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The Quill -- March 14, 1975

Roger Williams University

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Administration members on way to Quill sponsored student rally of March 5th

Gauvey Answers Quill

(Editor's note: on Tuesday, March 11, President Ralph E. Gauvey submitted answers to questions submitted to him one week before by the Quill. Both questions and answers are reprinted below in their entirety.)

What is the educational aim of Roger Williams College?

The educational aim of Roger Williams College is set forth in the catalog. There has been, however, some recent developments that are related to this question. I refer specifically to the information I gave J. Mahoney Monday, March 10 relating to the report of the President's Long-range Planning Committee which was passed unanimously by the Faculty Senate Wednesday, March 5. (Editor's note: the report referred to will be published in its entirety in the next Quill.)

Are you going to lower the academic standards for courses, now that required courses for majors have been cut?

I really do not understand this question the way it's stated, however any courses or required courses for majors that are placed on the pre-registration material in April of 1975 will obviously not be lowered to my knowledge. This is primarily a faculty matter and in all probability should be referred to the proper committee which I suspect could be the Committee on Academic Status or possibly the Curriculum Committee. At this college the faculty is responsible for academic standards and therefore I think it is improper for the President to react in an area which is primarily faculty prerogative.

What exactly is the college going to do about the students part-way or almost through retrenched programs? How much publicity do you expect to be believed after this, considering the adverse word-of-mouth publicity that will be passed by adversely affected students?

This is actually two questions. The first deals with students who are part way or almost through retrenched programs. If there is no recall, and we will know that in all probability by the time that we have pre-registration in April, those students who wish to

transfer will be aided as much as the administration and faculty can to transfer into other programs or to other institutions.

Why weren't the programs allowed to be phased out?

All the information is not in, and we will not know if the two or three programs affected are actually phased out until such time as pre-registration occurs. In general, out of forty majors at this College, four could possibly be cut from the program. It is still possible that they could be phased out. The question, I believe, is premature until pre-registration occurs.

If the Marine Biology program is to be scrapped, as we know now, March 1, why did the college spend hundreds of dollars in November on a brochure extolling the future of the program?

The College spent money on a brochure concerning Marine Biology in the hope that it could remain a financially sound program.

Does the Administration have a maximum deficit figure for 75-76? What is it?

The budget for the 1975-76 fiscal year is still in preparation. There is no such thing as a maximum deficit figure for this budget. In fact, there should be no operating deficit for the budget involving the year which begins July 1, 1975.

Deficit accounts in accreditation. How much deficit is needed to hinder accreditation?

The only people who can answer this question are the individuals who represent the New England Association. I would suspect that any deficit in private colleges these days has a considerable bearing not on accreditation but the actual survival of that institution.

Who is in charge of fund raising? How much has been raised for 75-76? What are your plans for raising more?

The president of the college is in charge of fund raising. In fact he is the only person involved in fund raising at Roger Williams College. In an effort to save money, the administration was the first one to retrench personnel. I

personally enjoy fund raising. It is complicated and personal involvement and I enjoy it very much. You have to believe in what you are raising funds for and I certainly believe in Roger Williams College. I need help, however, to build a fund raising attempt in any financially significant way at Roger Williams and this would cost the College a minimum of \$40,000 the first year, and this is only to determine what prospects we might have for fund raising to identify potential donors and the causes and in essence to build the ground work for what could become significant fund raising efforts after that. This

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Students, Too, Are People

by Verkuilen Ager

The announcement of retrenchment plans at Roger Williams struck me initially as cutting and slashing of a rather arbitrary kind. I'd seen "Young Frankenstein" the week before and visions came to mind of a crazed Dr. Gauvey — nee Frankenstein — saying to his faithful assistant Igor Rizzini, "Das ist ein experimental kollege, Igor. So let us experiment!" Then I realized that they were removing the heart of the living victim, and without anesthetic.

It is not the amputation of certain divisions and the crippling of the Liberal Arts College which I find most disturbing, but rather the callous way in which the administration has chosen to ignore the impact of the retrenchment decision upon the lives and futures of students at Roger Williams. It was not administrative blundering which provided retrenchment letters to faculty members and press releases to the media but which left the student body to obtain the news through the grapevine. That retrenchment plans were not presented simultaneously with alternate plans or options for affected students is no accident. As President Gauvey explained at the student rally, the impact on students has been considered but emotionalism must be put aside for the

nuts and bolts of the financial bargaining process. In short, let's keep the machinery functioning and try to forget how many people get ground up in the process.

Transfer Credit, Cost

Specifically, how are people hurt by the retrenchment decision. Anyone who is forced to transfer will probably lose credit. Most colleges require one or two years on their campus before they'll grant a degree. You can't go tromping into Harvard with six or seven semesters of credit from Roger Williams, attend a semester or two, and depart with a degree. It's bad for business. So juniors and seniors could lose one, two, or three semesters of credit, money, and time. Underclassmen could lose many credits also, particularly if they haven't been concentrating on their core requirements or their grades haven't been up to snuff. People with grants, loans, veterans entitlements, or scholarships could find they've wasted all or part of them because of set-backs in the transfer process. For those who cannot afford to transfer but have not been given the consideration of a phase-out period, the only option may be to drop out of school. For more than one student who

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Swanson Asks Collegiality

To the Roger Williams College Community:

I write to express a few thoughts on the present crisis at Roger Williams College. I write not as a faculty member, or ombudsman, but simply as myself, and I claim to represent no other person's opinions but my own.

