

Salve Regina University

Digital Commons @ Salve Regina

Student Newspapers

Archives and Special Collections

11-1-1965

Ebb Tide, Vol. 20 No. 2 (Nov 1965)

Salve Regina College

Follow this and additional works at: <https://digitalcommons.salve.edu/student-newspapers>

Recommended Citation

Salve Regina College, "Ebb Tide, Vol. 20 No. 2 (Nov 1965)" (1965). *Student Newspapers*. 27.
<https://digitalcommons.salve.edu/student-newspapers/27>

Rights Statement



In Copyright - Educational Use Permitted. URI: <http://rightsstatements.org/vocab/InC-EDU/1.0/>

This Item is protected by copyright and/or related rights. You are free to use this Item in any way that is permitted by the copyright and related rights legislation that applies to your use. In addition, no permission is required from the rights-holder(s) for educational uses. For other uses, you need to obtain permission from the rights-holder(s).



Forum Favors Freedom

By PAMELA A. BARRY

He who asks a question is a fool for a moment; he who never asks a question is a fool for life.

—Chinese Proverb

At a forum sponsored by the student newspaper, the topic of freedom of expression in the classroom was discussed by pupils and faculty. The forum was held November 15 at 4 p. m. in the Student Union. Divided into eight groups—each group consisting of approximately four students, two faculty members, and one *Ebb Tide* representative—the participants discussed the topic for thirty-five minutes. At the end of this time, the *Ebb Tide* representative reported the attitudes expressed at their respective tables.

The subject in question was divided into four subtopics: the definition of freedom of expression in the classroom; the role of the teacher and of the student in assuring such freedom; the limits, if any, which should be imposed on this freedom; and the extent to which freedom of expression is exercised on Salve Regina's campus. Many groups, in discussing the last subtopic, offered suggestions for maintaining or improving freedom of expression on campus.

Most of the groups agreed on a basic definition of freedom of expression. It was said to be "the right of the student to question competently and openly any material reasonably relevant to the course." Every student, one group maintained, has the right to express any opinion on the subject matter of the course if this opinion is presented with tact and can be substantiated with valid facts. Con-



Sister Mary Ignatius stresses her point during the student-faculty forum.

trary to this thought was the idea that a student's opinion need not be presented only after extensive reading on the matter at hand; rather, the mere fact that a student is reacting with the knowledge she has accumulated from her environment and past learning validates her right to express this opinion. Generally agreed upon was the thought that both teacher and student, through interaction in the classroom, are trying to arrive closer to truth; and that free questioning and the intellectual activity derived from thinking and forming opinions are means by which both approach the truth they are seeking.

In order to allow the successful freedom of expression, it

was felt that the teacher should realize that he is instructing people, not subjects; and that these people should be encouraged to express the intellectual judgments they have made. Naturally, it was assumed that the student in being allowed such freedom, would consequently be responsible for keeping herself informed, for regarding the instructor with justified respect, and for recognizing that her peers possess an equal right to speak and be heard. That the teacher is king in the classroom was disputed by those fearful of monarchy, who felt that the instructor's word was supreme only insofar as his word expressed facts. It was thought that freedom must be maintained as long as this freedom leads the class and the teacher to truth, not to chaos. Once the freedom of one student infringes on the rights of another person, it becomes more detrimental than beneficial to the class.

There were varied opinions as to the extent to which the discussed freedom is present in campus classes. Some adhered to the position that there were but a few isolated cases of teachers' stifling student expression. Mentioned as courses where more freedom could be exercised were literature seminars and theology classes. Since theology and philosophy can be the most influential courses offered, it was felt that the teachers of these courses should not only allow, but encourage thoughtful questioning. Many expressed the opinion that at least half of the classes held on campus encouraged freedom of expression. The reason for lack of expression in the remaining

(Continued on Page 4)

REMINDER
SENATOR PELL
Dec. 7, 7:30 P.M.
Ochre Court

"United Nations after twenty years: Success or failure."

Fr. Flannery to Speak

On Dec. 9, before the Christmas holiday recess, Salve will act as hostess to the Reverend Edward H. Flannery. Reverend Flannery has been asked to speak to the student body on his new book, *The Anguish of the Jews*.

Presently, Father Flannery is visiting in Europe. He is the Editor of the Providence Visitor, and previous to his departure to the continent, he attended a convention in New York City at which he was honored and presented with the Edith Stein Award for his documentary.

We are looking forward to welcoming Father Flannery in December, and we hope that many will attend his lecture to be given to Ochre Court.

Quinlan and Salve

Glory Bound

If prayer is a lifting of mind and heart to God, Paul Quinlan led a congregation of amateur folk singers in rhythmic worship, Thursday, November 4, at 7:00 p. m., in Ochre Court. Mr. Quinlan, a Jesuit Seminarian, sang in solo concert to a capacity audience of faculty and students.

Presenting the psalms through folk music, Mr. Quinlan strummed his guitar in solemnity-tempered gaiety. The songs of his repertoire were as poignant as "The Lord is My Shepherd" and as boisterously musical as "God Is Near." Conducting the concert with a mellowness akin to that of Pete Seeger, Mr. Quinlan urged the participation of the audience in singing the verses to some of his psalms. Soprano and alto voices responded to his request, and both performer and listeners reveled in the prayerful sounds their musical union produced.

Earlier that day, Quinlan gathered with a small group of students and faculty in an informal folk session during which an exchange of banter provided encore to his teaching of his songs. At 4:30 p. m., he met students at a coffee hour held in the bookstore.

The openness and receptivity



Quinlan "sings it out, loud and clear."

which marked the afternoon audience, and the evening observers impressed Quinlan as (Continued on Page 5)

With the King and I

Players Stage Musical

The Regina Players are engaged in rehearsing for a production to be held December 3 and 4 at Rogers High School. The scene is Siam, the story is heart-warming, the characters are unique, and the play is Roger's and Hammerstein's *THE KING AND I*.

Mary Corey, as Ann, plays the part of an English Governess who is hired by the King of Siam, portrayed by John McDonald, to teach his children in "scientific" Western culture. Mary Ellen Martin, the prince, and John Walsh, as Anna's son Louis, portray characters who personify differences between Eastern and Western youth. Ann Lepkowski as Lady Thiang, Geoffrey Sullivan as Kralahome, and Pat McCarthy as Tuptim play the supporting roles. Ralph Mattiera as Ramsey gives a comic portrayal of the English character.

