

3-28-1969

The Quill -- March 28, 1969

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The Quill

VOL. VIII, No. 9

March 28, 1969



Dr. Gauvey speaking at "Talk Back" I.

An Answer To The Editorial By Robert Waldman In The March, 1969 Issue of The Quill

Dear Mr. Waldman:

The editorial which appeared in the March, 1969, issue of the Quill, entitled "When, Where and How," raises a number of questions regarding challenges which the college community will face in the operation of a dual campus system next year. Many of the concerns expressed in the editorial have, as you well know, been discussed at the open talk-backs which we have had as well as in some of the articles which have appeared in past issues of the Quill.

I welcome, however, this opportunity to place in broad perspective the major concern of a dual campus operation for the next academic year.

It is imperative that one realize the significance in terms of educational philosophy which prompted the dual campus concept. Basically there exists two philosophies of higher education, one of which dominates almost every campus in the United States. One philosophy of education suggests that the undergraduate program should have as its emphasis a liberal arts orientation with occupational needs taken care of through ancillary programs of various professional studies such as teacher training, pre-courses in medicine, law and a variety of others.

The second philosophy that dominates higher education is exactly the reverse wherein professional studies is used as the focal point for curriculum development and liberal arts is conceived of as an ancillary supporting element. An historical example of both of these philosophies is to be found in the teacher-training institutions across the land. Many of these began as normal schools with the express purpose of training teachers. In other words, they originated with a professional studies focus with some liberal arts

courses required as a supporting area. During the last twenty years we have seen a complete reversal in many of these teacher-training institutions wherein liberal arts has become more of a fact-training colleges have now become liberal arts colleges and offer a professional studies supporting base in teacher education.

Business and engineering are examples of those areas which have continued to retain their primary focus in their area of professional studies. Both of these do, of course, require in a total program some liberal arts courses, but the major portion of a student's time and activity is spent with his professional studies.

As I noted above, practically every four-year college in the country represents one or the other of these two philosophies of education. In this regard it seems quite appropriate for Roger Williams College to conceive of the Bristol campus as the unit with liberal arts base and the Providence campus as the unit with professional studies base. I believe ours will be the first four-year college to offer a student a comprehensive choice between these two philosophies of education.

There were, of course, other factors influencing the decision to move toward a two-campus system. Because of a number of factors, the number of students which we can accept in Bristol is limited to no more than 1500. In order to preserve a balance of the four-year program when it is in full operation, we have planned to accommodate approximately 1300 students next September. This number will gradually increase in the upper division until we achieve the maximum of 1500 students.

This year in the downtown location we are enrolling approximately

React In Red College Council Meets

On March 4th 1969, the first meeting of the Interim Council on College Affairs took place. An idea conceived and promoted by a group of students "Committee For Student Involvement," became a reality.

The proposal as printed in the February 1969 issue of the Quill was not the product of one night's work. The background surrounding this idea reaches back many months. The concern of some students to establish a method of communication between all members of the Roger Williams College Community, was experimented upon: the introduction of Talk Back I. The result, was the establishment of a dialogue between administrators and students. The students asked many good questions, and were given the methods of obtaining answers to these questions.

Talk Back I ended with mixed reactions. Some taking the pessimistic view, that what took place was an experiment in administrative white wash, while others taking the optimistic view, feeling a method of communication had finally been established.

With the advent of Talk Back II, came the review of some of the questions raised by Talk Back I. The basic cause of many of the problems discussed was the great lack of effective communication between the administrators, faculty and students. Also produced was the administration's policy concerning student involvement: "we welcome student involvement." Immediately after Talk Back II, the Committee for Student Involvement was formed. After researching material and discussing with the other members of the Roger Williams College community, the students sat down, and drew up the proposed Council on College affairs. With the proposal written, the students first sought the support of the student council and the student body. Receiving unanimous support from the student council, and seven hundred plus signatures from the student body, one segment of the Roger Williams Community had indicated its backing. The faculty in turn held a meeting, at which time they unanimously voted their support in principle for the proposed Council on College affairs. After receiving administrative support the trilogy had been completed. On Interim Council on College Affairs would be formed.

A student idea had now become a reality. The means of communication established, it was now the obligation of the council: three administrators, four faculty members, and six students, to effectively promote the role of the council as an effective means of communication for the Roger Williams College Community . . .