It is common knowledge that private liberal arts colleges are living in perilous times. Economic conditions are bad, social values which have long supported humanistic ideas as the keystone and mark of higher education seem to be changing, and the portion of the national population which has traditionally gone to college is on the decline. Forces such as these buffet institutions like our own continuously.

Yet these forces seem to me to be the agents of our greatest peril, rather than that peril itself. The continuous battle wears us down and we live in an atmosphere of fear and fatigue. A kind of group amnesia sets in. We forget who we are and what our purpose is. In the struggle to survive we lose contact with the concept of what survival means. The peril is to the spirit. If we save the body and lose the soul, what we save is shadow and delusion. This is our danger.

We are in grave danger of losing sight of what it means to be a college. In the broadest sense of the word — in its first meaning — a "college" refers not to an educational insti-

tution, but a society or "body . . . invested with special powers or rights, performing certain duties . . . engaged in some common employment or pursuit." For our purposes the key elements in this definition are the metaphor, "body," and the concept of things done in common, or together. The relative theory is collegialism. A college is an organization "with its highest authority resting in its entire membership." Thus, to think of Roger Williams College as merely a collection of programs or persons, isolate and expendable, is to do violence to the concept of college itself. A college is not so much an expression of a thing, as it is an expression of relationship and interrelationship. Lose that sense of interdependence, that basic belief in the value, or rather the necessity of each part to the whole, and the college ceases to exist, though buildings, faculty, and students remain. Is that not the peril which faces us today?

I recognize three symptoms of our collective peril. The first is a growing lack of confidence in ourselves, individually, and collectively. Our actions indicate disbelief in our ability to meet our problems creatively. Trusting not ourselves we cease to trust each other. We expect each other to act out of self-interest, rather than mutual concern and good will. Out of these expectations develops a "head 'em off at the pass" mindset. Do the other

guy in first, before he gets a chance to do you in. We stop talking to each other — quite literally. Factions develop within the faculty and within the student body. Ideas or plans for concerted efforts and actions go by the boards, because of our suspicions of the persons suggesting them. "Watch out! It's a trap!"

Cannot we remind ourselves of our collegiality — our collectivity? Is not an injury to one an injury to all? Return to the metaphor of the body. No one amputates as a first resort. Amputation represents no cure, but rather failure to cure — failure to arrest disease in one of the body's members. No one pretends that the body, severed of one of its members is not diminished by the loss. And no one excises healthy tissue. Doctors have stopped letting blood to cure disease. The "cure" all too often killed. John Donne recognized a fundamental fact about human community. No man is an Island. The bell that tolls for one of us does toll for us all.

The second symptom is an atrophy of the imagination. As our self-confidence has waned, our responses have become conditioned. Pavlov would be proud of us all. Ring the bell, the dogs salivate. See a financial shortfall — retrench. The parallel is not bad. No food for the dogs — no ultimate remedy for the college. We view the world with a

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Editorial/Commentary

At the last College Corporation meeting, a large group of individuals, not known to be regular voting Corporation members, arrived to vote. At this meeting, Judge Thomas Paolino made a motion to have the Corporation extend the term of membership of the current Board of Trustees one year.

This poses a question. Is the reason for Judge Paolino's motion a ploy to keep his power over the Board of Trustees? It states in the by-laws of the Board that each member must, after a three-year term, step down for a one-year period. Not only has Judge Paolino been a board member for the last three years, but that majority of members who seem to support the judge have also served their three-year terms. If the present by-laws are not changed, the judge stands to lose all this apparent control for one year.

Is this the reason Judge Paolino has made that motion to the Corporation?

Was the Corporation voting membership stacked for this particular meeting?

Perhaps we see at last that retrenchment is just part of a larger problem; the logic we have failed to see behind three years of retrenchment; the logic we have failed to see behind the strangulation of the Liberal Arts College; the logic we have failed to see behind the division of the faculty union to the benefit of the Paolino junta.

Is Judge Paolino trying to cover up a personal or corporate problem? Is he trying to protect himself in his fight for a higher judicial position in the state? Is there an illegal or unethical operation going on behind the facade of an incompetent administration?

Let us turn to the larger dilemma. Let us investigate it with vigor.

Note: because we have been kept in the dark so long, we can only believe these are the facts. If they aren't, we leave it to the Board of Trustees to correct us.

HELP! AGAIN!
The Quill needs
a Managing Editor
APPLY QUICKLY!

THE QUILL
Published Weekly in Prov. & Bristol
by Student Publications, Inc.

Undergraduate newspaper published for the students of RWC Providence and Bristol, R.I. It shall be organized to provide a news service to the student body. It shall also be considered legally autonomous from the corporate structure of Roger Williams College as it is supported totally by the students through the student activity fee and outside advertising revenue. In this sense it must be responsible only to the student body of Roger Williams College. Unsigned editorials represent the views of this paper. They do not necessarily reflect the opinions of the faculty, administration, or student body as a whole. Signed editorials, columns, reviews and letters represent the personal views of the writers.

Editor-in-Chief Derek McCants
Sports Editor Pete Bouffidis

Contributors this Issue

Richard G. Arango, Carol Hathaway, Ralph Gauvey, Geoffrey Clark, Robert McRoberts, Donna Iacono, Susan Davitt, Brian McDonald, Jack Mahoney.

