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Bulletin of

ROGER WILLIAMS

J U N I O R C O L L E G E

PROVIDENCE, RHODE ISLAND

*President's
Annual Report*

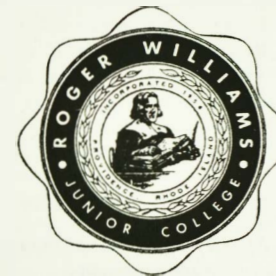
VOLUME 1
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ROGER WILLIAMS JUNIOR COLLEGE

PROVIDENCE, RHODE ISLAND

(Successor to The Greater Providence YMCA Institute)



*Incorporated under the Laws of the State of Rhode Island
with the Authority to grant the Associate Degree*

Published in Providence, R. I. by Roger Williams Junior College in March, April, May, June, and December. Application for entry as second class matter at the post office in Providence, R. I. is pending.

MEMBER OF THE AMERICAN ASSOCIATION
OF JUNIOR COLLEGES

ROGER WILLIAMS JUNIOR COLLEGE
OFFICERS AND MEMBERS OF THE CORPORATION
1957-58

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GERALD W. HARRINGTON, *Secretary* WILLIAM R. INNIS, *Treasurer*

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REPORT OF THE PRESIDENT TO
MEMBERS OF THE CORPORATION

Annual Meeting, April 8, 1957

ROGER WILLIAMS JUNIOR COLLEGE came into being on the 14th day of February, 1956, as a successor to the YMCA Institute. This is the first annual meeting of the Corporation thus formed.

The College continued operation as the YMCA Institute to the end of the 1955-56 academic year and the successor corporation assumed direction and control as of July 1, 1956. Thus the new college has not been in operation for a full academic year. Nevertheless, there is much progress to report.

The Academic Purpose

The Articles of Association created Roger Williams Junior College "as a successor to the YMCA Institute heretofore operated as an educational institution in the City of Providence by the Greater Providence YMCA; providing programs of post-secondary education of at least two years duration combining general education with technical education designed principally to fulfill the occupational needs of the Rhode Island community and of the nation generally and whether or not designed to lead to degrees, providing sufficient general education to enable qualified students to transfer to institutions providing higher degrees; offering both technical and non-technical and specialized courses and programs of study to fulfill special educational needs and requirements in the community, whether or not leading to degrees; conducting and operating a summer high school and awarding to qualified students diplomas and certificates certifying to high school graduation and to other educational attainments; administering and grading educational and vocational tests, rendering counseling services to students and doing all things necessary, desirable, customary or appropriate for a junior college or in furtherance of the foregoing and related purposes."

The Academic Program

In fulfilling our purpose we simply continued the program of studies as developed under the name of the YMCA Institute for a considerably expanded student body. Our emphasis upon vocational education with a strong academic foundation has been fully justified.

The development of automatic machinery is cutting down the need for the poorly educated routine worker. Instead of the bookkeeper and his posting clerks, business needs the accountant who can interpret the automatically processed figures and the office manager trained in communication skills and the psychology of dealing with people. Instead of the many machine operators of yesterday, industry needs engineering technicians to study layout and methods, and to design and maintain automatic machinery. The foreman who was promoted from the ranks because of an operating skill is found not to be a successful manager in spite of management's "foreman training" because he does not have the general education foundation upon which to build.

We should look to our grade schools and high schools to do a far better job in producing greater numbers well-grounded in the essentials: the ability to read, write, and communicate orally, a thorough foundation in mathematics and the scientific

approach, and a background to go further in history, economics, government, psychology and sociology. But in the meantime, Roger Williams Junior College, through its testing and counseling, finds those who may be developed. In its pre-college program, it strengthens the weaker spots in English and communication skills, in mathematics, and in physical and social science. In its college level programs, emphasis is placed where most needed. The proportion of employment of engineers and industrial management specialists to the rank and file employees is growing by leaps and bounds. At present we need at least one engineering technician or junior engineer for every engineering specialist; we need one junior management man for every senior management specialist, and we are not producing them at this rate. Roger Williams Junior College seeks to produce these junior professionals, and at the same time, provide the foundation that those with the ability may continue in further study and specialization.

