

3-23-1970

The Quill -- March 23, 1970

Roger Williams University

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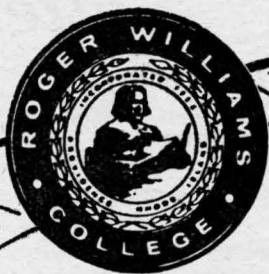
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The Quill



A Sociology Club is in the process of being formed. Anyone wishing to be a member is requested to leave their names with Mr. Conway or sign one of the announcements on the bulletin boards.

CURRICULUM COMMITTEE REPORT
The Curriculum Committee is interested in gathering student opinion regarding the success of various courses. During the day on March 25, 1970 there will be a table set up between the Quill Office and the Drama Club Office in the Class Room Building. The Curriculum Committee requests all students to stop by this table during the day to fill out a short questionnaire.

— Without the press . . . what is speech; without speech . . . what is freedom; without freedom . . . what is life?

VOL. IX, No. 21

PUBLISHED FOR AND BY THE STUDENTS

March 23, 1970

Quill Exclusive:

New Campus Plans Revealed

The ever-alert super-sleuths of the Quill staff have scored another coup? Stealthily scouring the campus for hidden innuendoes, their latest find involved an important looking document. Marked "Top Secret — Bottom Drawer," it was, nevertheless, found in one of the ubiquitous trash baskets that litter the campus. The Quill agents feel that this itself denotes the importance of the document.

Dated for release on April 1, it contains the heretofore unknown information about **Where** the Providence campus will be relocated.

We are happy to make this important information public as

we feel it is in the best interests of the students to KNOW (ethical standards notwithstanding!)

The Providence Campus will be moving to **Patience Island**.

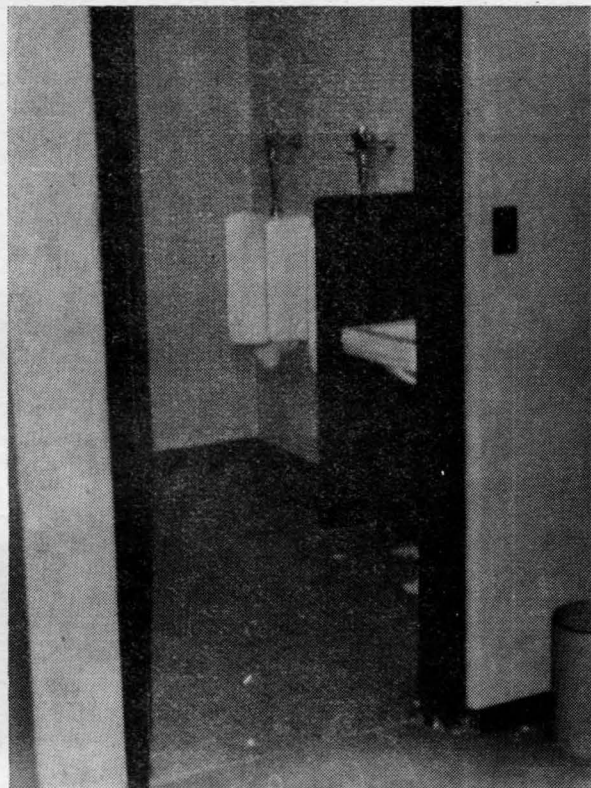
This is a lovely piece of real estate in the middle of Narragansett Bay. There are many factors which make this a wise decision. The name itself — Patience — exemplifies well the expected demeanor of the Providence students. For another thing, there are no public (or other) transportation facilities. The Administration feels this will be beneficial in many ways. First, once the students get there, (whether by water skis, rowboat, or swimming), they are

less apt to leave. And there is no Sully's nearby. Administrators, of course, will not have this problem as they can just walk over.

The beaches and woods offer ideal sites for parties, mixers, and whatever other kinds of healthful activities the students care to undertake.

Then Engineering students particularly, will gain useful knowledge as they plan and construct the buildings. The Business students will be put in charge of financing the whole operation. This will be a good test of their fund-raising ability.

The move to the new campus location will be effected during the first week in June as the Seniors have already contracted for the necessary boat to get there.



Is this typical of the construction at Roger Williams?

Finger Integration Plan Temporarily Restrained



— RIC Photo

Prof. John Finger

(Dr. Finger is the husband of Mrs. Mary Finger, coordinator of the Humanities Division at Bristol RWC.)

Prof. John Finger of Rhode Island College recently returned from Charlotte, North Carolina, where he has been working for several months drafting an integration plan for the public school system there.

He is an educational consultant to the NAACP's Legal Defense Fund, Inc. Appointed by Federal Court Judge James MacMillan to formulate the desegregation plan for the Charlotte Regional school district, Dr. Finger developed a plan which involved busing Black inner city children to the suburbs and white suburban children to the city.

Local residents opposing the plan have labeled it the "Goldfinger Plan", and at present there is a temporary restraining order against its implementa-

tion. This will undoubtedly lead to eventual adjudication in the U. S. Supreme Court.

Ironically, today in Charlotte, Black children are bused 8 to 10 miles to **segregated** schools.

Prof. Finger's stand has placed him in personal jeopardy every time he has visited Charlotte. In fact, as soon as he checks into the hotel there, an armed guard is put in by the hotel management for his protection.

Dr. Finger feels strongly that desegregating the schools is an important step toward desegregating the total society.

(Condensed from original article in the Providence Evening Bulletin, 4/17/70)

Panel

Influences On Education Process

On Monday, March 23, at 2:30 in room 33 there will be a panel discussion of "Community Influences on the Educational Process." The discussion is being held in Dr. Zaki's Sociology of Education class and any interested students or faculty members are invited to attend.

Brief presentations will be given by members of the panel and a question and answer period will follow. Members of the panel are: Phyllis Martin, Guidance Counselor for the Portsmouth School Department, Jacqueline Clark, Social Worker, Richard Donnelly, Supervising Principal of Melville Elementary School in Portsmouth; and acting as anchor man, Louis Gelsemino, Coordinator of Pupil and Public Relations.

Inter-disciplinary Teaching

Chickasha, Okla. — (I.P.) — Inter-disciplinary teaching, inter-disciplinary sequence in courses, the inter-relation of all knowledge is mentioned repeatedly by Dr. Robert L. Martin, president of Oklahoma College of Liberal Arts, in a two-year progress report on the college's new academic program.

The creation of a climate of innovation is cited by Dr. Martin as "the most important accomplishment of the college." He sees the college's greatest experiment as the attempt to build an experimental college under state support.

At still another point in the report, speaking of the five-week independent study period, Dr. Martin pointed out students have a truly unique opportunity in attending the nation's only state supported college with an independent study term.

He further pointed out there is only one other college in a seven-state area that has such a term, and this one, like others over the nation, are a part of the programs of expensive private schools.

It was pointed out that no further additions or deletions from the catalogue in any given discipline are to be made until each discipline has completed a master plan. Each discipline not only is working on this but has been charged to develop goals for major areas in keeping with the philosophy of the college, and to design courses that will carry out the master plan and accomplish the goals.

The departmental master plans will include the goals and

objectives of each area of concentration resources needed to implement the program, and a time table for implementation.