Open Letter To Board Of Trustees

Open letter to the Board of Trustees:

As you may already know, twelve professors at Roger Williams College have recently been retrenched. On Wednesday, February 26, they received letters informing them that their services would no longer be required as of the end of the spring semester 1975. Given the present state of the economy such occurrences would hardly seem unusual. However, additional facts, possibly not well publicized but pertinent to these retrenchments, raise crucial questions with regard to individual people and the college as a whole.

It hardly seems an accident that all of these professors, save one, represent fields from the liberal arts and pure sciences. In fact, several areas are being eliminated entirely: Creative Writing, History, Music, Language and Mathematics. At least two majors are included in this list: Creative Writing and History. For students in these majors currently in the first semester of their senior year this is disaster. They will have invested seven semesters of time and money only to be denied the opportunity of the degree they sought at the college they selected. If the administration should offer alternative programs in the salvaged areas of English and American Studies, then the affected seniors will be forced to take second best in only related fields of study. The students will study among teachers they themselves did not choose.

I am a graduating senior in Creative Writing and studied at other institutions during the winter and summer of my sophomore year. I came back to Roger Williams College because I could not find another Creative Writing program that was even comparable to the one at RWC. Although I am able to graduate this year, I still have a direct stake in this affair. I find it difficult to believe that a graduate school

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Help Form Library Policy

Dear Editor:

I am writing this letter to answer one written by Mitchell H. Miller concerning Library hours on holiday weekends printed in the February 28th *Quill*. I thank him for writing it because it proves what we have been hoping is true: that there are students who are interested in helping form Library policy.

In past years we have enjoyed having students on the Library Committee. Last fall we asked for a student member but none was chosen. Just last week the Student Senate selected a student to serve on the Librarian Search Committee and are now considering their representative to the Library Committee. The Library Staff welcomes their participation. It is, indeed, time!

The library has always been closed on long holiday weekends, opening at 6 pm on the

night before the resumption of classes. We have solicited student reaction to this practice, and very little has been forthcoming.

In response to student requests for longer evening hours, we have been staying open until 11 pm on Tuesday

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Gays Uniting

Dear Editor:

I have spent many hours milling over the problems of gay/bisexual repression at Roger Williams College. Although discrimination on the basis of sexual preference does not seem to be rampant, I have knowledge of several incidents which reflect the mood of many students (including those involved with student/dorm government), faculty and administration. These have shown an underlying fear of gays/bisexuals stemming from an ignorance of such. I have also found many gays/bisexuals crying out for an identity, but they can find no place on campus where they can openly meet. Also many of them are afraid of themselves and do not know who to turn to for such simple purposes as to rap or for counseling.

Last Tuesday, March 11, I called for the gay/bisexual people on this campus to get together and express their views on themselves, and the college community. The response was minimal, not because of the lack of gay/bisexual people on campus, but because of their fear of repression.

For those who would like to try and become aware of their sexuality, or just get together with their brothers and sisters, get in touch with me at extension 2977 or watch the *Quill* for an announcement of a meeting to rap about gay/bisexual life.

David McCullough

Engineer's Plea

Dear Editor:

It seems very unfortunate to me that at a time when student unity is so important there is a large group that seems to have no concern. I'm speaking of the engineers. At the rally of March 5 the physical representation of the students showed the administration the concern of the students. Where were the 240 engineers? Most of the commuters followed their everyday routines and, after leaving class, scurried to the parking lots to drive back to the safety of their homes. Other students went back to

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Funky Midtown

Dear Editor:

In this letter, I address myself to Mr. Michael Swine, a three year student at RWC that it would seem, has been living in his own Utopia for three years. As part of the left-wing utopian staff of the *Quill*, I was aware of the general apathy and the "don't get involved" attitude of most of the students, however, until I read the letter written by Mr. Swine (*Quill*, Feb. 28, 1975) I had no

idea of the ignorance of these college students.

Swine, whether you realize it or not, this college is one of the most unstable institutions at this point in time for anyone whose major is either Creative Writing or Fine Arts. Exactly how would you feel if, after four years of your life, all you had to show is a piece of paper with as much value as a sheet of Charmin?

You may not want to do anything but sit down and be fed information like a computer, but there are people with something called talent and sensitivity that have the ability to create and in my opinion, their capabilities can only be stifled in an environment of an attitude like yours.

No one is trying to be a radical extremist, but when the students see what is going wrong with society and start to react instead of sitting back with their noses in their textbooks and their fingers up their asses saying profound philosophical things like, "Unchained liberalism has been shown up as the farce it is," all they receive from that latter faction are empty quotes.

The only way any action will be taken concerning any problem is if the students get involved and actually care about what's happening not only to themselves, but to those around them.

Everything I have just said is not new, it's been said many times before; the problem is it hasn't been realized.

Get into the Seventies yourself, Swine, try paying some attention to what is going on around you and finally, think about what you say before you spew Midtown Spa Philosophy.

Love and Kisses,
Unkle Funky

How Long, Indeed?

Dear Editor:

I am a second semester senior at this college and have seen many changes take place in the course of my attendance here — few, if any, for the better. We now have a very nice *Student Center*, but who runs it? Two years ago we tried to have an efficient fire fighting brigade; that has died. There then came the controversy of former Dean Uehling's trimester curriculum. That ended in a compromise, not a victory, for the students. Then there was the first retrenchment that, fortunately, got settled without much firing, but it was also a compromise.

Now there is a new retrenchment battle being waged by *You Know Who*, and this may culminate in the loss of the Music, Marine Biology, and Creative Writing Depts., and some excellent teachers. What the hell kind of place are they running here anyway, where is our money going to, and what is being done with it? I would like some straight answers to my questions, and no beating around the bush or throwing of the bull. Some of the students here may be apathetic, but I'm not. Thank God I'm leaving this place in May, because it's depressing to see this college go in the direction it has been going.