Queen; Cathy Burgess, Attendants: Carolyn Sousa and Lynn Brown



Friday night Post Game Dance

WINTER WEEKEND . . . an enjoyable affair

by W. J. Hoffman

This reporter wishes to congratulate the Student Council on its Winter Weekend presentation. All found it quite enjoyable and felt that the expense was quite reasonable. The weekend consisted of three events — a faculty student basketball game, a post game dance, and a semi-formal. The student faculty game placed eight students and a select group of faculty against each other. The ensuing struggle that resulted in a 48-44 faculty victory proved that situating a college in the YMCA can benefit the middle aged faculty member. After the game Paul Cardoza, representing the Student Council, presented Bob Miller and Hal Metts with trophies. Bob Miller was recognized for his 53 point performance at a recent basketball game that now stands as school record. Hal Metts received a plaque and a bowl in honor of the thousand points he's put in during the last three years. He is the first player in the college's history to reach that mark.

The post game dance held at the Biltmore featured the music of the "Fire." Thanks to the convenience of elevators some of the victorious faculty hoopsters were

able to join those in the seventeenth floor ball room.

The Saturday evening semi-formal was held at the new Holiday Inn in downtown Providence. Tony Abbott and his Band provided the music for the affair, which was attended by the largest number of students. The evening ranged sets of sedate waltzes to a lively Havanagalah. Cathy Burgess was named queen of the weekend and Carolyn Souza and Lynn Brown were her two attendants. All three were presented with bouquets and the "good wishes" of the student council president. Champagne glasses, favors for the weekend, were filled and used to toast the queen and her court. The surprise of the evening came when Bob Leaver was presented with a birthday cake. Although his birthday was not until Monday, it was felt that he would not object to a slightly premature beginning of a totally unique experience. Although the weekend was not attended by a majority of the student body, it proved to be a very entertaining time.

Once again this reporter would like to congratulate and thank the Student Council for presenting this successful affair.

(Continued on Page 3)

Progress for Providence

The work that has been accomplished by this organization has brought help and guidance to many individuals, the story that follows is only part of the picture. Ed. note.

Ted Sailor, from his activities around this college, is known by many. Ted is an active member in the Afro Student Society at Roger Williams, and was the official scorer for the college's basketball team this past season. What most people don't know however is the role Ted plays as a member of Progress for Providence.

Starting in 1964 Ted worked for P for P during the summer months only, then in 1967 he devoted himself to the organization full time. Appointed assistant director of the South Providence Soul Center, Ted and the center's members worked hard, until the center was closed for remodeling. After that Ted and other workers branched out to participate, and help in different centers around the city.

At present Ted is working as a detached worker. The responsibilities of this position are to work on the streets with the children, help and guide them in any way possible, and work very closely with problem children to give them a better understanding of the community in which they live.

Concentrated Employment Programs, which is a branch of the United States Labor Department have been created to teach children basic labor skills and on the job training. Ted is constantly looking for, and referring children to these programs. Another related program in which Ted introduces to the Children is Opportunities Industrial Center.

Education is a basic fundamental for everyone. The Department of Employment Security has a program called M.D.T.A. (Man Power Development Act). This program is set up to help further the education of people in certain walks of life. Ted is always screening and looking for people like this, and has arranged for

people to attend Electronics and Mechanics Schools.

Ted's work doesn't stop there. He is often called upon to appear in family court with youths from South Providence who have a particular problem with the police. He is called upon to give his views on the youths attitude and moral character. Two o'clock a.m. is a bad time to be roused from sleep to come to the police station. Yet on many occasions Ted has been awoken to come down and help youths get out of troublesome situations.

Everyone now or then has problems of some kind in school. Ted and his fellow workers are on call to help with any educational problem a youth might have. If the problem is disciplinary, Ted will go to school himself and try and iron out the situation. If that's not good enough Ted will take his problem straight to the Director of Discipline for the Providence School Department himself.

Ted feels that no one in the ghetto should be deprived of a good sound education.

Along with other members of this school's Afro Student Society Ted works hard in all the mentioned areas to help in any way he can, and provide the black residents of South Providence a way to help themselves in the fields of education and employment. Lastly Teddy feels that P for P gives people a better understanding of moral or community problems, and how to solve them.

Ted Sailor is not a man who brags of his accomplishments. He does what he has to, and does it effectively. This article is written to relate just what progress Ted and Progress for Providence has, and is doing.

Ted is not alone in working in South Providence, many people at this college are involved in similar activities. In weeks to come we hope to introduce these people and the work they do.

Bob Waldman
Editor

Council!

What is the Student Council?

Where is the Student Council?

Who is the Student Council?

What is the goal of the Student Council?

Has the Student Council functioned for the student?

\$36,000, where has it gone, or has it gone?

Constitution: Student Ratification? When?

The student council at RWC is for the most part a group of students who think they are doing their job. But what is the job they are supposed to do? The president of the council, Richard Cook, has failed to outline the duties of the members. In addition when a task is to be performed by a committee he forgets to check progress. Or if he doesn't forget to check, he just accepts excuses in place of concrete results. When something occurs around the school that demands council attention it usually goes unnoticed by all but a few and if it comes up at a meeting, it is tabled or completely ignored.

