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The Nautilus

Vol. XXXI, No. 3

SALVE REGINA COLLEGE / NEWPORT, R. I.

March 1978

Peace and Justice Symposium . . .

Class Encounters of the Third Kind

by SUE COSTA

To some, this past March 7, 8, and 9th were just days off from school to rest, go home, or just goof off. But for the others who are interested, those three days were filled with lectures and speakers from all across the United States. The different lectures that were held throughout the year served as a preview of the Peace and Justice Symposium Week. During this finale, four main lectures, each one including two reactors, one from the Salve Regina Community and one from the U. S. Naval War College, explored aspects and revealed insights on these issues.

On Tuesday, March 7th, Dr. Joseph Fahey, Associate Professor of Christian Ethics and Director of Program in Peace Studies, Manhattan College, New York, spoke on the subject of "A Christian Vision of a Just World Order." Reactors to this speech were Dr. Robert Delaney, Professor of International Relations, U. S. Naval War College, Newport, and Brother Victor Hickey, Assistant Professor and Chairman, Department of Education, at Salve Regina College.

Wednesday brought two lecture sessions. In the morning, the topic of "Christians facing war, genocide, dictatorship and systems of

political oppressions' was discussed by Dr. Gene Sharp, Research Fellow in the Program for Science and International Affairs, Harvard University.

Non-Violent Action

Reactors were Dr. Lawrence Korb, Professor of Management, U. S. Naval War College, Newport, and Sister Ann Nelson, Professor and Chairman, Department of History and Politics at Salve Regina. After a lunch break, the theme of "Christians facing the Challenge of Marxism" was examined by Dr. Gregory Baum, Professor of Theology and Sociology, at St. Michael's College and the University of Toronto; Visiting Professor at McGill University, Montreal. Vice Admiral Thomas R. Weschler, U. S. N. (Ret.), Chairman, Department of Naval Operations, U. S. Naval War College, Newport and Dr. Frank Maguire, Professor of Religious Studies at SRC gave their reactions and opened the subject up for questions.

Third World Peoples

On the final day of the Peace and Justice Symposium, Sister Marie Augusta Neal, Professor of Sociology, Emmanuel College, Boston, MA, spoke on "Christians Facing Third World Peoples." Giving their opinions on this talk were Mr. Francis J. West, Professor of Advanced Research and

Director of Strategic Research, U. S. Naval War College, Newport, and also The Reverend Edward Kelly, Assistant Professor of Religious Studies at SRC.

Salve Reactors Speak

Knowing the Salve reactors, I sought their opinions on the topics as well as their opinions of the Peace and Justice theme in general.

Bro. Victor Hickey was the first that I cornered. He was a reactor to Dr. Joseph Fahey's talk on "A Christian Vision of a Just World Order." Of this topic, Bro. Victor said that it "comes to the center of what a person's human education and Christian education is all about," and that it should be something holding "interest for all." He was unable to separate the two questions, however. Bro. Victor repeated that both the topic and the Peace and Justice theme is what education is all about and that people must get involved, come out of hiding and help one another.

After Dr. Gene Sharp lectured on "Christians facing war, genocide, dictatorship and systems of political oppression," Sr. Ann gave her reaction. Her thoughts on the subject and on the theme included the following: "Non involvement is non Christian because it means we don't care. It is a well recognized fact that people get the world they deserve," and that "peace is dynamic. It must be preserved."

Sr. Ann Nelson went on to say that "if we want the best possible world, it is crucial that each person recognize the right and responsibility to participate. The belief that, 'I can't get involved because I don't know' is a sign of ignorance." She explained that knowing is caring and vice versa, and that we must be "open minded on all issues. We must learn to disagree without being disagreeable." She believes that we "can't dictate for our ideals. We must educate for and promote principles and explain our stand using Christian dialogue, not just words." In this brief statement



Dr. Maguire



Sister Ann Nelson

Sr. Ann showed that the views expressed by her would be very stirring!