O.K., so now we're accredited — how long will that last?

Tim Hosmer

RIPIRG At RWC

by Louis Gingerella

Students in Oregon discovered that some banks required women to produce a certificate of sterility or an affidavit swearing they were using birth control measures before the bank would loan them money. Students in Indiana exposed a "citizen group" fighting a phosphate ban as a front group for a laundry industry. Students in Minnesota discovered that the last virgin forest east of the Rockies was being eaten away by logging companies—illegally. The students took the logging companies to court to make them stop and won. And the list of student actions such as these goes on and on. These students were fortunate as they had a vehicle to help them do such projects successfully. This vehicle is PIRG or Public Information Research Groups. They can be found at over 130 colleges and universities in 18 states and the District of Columbia. Now a PIRG is being formed in Rhode Island.

An Overview

Officially named Rhode Island Public Information Research Group (RIPIRG) its concept is simple yet effective. RIPIRG will be a nonprofit, non-partisan organization representing the concerns of Rhode Island students and working for constructive social change benefitting all Rhode Island citizens. Areas of RIPIRG concern will include consumer protection, resource planning, occupational safety, protection of natural areas and environmental quality, delivery

of health care, community housing problems, and similar matters of urgent and long-range concern.

RIPIRG will be funded by Rhode Island college students through collection of a special fee. The fee is \$2.50 per semester and the college will be petitioned to act as collecting agent. This fee will be included in your bill each semester. The RIPIRG fee will be refundable to students who do not wish to support RIPIRG's activities.

RIPIRG will be directed by a state-wide board of student-elected representatives. The student board of directors will hold open meetings at least once a month and will set policy for the organization. The RIPIRG student board will be responsible for handling all funds received by RIPIRG and an independent accounting of RIPIRG finances will be made annually and published.

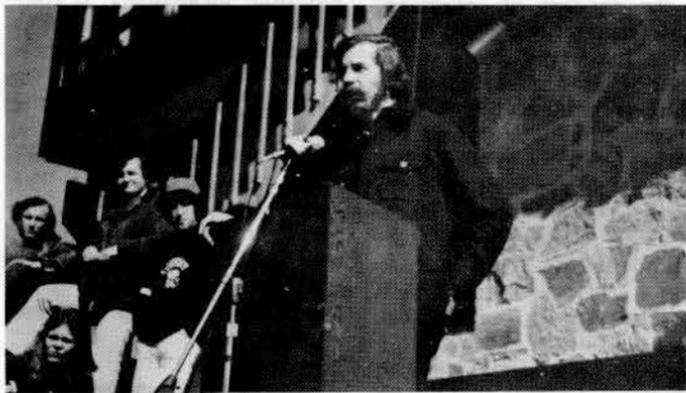
Professional Staff

The RIPIRG student board of directors will hire a professional staff. The professional staff will be made up of lawyers, natural and social scientists, engineers and other experts in applied science.

After careful investigation of selected problem areas, the RIPIRG professional staff and student participants will work together in coordinated programs, that involve publication of research findings and recommendations for public action, active representation before government administrative and regulatory agencies, law reform through legislative action, and,

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Faculty / Student Solidarity



J. P. Schuyler speaking to students at March 5th rally

(The following is a copy of a memo sent by J. Phillip Schuyler to all members of the Roger Williams College Faculty Association representing the RWCFA's position in regard to Faculty-Student cooperation. Schuyler is making himself available to any student who wishes to discuss this, or, better, to plan strategy to reverse the action of the administration.)

Students are entitled to attend the Faculty-Administration bargaining sessions currently being held. The next bargaining session is scheduled this afternoon at 3 pm in the Administration Building Conference Room.)

The student assembly held Wednesday, March 5 under the auspices of the Student Senate and other student groups was very successful. Several hundreds of students gathered to hear the speakers and to register their disapproval of the retrenchment of faculty and reductions in the academic pro-

grams. The faculty members who spoke were given a very friendly reception. The spokesmen for the Administration, President Gauvey and Dean Rizzini, were not afforded the same warmth. The concerns of the students currently coincide with our own. Students, independently and in organized groups, are attempting to effect the course of events. We, the faculty, must join with them in this struggle to maintain the academic, and financial, viability of the college.

The position of the Faculty Association in this regard, which it recommends to all faculty, is as follows:

1. To provide responsible student leaders with all the information concerning the academic impact and financial implications of this retrenchment that is available and can

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properly be made public.

2. To encourage concerned students to communicate their concerns to the Administration, the Board, and the members of the Corporation.

3. To stimulate an ongoing exchange of information and ideas between the faculty and the students.

4. To engage the student leadership in a joint effort to devise creative alternatives to program reduction and faculty retrenchment.

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Chess Team Wins

The Roger Williams College Chess team recently scored a stunning victory (4-0) against Providence College's first team. David Ferland, who was taught the finer points of the game by Dr. Potter of the American Studies department, succeeded in scoring a victory his first time playing for the team. Hector Massa and the athletic department, who sponsor the team, are very happy with the record and hope for continued success.

George Ficorelli, faculty advisor to the team, has stated that today is the last day to register for the All College Chess Championship, to be played this spring.