The songs of Richard Rogers and Oscar Hammerstein such as "Getting to Know You," "Hello Young Lovers," "Shall We Dance," and "Whistle a Happy Tune" will be heard as Joseph Conte and the Rhode Island Philharmonic Orchestra lend musical accompaniment.

Gordon Sweeney, assisted by Dick Vars, Jim Dore, and Ray Gills, will provide the lighting effects. Coordinating the production is Lynn Leahy, who with Stage Manager, Ann Wright, and Assistant Director, Sister Mary Judith, R.S.M., initiated the play's proceedings during the absence of Joan David, Drama Club Moderator.

Both the players and the directors hope that *The King AND I* will be as successful as was last year's musical, *THE SOUND OF MUSIC*.



The students of Salve Regina wish to extend condolences to the family and friends of Sister Mary Constance, R.S.M., Superior of St. Xavier's Convent, and former Dean of Women at the College, who died Saturday, Nov. 13

Viet Nam

The violent, bitter, blood-spilling war in Viet Nam has brought with it another clash — the clash of ideals on the American homefront. Unlike the previous wars, into the center of which our country has tumbled, a new attitude has arisen. The question shouted out, debated upon, demonstrated over is—Should we or do we have the right to be in Viet Nam?

Weighing the ramifications of an ultimate Communist takeover in such a poor and uneducated country as this, seems to conclude only one answer. Yes. We should be in Viet Nam; we have a right, if only for the basic fact that the Vietnamese people have a right as human beings to be free from the oppression and the false ideology that Communism would afford.

The "domino theory" is not altogether as rash as many would like to think. If Viet Nam goes, quaking countries like Laos and Cambodia are almost sure to follow. Without risking melodrama, we can almost be as safe in saying that a good number of other small countries in the same situation are likely to fall in a line.

The free world cannot afford to take this risk. We must follow our democratic ideals, if, indeed, we are to call ourselves Americans. The stand we have taken is certainly not a pretty one. But, it is the correct one, the just one, the one which says we care about the rights of our fellow man.

Can we justify the bombs that are being dropped daily on the northern villages of Viet Nam? Where is the morality in bombing? Can we call ourselves soldiers of peace by inflicting this explosive world upon innocent villagers? These are the just questions which plague those who are not in accord with President Johnson's policies. By no means are the answers simple. Yet, we can truly say that we are justified in killing the enemies of freedom before they are given a chance to slaughter it entirely. Realistically, there is no morality in war. It is ugly, often unfair to innocent victims, gruelingly miserable, excruciating, painful, overpoweringly murderous, but God only knows, startlingly real.

The fluctuating boundary lines of the fighting territory are a product of guerilla warfare. This makes the problem of communication almost impossible. We are not war-mongers, purposely killing innocent people. Yet, we must never forget that every one of these so-called "unmilitarized" areas are filled with potential enemies. Are we to hold back bombing a factory filled with civilian workers, if the factory is filled with munitions that will be used against our cause? The answer is obvious. Here there is no question of morality. There is only reality—horrible perhaps, but nonetheless, rigidly demanding upon justice to the cause of freedom.

Viet Nam is indeed a ghastly "mess." Peace will not come easily nor quickly. It will be easy to agree to our present stand once peace has been secured. Yet, now is the time to take a stand. The American cause in Viet Nam is a just one. We are doing what we must and can take no other alternative. We are committed to freedom and we must back up that commitment.

Social Action, Student Action

In previous editorials, we have urged personal commitment, encouraged active participation in the Christian life, and extolled the student whose quest for justice motivates some of her extra-curricula interests. But perhaps we have been at fault in neglecting to praise the cultivation of one of the most important qualities whose very perfection can be attained through the activities mentioned. The quality is womanhood, and that this womanhood is achieved rather than conferred leaves us with a role in life far greater than that of student, teacher, wife, or mother. For we are women at birth, but we are womanly only when we have reached out to mankind. If we have ever been told that our strength yields greater strength, greater life, and greater love, we can be assured that this strength weakens when it is hoarded, but expands when it is wisely expended on those who want. And those who want are all those who exist, for the expansion of their strength depends on the widening of their world, and a woman can create horizons of vast width and breadth.

The students on campus who have been extending their efforts towards underprivileged children, retarded adults, and struggling adolescents have opened vistas to eyes who previously had not seen beyond their todays. Girls who have tutored teenagers, taught catechism, assisted mentally retarded, and loved forsaken children have radiated their strength and given impetus to the latent strength of those with whom they work. And those helped have not become more dependent, rather, they have gained increasing independence through the confidence their reliance and acceptance of aid yields.

Though one must look closely to observe the growth in the children and the progress in the retarded, one must remember also, that development evolves slowly and painfully, that it is the result of intense exchange between the one developing and the person guiding the development. This guidance is accomplished only by interest which induces interest, and, in the case of Salve's volunteers, actions of womanhood which induce further womanhood and greater manhood.

Courses With Choice

As a college enlarges in size and scope, the question of academic freedom becomes increasingly pertinent. How much freedom of choice should be permitted, or even encouraged, in the student. To what areas may this freedom extend? How may it be reasonably and flexibly guided by the administration in a manner that will be helpful both to the individual student and the college community? Let us first consider the academic freedom of curriculum choice.

In years past, this question was not especially demanding of attention. It was taken for granted—both by students and administration—that the college, standing in loco parentis, possessed the right to dictate rigid academic and social standards. A strict system of "classical" education existed which afforded no choice whatever in curriculum. Greek, Latin and Rhetoric were studied by all regardless of professional aims. Eventually, this system was discovered to be completely unworkable. The "elective system" was consequently introduced. Under this system, a student might enter classes in any fields attractive to him. The result was chaos. Today, most schools employ a modified elective system of "major and minor" subjects. A core curriculum is set up by administrators; these courses must first be mastered before the student is free to exercise choice within his field of concentration. Every college varies in the specific demands placed upon students, but generally, this is the basic plan.

The exercise of a limited freedom generally leads to demands for greater freedom. Herein lies the present problem. Many students are now asking why they must satisfy even the minimum requirements of the score. In an age of increasing specialization, why must a math major study a foreign language for several years? While employers and graduate schools are seeking out the student who is best prepared in his field, why must courses outside of a student's interests be undertaken in college? General knowledge never earned a penny for anybody—professional preparation should be the colleges only goal. Why shouldn't a student be absolutely free to elect a curriculum which will most suitably meet the demands of his future career?