Recently the student council ratified a constitution for itself. It is now necessary for the document to be ratified by the student body. A committee was set up to handle the matter. And that is where it's at. Has anyone seen the constitution? The council was in such a hurry to get it and now it is in the cabinet collecting dust.

\$36,000 was collected by the bursar as student activity money. The student council administers this money. Would you believe that they don't know how much money they should have or do have? Do you know that Dean Douglas gave two hundred some odd dollars away last week without checking with the student council? The money was supposedly for a contract the Sophomore class had made but failed to keep. Is the student council going to take steps to see that the council's money, even if it's in the Sophomore fund, is not spent improperly by unauthorized persons?

There are now only 19 of the 27 elected members sitting on the council. Can this body be of any use? I am an ex-member of the student council because as a member I found myself being dragged down by the anchor that is holding the council where it is now. As a free agent I am free to speak my mind without blemishing the council from within. I intend to exercise this right often. I expect to see in the next issue a glaring answer from Richard Cook telling me how wrong I am. To you I say, WHO ARE YOU KIDDING? ??????

Martin Evan Rosenberg

Roger Williams Business Club

by William E. Wolf

On March 6, 1969, the Roger Williams College Business Club held its first official meeting. Prior to this date there had been a few informal discussions with Mr. Eliot concerning the basics of the organization. On March 6, the structure of the Roger Williams Business Club was formed. Officers for the current semester are: Dennis A. Cunha, President; George Davis, Vice President; Serge J. Beaudoin, Treasurer; Mark Bergman, Secretary; William E. Wolf, Public Relations. Four faculty members have graciously offered their time and services and agreed to act as the organizations advisors. They are: Mr. Eliot, Mr. O'Donnell, Mr. Notte, and Mr. Perlow.

The Administration has granted the organization the use of one of the enclosed cubicles in the Student Lounge on Pine Street. The Roger Williams College Business Club cubicle can be distinguished from the others by the large blue and white sign made by the talented George Davis. Future meetings will be held in the cubicle on either Tuesday or Thursday afternoons between the hours of 2:30 and 4:00. However, evening meetings will also be held in order for the club to benefit from having guest speakers and films.

The organization has already enlisted the help and services of a prominent stock broker. The organization would like at this point to make it clear that the intentions of the organization is not that of an investment group, as most students were led to believe, but as an organization that in the immediate future will benefit the

college community. It is the organization's firm desire and belief that a genuine work placement service will be formulated in the immediate future to benefit members of the organization. Plans are in motion with different business firms and labor pools in the R. Island area for the job placement of any interested member of the organization.

It is also the intention of the organization that employment placement for graduating member students will be instituted. Such a service is much needed, since competition decreases availability of good positions in the business world. Members may continue in the organization following graduating or leaving school by remaining members-in-good-standing. The student membership fee which has been affixed in the Constitution is \$2.00 a semester.

The stock broker will advise anyone who is interested in learning about the stock market, and a small investment group within the large organization may eventually develop. He will also give the members an insight into the complex world of business and finance.

Throughout the year, besides the guest speakers, there will also be group tours and trips. All is oriented to help the interested student choose a field of business in later life.

The organization has set as requirements for membership only that the student have capability and interest.

If there are any interested students who have not yet been contacted, please contact any of the officers.

A New Format For WBRU-FM

As times changes so must the varieties of entertainment offered by radio. Examples of such flux are the innovation of "Top Forty" rock radio in the fifties and the advent of all news radio in the sixties. Time has proved these two formats to be highly successful.

WBRU-FM has been researching and experimenting with a new programming format since February 1969. At that time WBRU began airing a form of music known as "Folk-rock." It was the firm belief of the station members that, the youth of the "rock-generation" had something important to say and that they were saying it through the medium of music for the first time.

Communication from the station is handled in the only way accepted by these young people: No high pressure, wall to wall commercials, no put-on, no plastic smiles and no talking down to the audience.

"Stereo 95," as it is called, is in concert form. It includes Baroque, Classical and other forms of rock music, which is not usually associated with young adults. The announcers on "Stereo 95" are young adults — not professional radio personnel.

95.5 FM was one of the first college radio stations in America. WBRU is also a member in good standing of the American FM Network. The station broadcasts a 2000 watt signal in stereo which penetrates a 50 mile radius from Providence, Rhode Island.

As pioneer of a progressive musical format, WBRU-FM tries to communicate to the young people in an intelligent and entertaining way, trying to reflect the youth of today who are more in the know about what is going on in the world than any generation before them.

