Horace Mann Hall. Every registration card must be accompanied by a check or money order. CASH will NOT be accepted.

3. On the day of Pre-registration if any change has to be made on the schedule card which was signed by the adviser, or if it is necessary to consult the adviser for substitution of a course, students will find their advisers at announced stations in Walsh and Mann Halls.
4. At the time of Pre-registration

students should report directly to the Walsh Physical Education Center and present their NAME CARDS before entering the registration area. (These are the colored cards sent by mail).

5. Students should then proceed to Department Chairmen, pick up course cards to match courses and sections entered on back of Pre-registration cards. When this process has been completed FOR BOTH SEMESTERS, cards should be stacked by semesters, with the NAME CARD ON TOP, and turned in at the checkout desk. It is not necessary to write name on course cards. Students are urged to plan their schedules as carefully as possible since there will be no add/drop periods except those at the beginning of each semester. STUDENTS SHOULD KEEP COPIES OF THEIR SCHEDULES FOR LATER REFERENCE. Please leave a copy of each semester's schedule with your adviser. (Mimeographed schedule blanks are available for this purpose).
6. Again this year we plan to use closed-circuit television during Pre-registration to inform students and advisers of closed sections. Monitors will be placed throughout the Walsh

Gymnasiums and foyers as well as in the rooms to be used by advisers in Mann Hall. The Roman numeral placed before course number and section will indicate the semester.

Example: II Art 301 Section 9 flashed on the TV screen will mean that this applies for the second semester, and that Section 9 of Art 301 is closed.

7. Students who are planning to do student teaching during 1969-70 should leave copies of their schedules with the Director of Laboratory Experiences. Forms and directions should be picked up with other Pre-registration materials.

NOTE: On April 25, all students will be expected to attend classes scheduled at 12 o'clock. On May 2, students will attend classes which start at one o'clock.

Join the
Anchor Staff
for
1969-70

•• The principle of equality, which makes men independent of each other, gives them a habit and a taste for following, in their private actions, no other guide but their own will. This complete independence, which they constantly enjoy towards their equals and in the intercourse of private life, tends to make them look upon all authority with a jealous eye, and speedily suggests to them the notion and the love of political freedom. ••

Vol. 2 Chapter I (FOURTH BOOK)
DEMOCRACY IN AMERICA
— Alexis de Tocqueville (1820-1859)

YESTERDAY



"YOU ARE AN AFRICAN!"



TODAY



"ARE YOU AN AFRICAN?"



From "DE TOCQUEVILLE'S AMERICA REVISITED:"
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