College Groups Meet In Emergency Sessions

(Editor's note: the following piece is constructed as a letter to the students and alumnae from two members of the Student Union Legal Ad Hoc Executive Committee, an independent student committee dedicated to the legal rights of students as individuals as well as a group.)

Dear Friends,

During the past few days, many meetings have been held which were concerned with the subject of retrenchment, and its ramifications. Those detailed in this column are: 1. a preliminary administration-faculty negotiation on Friday March 7; 2. the All College Council Open Assembly on Monday March 10; 3. the Student Senate Open Meeting, also on March 10; 4. the Faculty Executive Board meeting March 11. As a preliminary note, because both faculty and administration employ professional negotiators, at up to \$50 per hour, and because information used for negotiation may be released only at the time and place of negotiation (this is an Administrative view and will be explored), it is difficult to determine if the welfare of the students has been heretofore considered. Presently, the faculty's objectives, as we see them, coincide with our own. In the

midst of all this confusion, our sanity may be maintained only if we keep an unbiased and objective outlook in regard to the entire situation.

We have tried to summarize the pertinent details of the stated four meetings in order that the students may draw their own conclusions.

Faculty-Admin. Negotiation

(Author's note: it is important to realize that even though the Administration and Faculty were able to converse freely with their respective negotiators in caucus, only those two men, Mssrs. Hatfield and Venditto were allowed by the rules of the negotiation to speak to each other, at the actual negotiation.)

At the opening of the meeting, Mr. William Hatfield, Faculty Negotiator, stated that information regarding the retrenchment decisions was requested but was not given. Mr. John Venditto, the Administration Negotiator, replied that he had received the written request but that the request had not been specific enough. Venditto stated that the kind of question most likely to be answered would be one such as "what is the enrollment at present" or "what is the financial status of the college". Hatfield then restated his

original request and added that without the requested information, all other information, such as that volunteered by Venditto, would be extraneous, inapplicable, and therefore useless. Once his questions were answered, Hatfield continued, he would have all pertinent information, and would not have to ask for any more.

The conversation went back and forth on this issue, and was ended by the negotiator for the administration, who presented five proposals. They read as follows:

- "1. Agree to present contract provisions on non-salary items.
- "2. Faculty to receive present salary level for 75-76 academic year.
- "3. Faculty to receive present fringe benefit provisions.
- "4. Delete provisions of page 4, number 2 of the amendments to the present Faculty Contract (referring to reimbursement)."

(Author's note: this refers to last year's contract settlement in which all members of the faculty took a 4% salary increase as opposed to their requested 8% increase, in addition to giving up funds of \$10,000 for professional travel

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FOOD SPIRITS

Eliza's

presents

FRIDAY
Gypsy

SATURDAY & SUNDAY
Marvin Ward

MONDAY
Ragtime Jack Radcliff
and the New Viper Revue

WEDNESDAY
Doug Liley

THURSDAY
Hootenanny

ONE STATE STREET
BRISTOL, R. I. 253-2777

Continuations

Collegiality

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peculiarly tunnelled vision, and there is no light at the end of our tunnel.

Return with me, for a while, to the concept of collegiality. If we are an organic body, with shared responsibility and authority, the implication is that a crisis should be met collegially. If the challenge is financial, our response must be to the point of the challenge. Power granted at any other point is secondary, if not sham, power. It is one thing to be given the option of choosing to have the right or left leg amputated. It is an entirely different matter to exercise the right of participation in the diagnosis of the condition, the responsibility to explore fully alternative strategies, and finally, to share authority in choosing treatment. I suggest that in the present situation, the first of these two alternatives is the proper analog.

If the second of the above alternatives more closely represents the ideal of collegiality, the appropriate response in the present situation would mean participating, in a meaningful way, in the financial planning of the college — in all ramifications of that planning. Only in this way can the principle of collegiality be upheld. Some might argue that the primary responsibility rests upon someone else's shoulders. Granted, that is true. There is division of labor in the body. But if a person questions the efficiency or vigor with which the delegated responsibilities are being pursued, or recognizes that the member charged with those responsibilities needs aid if the health of the organization is to be restored and maintained, then that person will at least offer aid, and perhaps demand the right to participate — for everyone's sake. Returning to the body metaphor, breathing is the nose's job. If the body catches cold, and the cold is severe enough, the mouth helps out — for the sake of the whole body, including the nose.

There is a practical, as well as theoretical reason why collegial participation in the total financial governance of the institution is highly desirable. The category, "all options and alternatives" approaches infinity in its content. Any person or small group of persons is finite and limited, and the limitation extends to imagination and creativity. The finite cannot know the infinite. One man or group of men cannot, by definition, know or think of "all." What we need is shared information and shared ideas in effective consultation. What we don't have is precisely the above. Lacking trust, lacking confidence in our corporate self, each plays his cards as close to his vest as he can, resenting and fearing any effort to achieve a just sharing of responsibility because of the "he's out to get me" syndrome. The moral? Defeat symptom one and free our collective imagination. There are in excess of thirteen hundred minds on this campus — numbers of them excellent. There is a wealth of experience on this campus. The collective training and experience of the business faculty alone, for example, is the equivalent of well over one hundred years. Cannot we put these minds and

this experience effectively to work at solving our problem? Is it not reasonable to assume that at least one novel and useful idea is here to be found, if the concept of collegiality were taken seriously?