John Russo
WBRU-FM

S 387

It is enacted by the General Assembly as follows:

Section 1. Chapter 11-11 of the general laws entitled "Disorderly conduct" is hereby amended by adding thereto the following section:

"11-11-7. Demonstrators. — Any student or faculty member in a state supported educational institution or any other person who shall wilfully exclude a member of the administration, faculty or student body from any building of any such institution either alone or acting in concert with others, or who shall wilfully prevent any of said persons from carrying on their normal duties and activities shall be deemed guilty of a misdemeanor and shall upon conviction thereof be punished by a fine of not more than five hundred dollars (\$500.00) or by imprisonment for not more than one (1) year or both such fine and imprisonment. Upon receipt of notice of such conviction, the state supported educational institution in which such student was enrolled or faculty member was employed shall forthwith expel the student or terminate the services of the faculty member who shall not be entitled to any pay or allowances upon said termination."

Sec. 2. This act shall take effect upon its passage.

The Sports Forum

Present Position: Admission officer — Rhode Island College.

Education: Bachelor of Arts Degree from Rhode Island College. Majored in Elementary Education and Social Science. Master of Education Degree to be completed in fall of 1969, at Rhode Island College.

College Activities: Student Senate 1,2,3; Junior Class President; Student Counselor 2,3,4; Congressional Intern, Senator Pell Internship Program 5; Zeta Chi Fraternity 2,3,4; Varsity Soccer 3,4; Captain 4.

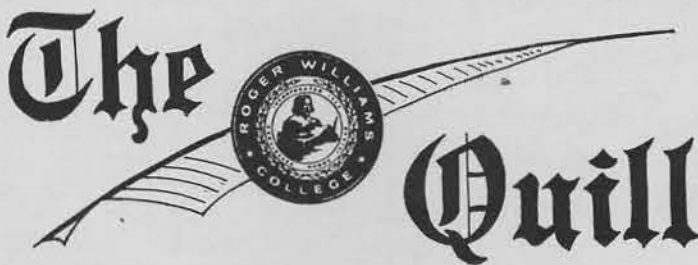
Awards and Honors: Heatherman Trophy Winner (outstanding athlete and scholar, man of the year). Who's Who Among American Universities and colleges. Dean's list 3,4.

Soccer Player and Coaching Experience: Rhode Island College 1964-1966, Captain 1966. Pawtucket Portuguese Social Sports of the Southern New England Soccer Association, Interstate League 1967-1969, Captain 1968, Player/Coach 1969.

The best of luck to John S. Foley, the new R.W.C. soccer coach.

Bristol
Campus
Found
Unfit
By Board
of Health

APRIL FOOL



The Quill Staff

Executive Editor Robert Neil Waldman
News Editors William Hoffman, Donald Desrosiers
Feature Editor Robert D'Uva
Sports Editor William Brady
Photographer Reinhart Labion
Business Manager Roger Lambert
Advisor Donald DeFano

Principle and Personality

by Donald de Fano

In my experience, the announcement of faculty contract renewals or non-renewals in the spring has always been a subject for disagreement between those who are authorized to offer the contracts and those who must decide to accept or reject them. Teaching is a very egocentric business, and I know of no faculty member who feels himself substantially lacking in his profession. On the other hand, those charged with making contract offers often have to make their decisions on the basis of oblique rather than direct information. I think it is safe to say that there is no satisfactory method of defining, let alone evaluating, what a good teacher is. Furthermore, institutional needs do not always correspond to individual desires. All hands agree that mistakes are made, and those authorized to make mistakes must bear responsibility for them.

The American Association of University Professors has recognized this problem for a long time, and precedents have been established. Simply stated, they provide that new teachers must undergo a probationary period which may not exceed seven years, and may be as short as the college determines for itself. At the moment,

Roger Williams has no published tenure policy, and the assumption is that any faculty member who is not now in his eighth year or beyond is a probationer. During the probationary period, a faculty member's term with his college is solely a matter of contract. A decision not to renew a contract, or to offer a terminal contract during the probationary period, is not generally challengeable, unless that decision is an obvious violation of an individual's academic freedom.

In sum, most of the faculty at Roger Williams College are not permanently appointed to their positions. As probationers, their claim to their positions is subject almost entirely to the terms of the contracts they held.

I think that within a year the college can, should, and will adopt a more contemporary tenure policy which will allow for a shorter probationary period. I think also that in the future the faculty must and will assume a more definitive voice in the making of basic decisions affecting the college community.

In the meanwhile, I would not put myself in the position of accepting an authority in principle while simultaneously criticizing the exercise of that authority.

Students are Niggers

Niggers are people whose sole purpose is to serve the needs of someone or something else . . . they have no other reason for being. They make no decisions concerning their own lives. Although the facade of discussion may take place, (talk-ins, involvement committees), their opinions are not fully valued.