Program Progress

As measured by enrollment, appreciation of the place of the junior college program is shown by an increase of full-time enrollment from an average of 67 in 1955-56 to an average of 108 in 1956-57. In spite of the difficulty of keeping up in evening engineering studies which are maintained at a high academic level, the average evening enrollment increased from 199 in 1955-56 to 209 in 1956-57. The student hours spent in class rose from 4866 in 1955-56 to 6406 this year.

Measured by internal evaluation, standards of performance have been raised. For example, with the development of the pre-engineering program, applicants who may qualify for entrance at the college level on the basis of high school records alone, must also meet the standards on achievement tests, and if they do not, they are required to show by performance in pre-engineering that they have gained sufficient competence to matriculate in engineering. The result has been a greater survival rate through such subjects as calculus, physics, and mechanics. More students continue in advance study and prove the soundness of their foundation.

Although we shall always emphasize the technical terminal nature of our programs, faculty study is progressing on revisions of curricula with the objective of making the evaluation of credits easier in transfer to other institutions.

New Facilities

Shortly after the establishment of the successor college, the Board of Trustees launched a three-year campaign for capital funds. The initial gifts provided transition capital for the new college and made possible the provision of badly needed classroom, library, and office space.

Construction began in the summer of 1956. Five new classrooms were furnished and became available for use just in time to accommodate the enrollment demand for the current semester. In number of classrooms, we have a net gain of two, since previous classroom space had to be remodeled for expanded office and library accommodations. In addition, space was provided for a Student Lounge. We are indebted to those who responded to our appeal to help us accommodate more worthy young men and women.

Faculty and Staff

The academic success of the new college is a reflection of the quality and loyalty of its faculty and staff. We are indeed fortunate in our competent faculty. These are the men and women who breathe life into a course of study.

The faculty, listed in the Bulletin of the College, numbers 35. Two of these have been replaced and seven new faculty members have been added to take care of the increased student-hour load. Two of the seven additions are to the full-time faculty. Of the 42 currently on the faculty roster, 5 have doctor's degrees and 15 have master's degrees. Instructors with advanced degrees teach primarily the academic subjects. It may be noted from the faculty listing that part-time instructors teaching professional subjects are specialists in their fields; that those teaching advanced engineering subjects are registered professional engineers; certified public accountants teach in accounting, and those experienced in management positions teach in management.

Facing the Immediate Future

Roger Williams Junior College is pioneering the technical-terminal type of community college for Rhode Island. As the greatly expanded college-age population seeks accommodation in the institutions of higher learning in this state, a greater expansion must be contemplated in the two-year college program. James B. Conant, in *The Citadel of Learning*, would have the two-year colleges enroll at least one-half of those desiring formal study beyond high school. Junior colleges now enroll approximately one in five. At a time of forced expansion, the educational as well as the economic and sociological advantages are with the expansion of the two-year colleges.

President Killian of M. I. T., writing on the need for more and better scientists and engineers, states "Men are in short supply through the entire spectrum, but our greatest current shortages are at the extremes." And he emphasizes the need for technicians to back up the engineers with advanced professional degrees, and the need for two-year colleges to train these engineering technicians.

When the public better understands the function of the two-year college, existing colleges will be swamped. We provided with our construction this year, a net increase of only 50 seats in our classrooms. This was just in time to accommodate the periods of our peak load in this current semester. By careful scheduling of available space, we will be able to accommodate the anticipated increase for 1957-58, and for 1958-59 we can register additional students only by using the available classrooms on a tight schedule from 9 a.m. to 9 or 10 p.m. Thereafter, we will have the problem of room for expansion. We should not contemplate enforced selectivity and curtailment of offerings at a time when we should be expanding to meet the needs of the increasing student population, when we should be offering new pre-professional and general programs for students the four-year colleges can not possibly take.

