

4-1969

The Quill -- April, 1969

Roger Williams University

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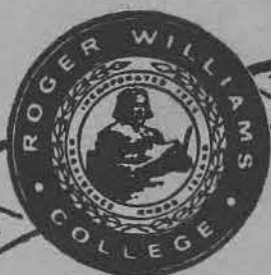
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The Quill

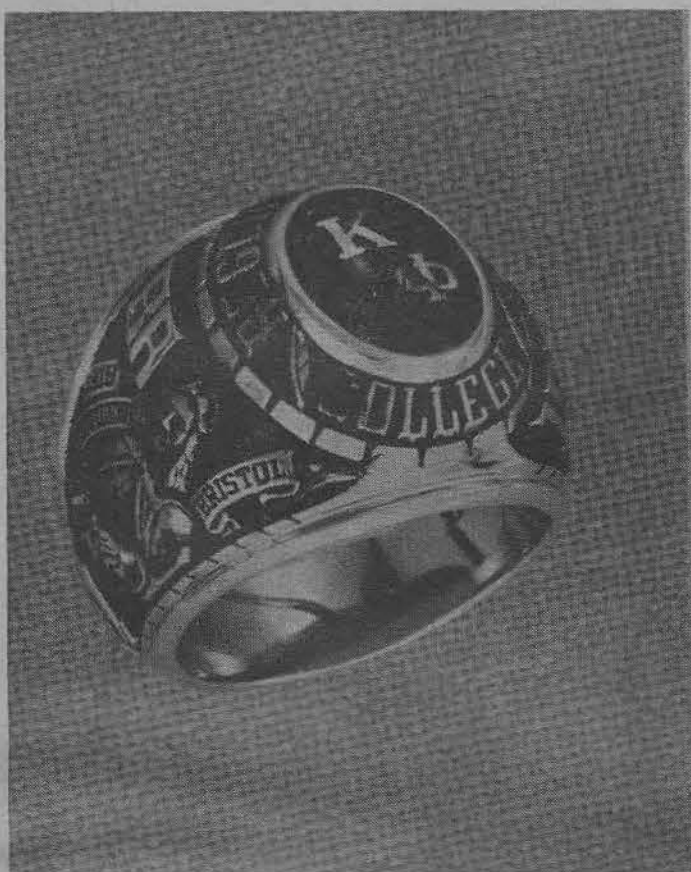


— Without the press . . . what is speech; without speech . . . what is freedom; without freedom . . . what is life?

VOL. VIII, No. 10

Roger Williams College

April, 1969



Providence-Bristol Class of '70



John Roberts, representative Bill Peters, with student Ron Martell

Student Government Presents JANIS IAN

Plans for the 1969 spring weekend are under way. There will be four days of activities on two alternate weekends, beginning on May 2. Friday night at Rocky Point Paladium a concert-mixer featuring Janis Ian (societys child), the Box-Tops, Neon Rainbow, Letter, and the Quill (not connected with this newspaper). Tickets for this happening will be 3.00 dollars a person or five dollars a couple. Saturday May 3 there will be a picnic, hayride and mixer from 12 noon to midnight (place not secured at this time) with food and drink included in the price of the ticket which is 2.00 dollars a person. Bring your bats, balls and gloves and even

soccer balls (note Jim Maguire). Thursday May 15 there will be an awards dinner at the Venus De Millo, Rt. 6 in Swansea. Admission 1.00 dollar per person open only to Roger Williams College students. On Friday May 16 the Junior class will hold its ring dance in conjunction with the Sophomore class prom at the Venus De Millo Rt. 6 Swansea. It will be formal (this will scare a few people but it will be like a R.I.S.D. formal, wear what you want type of formal as long as its neat). There will also be a buffet and music will be provided by a rock band as well as an orchestra. Tickets 5.00 dollars a couple.

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New Faculty Appointed

Biographical sketches of the faculty of the College of Liberal Arts and Sciences at the Bristol Campus are outlined below. The faculty is divided into three broad divisions: Humanities, Social Sciences, and the Natural Sciences.

Areas of study in the Humanities Division include: Art; English; Foreign Languages; Music; and Philosophy. At this time plans indicate that majors will be offered in Art, English, Philosophy, and French Literature.

Areas of study in the Social Sciences Division include: American Civilization; Anthropology; Economics; Elementary Education; History; Political Studies; Psychology; and Sociology. Majors will be offered in all of these areas except Anthropology and Economics; current plans call for a major in Elementary Education.

Areas of study in the Natural Sciences Division include Biology; Mathematics; and Physical Science. Majors will be offered in Biology and Mathematics.

Students may also opt for a division-wide major in the Social Sciences and Humanities.

The College is in the process of staffing the Sociology and Elementary Education areas.

Humanities Division

STANLEY J. GRASHOW

B.F.A., Fine Arts, Rhode Island School of Design; M.F.A., Fine Arts, University of Florida.

Mr. Grashow has been teaching art at Vernon Court Junior College for four years. During the latter part of this period, he was also engaged as an art therapist with the Middletown School System and Project Head Start as a member of a Special Services Unit on a pilot project. He joins our faculty in September.

He has had group exhibitions at Newport (1965); One Benefit Street Gallery — Providence (1966); Newport (1966); Rhode Island School of Design (1966); and Vernon Court Junior College (1967 and 1968).

CAROL J. HATHAWAY

B.A., English, University of Rhode Island; M.A., English, Brown University; B.F.A., Painting, Rhode Island School of Design.

Miss Hathaway has had paintings exhibited at the Wickford

Gallery, the Providence Art Club and at the East Greenwich Annual Show.

She taught English at the University of Bridgeport and art for the Cranston Adult Education and the Providence YMCA Adult Education Programs before joining the Roger Williams faculty two years ago.