When Doctor Baum finished speaking Wednesday afternoon on "Christians facing the Challenge of Marxism," Dr. Frank Maguire was ready to react. I spoke with Dr. Maguire about his topic, and at first I was in a total whirlwind. Dr. Maguire, like Bro. Victor Hickey and Sr. Ann Nelson, said that the questions on his topic could not be separated from the Peace and Justice theme. He explained that man needs to look to this world and to become involved with others in order to help solve the world's problems. He is not saying that we should forget all about Heaven and/or the world beyond, but we ought to think more about this life and work towards the betterment of our present society. Dr. Maguire said that "If Peace is to be founded, Justice must include Truth, Freedom and Love." He also stated the "Peace is the consequence of Justice" and "that Peace flows from Justice, Love and Freedom."

After the final speech, delivered by Sister Marie Augusta Neal, Reverend Kelly will be ready with his reaction. The topic was "Christians facing Third World Peoples." I must admit that when I first read the title I thought it meant creatures from another

planet and UFO's. Father Kelly gently straightened me out, however. Third world peoples means all those who are less fortunate than ourselves, those who reside among famine, sickness and death.

Father Kelly also said that the topic could almost have been called "Sociological-theology of Letting Go." He explained the relation between Peace and Justice: "Advantaged nations of the world must come to consider that if there is to be world justice then we must be prepared to relinquish, let go, many of the economic advantages that we have in favor of the larger part of the world who subsist at the deepest poverty level." On the Peace and Justice theme, Father Kelly remarked that it (Peace and Justice) should be "the basic concern of contemporary Christianity." Father Kelly was in agreement with Bro. Victor Hickey, saying that the key to Peace and Justice is education, to get to our hearts and minds.

The Symposium proved to be very interesting and enlightening. So, to all of you who were unwilling or unable to attend, why not ask someone who was there? Perhaps you will have an enlightened encounter, and who knows? You just may learn something!



State's Worst Storm Snowbounds Students

by LOIS MASSAROTTI and ELENA M. VIEIRA

No one ever thought it would happen, but it did — people were actually snowbound in the seafaring city of Newport. As for Salve Regina College, well, all its residents also were trapped with the city, with no classes for four whole days.

The excitement set in Monday afternoon around one p.m. when classes were officially cancelled for the remainder of the day. No one ever thought it would be the same for the rest of the week, so everyone seemed to say, "Let's enjoy it while we can!" The Boathouse was alive that night as all Salve's students piled in, the still falling snow keeping them from

venturing much further. When the Boathouse finally did close that night, many "mini-wars" occurred. The ammunition was the most deadly: new fallen snow.

When Tuesday arrived, the students awoke, only to find a repeat of Monday. As everyone began to realize that this state of isolation was going to be somewhat permanent, and the cafeteria was slowly running out of the all-time favorites, people began to stock up on the bare essentials: beer, chips, peanut butter, marshmallow fluff, and cookies. For lack of anything better to do, the Boathouse opened in the afternoon, only to be closed by the greatest tragedy of all — the taps went dry. From then on, it was "hoof-

ing" it to the Tavern every night!

After that the days just began to merge together. Any occasionally opened book was soon put back down, with those few words, "I'll do it tomorrow." Each tomorrow led us closer to the weekend, when some of us realized we weren't going home or on that long awaited ski trip.

With the weekend came flu symptoms and the realization that classes would start again on Monday. By Sunday, people started doing the work that they had been putting off for six days. Believe it or not; some were even glad to get back to the daily routine. But now that we have been in classes for awhile all we can say is, "Let it snow."



Letters to the Editor . . .

Teachers' Purpose . . .

Instructive or Destructive?

Student Activity Fee Questioned

As two Salve Students, the subject of our student activities fee is one which concerns us. From our inquiry, we were told that the activities fee sponsors guest speakers, film rentals, and arrangements for dances. Each semester (Interim and Summer sessions included) we contribute to our so called "student activities." We realize that the 25 dollars each semester goes toward these "worthwhile" activities. Personally, we have yet to receive the benefits from them, (and what ARE the benefits offered during Interim and Summer sessions?) As a part-time student, one pays the same amount as a full-time student, yet receives far fewer benefits. Neither of us lives on campus; therefore the only tangible benefit we have received is an ID card that we have seldom had the necessity to use.