Niggers are divided into two groups, "good niggers," and "bad niggers." Good niggers do as they're told; they do not openly question or make waves. They meekly pay all fees and charges for whatever purpose. They accept all decisions, whether or not these

decisions are in their best interest. Bad niggers go around asking questions, demanding answers, demanding their rights (forgetting, of course, that as niggers they have no rights).

Niggers can easily be placated or just ignored, especially since the good niggere outnumber the bad niggers. If they want to get ahead in this world, they know they've got to put in their time as niggers, and come out with a "good record."

Just think, some day they will be real people and someone else can be the nigger.

Trinity Square Hits Again With "Billy Budd"

by Liz Hallenbeck

On March 20, 1969 at 8:00 p.m. the curtain went up on Billy Budd at Trinity Square Repertory Company. Although many words have been used by journalists and critics to describe good theatrical drama, none of them will suffice in the case of Adrian Hall's Billy Budd. The biggest compliment to Mr. Hall is to say the play is real — and this play certainly is REAL.

The drama of Billy Budd takes place on an English naval ship. The stage is set using all available isles plus a ramp through the middle of the theater to realistic-

ally suggest a sailing vessel. Eugene Lee, as set designer has certainly succeeded here, as his set comes complete with masts and masts and gang planks.

Tim Tyler's performance as Billy Budd is superb. From the time he boards ship as an impressed sailor until he is hanged for mutiny, Mr. Tyler's performance is flawless. The rest of the cast is to numerous to mention every one, but Trinity's Musical Director in Residence, Richard Cumming, does a fine job in his stage debut as the ship's organist and Barbara Meek portrays Bristol Molly, a singer whose role is somewhat dubious, but her voice makes up for that when the entire cast joins her in a new sailing song entitled "Sailing."

Billy Budd is very entertaining and dramatic and surely worth the price of admission. By all means see it at the Rhode Island School of Design Theater. It is a performance you will never forget.

Did you know that the
YMCA
is breaking diplomatic relations
with
Roger Williams College
as of
JULY 16th, 1969!!!!

SOPHOMORES —
Remember,
You Must ALL
Apply for admission
to
ROGER WILLIAMS
COLLEGE
before you can be
classified a Junior
Apply - Dean of Students
Office

An Answer To The Editorial

(Continued from Page 1)

mately 1500 students. Our enrollment record is one of growth every year for the past six years. In other words, there is every indication that there is a need for the kinds of education which Roger Williams has been providing in the past. The basic question which faced us was whether we should simply close up the downtown campus and limit the number of students to 1500 or whether we should attempt to service the needs of additional students. The answer, of course, was to continue the downtown campus in order that we would not at this time be faced with the decision, of simply turning away from Roger Williams College, students who wished to choose professional studies.

It is quite correct that the lease with the YMCA expires in September and will not be renewed. We have a three-year lease for our present facilities on Pine Street and we cannot accommodate more than 800 students at these facilities. The three-year lease that we have on Pine Street is at the present time not renewable. We are searching for a site in the City of Providence upon which to build a permanent downtown campus housing the professional studies division.

The news media are filled today with the problems which are besetting our urban centers. It is my opinion that a campus of Roger Williams located in Providence could become a laboratory for additional professional studies including social service work, nursing, and the allied health professions. The college is also ideally suited as an institution to serve in helping people in the city come to grips with some of their problems.

Many of our cooperative work-study students in engineering are already working with a large number of businesses and industries in the greater metropolitan area. Our college has become a pioneer in the social services area through our satellite campus at Hartford Park. There are a great number of potentialities which we have under consideration at the present time, and to list all of these would be difficult because the many ideas are in various stages of development. It is possible that only one out of ten is really feasible and for us to send out a public relations release on every exciting idea which we have at Roger Williams College would invite ridicule. I prefer to study an idea very carefully, collect as much data as possible on it, look at the possible and probable consequences of any action stemming from the implementation of an idea, decide on the risk involved in terms of the consequences of the action, and then make an intelligent decision as to whether our college has the resources or can obtain the resources to undertake such a project.

In analyzing any project it must be determined whether it is socially useful and needed. A second major factor is to determine if the

need is being met immediately. If it is not, we study it further but we still, of course, have not reached the point in our deliberations where releasing the concept is even considered.

It is my opinion based upon empirical evidence that ideas are a dime a dozen. An example of one of the many ideas I have had under consideration during the past year is now apparently decided and there is no reason not to mention it as an example of a good idea which simply didn't work out. Last June I attended a meeting of the Trinity Square Repertory Theater and viewed with some interest the various sites they were considering for the relocation of the theater. I developed the thought that it might be a good idea for the new Trinity Square Theater to be built adjacent to the permanent downtown campus of Roger Williams College. This would make it possible for the college to perhaps devise a working relationship whereby Trinity Square could become the laboratory for our drama department. Many of the Trinity Square personnel could be appointed on the faculty of Roger Williams College and in working together we could well have developed one of the finest drama departments in the country. It would also have been good for the Theater to represent another cultural factor together with the College in the South Providence area, since part of the urban problems stem from the fact that the cultural centers tend to shy away from the arena of confrontation.