MARY MENDELL

B.F.A., Art, Rhode Island School of Design; M.A.T. (expected June, 1969), Sculpture, Rhode Island School of Design.

Mrs. Mendell has taught art education at the secondary school level and part-time at Vernon Court Junior College.

Her work has been exhibited at Hingham, Massachusetts and the Karl Siembab Gallery in Boston. An exhibit at the Botolph Gallery in Boston has been proposed. She has studied independently in Italy.

Mrs. Mendell will be teaching part-time at the Bristol Campus.

CHARLOTTE N. SPENCER

B.A., Art, Smith College; M.A., Art, Smith College, Certificates from the Boston Museum School of Art and the Rhode Island School of Design.

Mrs. Spencer has had extensive experience in teaching the History of Art at various schools. She has also continued her studies in design and history of painting, receiving a certificate in Advanced Painting from the R.I.S.D. Evening School; has taught junior curators at the R.I.S.D. Museum; and is a trustee of the Art Museum at Portland, Maine.

Mrs. Spencer has been a part time instructor at Roger Williams for two and a half years and will begin teaching on a full time basis in September.

English

DONALD H. DeFANO

B.A., English, State University of New York at Albany; M.A., English, Ohio State University.

Mr. DeFano taught at the University of Hawaii prior to his appointment to the faculty of Roger Williams College. He was also a Teaching Assistant at Ohio State University.

At present Mr. DeFano is developing a programmed instruction approach to freshman composition (a description of this program is contained elsewhere in this issue). He is the author of "Tape-Recorded Commentary: Correction of Student Themes" (Pacific Speech).

MARY E. FINGER

B.A., English, Radcliff College; M.A.T., English, Brown University.

Mrs. Finger has taught at Roger Williams College for the past five years. She will be Coordinator of the Humanities Division at the Bristol Campus.

WILLIAM N. GRANDGEORGE

B.A., English, Knox College; M.A., Theater, University of Illinois, Ph.D. (in progress), Theater, Indiana University.

Mr. Grandgeorge owns a professional summer theater and serves as producer/director of the company. His theater experience includes a professional acting career as a child; director of secondary school production in Illinois and Michigan; director at Western Illinois University; theater-designer at Tufts University; and director of religious drama at Madison Avenue Church (New York City). In addition he is researching a history of the Providence, Rhode Island stage and is preparing a series of articles for "The Rhode Islander" of the Providence Sunday Journal.

He has published various short stories, essays, poems, and book reviews in addition to *The Vision* (a play) for Harper and Row.

Mr. Grandgeorge is advisor and director of the Roger Williams College Drama Program.

ALEXANDER W. KUO

B.A., English, Knox College; M.F.A., Creative Writing, University of Iowa. Also further study at London University.

Mr. Kuo has taught at South Dakota State University and Wisconsin State University at Oshkosh. He has been advisor, Black Student Union; member, Advisory Committee on the Culturally Distinct; member, Faculty Senate Publications Committee; member, Advisory Committee on the Culturally Distinct; member, Faculty Senate Publications Committee; member, Faculty Senate Committee on Student Rights and Freedoms; and member, University Fine Arts Festival Committee.

In addition, he has been consultant editor to *Wisconsin Review* and the *Blade*. Since 1963 Mr. Kuo has delivered numerous papers on modern poetry; has given poetry reading at the University of South Dakota, University of Iowa, University of Chicago and Lawrence University; and published poems and criticisms in a variety of journals.

(Continued on Page 3)

THE CONSTITUTION

THE CONSTITUTION OF ROGER WILLIAMS COLLEGE

Article I — Preamble:

We the students of Roger Williams College in order to promote greater understanding between the faculty and students; to strengthen student participation in making school policy, and to carry out such duties as may come under the jurisdiction of the student government do hereby establish this constitution for Roger Williams College student government.

Section 1 — Structure:

Roger Williams College student government shall consist of two branches: the Roger Williams College Liberal Arts Student Senate and Roger Williams College Business and Professional Studies Senate. In addition there shall be an all-college student advisory council which will be known as the Roger Williams Student Advisory Council.

(a) Each Senate shall serve to promote the welfare, to represent, and to legislate in behalf of each campus student body.

(b) The Student Advisory Council (SAC) shall serve as the executive body of the All-College Student Government.

Article II — Executive Body of All-College Student Government—Student Advisory Council:

Section 1 — Powers of SAC:

The SAC shall coordinate and oversee student government and affairs for the overall college. It shall allocate student funds to the respective Senates. SAC shall be on appeals board for student conduct and disciplinary matters. The SAC is the general policy making and administrative body of student government and as such is directly responsible to each student Senate.

SAC meetings shall be held at least once a month.

Section 2 — Representation and Elections:

Representation to the SAC shall consist of eight (8) members, 4 from each Student Senate. Three members shall be elected from each Senate. The President of each student Senate will automatically become a member of SAC. (Each member to SAC should represent each class in the college).

Section 3 — Terms of Office:

Members of the SAC shall serve for one year terms. Officers shall be elected by members of the SAC to serve for one semester and cannot immediately succeed themselves. They shall be elected at the first meeting of each student Senate. Vacancies in SAC will be filled by election from that Senate from which vacancy occurs.

Section 4 — Eligibility:

Members of the SAC must comply with the eligibility require-

ments of the respective Senates. Section 5 — Election and Duties of Officers:

(a) Chairman — Chief executive officer of the SAC shall be responsible for overall operation of student government. He shall preside over SAC meetings; serve as ex-officio chairman of all standing committees of SAC; represent council and all-college student body at all functions.

(b) Secretary — This office shall serve as both recording and corresponding secretary of Council; keep minutes; be in charge of Council records; send notices of meetings; and be responsible for all official correspondence.