The answer, I believe, lies in the fact that many students do
(Continued on Page 6)

Retraction

We have erred and misquoted. Elaine Paiva, featured in last month's issue, was quoted as having described the economic status of the city of Monterey as below that of Harlem's. Elaine and the reporter who interviewed her misunderstood one another, for Miss Paiva made no such comparison. We humbly apologize.—Ed.

Loyalty and Demonstrations

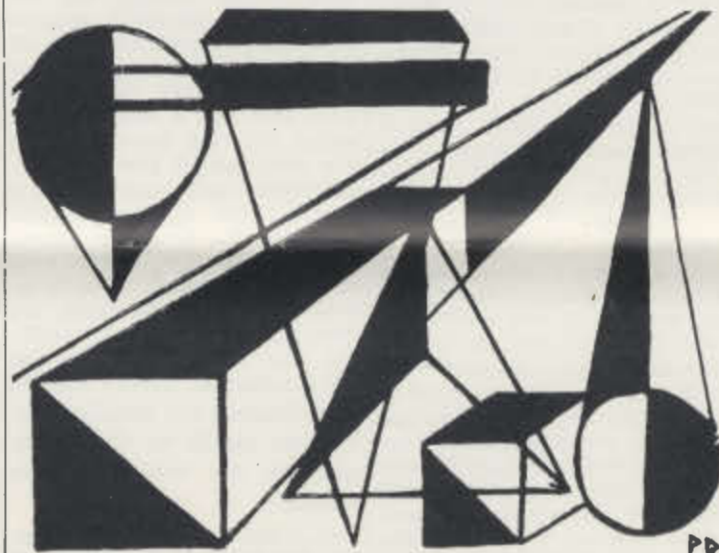
On Armistice Day approximately fifty Salve students from our college participated in the march that was held in Providence in support of the war in South Viet Nam. The girls from Salve joined approximately two hundred students from other area colleges in this demonstration. The colleges represented were: Bryant, Providence College, Brown, Rhode Island College, Salve Regina College, and Roger Williams Junior College. These college students, together with former servicemen and a few civilians, gathered at Kennedy Plaza and marched from there to the State Capitol where Governor Chafee spoke to them and endorsed their backing of the United States military policy.

It was both fitting and proper that we marched on that day and from that place. Fitting because it was Armistice Day, a day in honor of our war dead who fought so that we might partake of our present freedom. Proper because the marchers met at Kennedy Plaza, named for our late President. It was also appropriate since the time for a demonstration of this sort was over due. It was time to prove to our men in Viet Nam that the majority are behind them in their efforts for freedom.

Have you ever noticed the major difference between the marches pro-Viet Nam and those opposed to the war in Asia? The protest marches are generally noisy. This is justified by the fact that they are in the minority and they must be boisterous to receive attention.

Though there were only two hundred people present at the march, many of them had attended the Brown Forum the night before and had listened to the pros and cons of this war and American involvement in it. Thus they had made a serious decision prior to marching. A decision both timely and urgent.

DIMENSIONS



Loyalty and Dissent

As every additional "I Will Not Fight" placard, and "Pull Out of Viet Nam, Now" poster rises from the flurry of gathered throngs of students demanding immediate peace, a greater number of patriotic hearts palpitate and loyal eyebrows pose in perplexed horror. It seems to be felt that students, teachers, or any other members of the American citizenry, who approach our country's present foreign policy with verbal or written protest are educated fools who have arisen after lurking in the treason-infested darkness, smoking borrowed cigarettes and devouring pacifist literature. Disloyalty, then, is supposedly personified in the dissenter. But, though fear for their own lives and objection after hastily perusing hazy literature sometimes is the mark of the protestor, emotional decision making and fallacious theorizing of loyalty equally stigmatized the pro-demonstrator. The question at hand, then, seems to be not that disloyalty is exhibited in lawful dissent, but that patriotism is present where there exists valid

seeking of truthful facts and intelligent application of these facts to the justice of our country's tactics. If this application leads the investigator to judgments contrary to those practiced by the government, his consequent dissent (if there is consequent dissent) is merely loyalty manifested by legitimate questioning. To be sure, limits must be imposed on the manner in which such protesting is undertaken, for, to infringe upon the right of a fellow citizen or of the government itself is to disregard the nature of both, and therefore to be disloyal. And so, it would seem that while dissent within the confines of the law exhibits loyalty, vindictive rejection of the dissenters by those claiming patriotism is actually a form of disloyalty, for it challenges the right of the opposer to rationalize and act upon such rationalization. Here, might arise a tragedy. The delusion of those pro and the suppression of those con could lead to an expansion of mutual hate, suspicion, and disloyalty which might defeat the country more ferociously than any external enemy.

And a Child Shall Lead Them

Every day at three o'clock a Volkswagen bus pulls up to the front steps of Miley Hall and three or four girls hop in and ride away. Where do they go? If you followed them you would see the bus pull up to the Community Center, a rather dilapidated gray building on Marlborough Street, near the center of town. It is here that the neighborhood children of all ages come to spend their time after school, painting, sewing, cooking, or just playing with other children. The volunteers who come each day are interested Salve girls from all classes, both day-hops and residents, who help to supervise and participate in the activities with the children as well as being a friend by just listening and talking to them.

The girls are supplying the most important element in the program, for the Community Center is limited and depends completely upon volunteers. The only full-time staff member is Mr. Warren Weston, the executive director. Mrs. Theresa Gibson, although working on a part-time basis, assumes the full-time responsibility of formulating and supervising the children's activities.

The Community Center is supported by the United Fund with auxiliary funds from the city of Newport. Although the monetary allocations are inadequate for a complete recreational program, the staff makes use of the limited funds. During the week there are classes in crafts, art, sewing, plaster, cooking for boys and girls, gym programs which include basketball, volleyball, and tumbling, and field trips on Fridays. These activities are open to all age groups and an effort has been made to provide activities for pre-schoolers as well as teenagers. The Center has been

trying to build up a library and furnish more toys for pre-school children. In the past the Navy has aided them in this project and the members of sodality here at the college sponsored a successful book and toy drive for the Center. Also each year the Kiwanis Club of Newport gives the children both a Halloween and Christmas party as well as an outing at the end of the year.