There would have been various other advantages to such a liaison with Trinity Square; however, since the directors of the Theater have announced they are more or less committed to a site outside of Providence, it is probably a dead issue. I would hope that we would continue to develop other good ideas and take chances on them here at Roger Williams College.

In effect, I am saying that it is my belief that the two-campus operation offers such opportunities for service to higher education, and not only to the students who will benefit from this education, but it offers magnificent opportunities for Roger Williams College to come to grips with some of the greatest social problems of our time. I must admit frankly that we do not have the answers to a number of the details which you raised in your editorial. We are growing and developing, not simply expanding, and concern and attention to such matters are given serious and thoughtful deliberations.

The administration of the College has decided upon the basic administrative structure which will operate at the Bristol campus. There are obvious areas where one position can serve two campuses thereby cutting down substantially on some of our expenses. There is no need, for example, for more than one office involved in public relations and development. A director of special projects can

serve two campuses as effectively as one. The individual who is in charge of our liaison with Washington and who works out the details of the federal financing again can serve only one. There are a number of administrators which are needed on any college campus, and in these particular cases, one could revise the old phrase of "two can live as cheaply as one" and recast it to say "one can do both jobs less expensively than two."

I shall attempt to give you an idea of some of our thinking about some of the matters you raise. I must stress, however, these are not decisions because in many cases decisions cannot be made until additional data becomes available and the additional data may not become available until we actually move onto the campus.

I have discussed the matter of the two-campus situation with the Ombudsman, Dr. J. Harold G. Way, and he has indicated that he feels he would probably spend half time on each campus until such time as it was made clear that two ombudsmen were needed or that one campus didn't need one.

The financial affairs division will obviously have to serve the needs and conveniences of students at both campuses. We hope that this can be done without duplicating personnel through efficient scheduling with some people spending time at both locations.

Using the same common sense that we tried to bring to many of the other questions you raise, it would seem possible at this time that we could have two different registration dates and the registrar could well be the one who travels from one campus to the other and not the students.

I have tried to answer every concern you have expressed with the exception of those areas dealing with the student body. As you know from previous conversations and discussions with me, I believe that students should have every opportunity to make decisions in areas which directly affect them. I would like to look for guidance to the Student Council as well as the newly created All College Council for suggestions concerning the questions you pose which are specifically directed in the area of student affairs.

If I would presume to make a decision that there would be two Student Councils or two college newspapers, I would consider this impertinent and presumptuous on my part. As I am requesting recommendations on these two particular items, I would also welcome ideas and suggestions concerning convocations and college assemblies, class officers and elections and other student concerns. These items are also under consideration by others in the college community responsible for various areas of development, and information will be forthcoming when decisions have been agreed upon.

I hope that this letter will help clarify my thinking as well as the thinking of other members of the administration on the concerns you raise, and I further hope that this answer will tend to promote some degree of understanding that complex issues and complex decisions are usually not decided by any one person, and the more complex the issue the more other people are needed to be consulted in the decision.

Sincerely,
Ralph E. Gauvey
President

Our Home Away From Home

On March 21, 1969 a committee of students was formed for the purpose of developing the Student Center on Pine St. so as to provide an "enjoyable and relaxing atmosphere for the students who avail themselves of this new service. This committee will pursue its