(c) Treasurer — Chief financial officer of council. This office shall be the Council representative to the college office of financial affairs. He shall serve as chairman of the finance committee; keep records of and compile council accounts. He shall be the dispensing agent for all student monies as recommended by SAC. He shall budget requests through Senates of student organizations, prepare council budget and present Council financial reports.

Section 6 — Faculty Advisor:

The faculty advisor shall be a full-time member of the college faculty. He shall be chosen by the SAC.

Section 7 — Disciplinary Appeals Board:

The SAC shall serve as an appeals board for college disciplinary cases. However, cases must first be referred by the respective disciplinary committees of each college Senate.

Article III — Legislative Bodies The Senate:

Section 1 — Powers:

Each student Senate shall be the legislative representative body of the respective college campuses and shall be responsible for coordinating and overseeing student government and affairs for each campus. Each Senate shall allocate student funds for student organizations and activities on each campus after making requisitions to the SAC for each college student budget. Meetings shall be held at least twice a month.

Section 2 — Representation and Elections:

Each senate shall consist of 12 senators — 3 senators from each class. Elections shall be held by the first Tuesday in October of each academic year.

Section 3 — Terms of Senate offices:

Each senator shall serve for a 1 year term (from the time of

election to the end of the academic year).

Section 4 — Eligibility:

Eligibility shall be set forth by the Student Manual (2.00)

Section 5 — Officers:

All officers of each Senate shall be elected at the first regular scheduled meeting which shall be held one week after student Senate elections. Election of officers shall be by a simple majority.

(a) President — shall be chief executive officer of each Senate. He shall preside over all senate meetings. He shall serve as ex-fisco chairman of all Senate committees. He shall appoint all committee chairmans. He shall represent his student Senate on the SAC. President shall serve for 1 academic year.

(b) Vice President — shall assist president and assume duties of President in his absence.

(c) Secretary — shall serve as both recording and corresponding secretary, and be in charge of Senate records.

(d) Treasurer — shall be the chief financial officer of each Senate; shall be the Senate representative to college office of financial affairs; keeps records and accounts of each Senate; disperse all monies to student activities and organizations — with the approval of each Senate and shall prepare the Senate budget for recommendation to the SAC.

Section 6 — Faculty Advisor:

Faculty advisor shall be a full-time member of the college faculty and shall be chosen by each Senate.

Section 7 — Committees:

There shall be the following standing committees:

1. Athletics Committee
2. Student Disciplinary Committee
3. Faculty-Student Relations Committee
4. Rules Committee

Section 8 — Ad Hoc Committees:

These committees shall be formed to perform specific functions as needed and be resolved when tasks are finished. The President shall appoint the life of each committee.

Section 9 — Judiciary:

Each student Senate shall serve in a judicial capacity for matters of student discipline and conduct for each campus. The SAC shall serve as an appeals board for such matters.

Article V — By-Laws of SAC and Senates:

Section 1 — Amendments:

Amendments to Roger Williams College constitution may be made by 2/3 vote of each Senate and majority vote of SAC and a 2/3 vote of the entire voting student body. Senates must give two weeks prior notice for amendments and they shall be posted by the SAC two (2) weeks prior to meeting for constitutional amending.

Section 2 — Meetings:

All regularly scheduled meetings of SAC and Senates shall be open to all students.

Section 3 — Parliamentary Authority:

Robert's Rules of Order shall be the parliamentary authority for all matters of procedures not covered by this constitution.



New Secretarial Program . . . fall semester.

Red White & Blue

April 11, 1969

Mr. Herbert DeSimone
250 Benefit Street
Providence, Rhode Island
Dear Mr. DeSimone:

In the recent past the flag of the United States of America has been desecrated by college students and campus radicals. We, the students of Roger Williams College, would like to extend our apologies and make it know that as college students we feel ashamed to be identified with this radical minority.

In light of this we plan to display both The Flag of the United

States of America and the Flag of the State of Rhode Island and Providence Plantations on our campus to express our pride in our country and state. The student body of Roger Williams College would consider it a great honor to acquire these flags through the office of the Attorney General of the State of Rhode Island. We, therefore, request that you acquire for us a flag of the United States of America and a flag of the State of Rhode Island.

Respectfully yours,
200 students and R.W.C.
Student Senate
Roger Williams College

SUMMER 1969

Registration begins April 21 at 266 Pine Street in the Professional Studies Building. Registration may be completed between 9 a.m. and 2 p.m. Registration hours will also be available evenings beginning May 13 and continue every Tuesday and Thursday evening from 6:30 p.m. to 7:30 p.m. until classes start.

This summer approximately forty courses will be offered each semester. Many of these courses are being added as part of the new majors beginning in the fall or as part of the revised curriculum in present programs. Another new feature this year is the addition of a third period from noon to 2 p.m.

Classes for the first semester of the Summer will begin June 16 and for the second semester July 21.

The summer brochure should be available shortly after registration begins. When available, students may acquire a copy at the registrar's office on Broad Street and the receptionist desk on Pine Street. Until the complete brochure is ready, course offerings have been posted at the YMCA and all three buildings on Pine Street.

Classes will be staffed this summer by the regular faculty and possibly several new faculty who will be joining the college community in the fall.



NEXT WEEK WEGOTTA GET ORGANIZED!

The Quill

The Quill Staff

Executive Editor	Robert Neil Waldman
Managing Layout & Sports Editor	William Brady
News Editor	William Hoffman
Feature Editor	Robert D'Uva
Supplement Editor	Leonard Berk
Photographer	Reinhart Labion
Advisor	Donald DeFano
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Faculty

(Continued from Page 1)

PETER A. PORTER

B.A., English, State University of New York at Buffalo; M.A., English, Ohio University.

Mr. Porter has taught at Roger Williams College for the past three years. Prior to his coming to the college he taught at the State University of New York at Buffalo (Teaching Fellow). Erie County Technical Institute; Ohio University (Teaching Fellow); and Frostburg State College.

