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Ralph Gauvey

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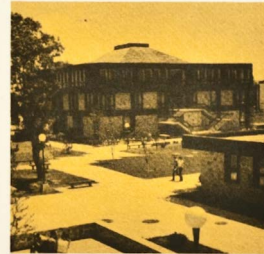
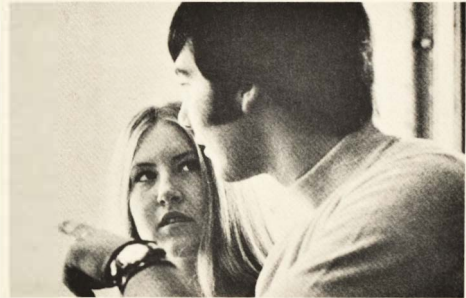
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The Roger Williams College Experience





The Roger Williams College Experience

/ A Trustee's View

This college is unique because its policies, programs, and aspirations are directed primarily to an educational purpose different than that of our sister institutions.

We do not seek a student body composed exclusively of young people with demonstrated agile and facile academic intelligence. We believe here at Roger Williams in motivating and educating a wide spectrum of citizens-to-be so that they may come to terms with themselves, may develop through the college experience the priceless attributes of integrity, good judgement, toleration of the viewpoints of others, human understanding, and ability to communicate.

We believe that our students on the basis of their college experience here can, will, and do make important contributions to our democracy, our society, and our economy.

We are committed to the development of the art of teaching and superior curricula through constructive and critical experimentation. We believe that the ideas we encourage give our institution creative force; that we exist to fill an important area of endeavor in the field of higher education in our community; and that our graduates can well hold their heads high among men and women.

To these things we stand committed.

Gerald W. Harrington
Gerald Harrington, Chairman, Board of Trustees

The Roger Williams College Experience / A President's View



As one of the most creative and productive functions of man, an institution devoted to teaching and learning contributes a singularly positive force to the society it serves. In spite of allegations to the contrary, our colleges and universities are producing the best educated people in history and rendering a multiplicity of services for their communities.

Certainly colleges are places of considerable complexity and tension, but they attempt to give students the knowledge and experience which will enable them to come to grips with the awesome and diverse problems they face now and in their future lives.

Roger Williams College believes in respecting differences, both individual and institutional, as befits a pluralistic society; we accept the reality of tension as a dynamic force; and we strive towards the self-realization of individual commitment to social needs.

The College also believes in challenging students to develop a sense of being; to become genuine persons in our basically impersonal world; to learn within relationships between individuals and between individuals and ideas; and recognizes that the ability and performance of students can continually unfold and develop.

We further believe in approaching all educational ideas in new ways and giving our students the opportunity to actively participate in the process of rediscovering the meaning and value of education. This, after all, is what the younger generation is challenging us to do.

The year 1970 was a vigorous year for Roger Williams. The College completed its first full academic year on its new Bristol campus. The high point of the year occurred at commencement when our first bachelor degrees were awarded, an event enjoyed by all who have nourished and sustained

the college in the past half century, and directed it towards its new and challenging status as a four-year college.

When we observe how much has already been accomplished and when we see how many dreams we have for its future it is sometimes too easy to forget the fact that Roger Williams College has grown from 360 students in 1960 to 3900 in 1970 and is now serving its students in three communities. When we study the history of Roger Williams College each of us must feel humble by the evidence of so much achieved by so many dedicated men and women.

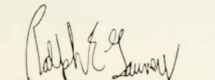
But when we look to the future we experience a sense of foreboding over the imminent changes threatening to undermine, weaken and possibly destroy the private college in America. Never before has the very existence of American private colleges been questioned. A President, therefore, must stand up and be counted among those who judge that the private college is immensely important. I am convinced of the value of private higher education and I view the threat to its vitality as a threat to the intellectual and cultural life of our nation. Private colleges have done more than their share to create a healthy and fruitful diversity in the American educational realm. This diversity is no cultural luxury; it is essential to the vitality of our national life. The private colleges have provided an important alternative which allows the individual to make his own choice. This freedom to choose between the state system of education and private education is essential in our pluralistic society. It is not surprising then that this freedom has given the private colleges the opportunity to become the "pace setters" in educational innovation. They have not misused this trust and they hope to be able to respond in the future with even greater challenges and keener sensitivity to the needs of our youth.