All of this assistance and interest is important to the Community Center but the most vital need is having involved and interested volunteers supplying the personal touch that is so necessary in dealing with children. It is so easy to please a child, especially a child who has not experienced the love and attention that others take for granted. This is exactly what the girls who have volunteered are doing in giving up two hours a week. They bring happiness and the knowledge that someone cares to a child who might never have known it.



Before beginning their cooking class, the children scrutinize the gifts which their "teachers" have brought from school.

Art Draws Love

By DIANE MAZZARI

The poet Yeats said, "The painter's brush consumes his dreams." In a like manner, the crayon of a child extracts his fears, desires and inhibitions which may otherwise be stifled. Such expression may be found through the aid of sophomores Carolyn Schaffer and Beverly Roberti as they do volunteer work at the Newport Children's Home.

Initiated by the Art Club, under the direction of Sister Mary Mercedes, the girls conduct arts and crafts classes at the Home, meeting Wednesday evenings for an hour with an average of thirteen children ranging in age from eight to twelve years old. The children are basically left on their own with the given media of crayons, paper, and cut-out materials and the wiles of their young and imaginative minds. An interesting and frequently humorous session is the reading of a colorful story and the children's interpretation of the characters through their pictures. Projects are also associated with the holiday seasons and included such things as a

very successful Halloween party.

Perhaps better than any classroom study of psychology is the one learned first-hand through observing the children. The deep corners and crevices of their minds come to light through their pictorial expressions. For example, a paradoxical interest in drawing and interpreting armored tanks and flowered vases bespeaks the frenzied minds of the children from homes with emotional difficulties. But through this art the children develop their potential, exercise their imaginations, help personality growth, and very often uncover a budding talent. Their initial reluctance is overcome by warm encouragement and association with their friends, frequently effecting a beneficial competitive spirit.

Work at the Children's Home constitutes the highlight of their week for Beverly and Carolyn—they experience the eager attitude of the children, the tangible signs of their artistic achievements, happiness for sharing in their growth. The opinion of the children is perhaps best exemplified by the embraces and good-bye kisses at the end of each successful session.



Mr. Goldberg accepts Salve's gifts from Susan Ellis.

Heart Breeds Hope

"The happiness of life is made up of . . . the little soon forgotten charities of a kiss or smile, a kind look, or a heartfelt compliment . . ."—Coleridge.

The good accomplished and the personal relationships strengthened by the men and women who work with children is unsurmountable. An exemplification of such generosity is embodied at an institution located at 24 School Street in Newport. The Children's Home, under the direction of Mr. Miles Santimone, sociology professor at Salve Regina College, provides temporary shelter for children who may be there due to the inability of the parents to care for them in their homes. The age range is between three and twelve, and the enrollment averages about twenty-eight children. On occasion, however, there have been as few as six, and as many as thirty-six young people in the home. In cases of family problems, the home offers individual case aid and marriage counseling.

Daily expenses for each child are about eight dollars and forty-one cents. This money is provided by the United Fund, personal contributions, and various other sources.

Having been referred to the Home by local social agencies, the children are cared for by seventeen workers, both full and part time workers from each of the colleges in

(Continued on Page 4)

EBB TIDE STAFF

Editor-in-Chief Anne Lancellotti
Managing Editor Nancy Huling
News Editor Pamela Barry
Feature Editor Kathleen Dillon
Art Editor Patricia Duch
Photography Editor Marilyn Worst
Circulation Manager Mary Lou Gaultieri
Editorial Board Nancy Lee, Cynthia Franco
Reporters: Liza Carter, Mary Ann Cronin, Kathleen Donnelly, Laura Donovan, Patricia Duch, Margaret Duesing, Dianne Fitch, Ronnie Foley, Ann Gibbons, Dianne Hardy, Jane Horan, Dianne Mazzari, Pat McCarten, Mary McNulty, Pat Mello, Belinda St. Angelo, Sister Aurelia Mary, R.S.M.

Tutors Tempt Talent

By DIANE HARDY

Salve's tutoring program, under the direction of Mr. John Corrigan, a member of the philosophy department, and Mrs. Josephine Gaines, will begin next week. Programs are being offered in math, French, Spanish, and remedial reading. The students are from the Thompson Jr. High School in Newport and the lessons will be held at the Catholic Information Center.

Mrs. Gaines first became interested in the tutoring program through the La Farge Interracial Council, of which she is the chairman. Students from Thompson Jr. High were chosen because this age level is most easily motivated. Most pupils involved in the program are potential drop-outs and this extra tutoring is often a stimulant to their interest in studying. Miss Winifred Lyons, guidance director at Thompson, remarked that

in most cases if there was not a change in grades, one could at least observe a definite change in the attitude of the children enrolled in the tutoring program.

Meg Clark, a junior at Salve who taught reading last year, commented that tutoring sessions were conducted on a friendly, informal basis. She also remarked that family relationships and personal problems of the students were discussed as freely as the actual reading assignments. She observed that those having trouble in a variety of subjects could usually trace its origin to inefficient reading skills. The relaxed atmosphere resulting from the one student one teacher ratio stimulated interest and made the students uninhibited and responsive. Meg found the experience very rewarding and could see an improvement toward the end of the sessions.

Sue Ellis, another Salve junior, was also involved in last year's tutoring program. She worked with two eighth grade girls whose reading skills were below par. Many of the children read on a fourth grade level and because the Newport school system offers no remedial reading program in the curriculum, Sue's was the sole outside help offered. Sue also ran her lessons on an informal basis.

Another feature of the program included group discussions conducted by the various tutors. For the most part, the school texts were used and correct phrasing and comprehension were emphasized. An improvement in reading facility and in the amount of extra reading done was observed by all. The Salve participants considered the time spent with these children very worthwhile and beneficial.



Tutor assigns homework. Lorraine Lonardo surprises here pupils.



"Avez-vous le faim"? Marilyn Worst teaches pertinent subject matter to Francine and Leslie.

Salve Mixes As Harmony Mounts

The sight: Men in tuxedos surrounding sixty Salve girls in gowns.

The scene: Fordham University's Collin auditorium.

The sound: From base to soprano in mixed harmony.