Those students who are beyond the "average" college age are still being forced to pay the same student activities fee, while obviously not involved or interested in the same type of college activities. We feel that this is an injustice towards them.

We realize that there must be a student activities fee but why so much for so little?

— Madaline S. Kudish
Patricia A. Nugai

Response - Letter to the Editor

The fee every student pays each semester and interim period is a student service fee, rather than a student activities fee. This fee is required to cover the cost of the many services each student makes use of, either directly or indirectly. Among the services available are: academic advising, tutorial services, veteran and health services, financial counseling, placement services and athletics.

There are many other services that benefit the student which are not overtly noticed, such as the work done by staff and administration involving these and other services. They exist for the students and should become familiar to you, through use and contact, if you want your "fee" to work to your advantage.

Tuition alone barely meets the cost of faculty salaries and the numerous operational costs of the College. The fee supplements the expense of running the College, and enables these offices to work more efficiently for you.

Within the last two years, Student Service has expanded greatly. Incorporated into Student Services were the Veterans' Office, Academic Advising, and the Student Activities Office.

Thus, the fee you pay each semester does not go for "so little." The services are in existence to make your year run more smoothly. By employing their service they will become more beneficial to you, personally.

— LINDA BOUCHARD, Editor

SRC Communications Grow

An organization which the founders hope you will hear an increasing amount about is "SRC Communications." The group consists of a number of interested students bringing about the formation of a campus-based radio station.

This college club was formulated in the spring semester of 1977. Its initial members were Stephen Malley, Doug DaCosta, Jim Boulay, Jane Ronayne, Ann Reddy, Carol Schaub, Donna McCaffrey, and Noelle Morrone. Since then its ranks have gained some new interested students.

SRC Communications has also had the enthusiastic assistance of Robert J. Kulo, as its academic advisor. Mr. Kulo co-ordinates the formal requests for radio equipment and professional assistance, both of which are difficult to come by, on the organization's tight budget.

Concerts are being planned to help raise money for the proposed radio station. For the remainder of this semester, SRC Communications has in its plans one outdoor concert, along with such fundraisers as a rock-a-thon.

This organization welcomes interested individuals to become involved with its activities and/or to offer professional assistance or suggestions. Interested persons may contact a member of the organization, or drop a message in its campus post office box, number 426, Miley Hall.

Graduates Requested to Check Official List

The official list of graduating students will be presented to the Board of Trustees for approval at its April Meeting. Students who expect to graduate in May should have filed for degree by the end of February. Only those who have filed for degree will be on the list. The list will be posted in O'Hare Academic Center and at satellite campuses for students to check. Information about graduation will be sent out in late March to those on the list.

Calendar of Events for March

- March 12, 7 and 9 p.m. Movie
Tell Them Willie Boy Is Here
Robert Redford and Katherine Ross
- March 18, 9 p.m. NOCTURNE formal
Sponsored by the Sophomore Class — Ochre Court
Watch for more details!!
- March 19 Sigma Phi Sigma induction ceremony
Great Hall — Ochre — 2 p.m.
- March 24 Easter vacation begins!!!!

In an educational institute, the purpose of teaching is the transference of information on a given topic and the learning of that information by the student. Since the vast majority of students in a college or university are there because they want to learn and to acquire knowledge that will help them in their chosen profession later in life, these students will in most cases be putting out a maximum effort to achieve a passing or acceptable grade. Grades truly are a necessary evil which are required as a means of measuring your aptitude in a given subject in relation to the other members of your group.