This is why Roger Williams College wants to stay a small college with a commitment to the individual student and his needs. We try to give him an opportunity to gain an education in a day when admissions doors are frequently closed to him. I think one of the justifications for sustaining Roger Williams College is in its primary emphasis on teaching, not research or publishing.

Students come to us primarily because we are student-centered. Their education in all of its aspects is our primary concern. They find a great many opportunities for self-expression and freedom for which so many students are striving.

By conceiving education in a new light, by getting a second chance to learn, by getting close to faculty members, administrators and trustees, they flourish and achieve success sometimes for the first time in their lives. Recently a "failure" came to Roger Williams College, studied here for two years, continued on to Amherst and successfully graduated last year. This is not an isolated example.

We want every experience at Roger Williams to be educational for students and hope they will continue to find the college a center where they might find learning a stimulating and renewing experience.


Ralph E. Gauvey, President

The Roger Williams College Experience / A Student View



"The most important thing about this college to me is that we've got a great bunch of professors. They're young. They can think on our level and they're easy to reach — to talk to and for just rapping. I think Roger Williams will make progress because of them. They're great people."

*Ginny Ricciardi, sophomore
Bristol campus*

"Sometimes it's hard to say exactly what you feel about this college, but I like it because I think it is somewhat more willing to change than other colleges are. It's an interesting place."

*Michael Carreiro, senior
Bristol campus*

"The teachers I have now give you practical experience in the field you're studying. They have outside knowledge because they are working professionals themselves. I find this knowledge very helpful to me."

Edward DeMatteis, who graduated from Roger Williams in 1965 with an associate degree in electrical engineering, has been attending the Division of Continuing Education since 1967 in order to obtain his bachelor of science degree in industrial technology

"My training at Roger Williams helped me to get the position I have now. As a matter of fact, probably over 50 per cent of the engineers in my firm are graduates of Roger Williams."

Al Martinkas has been attending Roger Williams at night for 11 years now, working toward his bachelor of science in engineering degree. He will graduate in June

"The college's educational program is unique. It is a definite advantage to be taught by professionals in their fields rather than professional teachers because they know what is required of businessmen and what the application of theoretical knowledge will be."

Wayne Atwood is a senior in business administration in the Division of Continuing Education

"This is the only college within 60 miles that offers an engineering degree at night. I work as an engineer during the day and I find my courses very useful. I plan to go on for a Master's in Business Administration after this year."

Steve Hague, senior studying Industrial Technology in The Division of Continuing Education

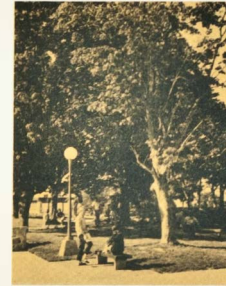
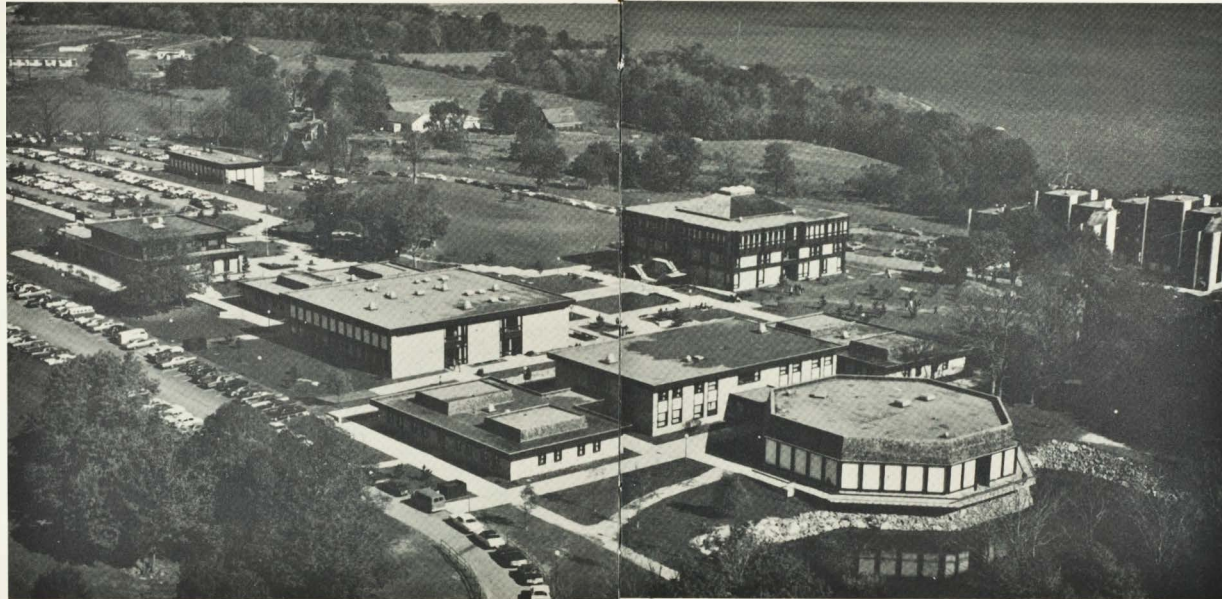