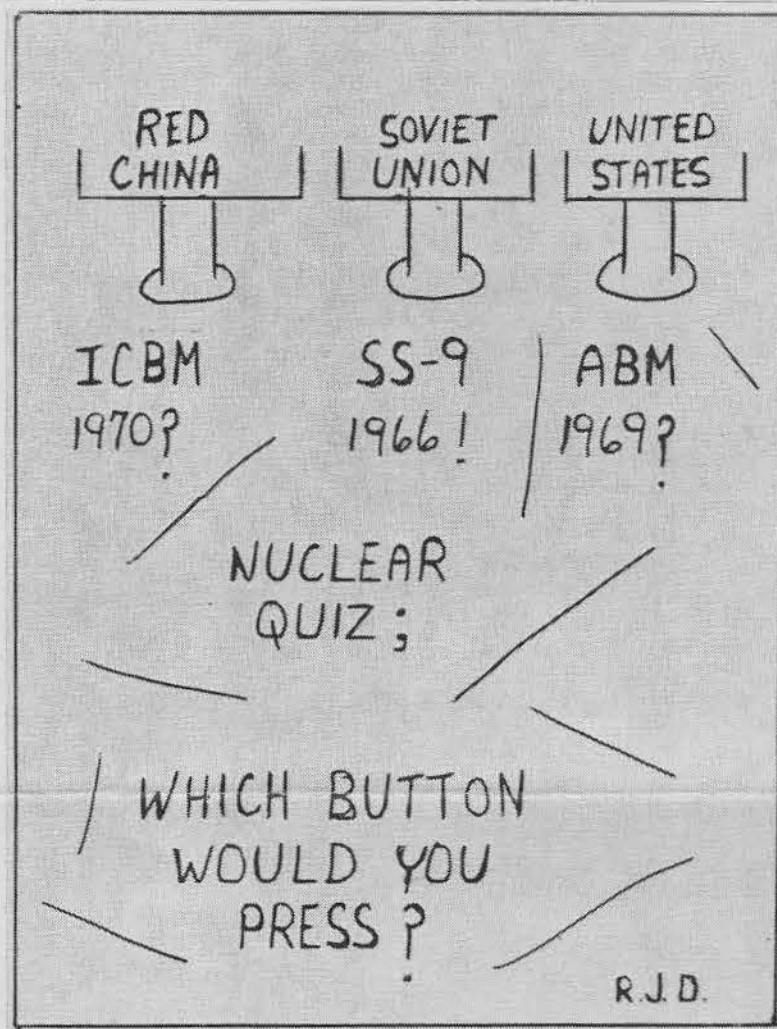
goal under the advisorship of Dean Zannini.

The following students were appointed to the committee: George Hemond, Matt Miller, Bob Leaver, Mark Bergman, Judy Edson, Mike Callahan and Bill Brady.

by George Hemond



General Samuel Griffith



Press Release

Job opportunities in Europe this summer . . . Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in Industries in France and Germany, in hotels in Switzerland.

Well there are these jobs available as well as jobs in Ireland, England, France, Italy and Holland are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For ten years students made their way across the Atlantic through A.E.S.-Service to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe.

Every year, the program has been expanded to include many more students and jobs. Already, many students have made application for next summer jobs. American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available),

construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and board, plus a wage. However, students should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministries of the countries involved.

In most cases, the employers have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They are all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe.

Please write for further information and application forms to: American-European Student Service, Box 34733, FL 9490 Vaduz, Liechtenstein (Europe).

"The United States and China: The Next Decade"

This interesting conference, which I had the opportunity of attending through the sponsorship of the International Relations Club, proved to be a valuable experience. The conference took place at the New York Hilton Hotel on March 20th and 21st. The conference was convened by Edwin O. Reischauer, conference chairman of the National Committee on United States-China Relations. The first conference session I had the pleasure of attending was entitled "China and World Security": Chairman; Professor Lincoln Bloomfield. Panelists: Chester Cooper, General James Gavin, General Samuel Griffith with whom I am shown shaking hands, Morton Halperin, and Dr. Franz Michael.

It was so encouraging to see such interest in a subject which is so vital to world security. The structure of each session was similar to that of "Talk Back" in relation to questions and answers directed from the audience.

The first speaker was General Samuel Griffith. He spoke of the P.L.A. (The Peoples Liberation Army) "These forces (P.L.A.) are loyal to the main stream faction of Chairman Mao. After Mao goes, the future of arms control talks looks arrangeable. Until this time, I see no arms control talks with Red China."

Allen Whiting, a professor of Political Science, spoke of the Chinese in groups. The first group is Mao. The second group is the

civilian component of the bureaucracy. The third group falls within the professional military leadership. He said the issue of force is not an issue in the "Peoples Liberation Army."

Chester Cooper spoke of areas of potential tension which could involve the United States. 1) Taiwan and the Off-Shore Islands 2) China-India border 3) The 34th Parallel in Korea 4) The Sino-Soviet Border. He stressed the point of the United States in regards to a policy of containment. Also, "that we must assist those nations which are subject to Chinese covert actions, but not militarily."

The question of the ABM (Anti-Ballistic Missile System) was raised from the gallery during a question and answer session. Here are the reactions of some of the panel on this vital question.