Each will include courses in his area of concentration, courses in the supporting areas and courses in the enrichment areas. With the increased emphasis on this type of study, OCLA plans to drop the traditional word "major" in favor of the phrase "area of concentration," Dr. Martin stated.

"Hopefully, it will enable OCLA to accomplish in subject matter departments the same kind of creative innovation that is characteristic of the general education core program," he said. Dr. Martin explained these departmental self-studies are being made in relation of a department to all areas of knowledge.

In speaking of the core program, Dr. Martin pointed out that "at OCLA we have designed a core curriculum required of all that we think will not only make them (students) capable and sensitive men, but also thinking men."

The general requirements here are seen as different from those in most institutions in several significant ways. One of importance is that students take these courses through their entire college career, completing the last requirement in the student's final semester in college.

"We do not conceive of the core as being separate from the total educational experiences or simply as being building blocks on which other courses are stacked; rather we have tried to

integrate this portion of the student's education into the total program so that it, along with his major and elective requirements, forms a meaningful whole," he said.

In OCLA's goals of inter-relating all knowledge, the faculty "has consulted with one another in planning the core courses and each is planned to take into consideration what has gone before and what comes after the course."

The sequence unit is best viewed in this way: The student begins with a consideration of where man finds himself now in contemporary world society; he continues through the sequence of foundations of science, humanities, and literature courses in an analysis of how man evolved into his current conditions; to the capstone consideration in the American experience in which the concern is the how and why of the student's particular place in society.

After studying man in the world today — Contemporary Man — OCLA students then take four courses in humanities that deal with the principal ideas of man in Greece and Rome, the medieval and renaissance periods, the Orient, and the modern modern period.

The final course, inaugurated this year, The American Experience in History and Government, is designed as the capstone of the series, to relate our experience in the United States to both man in world society and to the principal ideas of man throughout history.

The Task Is to Develop Thinking Man

The following is reprinted with permission from the Providence Journal. It perhaps may clarify to the college community the type of student Roger Williams is looking for and the direction in which this college is aimed. **WHERE COLLEGES FAIL**, by Nevitt Sanford, 229 pages. Jossey-Bass, Inc., San Francisco. \$7.50.

Some years ago there appeared on the publishing scene a spate of books that took a no-holds-barred attitude towards the entire public school system of the country. Rickover, Conant, Lynd, and especially a book titled "Why Johnny Can't Read" struck terror in the hearts of public school administrators and teachers, and at the same time appeared to bring some uneasiness on the part of the taxpayer toward the expenditure of his hard-earned dollars.

"Where Colleges Fail" might be called a reaction to the Sputnik Syndrome. The book is a rousing criticism of higher education, but it is intended for the general reader interested in some indication that the development of the individual still rates as a worthwhile educational purpose.

Sanford states the case for individual development as the primary aim of education. He uses a great number of descriptive words and phrases throughout the book to help communicate what he means by desirable individual development and these include flexibility, creativity, openness to experience, responsibility to society, analytical power, imagination, sensitivity to the feelings of others, ability to learn to improvise, development of a stable personal identity, breadth of interest, autonomy, integrity, and self-awareness.

Sanford subscribes to the concept of personality theory which hold that significant change in the individual can occur at any time during a person's life and that each human being has unexpressed and unfulfilled potentialities.

Given the desirability of the characteristics which Sanford describes and given the ability to change, the big question centers around the method of developing in college ways through which the individual can indeed achieve this kind of potential. Sanford holds great hope for the concept of general education but not that which tends to be a series of survey courses designed to introduce the student to a number of disciplines. Sanford points out that general education is often described as that which remains when the content of courses is forgotten. The reference, of course, is to certain qualities of the individual which would include the ability to think critically and analytically,

the development of understanding toward others, the ability to conceptualize, generalize and perhaps examine intelligently values and beliefs and in general to become a thinking man.

The pressures in subject matter specialization seem to be on the increase today. Not many years back it was considered just fine if one had a high school education. Then after the second World War, we began to realize that one needed a college education and now we find ourselves in the new generation which is being pressured toward the graduate school. The result predictably enough is more pressure on the colleges to prepare students for the graduate school. One of the great needs today is the development of four-year colleges which stress their emphasis on the baccalaureate degree as a terminal degree. This would, hopefully, free that college from graduate school requirement and the college could find itself in a position to pay heed to these factors of personality development for which Sanford makes such a magnificent case. The fascinating aspect of such a four-year college could well be that it would, by focusing on such characteristics as the development of creativity, independent judgment and critical analysis, possibly produce students who would be more fit for graduate schools than the ones which are turned out by those colleges stressing "excellence" or specialization in one major subject matter field.

There should be a better way of measuring the success of a college experience than by measuring how well the student does on his tests and examinations, how good his grades are, and whether he gets into a good graduate school. A college which provides only this has pretty much failed as far as the human aspect of it is concerned.

Sanford, however, has a suggestion concerning the way colleges could well be measured and this is, I believe, the great message for the vast majority of small colleges in our land:

"If a college admits students with relatively primitive tastes, shallow interests, values unmodified since childhood, and rigid patterns of thinking, and if after four years it turns out students who are flexible, imaginative, discriminating and capable of self-expression, the college is undoubtedly a success. It would be a success even if none of its teachers were ever heard of outside of its own locality and the level of accomplishment of its students at the time of graduation were not as high as that found in better-known institutions."

There are a great many colleges in the land today that are aiming much higher and achieving far less. — Ralph Gauvey

Letters to the Editor

To the Editor:

Through reliable sources, a number of students have found out that Mr. Jarinkes' contract for the 1970-71 academic year, has not been renewed. This can no doubt be resulting from the Providence-Bristol correspondences. We feel that Professor Jarinkes has received a "raw deal", in the true meaning of the term.

The society of Roger Williams College is extremely jealous of its idea of academic freedom. On highly dedicated member of this society has paid the price for speaking out. If a person cannot express his ideas without placing his job in jeopardy (at RWC), what is the point of expressing anything at all? If this is true, **The Quill** should be used only as means of covering ones books.

It seems that most of the hostilities directed against Professor Jarinkes are coming from students who have never met him, or had him in class. These students, believe it or not, are at the Providence campus. A student X, who just barely passed Mr. Jarinkes' course (History of Russia I) with a D, has journeyed to Providence and has circulated a petition—supported by PROVIDENCE students, who have never heard of Professor Jarinkes. We wonder what student X would have done if he had received an A or B from Professor Jarinkes?

Another source of hostility comes from a certain Professor B, who in our opinion has no business whatsoever in the affairs of Bristol, and who has contributed to the cause of Professor Jarinkes' dismissal. It seems that Professor B got his information from student X, who would have liked to see any professor get hostile treatment just because he (student X) did not

get a good grade. Professor B who is noted for giving out good grades is highly supported by student X. Maybe that is why Professor B is teaching a Liberal Arts subject at Providence. A student should get what he earns in the classroom. Teachers should not give away gifts!

Mr. Jarinkes has been courageous. He has taken it upon himself to stand out and speak out. This is a new campus and it needs men of ideas who are not afraid to speak out. Mr. Jarinkes will not be here next year. Why? Because of one student, and one Professor. Is this justice? Is this what Roger Williams College is really like? After Mr. Jarinkes leaves who will be next?