When the unfortunate situation arises that a large majority of students in a given class are not achieving these passing grades on the tests, a few points should be closely examined: 1). The nature of the course. Is it a "gut" or required course that has a majority of students who are only there because they have to be there and subsequently produce a less than acceptable effort? 2). Is the nature of the tests too far removed from the nature of the textbook, thus rendering the tests inefficient and unfair as a method of performance appraisal? 3). It the instructor doing his job properly

or more importantly, is the instructor placing the welfare of his students above all else?

Students are the school. Without them one has a mere group of functionaries with no purpose. The students' welfare, both physical and psychological, should be of primary importance, and if any man-made doctrines or policies are determined to be detrimental to the welfare of the students, there should be no hesitation to change these policies. All instructors should take a serious look at whether or not they are indeed placing their students' welfare in its proper position, or are instead taking an "I don't care if they all flunk" type of attitude. Where students give a maximum effort, it is only fair that the instructor should do the same. Is the problem one of students failing a course or one of the teacher failing in his job?

It is incredible to imagine, much less hear of actual cases where an instructor refuses to make any type of allowances when 80% of a class has failed to achieve what that teacher deems a "passing" grade on a given test. What conclusions can one draw from this hypothetical situation? That 80% of the students are too stupid to be in the college? Not

if the college's admissions policies are fair. That the test did not accurately reflect the material that was covered? It would take an astonishingly poor teacher to allow this situation to occur. That 80% of the students did not try hard enough? Not if this is a required course which needs to be passed even to continue in the school the following semester, and moreso if students truly want to learn how to excel in their chosen profession. That the teacher is far too dogmatic to admit that perhaps he is making a mistake by adhering to a policy that does not allow for any form of a distributive curve? In short, if 80% of the students fail a certain test, is it perhaps he and not they who are truly failing?

It may be appropriate to close with a quote from the famed psychologist Alfred Adler. "The ideal school should be a place not merely for book knowledge, but a place in which the knowledge and art of living should be taught." Are we living lives governed by doctrines which only hurt those whom we are supposed to be helping? I truly hope this situation does not exist at an institution whose highest doctrines are those of love and care for all men.

— Timothy Logan

Review . . .

Charles Norman: Poetry Reading

by ANN M. GIROUX

On the eve of March 2, the outdoors was made bitter and blustery by the sharp ocean air, but inside Ochre Court, the air was aglow with the warmth and wit of Charles Norman and his poetry.

Mr. Norman's congeniality was evident from the start. While waiting for his introduction — and he needed none, for his audience seemed to know him, or of him, well — Mr. Norman could be seen stopping about the room to convey a warm greeting or to initiate a bit of conversation. And one could be assured that his words were always touched with a spark of wit or a quiet chuckle.

When Charles Norman stood behind the podium with his scant papers and single book, the audience became attentive — hungry for his unadorned verses which are so clear and stark that they are disturbing. Mr. Norman opened by stating that indeed, everyone writes poetry, but only a poet produces a poem. He went on to stress that success can be awarded only to the writing which is closest to common speech. One must write because one is moved, but only when one is in control of the language. And to prove his point, ". . . which needs no proof, but I like to entertain you!" Mr. Norman read his poetry to us.

By way of introduction, Mr. Norman quoted Chaucer, Shakespeare, and T.S. Eliot to further emphasize the importance of simplicity: one must consider the weight of every word. But the conclusiveness of Mr. Norman's emphasis on simplicity came with the reading of his poetry. We were taken to "England: 1940" where England was metaphorically a swan. We were able to feel the awe that the poet, Charles

Norman, felt when he held Shelley's notebooks in his hands. Throughout the reading, Mr. Norman extracted innumerable chuckles and knowing smiles. As he introduced one selection, Mr. Norman retorted, "This is a difficult one — I had to read it a couple of times to make sure I wrote it!"

When the reading was finished, as well as an encore, veritable verses such as "Now it is tomorrow night," and ". . . steep walls rising to steep air," as well as ". . . spaniels with corduroy grins," lingered in one's mind. As one savored these images, one came to the realization that Charles Norman composes what the common man sees and in the way in which he speaks. Yet there is an unequivocal profoundness in his simplicity.