The third symptom I would describe as timidity masquerading as prudence. T. S. Eliot wrote, "this is the way the world ends, not with a bang, but a whimper." There seems some danger that Roger Williams College might be whimpering itself out of existence. Like some mythical beast cannibalizing on itself, we seek to stretch out the years of our existence by destroying ourself piecemeal. Lacking that beast's power to regenerate, however, those years will come to an end, and still we march down the road to that certain future. But at the end of that road lies no glory — no testimony to the value of our vision, and not much record of what we have accomplished. Rather, at the end of that road lie discarded and shop-worn dreams, with no memorial to them. Our failure becomes the failure of everyone who believes that even today the opportunity for a humane, truly liberal education should be both the birthright and heritage of every person, regardless of prior academic success or failure.

Some might argue that present actions are anything but timid. Twelve at a swat — that's about five more than the Brave Little Tailor accomplished. What makes the action timid, rather than bold is the fact that it is a repetition of prior actions — and repetition is no sign of courage. One might fairly remark also, I think, that the action has not proved curative in the past, and on that basis can hardly promise to cure anything in this present incarnation. Retrenchment has happened for the past three consecutive years, and the very repetition should indicate that whatever relief it offers is at best transient. Furthermore, repetition of an action which has failed to afford permanent relief cannot be described as prudent. An action neither bold nor prudent might fall suspect of being of a nature opposite to those categories.

Timidity is, of course, directly related to the other symptoms of our malaise. An organic community which has lost its sense of self-confidence and mutual trust, and which has suffered an atrophy of the imagination, is chained to timid and ineffectual actions. The tragic thing is that most of the chains are of our own making. The hopeful thing is that chains we make we can also destroy.

If ours is a disease of the spirit, the cure must also be of the spirit. Eliot was delivered from his wasteland. We can be delivered from ours. We must deliver ourselves: there is no one else to do it for us. How? By reaffirming the spirit of collegiality. We must turn to our greatest resource — each other. In some instances this may mean claiming a share of authority and concomitant responsibility. In other instances, it may mean trusting the good will and intent of others enough to yield them their rightful share, and yield it gracefully.

If the group is to cure itself, each person must initially act

Gauvey Reports

(continued from page 1)

question, incidentally, is composed of three questions. The second question asks how much has been raised for 1975-76 fiscal year, and the answer is nothing because the fiscal year 1975-76 doesn't start until July 1, next. The third question involves my plans for raising more money, and they are very simply to obtain a development office and a staff to help me raise more money.

Is there a tuition rise on the horizon? (If yes) How much? (If no) Why has this alternative been rejected?

The question concerning tuition. This depends upon

as his or her own physician. We each begin by examining our own values. Does Roger Williams College mean anything to us? Is it worth saving? Lacking firm answers to these questions there will be no way to develop the stamina and commitment needed to see the problem through to the end.

Granted affirmative answers to such basic questions, we must then re-develop and strengthen our loyalties to and trust in one another. We must love us. We must affirm our own importance as a college — as much one indivisible being as the nation is. We must talk and think with one another — deeply and seriously. To those that say, "this is the time for action," we must reply that thought is action. We must receive access to information, and demand a forum for, and a response to, our ideas. We must not allow circumstances to divide us into wolves and sacrificial lambs. We must prepare ourselves to present and defend our own alternative strategies and courses of action: responding to those outside forces, chiefly financial at present, that threaten us, and responding with courage and ingenuity. Every time two or three of us gather together, an ad-hoc Committee for the Preservation of Roger Williams College should develop. The watchword should be S. O. S. Save Our School — Save Our Soul — Save Our Self.

President Gauvey has suggested that the *Quill* serve as a clearinghouse for questions, information, and ideas, and I can think of no more ideally situated campus forum. It, faculty and student representatives, and other members of our community can make sure that our questions receive answers and our ideas a hearing and reasoned action, using such channels as our institutions provide, and should those prove less than totally responsive, devise others which legitimately express our rights as concerned members of this college community.

Michael R. H. Swanson

QUILL

Copy and Adv.
Deadline
MONDAY NOON

many factors including the process which we are now involved with at the bargaining table, the number of students projected for next year, and the problems of inflation which involve our total economy.

What is the rate of increase in expenses yearly in the College?

The rate of increase in expenses yearly at Roger Williams College roughly parallels the increase in expenses as evidenced by the other private colleges and our society in general.

How many students were at RWC when campus opened? How many instructors? How does that ratio compare with now?

This is difficult to answer because when the campus first opened, we were operating in both Bristol and Providence, and the information requested is five years old. I have asked that this information be delivered to me as soon as possible and when it is, I will so inform the *Quill*. The question of how many students were at Roger Williams in 1969-70, how many instructors were here at that time, and does that ratio compare with 1975 involves going back into records which are now in storage. These were items which were not on our computer. They must be hand sorted and tallied. However, this is obviously an important question, but I want you to understand that it will take a bit more time to get this particular data.

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Open Letter

(continued from page 2)

would seriously consider my qualifications in Creative Writing from a department that no longer exists, especially from a business and engineering school. Certainly, this is the unpublicized trend the administration has chosen to follow!

A consequence of much wider scope must now be confronted by the Board of Trustees. Millions of dollars have been invested in the Bristol campus as the liberal arts campus of Roger Williams College, representing growth and commitment in a new direction. Are the ideals expressed in this gesture to be betrayed so callously? The Board of Trustees must consider very carefully the kind of education it wishes to contribute to society through the future graduates of this college.

Personally speaking, I have no viewing glass into the minds of the administrators. However, the thought has come to me on several occasions that some past and possibly present administration members have less than a full commitment to the intellectual welfare of this community. Some seem to prefer to use their appointments rather as stepping stones to placement at more "prestigious" institutions or for other personal ends. We must ask ourselves if they are not the sort of people who would contribute to a decision such as I am discussing today.