Louis A. George, Jr.
Timothy B. Flalerty
Stephen Madfounian
David M. Ruberto
Kurt Oden
Robert Lada
Albert P. Clark
Rob Milner
Ronald M. Durbee
James A. Principale
Nancy Kavlak
Kathy Cucirey

To the Editor:

All that this poor pseudo-intellect can think to say to the pseudonymous Mr. Neurstern (sic) is "Incredible!"

James F. Bartram, Jr.

DROPOUT

8:30 a.m.
Jack-in-the-box
Is a wind-up toy.
The lid drops down
On the box and the boy.
It's dark in the box.
The boy plays dead.
There's more than a roof
That's over Jack's head.
The latches are locked.
The box plays and tune.
It isn't Jack's song
So he sleeps until noon.
3:30 p.m.
Jack measures the time
With a stretch and a yawn.
The lid pops up
And Jack is gone.
They can catch Dick and Jane
And occasionally Jim.
As for Jack-in-the-box,
Well, they can't catch him.
Phyllis E. Knisley
Fairborn, Ohio

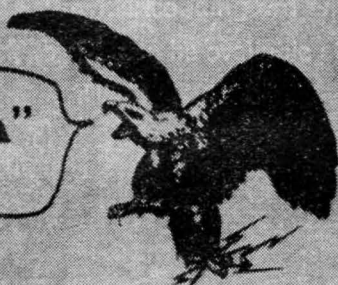
Kappa Phi News

Kappa Phi Fraternity is off to another successful semester with plans for social affairs to generate student interest, and activities to create good will for Roger Williams College.

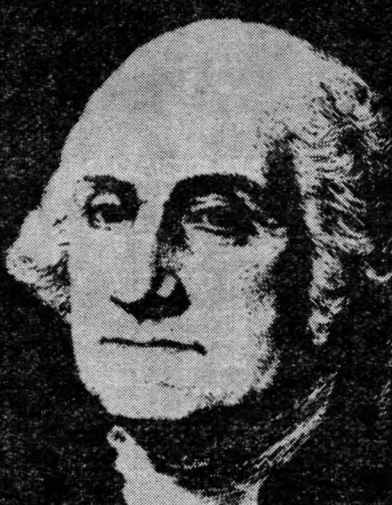
On March 21st the unfortunate young children of "K" cottage at the Rhode Island Children Center were given a good time. The brothers planned an Easter extravaganza for these orphaned children which included an Easter Egg Hunt, a day

in the park and prizes of 20 large baskets of candy eggs. An attempt was made to make the holiday a bit brighter for these children, who ordinarily would not be in store for much happiness or consideration.

Kappa Phi has recently been increasing the athletic competition with other intramural teams within the college, and our basketball team maintains its successful run of 6 wins with one **KAPPA PHI** Page 4



"Confrontation"

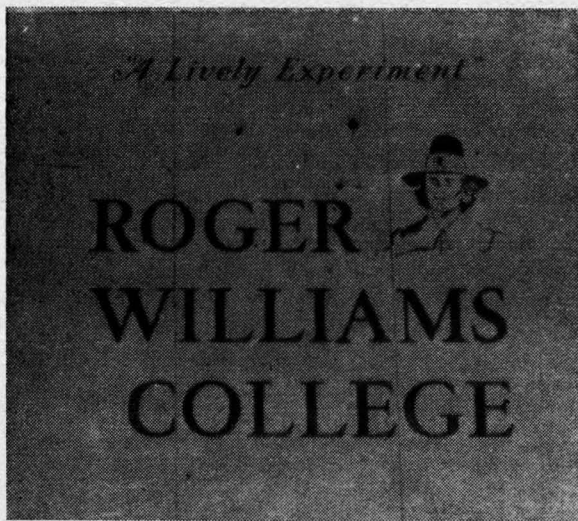


We did it before and we can do it again.

Addition To Dean's List Providence & Bristol

Stanley V. Moss
James Maguire

Richard Mayo
Stephen Madfounian



Highlights of A Program Design For Roger Williams College

Presented at Denver, Colorado at a Regional Conference of the Union for Research and Experimentation in Higher Education — December 1-3, 1966

History

Roger Williams Junior College existed as a private community college for fifteen years until 1963 when a public community college was created. It seemed obvious that Roger Williams would have to change focus or eventually go out of existence.

A new administration saw this an unusual opportunity to attempt to rebuild the institution as an experimental college. The Board of Trustees approved this concept and the College Corporation voted to extend the scope from two years into a four-year baccalaureate degree-granting institution.

The following is an attempt to describe the developing atmosphere for the new college.

PART I: THE COMMITMENT Commitment to Experimentation

The definition of an experimental college as used in the design is as follows:

"An educational institution which stands ready to question and test all underlying assumptions regarding the teaching-learning process, the content of what is to be taught, and the very purpose of all aspects of the educational environment."

This is to be differentiated from the concept of innovation, which we choose to define as "the willingness to accept experimental results which have been proved through the process of testing and are available for adaptation into another context."

We realize that innovation might well, in a sense, be experimental for some institutions. It goes without saying, however, that we do not exclude innovative techniques from any aspects of the educational environment at Roger Williams. Yet it does imply that we are not mainly concerned with the problem of innovation, but rather with the processes of experimentation.

The Climate of Learning

The climate or atmosphere of a campus cannot always be measured; it is always felt, and it is the essence or spirit of the institution. The following attitudes, assumptions and beliefs are intended to be descriptive of formal and informal learning to be encouraged.

1. The scientific methods, the

historical method and the method of intelligence as defined by John Dewey.

2. The interdisciplinary nature of all knowledge.

3. The respect for differences, both individual and institutional, as befits a pluralistic society.

4. The reality of tradition and change, and the implications in this for understanding rebellion.

5. The reality of tension in living and working with people, and an acceptance of the limitations imposed by human frailty.

6. The self-realization of individual commitment to social needs.

7. The concept of "Know Thyself" as evolved from the Greeks, but in addition knowing the pressures, challenges, fulfillments, misunderstandings and unconscious misrepresentations which exist in attempts to know oneself.

8. The creative challenge to the individual to develop a sense of being, or to become a personality, in what is basically defined as an impersonal world.

9. The development of significant learning within relationships both between individuals and between individuals and ideas.

10. The discovery, and rediscovery, that education is a process rather than a product.

11. The belief that both ability and performance of individuals can continually unfold and develop.

There are other ways of describing the climate of the institution in addition to those identified above. Examples include:

a) That the student enter, with the aid of the college, into his personal search for significance.

b) That the student begin to develop his own philosophy of life.

c) That the student should have maximum opportunity for introspection.

d) That the college is not confined to its own main campus, but includes the immediate community, the national community, and the world community.

It would be difficult to enumerate all of the ways in which descriptions of the climate of learning can be stated and restated. This in itself will doubtless be a continuing self-renewing, process.

Since the climate of learning forms a basic philosophical focus, it must be related to the

A Clarification of Goals and Commitments

by President Ralph Gauvey

total campus community including not only the faculty and students but all individuals who are touched by the campus. One means or another must be found to implement shared responsibility and power implied in the continual renewal of the institution. In effect, an attempt will be made to have each individual come to terms with this question: "What can I do to help the institution help me in the further development and fulfillment of my potential?"