He has attended an International Conference on Communications held at New York University and a conference on resource materials for teaching approaches to Negro Literature.

Mr. Porter is faculty advisor to the student literary publication, *Aengus*.

LINDA G. SLOTNICK

B.A., English, Stanford University; M.A., English, Stanford University; Ph.D. (expected Summer, 1969), English, Stanford University. Also further study at Hebrew University, Jerusalem.

Miss Slotnick is completing her doctoral dissertation at Stanford, and her graduate study has been aided by a Woodrow Wilson Dissertation Fellowship. Her dissertation is entitled "Ethics and Religion in Samuel Johnson's *The Vanity of Human Wishes*."

PHILIP J. SZENHER

B.A., English, Clark University; M.A., English, University of Connecticut; Ph.D. (expected Summer, 1969), English, University of Connecticut.

Mr. Szenher is currently completing his doctoral study under a fellowship from the National Defense Education Act.

His publication includes "The Ideal and the Real Critic," *Helicon* (Clark University Art Literature Annual, 1967) and an introduction to a Crashaw Casebook (in preparation).

MELVYN A. TOPF

B.A., English, Long Island University; M.A., English, New York University; Ph.D., English, Pennsylvania State University.

Mr. Topf is currently Instructor of English at Pennsylvania State University and was a Graduate Assistant at the University before his appointment to the Faculty. His areas of interest are the eighteenth century novel and the British novel, and he recently completed a doctoral dissertation developing a theory of the origins of the British novel, with particular emphasis on the works of Daniel Defoe.

HAROLD G. WAY

B.A., English, McGill University; M.A., English, McGill University; LL.B., McGill University; Ph.D., English, University of North Carolina.

Dr. Way has taught at Roger Williams College for more than twenty years. He was Dean of the College of Liberal Arts and Sciences, 1967-68 and is currently Dean Emeritus of the College.

He will be teaching English on a part-time basis on the Bristol campus.

Foreign Languages

EDWARD J. GALLAGHER, JR.

B.A., French Literature, LaSalle College; M.A., French Literature; Ph.D. (expected June, 1970), French Literature, Brown University.

Mr. Gallagher spent the summer of his junior year at the University of Fribourg, in Switzerland.

He was the recipient of a National Defense Education Act fellowship for 3 years while at Brown. He was a teaching assistant there during the academic year 1967-68.

SUE W. RAMES

B.A., French Literature, Pembroke College; M.A., French Literature, Brown University.

Mrs. Rames has been teaching at Roger Williams for two years. During this time, she has continued her work on Proust and is beginning an examination of French-Canadian literature.

Music

AVRON R. COLEMAN

Scholarship student, Juilliard School of Music (New York City); Private student of Leonard Rose; Studied Harmony and Theory under Max Persin (pupil of Rimsky-Korsakoff); and studied Chamber Music with Emil Hauser (founder of the Budapest String Quartet) at Bard College.

Mr. Coleman was First Cellist with the Robert Shaw Chorale (1950); Member, Minnesota Symphony Orchestra (1951-53); Member, Radio City Music Hall Orchestra (New York City); Scholarship student of Bernard Greenhouse at the Manhattan School of Music; First Cellist, Robert Shaw Chorale tour of Russia, Europe and the Near East (1956); Member, New York Philharmonic under Leonard Bernstein (1958-66); Member, Thomas Scherman Little Orchestra Society (New York City); Associate Principal Cellist, Princeton Chamber Orchestra (1967-68); and Member, Princeton String Quartet (1968-69). He has also given various solo performances in the New York area, including a recital at Town Hall.

Mr. Coleman has taught at the Lexington Avenue YWCA School of Music; the Furman School of Music (Roslyn, New York); the New York College of Music (New York City); and Lakehead University in Port Arthur, Ontario, Canada. He is currently residence artist at Lakehead University.

ANTHONY T. MELE

B.A., Music, Ithaca College; M.A., Music, Boston University.

Mr. Mele's professional musical experience includes: Assistant Conductor, "Bye Bye Birdie"; Musical Director-Conductor, American Choreographies Workshop; Musical Director-Conductor, Ximenez-Vargas Ballet Espanol; Pianist, "Hello Dolly" St. James Theater, New York City.

He has given concerts at Carnegie Recital Hall; Bennington College; Brooklyn Museum; Station WNYC (New York); and Station WBUR (Boston).

Mr. Mele has taught at Cury College, Furman School of Music, Cirillo School of Music and the Great Neck School of Music.

He will be Coordinator of Music and Coordinator of the Cultural Events Program.

Philosophy

ROBERT J. BLACKBURN

B.A., Philosophy, Brown University; M.A. Philosophy, Brown University.

Mr. Blackburn joined the Roger Williams faculty last September.

RUDOLPH-LOUIS HEBERT

B.A., Philosophy-Classics, Assumption College; B.Ed., Education, Rhode Island College; M.A., Romance Languages, Brown University; M.A., English, University of Rhode Island; Ph.D., Romance Languages, Brown University.

Dr. Hebert began his career as a high school teacher and pursued it as a faculty member at Brown, Colorado and Arizona Universities, before coming to Roger Williams three years ago.

His publications have included philosophical and literary articles for *Modern Language Notes*, *The Prairie Schooner* and *The French Review*, and poems for *Le Bayou* and *Le Canado-Americain*. He is currently engaged in preparing an article on Huxley for *The Explicator* and in writing a book on Wallace Stevens.

Social Sciences Division

American Civilization

RONALD J. CARIDI

B.A., English, Long Island University; M.A., American Civilization, New York University; Ph.D., American Civilization, New York University.

Mr. Caridi has taught at Curry College, Milton, Massachusetts, (1966-68) and New York University (Summer, 1968) before joining Roger Williams College in September of 1968. At the College Mr. Caridi has been coordinator

of the American Civilization Program and Coordinator of Accreditation.