I might also add that I have always wanted to be proud of my liberal arts education at Roger Williams College. I have supported the school and its ideals whenever I could. I did look forward to contributing funds and other assistance to its future. However, now I must admit to having second thoughts.

Sandra Grossi

Solidarity

(continued from page 2)

5. To counter the efforts of the Administration to divide faculty and students over issues such as increased tuition and faculty bargaining positions.

6. To invite student leaders to attend future bargaining sessions and report back to their constituencies the essential differences in the bargaining positions of the parties.

This decision to retrench is more than a question of the jobs of twelve fellow faculty members. It has major implications in regard to faculty

governance, accreditation, admissions, and the future of the college as a balanced institution containing both a viable professional studies program and a viable liberal arts program. It is necessary that we all recognize this fact, that we maintain a high degree of solidarity as a faculty, and that we actively engage in a variety of efforts to turn things around. The students will play a significant role in these efforts only if we give clear evidence of our own individual commitment and collective resolve.

Engineers

(continued from page 2)

their cozy dorm rooms, while the rest could be seen staring in disbelief from the library windows.

Being an engineer, I decided to find out why these students didn't seem to have any interest in the well-being of the school. I received the following replies:

"I don't care how many teachers they fire as long as my tuition doesn't go up."

"What difference does it make? Anyone that's here for Liberal Arts doesn't learn anything anyway."

"Since engineering is growing up fast we're going to have to expand, and the salaries of those twelve teachers can be used to strengthen our program."

After the shock of finding out what kind of people are in my classes, I hope these teachers are rehired and their divisions kept, because I know I wouldn't be able to stay at RWC if all that were left were these narrow-minded engineers. So please, engineers, put down your calculator for a while and stand up and fight — if not for yourselves, then for the rest of the student body. Do it now before your classes are filled with walking calculators!

Paul Nalette

RIPIRG

(continued from page 3)

where necessary, legal action through the courts.

That, in brief, is RIPIRG. The organizers of this group need your support both financially and in hours of work. It may be true that it seems that every day there is some group asking you for your time or money but I hope you can see that this is not another college "club" but something we all need and can use. I believe that the students

of today owe a tremendous debt to the students of the '60's. Out of their anti-war and civil rights movements came the realization that society must be changed from within its institutions, by working on and through the system in a responsible manner.

Public Weak

The public, potentially the most powerful interest group in the country, is almost always the weakest. Though representing far fewer people, special corporate interests have greater influence over public decision making than the public itself. Students are reversing this trend at colleges and universities which, through the PIRG program provide academic credit for public interest research. These students are acquiring the tools of citizenship to define their own society. Now RWC has a chance to join in this worthwhile organization.

If this type of organization interests you then please join us. We meet every Monday night on the top floor of the new dorm. If you can't join us there then join us when we ask for your support in our petition drive.

College gives you a license to remove yourself from problems that plague the uneducated. You can take it as a free passage... or you can figure that a college education gives you a responsibility to involve yourself.

Library

(continued from page 2)

nights as well as Sundays. A headcount taken at 10:30 pm has revealed the following:

All the following dates are Tuesdays. The second number represents the number of students: Feb. 11, 5; Feb. 18, 4; Feb. 25, 5; Mar. 4, 6.

Are we wrong in interpreting these statistics to mean that there is little need for the later closing? Would not a holiday weekend find the same low usage? We are willing to find out, and the next time we have a "long weekend" we will experiment.

I have not gone into the problems involved — the difficulty of having staff working on legal holidays (as well as the usual one or even two weekends a month), student coverage, etc. If there is a proven need to serve a reasonable number of students, we will try to work something out. So far the facts do not bear out that need.

Rebecca E. Tildesley
Acting Director of the Library

Students Are People

(continued from page 1)

must pay back loans when he leaves school this means bankruptcy. The more fortunate will merely be without a degree and forced into the job market.

Students who can afford to transfer must consider it immediately. Transfer applications must be submitted but negotiations may drag on until late summer. At any rate these students must cough up the \$10-\$45 non-refundable application fees, housing deposits, etc. RWC will have its hand out for the transcript fees, also.

Scholastic Unrest

Less concrete, but just as important, is the impact of campus unrest on the scholastic atmosphere at the school. The trauma at mid-semester for those directly affected cannot help but disturb their work. For those whose programs aren't directly involved there are disruptions, class cancellations, and a disturbing undercurrent of distrust and dissatisfaction. The administration has chosen to do nothing to allay student fear and anxiety.

The faculty has been for some time examining the general lack of a serious scholastic atmosphere at RWC. The loss of more upperclassmen, the loss of more students with high grade averages, and the loss of more activities for student involvement are all factors which will subtract from the already lackluster atmosphere at Roger Williams.

Reputation, Lawsuits

Finally, the impact of

student dissent upon the reputation of the college cannot be anticipated. Complaints about the unfairness and lack of ethics demonstrated by the administrators of Roger Williams are being addressed to the Rhode Island Department of Education and other accrediting bodies. Some 650 veterans attend the school full and part-time. The Veterans Administration is being asked to examine the viability of RWC as an approved institution. Alumnae of some high schools and colleges are asking their old schools to prohibit RWC recruiting in the future. Faculty and student law suits will cause a mixed public reaction. These and other responses to the administrative experimentation have occurred simply because there has been a careless tampering with people's lives.