Lugging heavy suitcases and light hearts, Salve's glee club boarded a bus at 8:00 a.m. Friday and headed for New York. Once there, they unloaded their suitcases and lunched at the New York Hilton, where they spent the night. Then they prepared for an evening of song in a joint concert with Fordham.

From the audience, the girls made a striking impression in their two piece gowns of aqua crepe. These creations, with A line skirts and sleeveless tops, are the latest innovation in the Club.

At 8:15 p.m. a hand was raised—came down again quickly—and the auditorium was filled with music. Each Club sang around seven songs, and then they joined voices in mixed harmony.

Salve's selections included: "Exultavit" from the Magnificat by Bach; "I Cieli immensi," Marcello Ploquin; and "Walcum Yole," "There is No Rose,"

and "This Little Babe" from Britten's Ceremony of Carols.

After Fordham gave their selections, both combined to sing: "Liebeslieder Waltzes," Brahms; the "Gloria" from Mass in C, Haydn; and "Hymn of Praise," Ploquin.

Then it was applause, smiles, food, and rest as the tired group headed back to the Hilton. There they discussed the night's accomplishments, and prepared for the long days journey back to Newport, returning half asleep about five Saturday.

Success of the concert is due to directors, Sr. Mary Rosina and Mrs. Marion Van Slyke. Mrs. Van Slyke is a graduate of Eastman School of Music in New York. She is a choir director and organist, director of the Navy Choristers, and a Professional accompanist. The Glee Club is in good hands,—so raise them high, practice is today.

Club Exhibits

The Art Club of Salve Regina College will present "The Christmas Story in Art" as witnessed in the works of artists from a variety of nations on December 5 at 3 p.m. in Ochre Court. Besides these works, the members shall also present some of their original creations which include not only paintings, but ceramics, tiles, and other forms of art work. Everyone is cordially invited to attend this showing.

sponsors envision a more complete community service program extending to foster care homes and group homes with day care services for children in emotionally disturbed families.

Benefits due to volunteer workers range from the cutting of expenses to the advancement of good public relations for the Home. Among the men, women, and students who are engaged in this worthwhile enterprises of child-care, there is a unity of purpose and a definite "esprit de corps."

For the future, the Home's

Athletics Abound

The Women's Recreational Association was created to encompass all of the students on campus, both commuters and residents. The association's primary purpose is to provide recreational activity for the girls in the college.

The members of the club's organizational board feel that a well rounded person should be developed not only spiritually but physically as well. Coinciding with this belief is their consequent addition of a wider range of sports activities. Among the sports offered are: swimming, tennis, interschool basketball, bowling, horse-back riding, intramural basketball, and volleyball. These cover a wide field, any student eager to participate in these sports is welcome regardless of her talent or ability to perform the sport itself.

Swimming, tennis, bowling, and horseback riding are still in the planning stage. Interest on the part of the students is needed to get these off the drawing boards and into the pools, courts, alleys and trails. Basketball is, however, in full swing. The first game is scheduled for Dec. 3, against Bryant College.

Forum . . .

Continued from Page One
half of the classes was thought to be due to: insufficient student interest, domineering instructors, limited class time, and a basic apprehensive feeling on the part of the student to voice her opinion. It was generally agreed that the following procedures might be adopted in order to increase student expression:

1. Appointed students should be allowed to attend some faculty meetings to discuss their attitudes toward

Some of the other colleges we are scheduled to play are: Pembroke C., Cardinal Cushing C., Barrington C., Rivier C., Annhurst C., Anna Maria C., and Vernon Court Jr., C.

The Intramural Basketball and Volleyball games will begin after the "King and I" takes place. These will be played alternating weeks between the dorms.

Sister Mary Philemon will again serve as proctor of the Club. The officers are: President—Barbara Connelly, Vice-President: Dorothy Rottmund, and Secretary-Treasurer: Mary Ryan.

courses and classroom methods with instructors.

2. Questionnaires concerning the teaching of specific courses could be distributed among the students and then be analyzed by the faculty.
3. (Not so much a procedure—but an attitude.) Both students and faculty should be aware that freedom of expression in the classroom involves a reciprocal responsibility. The teacher is responsible for encouraging his students to formulate those opinions and question those facts which will lead her to a greater understanding of the truth. The student is responsible for recognizing the authority of the teacher and the equal rights of her class mates.

The discussion ended at 5:15 and all present exhibited a desire to attend future forums during which similar topics would be questioned and discussed. Anne Lancellotti, editor of *Ebb Tide*, commented that "because of the forum, the gap which very often exists between faculty and students was hopefully lessened—it certainly wasn't widened."

Behind the Scenes

Lynne Boosts Success

By KATE DILLON

"If you want something done, ask a person who's busy." This famous line of advice is epitomized in the activities of a senior on the Salve campus—Lynne Leahy. In addition to maintaining a heavy schedule of courses, Lynne finds time to indulge her interests in music, in drama, and in helping others. Presently occupying the spotlight in Lynne's program is her



Lynne examines the property of her third home—the bookstore.

work on the "King and I." During the absence of Director Joan David earlier this month, Lynne organized the set and costume crews and compiled the rehearsal schedules. Lynne's biggest task, however, has been the construction of the stage scenery for the musical. Contributing two or three hours a day and sacrificing her Sundays, Lynne has helped build the five main set. Not confined to routine painting, this project also entailed the creation of a nine-foot dragon "out of nothing."

Last year Lynne acted as assistant stage manager for "The

Sound of Music." Her dramatic interest also prompted her to build the scenery for both "The Clown Who Ran Away" and for the Christmas production of last year.

Not only does Lynne revel in the drama, but her liking for the arts also extends to music. Six years ago Lynne learned to play the accordion and mastered the guitar last year. In both instances, Lynne "picked the method up by ear" and to this day she cannot read a note of music. Of the two instruments, Lynne prefers the guitar because of the music and beautiful language of the folk medium. Yet, a catchy polka from her accordion enhances a dorm party as much as her tunes on the guitar.

Lynne, an English major and education minor, does most of her studying by means of tapes and a recorder. Her sight is confined to one eye, with which she can distinguish only colors and shapes. This limited eyesight can be attributed to repeated operations which have restored sight to Lynne who was at one time totally blind. To save time, Lynne takes all of her examinations orally. Although this method allows more personal expression, Lynne has maintained a "B" average in her major courses.