"The Republican Party and the Korean War" was the title of his dissertation; the study has been published by the University of Pennsylvania Press at the *The Korean War and American Politics*. Mr. Caridi has also contributed to *American Quarterly* and *Pacific Historical Review*. He has been awarded New York State Regents Fellowships for Beginning and Advanced Graduate Study as well as Graduate and Faculty Fellowships from New York University.

At the Bristol Campus, Mr. Caridi will teach the Senior Seminar in American Civilization.

CHARLES C. COST

B.A., American Civilization, Rutgers University; M.A., American Civilization, New York University; Ph.D. (expected June, 1970), American Civilization, Brown University.

Mr. Cost's areas of specialization are social and intellectual history and religious history. His doctoral research deals with the Social Gospel and political reform. He has taught for three years at New England College in Henniker, New Hampshire and is presently teaching part time at the Urban Education Center in Providence while writing his dissertation. In the past was a Delegate to the New Hampshire State Democratic Convention.

A member of the American Civilization staff, Mr. Cost will teach American History in the Junior Division and United States Social and Intellectual History in the Senior Division.

BARTHOLOMEW P. SCHIAVO

B.A., History, Hunter College of the City University of New York; M.A., English History, Harvard University; Ph.D. (expected June, 1970), American Civilization, Brandeis University.

Mr. Schiavo was awarded a Woodrow Wilson Fellowship, 1964; a Brandeis Fellowship, 1966 and 1967; a N.D.E.A. Fellowship, 1968; and a Scholarship from the Board of Regents of the State of New York.

The consequences for Massachusetts political culture of the connection between the Massachusetts clergy and English Dissenters in the pre-Revolutionary era is the subject of Mr. Schiavo's doctoral research at Brandeis.

Mr. Schiavo has been a teaching assistant at Brandeis University and was a editor of secondary school texts for Ginn and Company. A member of the American Civilization staff, he will teach American History in the Junior Division and Colonial America and Recent America in the Senior Division.

Anthropology

PAUL A. ERICKSON

B.A., Anthropology, University of Michigan; M.A., History, Wayne State University; M.A. (expected June, 1969), History and Philosophy of Science, Indiana University.

Mr. Erickson is currently completing his second Master's Degree at Indiana University. He has taught in secondary schools in Michigan and Indiana, and in the summer of 1967 was Editor in Paleanthropology for *Encyclopedia Britannica*.

He has published "Friedrich Nietzsche: The Poet as Historian. An Interpretation of 'Thoughts

Out of Season,' " in *Abyss* (Spring, 1969).

Economics

RUSSELL C. CHERRY

B.S., Economics, Cornell University; M.S., Economics, Texas A & M University; Ph.D. (expected January, 1970), Economics, Brown University.

Mr. Cherry is currently a Teaching Associate at Brown University and has been a Research Associate at Texas A & M University.

During the 1965-66 academic year Mr. Cherry served as a Training Associate with the Ford Foundation Office for Mexico, Central America and Venezuela in Mexico City.

He has published in the *Journal of the American Society of Farm Managers and Rural Appraisers* and in the *Texas Agricultural Experiment Station Bulletin*. The subject of his doctoral research is "Optimal Investment in Research and Development."

History

RONALD J. DAVIS

B.A., Philosophy-History-Classics, Duquesne University; M.A., History, Duquesne University.

Mr. Davis has taught at Roger Williams College for the past three years; prior experience included three years teaching at St. Anselm High School (Pittsburg) and a graduate assistantship at Duquesne University. While at Duquesne he did a study of the Goliard Poets, with particular reference to their satiric attitude toward the Church.

RICHARD W. FOX

B.A., Economics, Yale University; M.A., History, Yale University; Ph.D. (expected June, 1970), History, Yale University. Also attended London School of Economics (1962-63); Goethe Institute, Berlin (Summer, 1964); and Yale Summer Language Institute (Summer, 1965).

Mr. Fox was elected to Phi Beta Kappa at Yale, received prizes in Classics and Asian Studies, and was awarded a Yale Fellowship for Graduate Study. At the present time he is researching his doctoral dissertation, which is entitled "Friedrich von der Decken's Plans for Military Reform: the Problem of the Military and the Ordering of Society in Hanover, 1790-1820."

In addition to his studies in Germany, Mr. Fox has traveled to Mexico, Russia, Eastern Europe, Greece, Turkey, Scandinavia, Egypt, Jordan, Syria and Lebanon.

At the Bristol Campus he will teach Western Civilization and European History.

OREN JARINKES

B.A., Liberal Arts, University of Chicago; M.A., History University of Chicago; Ph.D. (Expected June, 1970), History, Columbia University. Also, Summer Session of Russian Language School, Middlebury College; Institut fur Osteuropaische Geschichte, University of Vienna; and French language and literature, Sorbonne, Paris.

Mr. Jarinkes is currently researching his doctoral dissertation entitled "The Image of Robespierre in Soviet Historiography." He has translated for *Current Digest of the Soviet Press*, and two of his articles will be published.

(Continued on Page 5)





Muskie at Meehan

Muskie: "Charismatic Criticism or Captious Sounds of Candidacy?"

Senator Edmund S. Muskie (D-Maine) spoke before an audience of over 1,000 people at Meahan Auditorium on the Brown campus. The Democratic candidate for Vice President last year, presented a performance that this reporter concludes was intended to project the "careful criticism of candidacy."

His comments encouraged American college students to continue to be committed to "... peace for ourselves and the rest of the world." He said that students are presently strongly involved in action against the war. But we must continue this commitment in peace as well as war.