"The Trial"

Last August President Gauvey lectured an orientation group of Resident Assistants on their ignorance about the lessons to be found in literature. He detailed the example of Joseph K., in Kafka's *The Trial*, who was accused of a crime, not told what crime it was, and finally was executed. The point of the novel, Gauvey explained, was that Joseph K. died because he failed to actively oppose the administrative efforts to do him in. He went along with them, expecting everything to eventually turn out all right, and was slaughtered. The administration has chosen to act and ignore the impact on students' lives. They expect the students to be Joseph K.'s. They may be wrong.

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Last Page

Emergency Sessions

(continued from page 3)

expenses and \$8,000 for professional development. This last item refers to courses and programs designed to increase the professional expertise, and, ultimately, teaching ability of the faculty. 66% of the salary cut was promised to be reimbursed to the faculty by the administration in the event that the year's mean enrollment exceeded the administration's prediction of 1300 students. It did.)

"5. College will rescind all retrenchment letters."

After hearing these proposals, the faculty went into private caucus. After 45 minutes, they returned with these replies (not verbatim record):

1. This would postpone the retrenchment for another year and not solve anything.

2. & 3. The faculty has already made many financial sacrifices and cannot afford to make any more. During the past two years, 30% of the faculty's buying power has been lost.

4. The money owed from the reimbursement of monies given up by the faculty has not yet been refunded.

5. There is no evidence of financial problems.

The conclusion reached from these answers and other negotiation comments is that the faculty needs time for further analysis, to seek legal advice from their counsellor, and to consult with the membership of RWCFA.

The administration then responded to the faculty's response:

1. We have to take things a year at a time. Even if postponement was the issue, a year of employment for these people would be salvaged.

2. & 3. There is no question about the sacrifices the faculty have made to save their colleagues' jobs.

4. Monies are earned and owed but faculty should make sacrifices to hold the positions of others.

Mr. Hatfield then stated that the tactic of retrenchment-

based bargaining has been used successfully by the administration in past years. In reply, Mr. Venditto restated the administration's position, that the faculty must either reach a settlement through negotiation, or lose their comrades, as retrenchment would then become inevitable.

Next Meeting: today at 3 pm.

All College Council Assembly

Much of the discussion at this assembly referred to the events at the negotiations on Friday. There were no members of the Board of Trustees present at the meeting and so, technically, any decisions made at the meeting were invalid, for the ACC constitution states that to vote on an issue, at least one member from each of the four represented college groups must be present. It was stated that the ACC has no more power than students alone to obtain information. Several channels, however, are in the process of being explored, but as in all matters relevant to this subject, they will take time. There were perhaps twenty students in attendance; many asked questions and commented on the Council discussions. There were a few concrete suggestions made, but basically it was a rehashing of the ideas already presented; the search for information was the Council's only real decision.

Next meeting: Monday, April 7 at 4 pm.

Student Senate Open Meeting

The student meeting, was, for the most part, chaotic. There was information given out about the progress of negotiation and general student ideas, but no concrete course of action was decided upon. Several suggestions were made such as:

1. The students writing a proposal and giving it to the administration and faculty, stating the students' view that if the faculty should take a pay cut, it should be shared by all salaried employees.

2. Students hiring an attorney to explore what rights, if any, they have.

3. Help the school raise money through donations solicited by students and through things "like a car wash".

4. Continue picketing at peak hours.

Next meeting: soon.

Faculty Exec. Board Meeting

The meeting opened with the reading of a letter to President Gauvey stating that the information requested by the faculty had not been released. A red-lined catalog was then presented by RWCFA President Schuyler to demonstrate the amount of material (20% according to Schuyler) available this year that will be deleted in the 75-76 academic year due to retrenchment.

Also discussed:

1. Informational picketing of the administration by faculty members.

2. Newspaper publicity stating unfair actions of the administration.

3. Possible student/faculty assistance to the present recruiting system.

4. Faculty has drawn up the "unfair practice suit" which will be presented to the National Labor Relations Board.

No definite decisions were made.

Before the faculty went into closed session, Mr. Hatfield (negotiator for faculty) advised not to respond to the administration with a counter-proposal until the NLRB makes judgement. Also, he advised the Executive Board to seek further legal counsel and to speak to the Faculty Association Wednesday, March 12.

Susan Bingham
Ed Dobkowski

ALDERBARAN
Deadline
April 4

RWCFA

The Faculty Association's position in regard to the action recently taken by the administration to retrench twelve members of the faculty is clear: the Association believes that this action was neither necessary nor legal. Perhaps even more importantly, this action was extremely ill-advised, since it will result in a significant weakening of the college's academic programs and very possibly a marked reduction in the overall enrollment of the college. On its part, the Faculty Association intends to pursue all the avenues open to it as the collective bargaining agent for the faculty. The Association is filing an unfair labor practices petition with the National Labor Relations Board and a grievance under the existing contract. In addition, the Association is investigating,

with RIEA and NEA legal counsel, the possibility of court action. Informally, the Faculty Association is attempting to communicate to the members of the Board and Corporation the true facts of the case and the dimensions of the impact this action will have on the curriculum.

It is the intention of the Faculty Association to work closely with concerned students in a joint effort to reverse the retrenchment decision and to produce creative solutions to the perennial problems of poor management and declining enrollments which constitute the fundamental issues behind the current troubles. In the Association's view, solidarity and joint action are the best hope we have to turn the college around and make it the kind of place we all know it can be.

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