Among her most memorable college experiences is Lynne's conversion to Roman Catholicism in her sophomore year. During the Christmas season of her first year at Salve, Lynne lost her sight and was bewildered with fear. When a Sister suggested that she pray, Lynne realized that something was missing from her life. At this moment of realization, Lynne decided to take lessons at the Catholic Information Center in Newport. After continued instruction from Sister Mary Jean, Lynne was baptized and received her First Communion during her sophomore year. The new convert mentioned that Catholicism is more personal and meaningful to one who has not grown up with it. She wishes more people could experience this truth.

After graduation from Salve, Lynne hopes to join VISTA or Extension Volunteers for two years of apostolate work. Thereafter, she envisions graduate school courses in dramatics.

Perhaps the most striking asset in Lynne Leahy is her willingness to help anyone who is in need. Her posters for a variety of events have covered the walls of the Haven and Angelus Hall. One can often find her assisting Mrs. Brown in the book store. In short, her generosity of spirit extends to all phases of collegiate life. One may easily invert Lynne's statement, "Salve's great!" to read, "It's great to have Lynne Leahy here at Salve!"

Quinlan . . .

(Continued from Page 1)

qualities belonging to a "quick, bright and lively group." The young seminarian felt well rewarded for the expenditure of his talents. His desire to allow people to express the deepest part of themselves in meaning which is important to them and their generation seemed partly satiated by the generous willingness of the assemblies he encountered to listen and to learn. Perhaps his great success was due not only to his personal magnetism, but due also to his refusal to alienate the psalms of the Bible from the humanity of those to whom he was singing. To Quinlan, being redeemed is a very human and real thing and all that is human allows us to partake of the glory of this Redemption.

Though the Psalmist folk-singer left shortly after his concert, the reverberation of his music echoed in many rooms of the students, who had purchased his album, or stolen his spirit. If Quinlan is the artist he seems, then he appreciates curtain calls, and it would be well to remark that he is yet staging encores in the hearts of the many who watched him perform.

A medalist for "66" summarizes the spirit of this year's Regina Maris staff which hopes to claim a first place for Salve's yearbook. Innovations in cover design, photography and overall lay-out are being incorporated throughout the book. New ideas in the yearbook industry,



Dr. Tsu: liaison between cultures.

Dr. TSU Lectures

"Man's unique solidarity has been strongly verified in recent years, a verification which too few have had the opportunity to value but one of which Dr. John B. Tsu has been keenly aware." Salve Regina students shared in this awareness when they welcomed Dr. Tsu, the director of the Institute of Far Eastern Studies at Seton Hall University, as their guest lecturer on November 16.

Dr. Tsu was born in Manchuria and received his B.A. from the National University of Peking and the Bachelor of Law from the Imperial University of Tokyo. After coming to the United States in 1943, he obtained his M.A. from Georgetown University and his Doctorate from Fordham University. Dr. Tsu taught Political Science at Duquesne University for two years, and in 1953, assumed the directorship of the Institute at Seton Hall.

In addition he teaches Asian history, Chinese, Japanese, and has a fine command of English, Russian, French, German, and Italian. Presently, he is aiding the Federal Government in its research on Communist China.

In his lecture on "Likenesses and Differences, East and West," he placed stress basically on the God-focus of the West and the man-focus of the East. Western man commits himself to the soul in search of salvation; the Oriental concentrates on duty, "face," and the obligations of the here and now. Dr. Tsu presented the students with a sweeping view of the cultural interaction among the Oriental nations. His range of concentration included everything from a run-down of historical, linguistic, and literary heritage to an apt portrayal of the Eastern custom, "gentleman before lady." Greatly impressed by Dr. Tsu's knowledge and love of the Orient, Salve Regina College students will long remember this invaluable experience. Yet, the girls were far more deeply moved by the simplicity, sincerity, and the quiet power of this gentleman from the East.

Courses Offer Challenge

Initiated into Salve's '65-'66 academic schedule along with an influx of 15 faculty members, 210 freshmen, and numerous transfer students was a varied selection of modern courses and programs.

Entitled "Principles of Political Systems" this newly introduced course conducted by Mr. McKenna provides Sociology majors with a background in political science. Greek theories and those of the Western world are discussed. Students will apply the principles of these political philosophies in an analysis and evaluation of the present American system of government with brief references to non-American society.

Eight Salve girls have joined with Newport adults interested in and teachers involved with "Curriculum for the Retarded." Sister Marie Jeannine assembles her class, Monday evening in Angelus Hall from 4:00 until 5:45. The basic element of discussion includes subjects and their content which would be within the grasp of the retarded. The class project constituted undertaking the review of curriculum from other sections of the country.

Also included among the non-beanie clad newcomers is the

"Religious Pluralism" course given by Sister M. Eloise. Seniors electing this course delve into the world's living religions as well as the concept of religion in general in seminar and lecture. Required along with the discussion of various religions is the interpretation and comment on a current book covering some aspect of religious pluralism.

Incorporated into Salve's scholastic calendar as a minor, Psychology has received much favorable response from sociology and English majors. Sister Marie Susanne, director of the program, instructs "Introduction to Psychology" a required course for the new minors and covers the principle problems and techniques involved with psychological thought. Students desiring to enter psychological careers or graduate school originated this line of study which led to the new addition this year.

Celebrating its first birthday is Doctor Morris' Physical Chemistry/Physics course. Open to chemistry majors second semester the basic areas included for study are Kinetics, Atomic Theory, Solution Chemistry, Chemical Equilibrium, Quantitative Chemistry, Electro Chemistry and Catalysis.

Monograms Monopolize Jewelry Concerns

By DIANNE FITCH

What is this sudden urge on the part of the students to be recognized as individuals? Is it the search for themselves—the crying need for realization as an adult—or merely a sophomore's fascination with Hawthorne's masterpiece? Whatever the underlying cause, it is spreading, and those who were once master of the situation, are now marked for life. From your all-powerful throne of criticism in Miley's dining room, you can see for yourself, the endless parade of those affected.

Observe carefully the girl in red, there — above her heart, you see ". . . in fine red cloth, surrounded with an elaborate embroidery and fantastic flourishes of old thread . . ." appear the letters B. L. T. (Is that with or without mayonnaise?) Anyway, it is quite obvious that this kid needs help.