He criticized the Safeguard ABM system backed by President Nixon as "... an immediate commitment to apocalyptic diplomacy-bargaining that raises the ante without calling the bet." He continued, "The Administration's ABM proposal represents a major commitment of resources, away from other, vitally important national objectives—with a price tag made suspect by all our experience in weapons-building and by the system's own built-in momentum toward a new arms and cost spiral. His balanced attack criticized the effectiveness of the ABM along with its prudence. "Finally, the deterrent capacity of the ABM is so questionable and so slim, that we must wonder whether our view of national security has become so distorted that it is limited to weapons systems and overkill. The illusion of national security offered by the ABM offers no sanctuary against hunger, poverty, and ignorance." He concluded that Teddy Roosevelt's "Big Stick" is not applicable to the politics of the 70's when he stated, "Effective diplomacy is a more constructive force than sophisticated weapons systems."

Muskie compared Safeguard to the Frances Margenot line of the 30's (1) It provides no guarantee for security. (2) It resulted in the neglect of other aspects of military security. (3) It was only a limited barrier of defense.

He launched into a moderate criticism of Senator Kennedy's proposed "Volunteer Professional Army." He said he favored a lottery system involving only nineteen-year-olds and permitting educational exemptions. The Maine Senator offered the warning that a volunteer army would place the emphasis on the military. He emphasized the importance of the original intention of civilian control over the military. This means more than the Secretary of Defense. A professional army composed of mercenary volunteer soldiers might be used more often to solve diplomatic problems. There could be less caution applied to further Asian involvements. People would have the attitude that, "These are not drafted soldiers wanting only to get back home. These are professional soldiers. Send them to war, that's what they're paid for."

He concluded the question and answer period with the topic of the "Siege of Chicago." He saw the only solution to this problem as the elimination of conventions in favor of primaries. However, he also presented the disadvantages of National Primaries: (1) cost, (2) disruption of national political parties. He maintained an ambiguous position on this issue by criticizing the problem and the solution.

This seemed to be the Senator's major shortcoming. His only clear stand was against the volunteer army system. On all other issues he examined the disadvantages of all conditions without announcing his own definite support for either position. He offered, at best, the worst form of criticism, "the cautious sounds of candidacy." Criticizing the status quo for almost everything without offering one's own opinions for solutions.

One can't help but think this might be his method for elective success. Maybe, in Muskie's case, the critic hopes to pattern a strategy similar to his subject of criticism. After all, all the world loves a loser.

W. J. Hoffman

To Students

We are writing to inform you of the schedule of fees for the academic year 1969-70.

As you will note from the attached sheet, an increase in tuition has been determined to be necessary for students at the Bristol campus.

The tuition figure for both the Bristol and Providence campuses includes all academic fees with the exception of the student activity fee which is assessed by the students and expended for student activities under the jurisdiction of the Student Senate and the Dean of Students.

We wish to assure you of our concern with providing financial assistance to students who may require it. The College's Office of Financial Aid will next year administer approximately \$300,000.00 in scholarships, grants, loans and work opportunities.

We hope that all students who believe they will require financial assistance will contact Mr. Thomas M. Jones, the Director of Financial Aid. Mr. Jones will be glad to answer parents' as well as students' questions, and will give personal attention to all requests for financial assistance.

Very truly yours,
ROGER WILLIAMS
COLLEGE
Ralph E. Gauvey, President

Announcement of Fees

The Board of Trustees of Roger Williams College, meeting in December 1968, approved the following schedule of annual fees to be effective for the academic year beginning in September 1969.

	Bristol Campus	Providence Campus
Tuition	\$1380	\$1100
Student Activity Fee	30	25
Room	510*	*
Board	500*	*

(16 meals per week)

Room and board rates for the Bristol campus are tentative; those for the Providence campus are being determined. Final rates will be announced on or about March 1, 1969.

The above figures for the Providence campus represent no change for the 1969-70 academic year. The increased tuition for the Bristol campus was deemed necessary to cover operating costs at the new location. The Hartford Park Campus in Providence will have a fee structure similar to that for the Bristol campus.

* For information regarding these rates—

Contact: Mr. Arthur Harris
Assistant Dean of Students
Tel.: 274-2200 (Area Code 401)

Introductory Courses Revamped For Bristol Campus

Plans are now being finalized for the offering of three introductory courses at the Bristol Campus: *Freshman Composition, Psychology, and Biology.*

* * *

FRESHMAN COMPOSITION

At Bristol in the fall, Roger Williams College will initiate a distinctive course in freshman composition. The most important innovation of the new course is that it will be taken on an auto-tutorial basis. Each student will study predetermined learning materials for the course on his own, will proceed at his own pace, and will demonstrate his mastery of the material at regular intervals by passing short objective examinations. A record will be kept of his progress, and when he has passed the course examinations, he will have passed the course and met his freshman composition requirement. Students who are well prepared in writing when they come to the college will require only a quick review and will therefore be able to fulfill their college requirement in composition quickly, perhaps in as little as eight weeks or so. Those who require more extensive review and preparation will have the time they need, perhaps in a few cases as long as the full freshman year.

Freshmen will take the course as an adjunct, that is in addition, to their regular selection of courses and laboratories. They will be scheduled into an hour a week at the testing center to insure that there is a time slot available to them for testing purposes. In practice, as the year goes on, the testing center will be increasingly

available to individual students at any time during the normal school day, so that they can progress as quickly as they are able. The college will require, however, that the students make regular application of themselves to the course by requiring that the students attempt to pass course examinations not less frequently than once every two weeks.

Students will not write themes in the course, but they will be required to demonstrate an ability to employ the basic conventions of writing (spelling, punctuation, grammar, etc.) and additionally to discriminate some of the more

(Continued on Page 6 col. 1)

Janis Ian

(Continued from Page 1)

The entire administration and faculty will be invited. Prices have been set so as to break even but in order to do this good attendance is needed. There will be a special package price for all four events of 12.00 dollars a couple which will include the awards dinner for a Roger Williams student.