Yearbook Staff Seeking Photos

The 1978 yearbook staff requests that members of the college community submit photographs of this year's events for the yearbook, *Regina Maris*. Please place photos in an envelope in the bookstore at O'Hare.

T. Tessi Says . . .

by JOYCE KUBINEC

I have recently come across dozens of neurotic students on campus. Therefore, *The Nautilus* is starting an advice column. You put your letters in the *Nautilus* envelopes around campus. I will answer as many as space allows. The names will be changed to protect the guilty.

Dear T. Tessi:

What does the T. in T. Tessi stand for?

Signed, Curious

Dear Nosy:
Toothless.

Signed, T. T.

* * *

Dear T. Tessi:

My roommate is constantly playing her stereo. Our room sounds like a jukebox. One day it's the Rolling Stones, the next Fleetwood Mac. When I ask her to turn it off, she complains that she has to have it on to concentrate on her homework. But I don't. What can I do about this continuous noise?

Signed, Tired Ears

Dear Tired Ears:

The next time she puts on a record, suggest the "Sounds of Silence."

Signed, T. T.

THE NAUTILUS

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Easter Eggs Add Color to Tradition

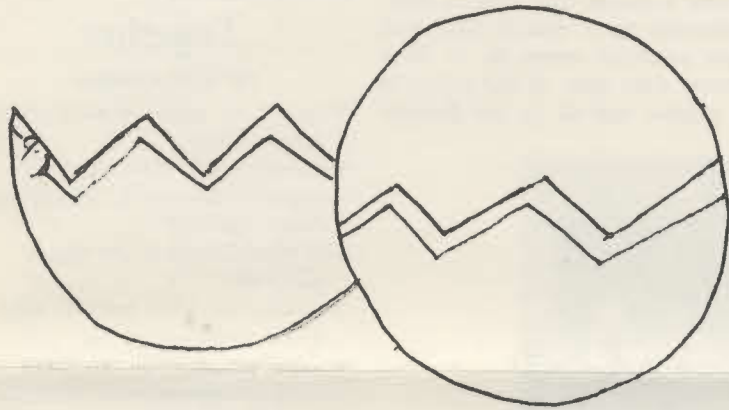
by LORI MANGIULLI

Hi, my name is Elizabeth Egg, but for some reason everyone calls me Elly. I'm a student at Eggdale University in Chickensville County. Recently I've been involved in a research project trying to trace my family coop back to the day we were first suffocated with those awful, bright colored paints. My findings were appalling.

I found that in ancient times we, the indispensable Egg family, were symbols of springtime and fertility. We do hold the record for reproduction, but I can't figure out why we were symbolic of spring. Anyway, people would just give us away as if we were worthless little creatures at the onset of spring, which was also the beginning of the new year in ancient times.

During the Middle Ages people thought we were evil or something because it was forbidden to eat eggs during Lent, but on Easter Sunday we must have become sanctified because people would give us to neighbors or friends. Then people decided we weren't symbolic of springtime and fertility anymore; instead we became symbolic of the rock tomb from which Christ emerged to the new life of His resurrection. This is where the poor Egg family began its years of suffering.

People would take us and submerge us in big pots of water. Pretty soon the water got so hot we'd have third degree burns, while our shells, white and yolks were done in. If all this wasn't bad enough, sometimes there would be tidal waves in these pots and we'd slam into each other and get bruised and cracked. Then we would be fished out of that scalding water and set down to cool off. Unfortunately, our lives were about to end. We'd be picked up and suffocated by colorful paints and bright inks, and if this didn't immediately snuff us out we knew some dumb little kid would drop us and we'd fall a couple of yards to our deaths.



Play Reviewed . . .