I can easily give another example, but first call to mind the saying, "Two's company, three's a crowd" for so it goes with those scrawling scripts. This fact became most obvious when sitting in the student union one afternoon when a girl appeared on the scene in an aura of shining metal. I thought for awhile that someone was lasting parts for the Tin Man in "The Wizard of Oz," but there she was, The Monogram

Queen herself. You name it, she had it on—earrings, belt buckle, bracelets, barrette, and two rings. Each and every item had that unreadable scribbling, so maybe—with some luck—all of that stuff wasn't hers. About the only shield that somewhat reduced the glare, was her conservative flame tokay sweater, but even that had the "unmentionables." Anyone can see that this one was screaming for identity—I guess you could say that she's a real screamer.

No wonder the Freshmen had a rough time meeting one another with nearly all of the upperclassmen walking around with their own engraved name tags.

Now just because this subject has finally been exposed, don't be afraid to wear your initials proudly—after all sports fans, you are in the majority. Yet, keep in mind those words of wisdom — "Conform and be dull." If nothing else motivates you, have pity on the English majors, we have enough reading to do!

Clean Up!

The Student Council has requested that the students make a greater effort to keep the Union clean. The women who work in the Union have been spending many unnecessary hours returning cups and saucers to the windows, throwing trash into containers, and pushing chairs under tables. In contrast, it only takes each girl a minute to tidy up the area she occupied. If everyone remembers to do this, prices in the Union will not have to be raised to pay for this clean-up. The Student Council warns that demerits are now being given to offenders.

Staff Urges Patronage

A medalist for "66" summarizes the spirit of this year's Regina Maris staff which hopes to claim a first place for Salve's yearbook. Innovations in cover design, photography and overall lay-out are being incorporated throughout the book. New ideas in the yearbook industry,

however, require financial support for publication. The yearbook editors and staff members are able to provide the technical skills and creative talents so essential to a fine book, but they seek aid from the student body to put these efforts into print. To insure a balanced budget,

the Regina Maris editors have announced a school-wide patron drive which will begin this Thanksgiving. Letters requesting patron subscriptions have been mailed to all parents of Salve students. The yearbook staff now asks the loyal col-

(Continued on Page 6)

Book Donated To Art Dept. By Mrs. Forsythe Wickes

Mrs. Forsyth Wickes greatly enriched the Salve Regina College Library's art department recently by her gift of the volume, *Histoire du Costume*, and her donation for additional art books.

Histoire du Costume by Francois Boucher traces the evolution of western dress from antiquity to the present day. The 447 page book contains pictures of all modes of dress for each period and the French text both describes and gives the history of the changes throughout the ages. Masterpieces in sculpture and painting, pieces of jewelry and relics of clothing are reproduced in color and black and white. S. M. Emily, R.S.M., who accepted the impressive volume on behalf of the college stated that a memorial plate bearing Mrs. Wickes' name will be mounted inside the gift. This is done with all presentations to the college library, the President said.

The Wickes family has long been prominent in the field of art. Mr. Wickes, the late husband of the benefactress, owned one of the most beautiful private art collections in the country. Salve's French and art departments were invited to tour his Starbord House last October. They viewed his priceless treasures among which were many paintings and porcelain sets.

Yearbook . . .

(Continued from Page 5)

legians to encourage a five-dollar donation from their parents, emphasizing the value of this undertaking to the college and to its participants.

Paulette Guthrie, business manager of the *Regina Maris*, commented that the book is for all students, not just a collection of memories for the senior class. She asserted that a pride in Salve parallels a pride in its yearbook. Yet, a high quality publication incurs a high price. Paulette expressed optimism in

the campus campaign, saying "I know the girls will care enough to urge their parents personally to subscribe as a patron."

A significant change in this year's policy is the availability of a camera on campus to enable the staff to shoot candid which could not be posed before for the professional photographer. The staff of 1966 also takes pride in its new headquarters on the second floor of McAuley Hall where weekly meetings are conducted.

The business staff of the *Regina Maris* will organize an ad campaign in Newport to correspond to the patron drive. However, since the greatest returns result from patron subscription, the staff is emphasizing this means to the students.

question of academic excellence is particularly important when a student is taking required courses; unless the course is well planned and stimulating, the college has no right to demand that a student spend his time on it.

In relation to the academic life at our own college, it is to be noted that increasingly varied courses are being offered to the student body. Because the college has grown in size, these courses can now be made available. Religious Pluralism and Oriental Literature, to mention only two such courses, help to provide the admixture of elements which go into the production of a good education. The offerings within the philosophy department have been updated and emphasis placed upon the implications of Christian existentialism in a world which desperately needs a philosophy with meaning for the 20th century. There has been talk of revamping the Theology department. New courses in this area would be especially valuable to the entire student body.

All told, Salve can be pleased with the improvements which have occurred within the curriculum. At this point, when rapid change can also bring about greater conflicts concerning student freedom; it is to be hoped that all concerned will remember that the intellectual life for which a college stands is essentially a disciplined life.

Bookings

In the course of the expansion of the Miley Bookstore, the following books and records are among those which have been added to the increasing literature and music departments.

BOOKS

PHILOSOPHY

The Portable Plato. Ed. by Scott Buchanan, 696 Pages, 95¢.

The wonder of the works of poet-philosopher Plato is captured and verbalized by editor Buchanan.

SOCIOLOGY

American Social Patterns. Ed. by William Peterson, 259 Pages, 95¢.

A study of race relations, heroes, voting, trade unions, and government is offered in Peterson's presentation of American social actions.

PSYCHOLOGY

Psychology of Thinking. Robert Thompson, 214 Pages, 95¢.

Through reports and evaluations of his studies on thinking, Thompson attempts to explain the mystery of the rational animal.

FICTION

Fellowship of the Ring. J. R. R. Tolkien, 448 Pages, 75¢.

Contemporary writer of fantasy discusses, in fairy tale form, the problem of evil.

DRAMA

The Crucible. Arthur Miller, 139 Pages, 60¢.

Miller discusses the problem of McCarthyism in the light of the Salem Witch Trials.

ART

Art Treasures of the Louvre. Rene Huyghe, 192 Pages, 95¢.

The editor provides a verbal tour of the French museum, and a resume of the meaning behind the art.

RELIGION

Protestant Christianity. John Dillenberger and Claude Welch, 340 Pages, \$1.65.

Authors explain the nature of Protestant Christianity by tracing its origin and evolution.