Laboratory Facilities

Our most crucial need is for efficient and constantly expanding laboratory facilities. Through the cooperation of the Providence School Department we have been using the laboratories at Central High School for our chemistry classes. But with the increasing difficulty of scheduling limited space, we are finding the problem of fitting available time at Central High School with remaining schedules increasingly insurmountable.

We have begun the expansion of our own physics laboratory, but further progress in this connection awaits realization of plans for a large combination physics and chemistry room.

The Rhode Island Foundation has made a grant of \$4000 to the laboratory project for chemistry tables. It is expected that construction in this area will begin

as soon as the present semester closes. It is hoped that progress will be such that the problem will be well on the way to solution by the opening of the fall semester. But we must face the fact that this is a minimum solution for current needs. A considerable additional sum of money must be found for complete laboratory facilities for an expanding enrollment.

Financial Position

To meet higher instruction costs and to add increased personnel to both faculty and staff occasioned by the rapid rise in student hours, tuition will be raised from \$12 per semester hour to \$14 per semester hour beginning with the 1957-58 academic year. Even with this increase, our rates still will be below other New England colleges of our type granting the Associate in Science degree. Their average is between \$15 and \$16 per semester hour.

In operation, the College is on a sound financial footing. While we have not yet completed our first fiscal year, we are confident of operating well within our current funds budget, which calls for \$10,120 income from gifts and grants to meet the expected difference between expenses and income from other sources. Increased income over budget estimates and careful expense control have reduced the need for gifts and grants in current funds operation to approximately \$6,500, mainly to cover the extraordinary expenses of the first year under new corporate control.

While the operating picture is quite satisfactory, our need for capital funds is quite urgent, and our necessity will grow with the increasing success of the College. This is the great challenge to those of us who believe that we are performing a vital educational service for the young men and young women of our community.

Contributions to
ROGER WILLIAMS JUNIOR COLLEGE
are deductible as charitable contributions
in the manner and to the extent as provided
by Section 170 of the Internal Revenue Code.



Next year (in the 1958-59 academic year) we will be able to accommodate all the Rhode Island youth who apply to us and *who are qualified for what we have to offer*. We should be offering a broader program of studies and after 1958-59, it is doubtful whether we can accommodate all who should be in a technical-terminal college. We know the need. We know what to do about it. What we lack is the capital fund necessary to proceed.

H. W. Schaughency

President

ROGER WILLIAMS JUNIOR COLLEGE

Balance Sheet, August 31, 1957

ASSETS

I. Current Funds	
Cash	\$ 9,862.71
Accounts receivable	4,114.91
Inventories	3,969.14
Prepaid insurance	<u>242.06</u>
Total Current Funds	\$18,188.82
II. Loan Funds	
Cash — Savings Account	687.93
III. Endowment Funds	
Cash — Savings Account	10,443.84
IV. Plant Funds	
Cash — Savings Account	\$ 1,000.00
Equipment	<u>11,101.35</u>
Total plant funds	12,101.35
V. Agency Funds	
Cash	<u>1,901.82</u>
	\$43,323.76

LIABILITIES

I. Current Funds	
Payroll taxes payable	\$ 565.65
Deferred tuition income	7,285.00
Accounts payable	<u>93.90</u>
	\$ 7,944.55
Unencumbered balance — Exhibit C	10,244.27
Total Current Funds	18,188.82
II. Loan Funds	
Loan fund balance (Restricted)	687.93
III. Endowment Funds	
Unallocated funds functioning as endowment	<u>10,443.84</u>
IV. Plant Funds	
Investment in Plant	\$11,101.35
Unexpended plant funds	<u>1,000.00</u>
Total plant funds	12,101.35
V. Agency Funds	
Student Activity Fund	<u>1,901.82</u>
	\$43,323.76