"The advantage of Roger Williams is that the classes are very small and you are close to your teachers. They know everybody by his first name."

*Peter Martineau, freshman
Providence campus*

"I view RWC as an institution which is in the process of experimentation and growth. I feel that this is an especially exciting time to be a student here because it gives me a chance to become more totally involved in the direction of my own education and that of others who will follow me."

*Ann V. Caldarella, senior
Bristol campus*

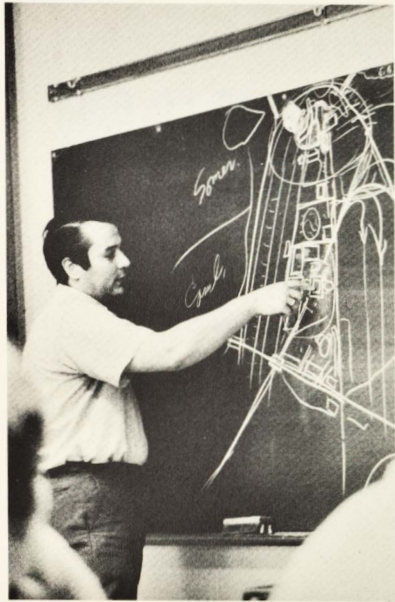


"As far as teaching is concerned, you can't get any better than Judge Hagopian and Judge Weisberger. These two men are great teachers. They take the time because they want the students to get the material right. They have a way of explaining things so that you retain them. Because they are dynamic men personally they make the courses they teach fascinating. I look forward to going every time."

A. Christopher Varone, Clerk of the Works, Pawtucket Housing Authority; student in RWC Model Cities campus in Pawtucket

The Roger Williams College Experience

/ A Faculty View



"I enjoy teaching here because Roger Williams is a growing and dynamic college. I have freedom here; I like my students; and I have the opportunity to do what I really like to do: teach."

*John Michaud, instructor
Accounting and Finance*

"I am glad to be part of a college that places the future of each student foremost as one of its objectives. Roger Williams College is not only flexible enough in its outlook to accommodate change, but it welcomes such change as being desirable and necessary as a role that any college should assume to educate the individual for a meaningful place in an ever-changing society and employment community."

*Paul S. Langello, Accounting Program Counselor
& Instructor, Providence campus*

"Why am I teaching at Roger Williams? Because I have a strong commitment to the kind and quality of education that a small, private, liberal arts college can provide its students. In a world of "big" institutions, which, however innocently, encroach upon personal and intellectual freedom, many schools of our size have been forced to close their doors. Roger Williams will not meet a similar fate because this school has a commitment to innovative programs and pluralistic institutional structures. But, frankly, our success in maintaining these goals, and our success in creating a high level of academic achievement, depends upon a vote of confidence from the society to which we often hold up a mirror which reflects critically upon that society. Teaching has always affirmed the responsibility of holding up that mirror. Our college affirms that responsibility by its support of academic freedom. Yet the teacher knows that only in learning is academic freedom responsibly expressed through enlightened action."