Tea and Sympathy

by KATHY HORAN
and TRISH ELWOOD

The Newport Players Guild recently presented their adaptation of Robert Anderson's subtly powerful drama, "Tea and Sympathy". The play, set in a present day college prep school for boys, dealt with a variety of themes. It revolved around the shifting relationships between the three major characters: Bill, a teacher at the school, his wife Laura, and Tom Lee, one of the students living in their house. As the play opens, tension among the three is immediately apparent. The source of this tension is gradually revealed.

Tom feels alienated from the strict and oppressively masculine atmosphere of the school, and is in turn suspected of being homosexual. Because of her own feelings of loneliness and alienation, due to her empty marriage, Laura reaches out to Tom. This budding relationship is complicated by the narrow-mindedness of Laura's husband Bill.

Penelope Hope portrayed the lonely and misunderstood Laura Reynolds with authenticity and understanding. Of special note was Ms. Hope's excellent use of bodily and facial expression.

Ed Shea was perfectly suited for the role of Tom Lee in manner, appearance, and acting ability. His portrayal was both sensitive and adept. Because Hope

and Shea's performances complemented each other so well, the scenes between Tom and Laura alone had a special underlying charge.

The misplaced values and pride of Herbert Lee, Tom's father, were well brought out by Timothy Barton. He was able to capture the exquisite disappointment of a man who realizes that his son will never be like him. Equally strong performances by the remaining members of the cast added depth and reality to the play.

The set was imaginatively designed, but not used to its fullest capacity. One wishes the director had been more skillful in this regard. Those seated in the side portions of the audience all too often found themselves looking at turned backs during crucial moments. Blocking was not well executed. Of major annoyance was the lack of skill and consistency shown by many of the actors in making use of an imaginary door. This lack of attention to detail was noticeable but did not detract overly from the fine performances. The use of lighting in establishing moods as well as scenes was well conceived and utilized.

Based upon the merits of their performance, one must compliment the members of the Newport Players Guild, and look forward with anticipation to their next production, "Mother Courage."

Sports Scene

by TIM LOGAN

The beginning of the new semester also signals the beginning of some new sports activities here at Salve. The intramural sports slate shows both men's and women's basketball scheduled to get underway on Feb. 20th, with 3 or 4 men's teams and 5 women's teams. Later on this spring, there will be softball competition for both sexes, and there will also be another tennis tourney.

On the varsity sports scene, Salve will have several teams active this spring. For women, there will be softball and tennis teams, and Salve will field its first men's tennis team. Each of these teams will play 4 or 5 intercollegiate opponents.

Looking at the currently active teams, our women's basketball team, despite its 4-8 record, has been improving steadily, showing good team play and hustle, and their record is due almost entirely to a marked lack of height.

The men's basketball team is doing even better, showing a 5-9 record, while hopes are brighter for '78, with the addition of former R.I.J.C. starter Charlie Martin to the line-up. Charlie should provide the team with more scoring punch and smooth ball-handling.

Note: The dates for varsity try-outs and intramural sign-ups will be appearing at different times during the spring.

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Salve Interns Experience Government



by SUSANNE HOFFMAN

The Rhode Island State Internship Program, a program designed to provide students from local colleges and high schools with actual experience in the governmental process, has been in existence officially for ten years. A Salve professor, Senator Robert J. McKenna, who has been a member since the beginning, is now Chairman of the program.

Two Salve students are presently serving as interns. Mark Lynch, a senior and R.A. at Founders Hall, is working at the Governor's Justice Commission in Providence. The commission provides funding to all cities and towns in the state of Rhode Island. A Criminal Justice major, Mark comments "I appreciate the fact that there is an internship program at the College, and I am glad that I have a chance to become involved in it. Although this internship is not directly related to my field, I feel it has already been helpful to me. Besides, I enjoy the work I am doing."

Barbara Kivlehan, a junior at Salve, is working in the Superior Court in Providence. "This internship has given me actual experience in the workings of the Superior Court Systems in Rhode Island," she remarked. A Political Science major, Barbara observed that "this is in direct relation to my future plans."