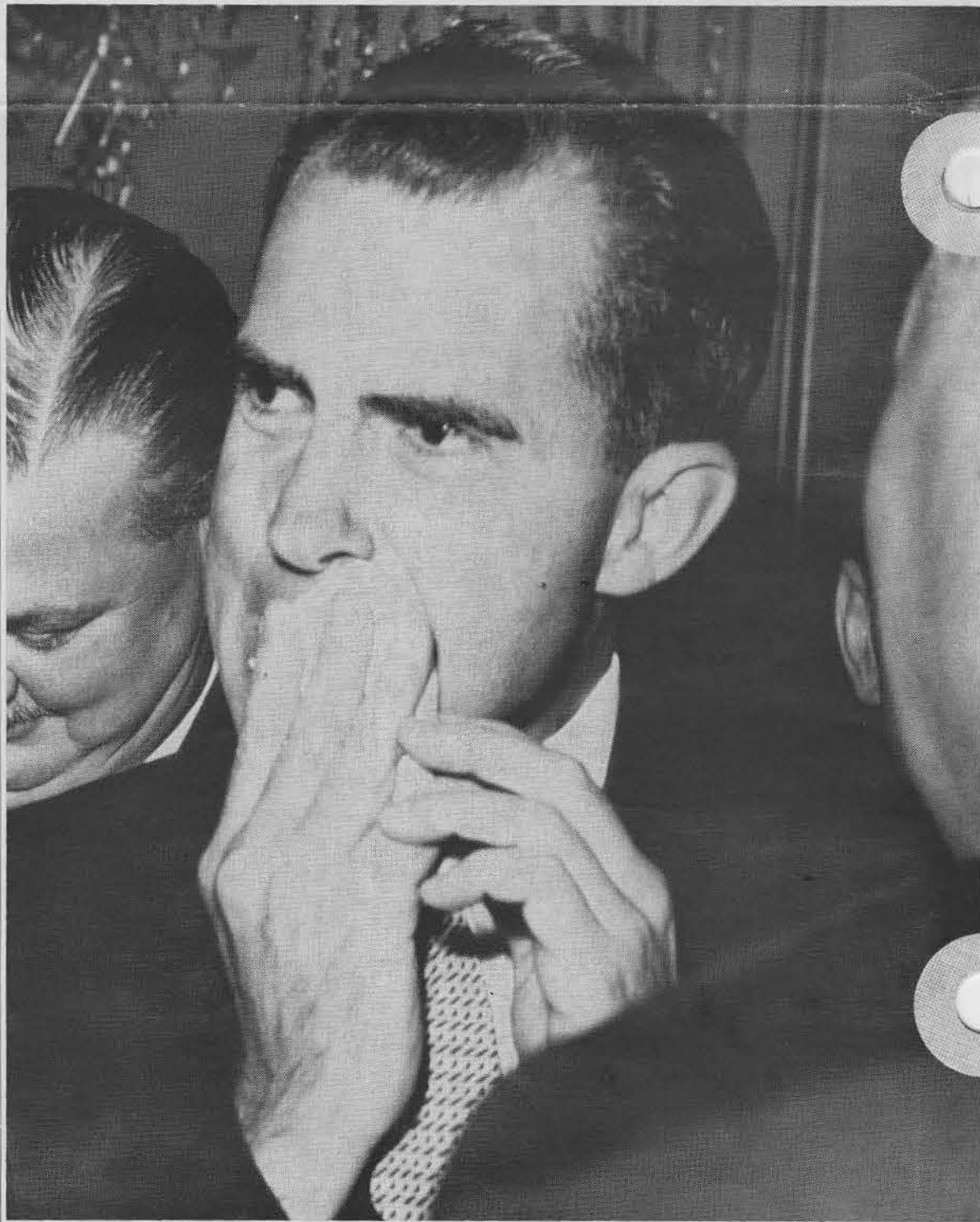
Allen Whiting; "Secretary Laird posed it as a threat, but since Nixon spoke of it, this threat concept has dwindled." Dr. Michael; "The development of this limited ABM system is an experimental technique. It may, in the long run, have an effective result." At this point Allen Whiting interjected in anger; "This decision was nothing more than nuclear blackmail. We ought to teach these other countries how to be as uptight as we are." Comment from General Griffith; "When the Chinese have a viable Nuclear system, they will then be interested in Nuclear Arms discussions." Bloomfield; "I

am struck at any back door policy with the Chinese. I think this is an issue which comes back to an American view." From this panel discussion I confess to limited text of content, but I shall soon publish a text covering all discussion.

On Friday, March 21, I attended a session concerning China's development, Trade, and the World Economy." The conclusions drawn from this panel discussion are as follows; We, the American people, stand politically to isolate China. This isolation gives the American people a feeling that Red China is being hurt economically (Politically speaking) China, at present, is a great military complex with a great emphasis on industrialization. This military posture seems to block relations regarding trade with the United States.

The final session took place between the hours of 2:30-4:30 p.m. It was entitled "The U. S. and China — Policy Alternatives for the Future." The Chairman of this panel was the honorable Arthur Goldberg. In this discussion there seemed to be two schools of thought. 1) One group in favor of a policy of accommodation based on the hope that Red China will "mellow." 2) A policy of "containment" based on the belief that it provides the heaviest internal pressures on this "dangerous regime." My choice would be to follow a course of "accommodation."

Robert D'Uva



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