Guidelines For Development

BRISTOL

This midway point of our first academic year on the new liberal arts campus at Bristol presents an opportune time for reassessment and refinement of our institutional goals within the basic general commitment outlined on our statement of purpose. The need for such on-going review is well stated in the introductory remarks preceding the statement of purpose as it appears in the Roger Williams College General Bulletin:

"It is most appropriate that Roger Williams College be named for a man who believed that human beings and institutions must be flexible and sensitive to change; that they must nourish a tolerance for diversity, an openness to alternatives, and a perspective of individual human needs. For, as time changes, men and institutions must not only change or adapt, but provide guidance and leadership in order that we may progress as we proceed. It is to be expected that Roger Williams College will change as times change, in the spirit of Roger Williams, the man."

In the brief span of a single year we have seen the character of the faculty and curriculum undergo a marked evolution. It has been an open and wholesome evolution in harmony with our broad purposes and a strong base upon which to chart continuing development. As planned, both campuses have progressed along lines which, although different, are consistent with the individual mission of each and the basic goals of the College as a whole.

With full cognizance of the character of the present faculty and the curriculum this faculty has developed at the Bristol Campus in particular, I would like to offer some remarks which may serve to help focus our planning efforts at this time and help insure a consistency and harmony among the elements of faculty, student body, curriculum, and administration.

The College, through its Board of Trustees, has declared a commitment to experimentation as an institutional goal. Our achieving membership in the Union for Research and Experimentation in Higher Education is recognition on a national level of our intent and potentiality to accomplish this particular goal. I would hope that the promising beginnings which are present in

each of the three academic divisions this year would help promote further curricular experimentation in instructional method and content, and that further interdisciplinary efforts in particular would receive serious attention. As we are aware, there should be clear form and structure to the curriculum but it must also be viable and maintain both flexibility and growth.

The faculty necessary to design and implement this curriculum has, to my view, already in large part been appointed and is a positive source of strength to the institution. In the recruitment of new staff I would consider it important to keep in mind that we seek to preserve a certain heterogeneity within the bounds of sound competence. In my opinion, our student body will best be served by a faculty which has diversity in its ranks with regard to academic approach, scholarly and research interests, political persuasion, etc. Unanimity along these lines is not our goal nor do I expect it will ever be our fate.

This coming fall, for the first time, projections indicate that our student body must be held within limits since we may not be able to serve all those who will be applying for entrance. I fully recognize that it will be a difficult task to select from the total group those we feel most clearly have the potential to profit from the best our institution can offer. But, until circumstances would permit greater expansion, it is a task we must face.

The College's rather broad orientation toward an "open door" policy cannot serve us here as clearly as the specific commitment to experimentation can serve in the area of curriculum. The phrase "open door" should serve, however, to remind us that sole reliance upon any single index of potential to profit from college experience is often unjust, deceptive, and unreliable. Though it is more taxing and time consuming, selection for acceptance should be based upon a very broad range of criteria to include both the easily measured and the not so easily measured. Board scores, for example, are specific, widely employed, and linked to a great deal of research data, but can fall wide of the mark when used can prove to be a most elusive factor to evaluate and cannot be expected to work miracles. We should therefore remain open to a great range of measures of potential and ready to reserve some room for students who with all these indices still represent a responsible risk in judgment. The student who has tried and failed elsewhere, the "second-chance" student, as he is often called, should always find that he is welcomed for full consideration at this college. I would suggest that our admission operation be geared to produce, within responsible bounds, a student population that is heterogeneous in geography, kinds of academic preparation, economic and ethnic and background, and the range of academic goals. The student body must, of course, always mesh as

well as possible with the curriculum and faculty components for the overall welfare of each. It is my feeling that a student body of such diverse character will represent a powerful educational force in itself and thereby enrich the educational potential of the whole College.

Nevitt Sanford in his book *Where Colleges Fail*, which is apropos for most colleges, comments:

"If a college admits students with relatively primitive tastes, shallow interest, values unmodified since childhood and rigid patterns of thinking, and if after four years it turns out students who are flexible, imaginative, discriminating, and capable of self-expression, the college is undoubtedly a success."

Even those colleges which have admissions standards barring all but those with the highest board scores and the best academic high school records, doubtless find a goodly proportion of students who meet Sanford's description — relatively primitive tastes, shallow interest or values unmodified since childhood and rigid patterns of thinking. These characteristics may be expressed differently from those students in the lower third of the class or with the lower board scores, but the description is valid. The challenge to the colleges is to have a curriculum, a program and a faculty which is able to develop flexibility, imagination and discrimination in all of its students regardless of prior academic record.

Our Board of Trustees both subscribes and is dedicated to the following statement in the General Information Bulletin:

"The measure of what a college does for its students, is reflected not so much in what it does for its best students, as what it does for the whole range of students from good to poor. Brilliant students seem to make their mark in college and in the world in spite of their training. This is much less true of poorer students, or of good but poorly trained students. Disadvantaged students are the supreme challenge, and the institution that succeeds here has proved its case. Accordingly, colleges should know, what institutions are able to do not just for part but for all of their students."

One very specific commitment of the college is to achieve full accreditation as a four-year college in the New England Association of Colleges and Secondary Schools. All of our goals, practices and accomplishments will have to stand up under the scrutiny of this agency. I am confident that we will be able to measure up to such close examination.

As a final comment, I would like to add that I would hope to see the administrative organization and the faculty governance structure also continue to evolve in the time ahead. Such form as we develop should remain consistent with the whole in terms of basic responsibilities and should preserve a flexibility that will allow continuing adaptation to changing needs.

Pig Nation "Report"

Beatles: Let It Be!

by Stephen Crosby

After a year of contradicting notices, Apple Records will finally release the Beatles' "Let It Be" album(s). The 99% sure date, as Alan Klein's office (Apple's business manager) put it, will be on or before April 6th.

One year ago April 6th, an album called "Get Back" was completed. It contained a selection of songs from the Beatles' documentary movie "Let It Be". Unfortunately, the recording was poor and was temporarily put in the can. One month before contracts called for an album, George Martin rushed the Beatles into Apple studios and had them write, arrange and record "Abbey Road" in four days. But by then the film "Let It Be" was nearly edited and something had to be done with "Get Back." Phil Spector, the old soul man of Motown, the former Crystals and Ronettes producer, was called in to remix the "Get Back" tapes. This was in December and "Let It Be" had to be released by March. Now a new problem arose. How could the album be called "Get Back?" The cut was released in April '69 and could

ged insistence, but doesn't have no longer pertain to anything the Beatles were doing, and especially, it would hinder the movie. Finally, when the other three Beatles had ignored the hassle long enough, George Harrison took over, and ordered that all the songs from the movie be put on two albums and the whole thing be called "Let It Be." Spector then remixed the additional material and George Martin arranged it. Klein then said that two albums might not be beneficial and the whole thing was left in the air, as it is now. On April 6th, either the "Get Back" album called "Let It Be" or two albums will be released—probably two.