Tickets will be available shortly in the Student Center at 264 Pine Street or from any student council member. We hope that each class will hold a meeting so that we may obtain an approximate number of people attending to plan accordingly.

Student Exhibits

Roger Williams College had a booth at the R.I. Ceramic Show March 28th, 29th, and 30th. Students placed demonstrations in ceramic sculpture and wheel throwing.

Also, Roger Williams students exhibited their work in the competitive exhibits and the following students received awards.

SCULPTURE

Student	Award
Gilbert Fontes	1st
Rober Lambert	2nd
Diana Randall	2nd
Gilbert Fontes	2nd
Brian Hickey	3rd
Diann Randall	3rd
Diann Randall	3rd
Roger Lambert	3rd

WHEEL THROWING

Jack Vartanian	3rd
Gilbert Fontes	3rd

GLAZES

Jack Vartanian	3rd
Mario Buccaci	3rd

DIPPING

Ronald Pezzullo	3rd
-----------------	-----

CARVING

Jack Vartanian	3rd
----------------	-----

PRESSING

Roger Lambert	3rd
---------------	-----

Special recognition was earned by Gilbert Fontes who received a scholarship award for his ceramic sculpture.

Roger Williams College was awarded a trophy for its overall excellence in contribution to the show.

In the professional division, Carol J. Hathaway of the R.W.C. Art Dept. received a 1st, 2nd, and two 3rds for wheel thrown pottery.

Carol Hathaway
Faculty Advisor
R.W.C. Art Club



5...4...3...2...1...Bristol

History

(Continued from Page 3)

ed in **Problems in Russian History** (Pitman Publishers).

His experience includes: Editor-translator-revisor for UNESCO in Paris, UN in Geneva, FAO in Rome, Economic Commission for Africa in Addis Ababa, Organization of Africa Unity, Dar-es-Salaam; Instructor of History, Yeshiva University (New York City); Lecturer in History, Sarah Lawrence College (Bronxville, New York); guest lecturer, Columbia University; and Instructor of History, Queensborough Community College (Bayside, New York).

JOSHUA B. STEIN

B.A., History, State University of New York at Buffalo; M.A., History, St. Louis University; Ph.D. (expected June, 1970), History, St. Louis University.

At present, Mr. Stein is a Graduate Lecturer in European History at St. Louis University. His M.A. thesis was entitled "The Passing of Patriotism: The Disillusionment of the Intellectual during the first World War," and his doctoral dissertation (in preparation) concerns the Spanish Anarchists and the Soviet Union, 1922-1929.

Mr. Stein was awarded a New York State Regents Scholarship and was appointed History Department Fellow at St. Louis University for 1967-69. At Roger Williams College he will teach both Western Civilization and an advanced course in Modern European History.

CHARLES A. WATSON

B.A., Chemistry, Oberlin College; M.A., History, University of Pittsburgh; Ph.D. (expected May, 1969), History, Boston University.

Mr. Watson has taught at Boston University (1966-1969) and at Lakeland College, Wisconsin (1964-1967). At present he is completing his doctoral dissertation at Boston University — it is entitled "Diplomatic Relations between Great Britain and the Netherlands, 1914-1919." He will teach Western Civilization and British History at Roger Williams College.

Mr. Watson was both a Teaching Fellow and a Graduate Assistant at Boston University. During the Summer of 1967 he received a Dissertation Fellowship from the University.

At the Bristol Campus Mr. Watson will serve as Residence Director and his wife will be Residence Nurse.

HERBERT O. EDWARDS

B.A., History, Morgan State College; S.T.B., Theology and Ethics, Harvard University Divinity School; Ph.D. (expected June, 1970), Theology, Brown University.

Mr. Edwards has taught five years at Morgan State College and is currently teaching the History of the American Negro course at Roger Williams College. He is also working on a program for the State of Rhode Island for the training of secondary school teach courses in the history of the American Negro.

Mr. Edwards will be teaching part-time at the Bristol Campus.

LAWRENCE S. SCOTT

B.A., History, Guilford College; M.A., History-Philosophy, De Pauw University; Ph.D. (expected June, 1970), History, Boston University.

Mr. Scott has taught at Boston University's Department of His-

tory and Department of Social Sciences; he has also been a Teaching Assistant at De Pauw University and a Teaching Fellow at Boston University.

His research has centered about the problem of crowd motivation and urbanization, with particular emphasis on problems relating to the city in history and the development of the city as the most essential element of Western civilization. Mr. Scott's Ph.D. dissertation is an examination of the transition of preindustrial to industrial society in the French Revolution of 1848.

Mr. Scott will be teaching part-time at the Bristol Campus.

Political Studies

FRANK S. MANCINI

B.A., Economics, Bowdoin College; M.A., Political Science, Northeastern University; Ph.D. (expected June 1970), Political Science, Brown University.

Mr. Mancini has been Instructor of Political Science Northeastern University; Research Consultant, Middletown, Rhode Island Charter Commission (1966-67); Research Associate, Eagleton Institute, Rutgers University (1966-67) where he conducted research for an officially-sponsored study of the procedures of the Rhode Island Legislature; and Teaching Assistant at Northeastern University (1963-65).

"The Politics of Exile: Mussolini's Enemies in America" is the title of Mr. Mancini's doctoral dissertation. He has been awarded several history prizes, along with a National Defense Education Act Fellowship for graduate work at Brown University.

JOHN W. STOUT

B.A., Political Science, Dickinson College; M.A., Political Science and Public Administration, Northeastern University.

Mr. Stout has taught at Roger Williams College for the past two years and has also taught (part-time) at Northeastern University. In addition, he was Departmental and Tuition Fellow, Political Sciences Department, at Northeastern University.