*P. J. Szenher, English instructor
Bristol campus*



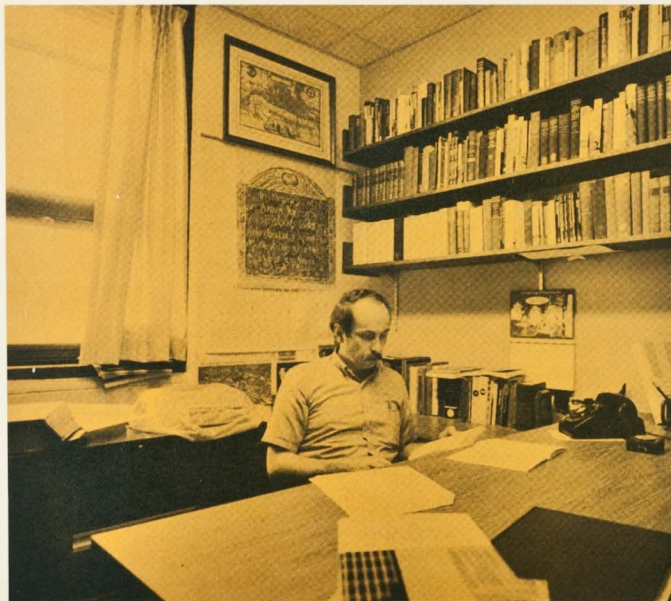
"An interesting, challenging, at times frustrating, but rewarding experience."

*Daniel Cretella, instructor of Engineering
Providence campus*

"I had to come to Roger Williams College. Having once come for an interview, there was no choice. I had to come to find the fifteen schools described by fifteen faculty members and students and administrators.

Here now on the Bristol campus I am not sure if Roger Williams College is a traditional liberal arts school, an experimental college of the future, a second chance school, or something that has yet to be defined, or all of the above. But it doesn't matter because the search continues. And people care."

*Robert Crotty, creative writing instructor
Bristol campus*





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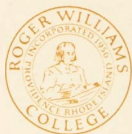
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"In Today's World to be a person of reason is no longer sufficient. We must expand the idea of reason to truly include wisdom. We must change the concept of knowledge and experience to include the notions of commitment and involvement or engagement. Then, if to engagement we added not only tolerance for expression by words, but tolerance for expression by action, by film, by music, by touching, by confrontation, then somehow we have introduced the concept of compassion. . . . Clearly it is our responsibility to provide for means of expression that allow human beings to say to each other, 'now we are compassionate, we do care, we do understand, we do hear, we do listen.'"

Remarks by Dr. James Payson Dixon, President of Antioch College, from his address at the 1970 Graduation exercises of Roger Williams College. Dr. Dixon is a founder of the Union for Experimenting Colleges and Universities, of which RWC is a member. Other colleges in the union include Antioch, Bard, Goddard, Hofstra University, Loretto Heights, Monteith, Nasson, New College at Sarasota, Northeastern Illinois State, Sarah Lawrence, Shimer, Stephens University of the Pacific, University of Massachusetts School of Education, Staten Island Community College, University of Minnesota, Chicago State College, Friends World College, Westminster College, and the University of Wisconsin at Green Bay.



Coeducational college of liberal arts and professional studies. Independent and non-profit.

Located on two campuses: urban campus in Providence, R.I.; semi-rural campus in Bristol overlooking scenic Mt. Hope Bay, 18 miles from Providence.

Degrees granted: Bachelor of Arts, Bachelor of Science; Associate of Arts, Associate of Science.

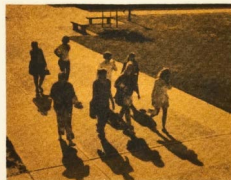
Offering a cooperative educational "earn as you learn" program at Providence for professional studies students. Also a variety of other two-year and four-year major programs in engineering technology and business administration.

Offering a flexible interdisciplinary liberal arts program at Bristol, leading to either the two-year or the four-year degree.

Member: Union for Experimenting Colleges and Universities, New England College Council, American Association of Junior Colleges.

Affiliated with the New England Association of Colleges and Secondary Schools in the category of Recognition of Candidacy for Accreditation.

Enrollment: over 3400 undergraduate students studying at Providence at Bristol, and in the Division of Continuing Education.



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