All the cuts of the original "Get Back" LP are on various unauthorized tapes of which I have secured a copy. The quality is horrendous, but it is the first time the Beatles can be heard as just funky and not over-dubbed, since 1966 when they last publicly performed. It's all very unsophisticated but it's earthy quality emanates the Beatles inner genius. "Let It Be" hammers its point with rug-

the refined beauty of the 45 rpm version. "Get Back" is more rocky, but much nearer to the single version. "Don't Let Me Down" is just like the single except it has been expanded instrumentally. Of the new songs, "I Love You More" stands out the most. It's the first serious attempt by the Beatles at blues and it makes you feel as though they were the reincarnation of Sonny Boy Williamson. "Teddy Bear" is a McCartney number with a catchy tune and lyrics, but is secretly heavy. "All I want Is You", "I've Got A Feeling," and "Can You Give It (I can take It)" are the hard rock numbers and all contain great guitar solos by George. The last cut is "On Our Way Home" which was done on the Sullivan show a few weeks ago. The harmony in this rates with that of "Because" from "Abbey Road."

Whether one or two albums are involved, "Let It Be" promises to be one of the best releases of the year and worth really getting into. The Beatles have become infinite.

Next Edition: Interview with Eric Clapton.

Muddy Waters...

MUDDY WATERS

Flash: Did you know that there were identical twins at the Providence Campus? Their names are, David Hochman . . . Phil Eannarino will be stunt driving for a new Indianapolis 500 film to be previewed next fall . . . A few Friday nights ago, on a Hartford Avenue Parking Lot, Ron Martel went fishing again . . . Congratulations Chris Fouty. You're the best reindeer RWC ever had . . . On St. Patrick's Day, Mr. O'Donnell wore his annual outfit; Green Shamrock necktie and socks with matching underwear . . . Dear Freddie, "We love you." Signed, the Kelly Girls.

A number of horseshoes were discovered in the Student Center by David Eklund. Klink. Klink. Klink . . . RWC is still operating under an open-door policy. However, those students with College Boards exceeding 600 will not be admitted. The don't want to destroy the image. Financial aid will be given to those students scoring 200 . . . Garry Di-Iorio wears shark skin suits. Are they really Barracuda repellent? No, Mr. Rizzini, you can't enter the sailing competition with a tug-boat . . . Is was rumored at the proposed Student Rally that Sam Roback wanted everyone in Tuxedos, so that it would make a good impression . . . Col-lie Man was attacked by Lassie.

Is it true that Fred Imondi saves Greek Horse wrapper? Yes, how do you think he got his clothes . . . RWC is putting on a stage production of "Hair", starring Mr. Dan Driscoll . . . Did you hear about the Greek who lost \$5.00 on the Super Bowl and \$10.00 on the instant replay?? Tony Pierpaoli still thinks that Sully's is a room at the YMCA . . . The unknown man who jumps over the fence on Tuesdays and Thursdays from Rt. 195 is Mr. Forsyth . . . Will Mosquito Man and Moth Woman

please reveal their true identity?

Mr. Hallenbeck has a Silver Buffalo Bill Belt Buckle . . . Herman Munster works at Tony's Snack Bar . . . An attractive cow from a farm in Rehoboth has tracked down the scent from Tommy Rose's suede jacket. But, Tommy says she's not his type . . . The Hardy Boys have made another appearance in Providence . . . Mr. Doerries shows pigeon movies. Mrs. Walsh shows stag movies. If they ever got together, we'd see stag pigeon movies . . . Lenny Bark plays ping pong by himself . . . The Providence Student Senate's dinner held at the Holiday Inn was a SMASHING success by those who attended . . . Mr. Wilkey's boys are using sound logic in giving out parking tickets. They tag all the cars to make sure that they don't leave anyone out . . . Mrs. Walsh has a brand new Yellow Volkswagen . . . Seniors!!! Don't you want your pictures in the Yearbook?? Do Mr. Pozzi's children really play with his alarm clock?? Do you know why it takes Italians so long to make ice cubes? They lost the recipe . . . The Bristol Parking Lot Committee has already towed away three cars. Dr. Gauvey, Dean Long and Dean Goldberg, tickets are now on sale . . . Kenny Peterson and Carey Moran will shortly be enrolled in a new course in self-defense at the Kenmore Club, Boston. Carey Moran's Pontiac now has a sunroof . . . The bowling machine has been removed from the Providence Campus . . . Sorry Dave Eklund, you can't play left hand against right hand anymore . . . Look alikes: Mr. Langello — Dick Cavett, Bill Selino — Tom Jones . . . And what about the mighty water buffalo?? Swath Competition has begun due to popular demand. Contestants for this heavy event will be: John Fattorusso, Mr. DeFano, Dave Hochman,

John Marzilli, Mr. Friedel, Nat Rendine and Bill Eggers. Theme song will be "The Shadow of Your Swath" . . . Proverb of the Week, "Where there's a cookie, there's a crumb . . ."

Billy Wadbrook's girl dog has created quite a reputation for herself among the neighborhood boy dogs. Bill says that she has callers at all hours of the day and night. He's putting her on Birth Control Pills to avoid a "canine catastrophe" . . . Lois, make sure you put the seat down . . . Tough luck, voyeurs — de Judge has banned "Without a Stitch" . . . "A stitch in time???"

CLEARWATER

DOERRIES AND WALSH
PRESENT

The Psycho-Social Flicks

Vacation Extravaganza

THE STAG PIGEON

Original Uncut Version

Continuous Showings

All Week

MARCH 30 - APRIL 3

12 noon to 12 midnight

in the

SMOKERS' LOUNGE

Special Showing for the

Vice Squad on April 1

Kappa Phi

(Continued from Page 2)

loss.

KO has won the Intra-Fraternity basketball plaque for the second consecutive year. A most exciting game was held Friday, March 6th against Phi Alpha Epsilon in Bristol, but despite their valliant attempt, they were overcome 67 28, with Toni Pierpaoli scoring 22 points.

"Hell Week" for new pledges started on March 16th. Harrassment of pledges was of a constructive nature, as it has been in the past. They are now in the process of selling raffle tickets to aid an unfortunate family in Providence having very urgent

Ask Lenny

Question: I'm a student on the Bristol campus. I've complained about the food but it doesn't do any good. What should I do?

Answer: You're not the first person to ask me that question. It seems as if any student on the Bristol campus who cares what he eats has complained about the present establishment.

The students at the Providence campus are very fortunate. We have Tony's Snack Bar and Tony serves as a personal friend to us as well as a caterer. In the short time that Tony has been here in Providence he has proven himself many times over to the students here. His cafeteria is clean (no dogs allowed), the prices are low, and most of all, the food is delicious. Tony has given the students in the college a chance to work for him so that they may have spending money. He is well liked and appreciated. The students at the Providence campus are not greedy; come down to our campus, taste the food, look at the prices. If you like what you see, ask Tony if he'd be willing to be the caterer



in Bristol. If he says yes, then go see Mr. Harris and if you're lucky, Tony might be putting pounds on you soon.

medical and household bills.

Thursday evening, March 12th was our annual "March" on the downtown Providence Mall, with pledges wearing their familiar black robes. Our bi-annual "Hell Night" was held on Sunday, March 22nd, to the pleasure of pledges.