RECORDS

JAZZ

Al Hirt: Live At Carnegie Hall.

Recording of live concert includes: Bye Bye Blues, Gypsy in my Soul, Java.

CLASSICAL. Rubenstein: Chopin Waltzes.

CLASSICAL

Rubenstein recreates Chopin after realizing the revival which can mark every new recording of every old symphony.

FOLK

Peter, Paul and Mary: See What Tomorrow Brings.

Peter, Paul and Mary record folk in its true tradition through songs such as: The Last Thing on my Mind, The First Time Ever I Saw Your Face, and Early Morning Rain.

VOCAL

Barbra Streisand: Third Album.

In her best Brooklynese, Miss Streisand mixes magic with Melancholy Baby, It Had to be You, As Time Goes By, and others.

BROADWAY SHOWS

Fiddler on the Roof.

Original Broadway Cast recording of the delightful tunes that mark the tale of Russian peasantry.

Discipline, however, must exist side by side with reasoned student freedom. Together they produce a mature and educated

Library Expands

By KATHLEEN DONNELLY

Expansion is the word! Throughout the country, college campuses are expanding by leaps and bounds to meet the needs of the ever-increasing enrollment. Salve has not been trailing in the wake. The increase in students and faculty, and the laying out of an extensive building plan on campus are just a few things in which Salve Regina is skyrocketing toward new and greater dimensions. The library is one organ of the college body which cannot be neglected, for it is the main academic artery for the students. Both our president, Sr. Mary Emily, and librarian, Sr. Marie Therese, have been working to realize all potentials in making the library as complete and as advantageous as possible.

The library now occupies first and second floors in McAuley Hall; eighteen new carrells have been added to provide more room for study; and the library staff has been increased. Book enrollment now stands at thirty-five thousand, with new additions including such subjects as oriental literature, psychology, and linguistics; and

periodicals, now numbering 214, leaving the college with no lack of information on current affairs. Sr. Mary Emily has asked S. Mary Therese to add three thousand new books to the library this year instead of the previous two thousand so that the library may reach a goal of fifty thousand books by 1970. In order to attain this number Sister must order sixty books per week and would greatly appreciate suggestions from the faculty and students for books which are pertinent to the curriculum or of particular interest to them. The library committee, which is composed of seniors and juniors from all fields of concentration, will aid this endeavor by placing a suggestion box at the circulation desk and by soliciting titles from faculty members.

In order to keep up with the pace that such expansion presents, Sister Therese has stressed the fact that the library needs the co-operation of the student body in maintaining the library regulations so that better and more extensive library service may be provided for the girls.

Sodalists Activate Projects

The apostolic work of the Sodality has been pushing ahead with full force. After some members of the Sodality attended the Sodality convention in New York this past September they brought back many new ideas on the best way to succeed in this particular aspect of Sodality. Apparently these ideas were most successful.

The book drive sponsored by the Sodality in which the whole student body participated, had tremendous results. Numerous books, stuffed animals, games and many other items came to the rescue of these underprivileged children. The authorities at the Children's Center are most grateful to all at the college for putting a sparkle of light in these children's eyes. The Sodality is grateful to the entire student body for their co-operation and helpfulness, for without your help, the book drive and the happiness of these children would never have been possible. The Sodality will also sponsor a Christmas party for the underprivileged children in December. We sincerely hope that it will be as rewarding as was the book drive. The Sodality is counting on you to make it so.

The apostolic work accompanies the spiritual work of the Sodality. It is true that the spiritual is something that we work on each day, but this month we had a special spiritual activity, the Day of Recollection. It was open to all students, not only those in Sodality and some did take advantage of this opportunity. The day was most fruitful. It gave us a chance to try some of the new liturgical changes, and also in the mass there was the exchange of the kiss of Peace. The day culminated with the probationers, who took their vows and were received into Sodality. The day was most beneficial to all.

Watch for the next article on 'Everyman's Corner' for the up to date, latest news on what the

Change Enhances Liturgy

What better opportunity do we have to share in the Mystical Body of Christ than to take an active, vital share in the new liturgy? As the nations of the world seek to become united, one realizes the need of a community spirit of worship. Here at Salve the Sodality is striving to make the liturgy more meaningful for every member of the college family. In order to do this, we as members of the Mystical Body must act as a group and render an outward community expression of each man's personal relationship with God.

At the Sodality Day of Recollection on November 6, the participants sang three hymns from Father River's Mass including a Gospel acclamation and a response to the prayer of the faithful. To further stress the spirit of unity the girls joined hands with each other and lent the Kiss of Peace which is a plea to God to send peace and love into the hearts and lives of all present.

In addition to these innovations, the Sodality, at the suggestion of Father Riley, initiated a daily Mass at 12 noon. Gradually, the girls will inaugurate the singing of new hymns daily and on Sunday. The offertory procession is also being conducted under the supervision of the Sodality.

Later in the year the Liturgical cell, under the direction of Kathleen Ryan, will sponsor movies on the new liturgy as well as a Bible Vigil sometime during the second semester.

Come to Mass and "Make a Joyful Noise Unto the Lord."

Sodality is doing. Be on the look out for other Sodality notices in the paper and beware of notices on the bulletin boards, for the Sodality will be sending out an S.O.S. for everyman's help with the Christmas party for the underprivileged children.

Curriculum . . .

(Continued from Page 2)

not realize the true purpose of a college or university. The college does not aim to turn out mathematicians or historians as such — it aims at producing a well-rounded individual who especially knows a lot about a certain narrow field. The college aims at producing people, not machines; people who can integrate well into society, not isolated mechanisms without any foothold in civil reality.

Theoretically, of course, a mature and intelligent student ought to realize this and arrange a schedule of classes which, over a four year period, would provide a broad and truly liberal background. Theory, however, has a strange habit of failing to perform in practical situations as posited originally. Such is the case of the typical student—and let it be emphasized that rules must be made for the typical and not the unusual student. Complete permissiveness for most students would result in four misapplied years, the product would be either an immature specialist, or the 'jack of all trades' student who has purposelessly wallowed in unselect subject matter without any visible goal. The college has a responsibility to prevent this from happening.

Now, this responsibility which the college has to its students is quite distinctly two-sided: it must discipline and guide in the choice of curriculum, but it also has the very real responsibility of making the courses available rich and broad enough in scope to produce a student who is truly educated. This