The purpose of the Internship Program is "... to help students and young persons to develop a knowledge of the structure and procedure of the state government in order to encourage them to take an active part in the civic life of the state, and to further encourage them to enter government service."

In its short existence, the program has been continually fulfill-



ing its purpose. Senator James D'Ambra, who interned from Rhode Island, is presently a member of the commission. Another member, Representative Jeffrey Teitz, was Senator McKenna's intern in 1972. Frederica Fernandez, a Salve Graduate who interned with John Hackett from the Providence Journal, is presently working as an announcer at WADK, Newport's radio station.

The students who become involved in the program are usually planning a career in Law, Government, College Teaching, Journalism, or Public Service. There is an obligatory seminar every Monday during the internship, and lectures are given by active politicians. The students work eight hours a week with their sponsors.

Considering the benefits derived by the students, and the work and time given to it by the Commission, the Internship Program should continue to be successful.

The Captain vs. The Commodore

by JOYCE KUBINEC

The Breakers, the opulent edifice, right next door to O'Hare, symbolizes Newport to many people. The Rosecliff, Kingscott, Elms, Marble House and Chateau-sur-Mer, creations of the Gilded Age, represent the heyday of Newport, or so many people say.

Historically, this is not correct. Newport was founded in 1639 and reached a financial and creative peak prior to the Revolutionary War. Newport could boast of some of the finest cabinet-makers in the country, particularly the Goddards and Townsends, noted for their elegance and simplicity. Other equally fine artisans, working in silver and pewter, were Samuel Vernon, Jonathan Otis, Samuel Casey and Thomas Melville. It was during this period that the Brick Market, Redwood Library, Hunter House, Touro Synagogue and Colony House were constructed. Newport's participation in the triangular trade provided wealth to her citizens.

The Revolutionary War produced a Newport which would never again see such creativity and wealth. Native craftsmen and merchants were forced to close shops, as the population diminish-

ed. Very little improvements were chanced. Perhaps this is why the Samuel Whitehorne House is of such importance.

Captain Samuel Whitehorne, a native Newporter, started construction in 1811 on what was one of the very few examples of Federal architecture in Newport.

Whitehorn built the house as a showplace and, like many successful sea-captains of the eighteenth century, he set his mansion on Thames Street to gaze over his shipping empire.

The Whitehorne house is a fine example of a large brick house of the Federal Period and was known during its own time. Inside are housed some of the most elegant collections of Newport furnishings. Samuel Whitehorne was his own architect and a good one, who worked with Newport carpenters to get a strong but elegant house.

The house is a brick structure with a hip roof, an attractive cupola added around 1850 and a circular entrance portico with Doric columns. The plan is characterized by a central hall with four principal rooms on all three floors. Also open to the public is a garden typical to the Federal

Period with early varieties of plants seldom seen anymore: gooseberries, tree peonies brought from China, and peach trees (it was considered quite elegant to serve one's own peaches): other exotica included grapes, roses, lilacs, hocks, bulbs, annuals, etc.

This house, which was sold at auction in 1844, was rescued by the Newport Preservation Society, restored, and opened to the public in 1974. The Samuel Whitehorne House, at 416 Thames Street, Newport is open year round. (Thursday through Monday by appointment 10-12 a.m. and from 2 to 4 p.m.) Discounts for students with I.D.'s are available. The house is a pleasant relief after the extravagance of the gilded age mansions.

To truthfully say you have seen Newport, the Samuel Whitehorne House must be visited. The head guide, Mrs. Frances Minnie gives a leisurely tour and will answer all questions patiently. The next time you have visitors schedule a tour for a complete picture of Newport.

Together

by SUE COSTA

Please have patience with me for
I am trying
I am trying to meet others'
expectations and to handle my
responsibilities
But first, I must know things
about ME
To understand the reasons why
I feel the things I do
I can not be open with others
Until I am honest with MYSELF.
Just give ME time to grow, to
mature, to experience life
And then, when that is done
WE shall share all the thoughts
and feelings of the universe
Together



Photo courtesy Newport Restoration Foundation