Kappa Phi is planning another one of its outstanding dances, still better than the last. The time and location are to be an-

nounced soon. The fraternity has several more dates reserved on the social calendar, and plans for a wide variety of events open to the students of Roger Williams College.

CAMERA CLUB

There will be a meeting of the Camera Club on Tuesday, March 24, 1970, at 11:30 in Room A-6. New members are invited.

ECOLOGY TEACH-IN

TUESDAY, APRIL 21st

Will Roger Williams Participate?

Across the nation on this day colleges are devoting the day to exploring and understanding are environment.

Will You Be There?

If any people here are interested in our responsibility for the unbalanced condition of our environment there will be an organizational meeting to discuss our participation and to co-ordinate planning of activities.

TUESDAY, MARCH 24th at 2:30 P.M.

Room 33

Free Period

Be There! We Will!

BLOOD, SWEAT AND TEARS

IN CONCERT... SUNDAY, APRIL 19th,
3:30 to 5:30 at Meehan Aud.
Brown University, Providence

all seats five dollars

Tickets available at door, or by mail:
c/o CONCERT COMMITTEE
BRYANT COLLEGE
154 Hope Street
Providence, R. I. 02906

Tickets will also be sold at many campuses throughout the area.

Look for B.S.&T. posters on your campus for more information

Sponsored by Bryant College

Review

Aria Da Capo

Richard Moses

"... a macaroon!" she says, "I cannot live without a macaroon!" And underneath the table, inches from her shapely foot: two dead men, neatly covered by the tablecloth lest the audience be offended. No matter, the audience has already forgotten them. Or perhaps not — at least Miss Millay hopes not. That's why she fashioned this macaroon in verse more than fifty years ago. Though a bit treacly in spots and more than a little obvious to our modern "cool" senses, her confection still retains its bitter taste. One can imagine this sensitive poet, outraged by the "War to end wars" just ended, taking pen in hand to make a statement that would say to all men, "Arise!" She did not succeed, for men still grovel through war after war and statements — more contemporary perhaps but no more to the point — continue to be made in vain. But then of course the play is called "A song that begins all over again from the beginning, and then again, and again."

At the Coffeehouse Theatre production of ARIA... I was ready to begin all over again

myself, not only to watch the beautiful COLUMBINE (Lori Silver) dally among her artichokes and macaroons, but, well, because there is something almost infinitely repeatable about lovely language well delivered. The cast of the Coffeehouse, in addition to Miss Silver, who was eminently satisfactory as the extravagantly elegant dumb blond (and who pouts to perfection), was headed by Ronald Levasseur as PIERROT, the ultimate poet with his head full of feathers and mutton, Ronald Tippe and Bruce Kittel as the chameleonic shepherds playing the fatal "game" of walls and territorial imperatives — and of course ending up as the bodies under the table, and Joseph Trovato as their boss, the warmonger, in mask and robes so no one could tell who he really was. These three, making up the play within a play, acted well against each other: the two shepherds whose natural innocence and lack of guile served them ill in the face of the tyrant with his giant script.

All performed well, particularly Miss Silver and for the most part Mr. Levasseur whose

long gestures and clown faces were near perfect, but top praise must go also to the set — its designers and builders. Commedia dell'Arte is a very old theatre form dating at least from the middle 1500's. Masks, stylized gestures to denote emotions and feelings, stereotyped costumes and stark, contrasting color schemes are all part of this now classic style, and all were evident at the Coffee house. A splendid set in black and white (including cups and dishes), enormous ladderback chairs, vivid stripes and checkerboard effects contrasted with (in the shepherd's play) gloomy forests which suddenly slid into view and brilliant orange, purple and blue costumes. All making the play a pure delight, visual as well as aural.

In short, Miss Silver headed a troupe of talents to watch — as well as keeping an eye on everything else the Coffeehouse Theatre does. I would only take issue with two small points: PIERROT's line: "I am become a critic; there is nothing I can enjoy..." and that hot chocolate: too damn much whipped cream!

Rufus: Saturday Nights Are Getting Better

by Stephen Crosby

Rufus came to RWC and proved that there was more to Providence than smog and gangland slayings. Their tremendous versatility and unisense captivated a large but mostly straight audience for over three hours Saturday night, March 15. Their set gave an even distribution of blues, rock, jazz and folk in a way which linked each to the other. But their finest attribute it seems was their unique ability to fuse their versatility to each individual song. John Hurt's funky downhome **National Defense Blues** for instance became a mellow jazz number changing delicately to rock while still containing its bluesy-folk authenticity. Dylan's **Down Along the Cove** became hard rock, but kept its jazz-blues connotations, while **I Shall Be Released** moved from blues to jazz.

The only down of the evening was the lack of beer, dope, or both. The next concert, though (date to be announced), will be serving beer, (dope being frowned upon at the moment), and will again be featuring Rufus. Well, Saturday nights on campus are getting brighter.

ered that over a million separate drawings had been used in the making of *Fantasia*.

In color by Technicolor, *Fantasia* is offered in a special re-release by the Buena Vista Distribution Co.

**THE QUILL NEEDS
PHOTOGRAPHERS
TYPISTS
REPORTERS
YOU**

Student Government:

Discusses Air Supported Athletic Structure Proposal

by Bill Gessner

Tuesday — St. Patrick's Day, 1970 — Coach Tom Drennan was kind enough to appear before the Student Council to clarify some controversial issues. He did clear up one situation, but he was very vague about financial matters that were of particular interest to the student body. He stated that he had not been informed that finances would be in question so he did not prepare for that contingency. After the question period Mr. Drennan threw out a subject that caught the interest of the students in attendance: An Athletic Facility by Fall '70.

He described it as an inflated, heated, rubber structure such as is in use at the University of Rhode Island. The dimensions mentioned werehighlongwide, but they are really open for change if finances deem it necessary. It was pointed out that Roger Williams College has no facilities whatsoever for visiting teams (or our own) to change and shower. Coach Drennan said that such a facility would be included in "the tube."

The uses of "the tube" are virtually unlimited. Some things mentioned were basketball home games, indoor track and intramural activities. Mr. Drennan said it could also be used for social activities, and could be

open most of the time for any student to use.

Now to nickels and dimes (we have already mentioned T.D.'s lack of knowledge about finances). Well, the estimated cost is less than \$100,000. Before you say shove it... listen; read on. At present the Athletic Department spends 55% of its budget renting athletic facilities. One of the students did some mental arithmetic and guessed at about \$15,000 a year. T.D. did not know. The planned gymnasium is not scheduled to begin for years. It is a phase III project, and it probably will not be completed for at least six years. Some quick multiplication gives the figure of \$90,000 in rental money. Granted, a good deal of that will go to hockey but even if half does that is \$45,000 of students money thrown to the wind. "The tube" has a projected life span of 10-20 years depending upon its usage.

Think of all the ways we could save money. They are innumerable. Think of the increased support for a team when commuters know exactly where the gym is and residents can walk. I feel very strangely in favor of the tube being built for Roger Williams. Fellow Students!! Unite behind "The Tube!" Commit yourself! Tell Tom that the tube's tops!!

Fantasia

A Visual Trip Into Sound

by Peter Holden

Now playing at the newly opened Paris Cinema II in Providence is one of the most visually enchanting and audibly magnificent film experiences ever to be created. Walt Disney's *Fantasia*, the ultimate experience in visual enchantment and listening pleasure, returns to the screen with all of its timeless and universal charm.

The film stands as one of the all-time classics, for not only did it establish animation as the true form of art that it is, but also served to move truly sensational music into the realm of expression that could be called "total involvement."

A unique motion picture experience from start to finish, in both conception and production, *Fantasia* was designed to be a film capable of giving pleasure to all types and ages of people by appealing to their imagination, humor and love of beauty.

The film creates an unusual sensation in that each note conjured up by the orchestra is issued feeling and these sounds are fantastically captured before your eyes as you see each note come to life through the use of light, line and shape.

Built on the concept that sound, formed into melodic passages, elicits different images and emotions from different people, Disney played on the imagination of his animation staff. He wanted them to issue feelings to the sounds that would conjure mental pictures of color and from that could be placed on paper.

In producing this unparalleled masterpiece of animation, Disney started by assembling some

of the worlds finest music. He extracted from the works of Bach, Beethoven, Schubert, Tchaikovsky and others—all very different in mood and tempo, all indicative of the creators musical genius. Each of the selections a finely tooled format, Disney went into collaboration with one of the greatest conductors in the world, Leopold Stokowski. Under his versatile direction, the 103 musicians of the Philadelphia Symphony Orchestra recorded the music of *Fantasia* into eight visually and humorous sequences.

Thus done, the music was to the artists to interpret into a pictorial form. The results border on legend; legend in the sense that it is very rare for a film to be seen and understood by so many people throughout the world. Since not one word of dialogue is heard except for comments of famed music critic, the late Deems Taylor, which link the eight compositions of the animated feature concert, no interpretation other than one's sense of enjoyment for a completely different and revolutionary form of audio-visual entertainment is needed.

Originally released in 1940, the picture took over four years and a thousand people to make. It was a Herculean feat that very likely will never be equaled again. Over sixty animators were used under the guidance of eleven directors. Background paintings alone required the talents of thirty artists. Scores more were employed as story developers, researchers, character designers, special effects experts and inkers and painters. At the end, when a final count was taken, the Disney staff discov-

Placement Office Notice

The Placement Office Library is now open and located in Room A-12, Providence campus. Hours are posted on the door.

Students have access to all types of employment literature for full or part-time jobs. The Library contains the Annual Guide to Post Graduate Study. The Library also contains the College Placement Annual which lists different job opportunities located all over the country.

RWC Placement Office now has available the GRAD system (Graduate Resume Accumulation and Distribution). It works as follows: Alumni send their resumes into the system; large companies send in their demands; then the computer matches the demands with the qualifications of the Alumni. A list is drawn up and sent to the applicant. GRAD is not an employment agency; rather, it is a facility for referring resumes, for helping to match qualified candidates with suitable employment agencies.

For more information on the GRAD system and answers to any questions you may have, drop by the Placement office in Providence.

**SAILING CLUB
Meeting Thursday 2:30
in Room 34**

Everyone interested in sailing regardless of experience please attend. This invitation includes faculty and staff personnel.

Freshman Sophomore Juniors

by R. A. Magio

In the fall of 1969 the new-born RWC varsity soccer team played its first season (as a varsity club). Many players were new to the game and this fact combined with a somewhat belated commencement of practice sessions led to a season of rather inglorious losses.

But let it not be said that the RWC Hawks shall not prove stiff competition for their opponents next year!

Which leads my thoughts to YOU — yes, all you able-bodied RWC men (Providence and Bristol). This is an invitation to come out to the Spring Practice of the RWC soccer team. Coach William Forsyth is hopeful of organizing soccer matches with high school teams and perhaps some local ethnic teams, and is exploring the possibility of a summer league. Soccer is a fast and thoroughly enjoyable sport and is really becoming popular in the USA. The RWC team will begin practicing on April 1, 1970 at the Bristol Campus (see Mr. Forsyth for details) so come out and join in. If you don't know the game, learn this spring and be on the team next fall. But don't tarry, soccer is a pleasurable but demanding sport. Come out this spring — learn the game (if you don't know it already) — get in shape. Here's to a victorious fall '70 season!

Roger Williams College Sporting News

Sports "Ins and Outs" Bubble Power

by Peter Greenberg

At the March 17th meeting of the RWC Student Council, Mr. Thomas A. Drennan presented the senators with a plan for the construction of a temporary athletic facility widely known as the "Bubble".

The surprising thing I learned about this structure was that it only takes twenty-four hours to assemble it and about a day or two more to lay out its cement foundation! The correct official name for it is an "air supported structure." Moreover, by the time students return in September the facility will be in full operation for everyone's enjoyment. This bubble, sometimes taking on the appearance of a U.F.O. or that of a Blub Monster, will probably be the center of attraction for the students to use it as a rallying point such as concerts, plays, speakers, singers, convocations, Winter and Spring Weekend events, etc. Also it will be used by what we call "the non-athletic type" for just working out with weights or Judo or just plain fooling around to break up the monotony of a long, drab school day. However, this facility will enable us to create our own home Basketball games on campus; to hold tennis practice as well as Baseball, Indoor track, Golf, Soccer and Football. The Bubble would be open from 8:00 in the morning till 10:00 at night, seven days of the week.

Therefore, from a recreational viewpoint why was there a dilemma? Further, what do kids do during bad weather? The answer has been found and well researched by the athletic and Financial Affairs Departments and the solution was the creation of a Bubble. So it is from this conception of a Bubble-like structure that a once-dream will soon be a reality with the support from the students.

Following Mr. Drennan's plea for support from the Student Council he was given a rousing show of approval for his much acclaimed plan. Also, the Senate enacted a Special Executive Committee to be appointed by them to explore the possibilities of the Bubble. The cost of the structure will be under the \$100,000 to be built — a far cry from the permanent athletic facility, against the likes of a four-million dollar deal.

Finally, the future use of the Bubble, after the permanent gym is built, may well be used by the Hawk Hockey Team as an indoor and outdoor rink. It will hold upwards of 2-3 thousand people.

The future is indeed bright for progressive RWC. No longer will this school take a back seat, either to the town of Bristol or the city of Providence for rental of athletic facilities for unreasonable costs! Get with it students, the rallying cry is out — Fight for Bubble Power!!

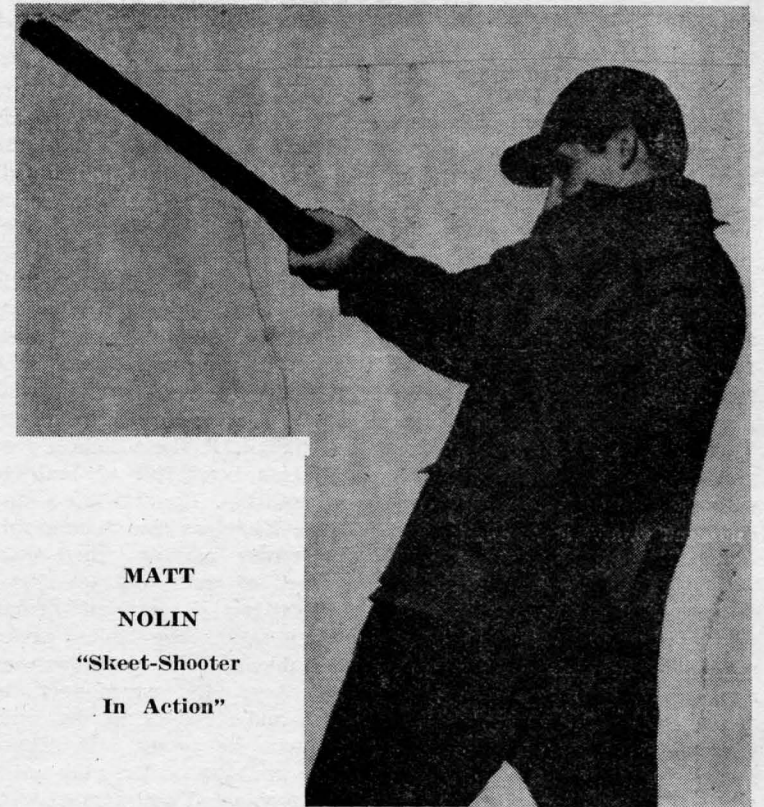
Skeet Shooting at RWC

by Matt Nolin

This week's article is a short note: regarding the Roger Williams Skeet Shooting Club. We will have our first organized meeting and skeet shoot, Saturday, March 28, 1970, at the **Rod and Gun Club**, in Attleboro, Mass. I have surveyed the different gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the shoot is \$3.75, \$1.25 for the clay pigeons, and \$2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be greatly reduced by way of our own shotgun shell reloading.

For further information regarding exact time and directions, please inquire at the Quill Office.



MATT
NOLIN
"Skeet-Shooter
In Action"

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities:

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.

CARRY ON by Warren Walden

CAN SPRING BE FAR BEHIND? — The bard Shelly wrote, "Oh Wind, if Winter comes, can Spring be far behind?" Back in the days when baseball was played here, there and everywhere, I'd write those lines every year for a little boxed story that would go something like, "Spring stirred last night. It wasn't the chirp of the first Robin and it wasn't the first crocus pushing up through Mother Earth, nor was it the young man whose fancy turns to love songs in the Spring. It was a much surer sign. It was Tim O'Neil heralding his baseball clan with an announcement of first meeting of the year etc., etc." — It was a well known announcement for people of southern New England. NOW, HOW CAN WE TELL? — The last remnants of the Tim O'Neil baseball teams endured through the 67th season last year but so far there hasn't been an announcement of plans of continuance. So how will we know it's Spring?

GREAT MAN; GREAT MEETINGS — Those who attended Tim O'Neil's baseball meetings can never forget them. The great man, called "psychologist extraordinary" while being introduced as a speaker at Brown University, was exactly that. Everyone was important at Tim's meetings. "Every boy likes recognition," he'd say, "And every boy wants responsibility." Tim's organization "elected" officers he

had selected and parliamentary procedure was followed when business was being conducted. The boys believed Tim, believed in him, and they never let him down. What a pity he isn't here now heralding Spring!

IT'S THE TRUTH — At one time, Tim O'Neil had seventy-two sandlot teams in action in and around Providence, all graded according to age and calibre of play. There was an incentive for a youth to try for a speedier league, an incentive for clean living and good sportsmanship. Tim's leagues were a great "commoner." There was no caste system and the rich man's son played alongside the kid from the other side of the railroad tracks. Governors, Mayors, Doctors, Lawyers and leading business executives all played at one time or other for Tim.

MOST VALUABLE — When a national magazine sent a representative to write about Rhode Island's most valuable citizen, the subject turned out to be Tim O'Neil. The story told that Tim O'Neil had built an organization on a foundation stronger than steel or mortar — he had built it on character — faith — faith in human beings. Mothers were grateful because sons were set on the right path when they faltered; city officials realized Tim's baseball program kept boys out of mischief. Reams could be written about the deeds of the man. One tangible memorial stands although vandals

have taken the bronze plaque from the stone commemorating the dedication of Tim O'Neil Field in Roger Williams Park. There's a wooden sign there now and Tim's name is spelled incorrectly. (Somebody, please do something about that).

THEY STILL LOVE THE GAME — Tim O'Neil discovered that the way to "reach" a problem-boy could be found through baseball. He'd have a twinkle in his eye when he'd say, "Ask a boy if he'd rather be Babe Ruth or President and the Babe will win every time." And so baseball is important in more ways than just as a game. That's one of the reasons why it's important to have the Pawtucket Red Sox in our midst. Steve Daley is doing a tremendous job getting the Pawtucket setup ready. Warren Letarte of Columbus, Ohio, representing the National Association of Professional Baseball Players was in town recently and was excited about the prospects for the team. "It isn't called 'minor' league baseball anymore," he said. "It's the most exciting brand of the game with performers providing colorful actions as they give everything while trying to move to the bigger league." CARRY ON!

HOCKEY TRIBUTE

Coming
April 6th

Spring Sports Schedule 1970

BASEBALL

DAY	DATE	PLACE	OPPONENTS	TIME
Mon.	April 13	Home	Curry College	3:00 p.m.
Sat.	April 18	Home	Hawthorne	1:00 p.m.
Wed.	April 22	Home	Belknap	3:00 p.m.
Sun.	April 26	Away	Johnson & Wales	1:00 p.m.
Wed.	April 29	Away	R. I. Jun. College	3:00 p.m.
Mon.	May 4	Home	R. I. Jun. College	3:00 p.m.
Fri.	May 8	Away	Hawthorne	3:00 p.m.
Sun.	May 10	Home	Johnson & Wales	1:00 p.m.
Tues.	May 12	Away	Belknap	2:00 p.m.
Thurs.	May 14	Away	Curry	3:00 p.m.

GOLF (VARSITY)

Mon.	April 12	Home	Curry	1:30 p.m.
Thurs.	April 16	Home	New Hampshire	1:30 p.m.
Wed.	April 22	Home	Belknap	1:30 p.m.
Thurs.	April 23	Home	Thomas	1:30 p.m.
Mon.	April 26	Home	Bryant	1:00 p.m.
Mon.	May 1	Away	New Hampshire New England Col.	1:00 p.m.
Wed.	May 6	Home	R. I. College	1:30 p.m.
Tues.	May 12	Away	Belknap	1:00 p.m.
Thurs.	May 14	Away	Curry	1:00 p.m.
Sat.	May 16	Away	Unity	1:30 p.m.

GOLF (FROSH)

Wed.	April 15	Away	R. I. Jun. College	1:30 p.m.
Mon.	April 20	Away	Johnson & Wales	1:00 p.m.
Mon.	May 4	Home	R. I. Jun. College	1:30 p.m.
Mon.	May 11	Home	Johnson & Wales	1:30 p.m.



— QUILL Photo — Pete Holden
John Fiore and Ed Foster in All-Star game action.

TENNIS NOTICE

All students interested in playing tennis this spring should attend a meeting for candidates on Wednesday, March 25th at 3:30 p.m. in the Bristol Athletic office.