Other activities and experience include: Director of Dormitories, Northeastern University; Area Supervisor, Dorchester, Massachusetts, Summer Work Programs; Member, Dorchester Area Planning and Action Council; Area Coordinator, Dorchester, Action for Boston Community Development.

At the Hartford Park Campus, Mr. Stout serves as Seminar Instructor and Director of Research.

Mr. Stout will be Coordinator of the Social Sciences Division at the Bristol Campus.

LEE L. VERSTANDIG

B.A., History, Franklin and Marshall College; M.A., American History, University of Tennessee; Ph.D. (expected June, 1970), American Political History, Brown University.

Mr. Verstandig has taught for five years at Roger Williams College and has been a Graduate Assistant at the University of Tennessee.

While at Roger Williams he has been a member of the Brown University-Roger Williams College Cooperative Education Committee; the Hartford Park Project Experiment-in-Living Committee; State Chairman of the Senator Pell Intern Committee; and a member of the Rhode Island General Assembly Intern Committee.



Hello Life . . . Good-by Columbus

Psychology

LORRAINE B. DENNIS

B.S., R.N., Nursing Education, University of Minnesota; M.S. Psychology, Kansas State College; Ph.D. (in progress), Child Development and Family Relations, Pennsylvania State University.

Mrs. Dennis's experience includes the following: Lecturer in Psychology, Drake University (Des Moines, Iowa); Instructor of Psychology for Nurses, Pennsylvania State University; Instructor of Child Psychology, Pennsylvania State University; Assistant Professor of Psychology and Coordinator of Faculty Advisors and Psychology Counselor, Marymount College of Virginia. She has also served as Consultant to the Child Study Center of Caracas (Venezuela).

Publications include **Psychology of Human Behavior for Nurses** (W.B. Saunders Co.) and "Effect of an Enriched Liberal Arts Program on Junior College Transfer Students," (Office of Education Cooperative Research Grant).

Mrs. Dennis will be teaching both the introductory psychology offering and advanced courses in Child Psychology, the Psychology of the Disadvantaged, and Psychology of Personal Adjustment.

IRA M. ELLMAN

B.A., Psychology, Reed College; M.A., (1969), Psychology, University of Illinois. Also Summer Institute at Devereux Foundation (Pennsylvania) and National Science Foundation Summer grant to conduct research in social psychology.

Mr. Ellman was Psychological Assistant (Staff) of the Psychological Clinic, University of Illinois. He is currently Director of the Behavioral Sciences Program at Roger Williams College and has been engaged in a study of instructional innovation in the introductory psychology according to the principles of behavioral analysis. (A description of this program is contained elsewhere in this issue.)

Mr. Ellman will be teaching Experimental Methods and Statistical Methods, as well as the introductory offering.

ANDREW S. WINSTON

B. A., Psychology, Northwestern University; M.A., Psychology, University of Illinois.

Mr. Winston has been Instructor of Psychology at Parkland Junior College (Illinois) and was a Teaching Assistant at the University of Illinois.

He will be teaching both the introductory psychology offering as well as Personality Theory and Abnormal Behavior.

Mr. Winston has received a United States Public Health Service fellowship in clinical psychology for study at the University of Illinois.

Natural Sciences:

Biology

GEORGE A. FICORILLI

B.A., Zoology, University of Rhode Island; M.B.S., Biology, U.R.I.; Ph.D. (expected June, 1970), Zoology, University of Rhode Island.

Mr. Ficorilli was awarded a National Teaching Fellowship by Roger Williams College for the periods September 1966, through June, 1967, and September, 1967, through June, 1968, which enabled him to serve as a part time instructor of biology at the college and to pursue his studies for his doctoral degree.

In addition to his three years on the faculty of Roger Williams College, he has had a variety of teaching experience: three years with the U.S. Army as a laboratory specialist and instructor in parasitology; two years and a summer at the University of Rhode Island as a graduate teaching assistant and lecturer in microbiology; and a year as a biology instructor at Foxboro High School. Concurrently with the above, he has for eight years been a full or part time laboratory technologist and supervisor of night emergency laboratory work at Rhode Island Hospital.

Mr. Ficorilli has been awarded a Roger Williams College Faculty Fellowship (funded under Title III of the Higher Education Act of 1965) for the 1969-70 academic year.

WILLIAM T. GNEWUCH

B.S., Zoology, Marquette University; M.A., Zoology, Duke University; Ph.D. (expected June,

1969), Zoology, University of New Hampshire. Also Summer Session, University of Oregon and Summer Session, Stanford University, Hopkins Marine Station.

Mr. Gnewuch taught at the University of Bridgeport for four years and was a teaching assistant at Marquette University, Duke University, and the University of New Hampshire.

He has also been a Fisheries Research Biologist for the U.S. Fish and Wildlife Service, Bureau of Commercial Fisheries, Maine Biological Laboratory (Midford, Connecticut); a student member of the scientific party on Cruise No. 8, TE VEGA Expeditions, Hopkins Marine Station (Samoa to Monterey California) and a graduate research assistant in the Department of Zoology of the University of New Hampshire.

His doctoral research involves a study of the ecology, systematics, and life history of a sand dwelling CUMACEAN in the Gulf of Maine. He has published "Chemical Methods for Controlling Oyster Predators in Long Island Sound" for the U.S. Fish and Wildlife Service.

THOMAS J. HOLSTEIN

B.S., Providence College; M.S., Brown University; Ph.D. (Expected June, 1969), Biology, Brown University.

Mr. Holstein has had three years teaching experience as a laboratory assistant at Brown while working for his advanced degrees.

He is currently completing his thesis, "Gentle Regulation of Multiple Forms of Tyrosinase in Mice," and has published, "Pathway of Cholesterol Biosynthesis in the Brain of the Neonatal Rat," in the *Journal of Lipid Research*, 1966, volume 7, and "Genetic Regulation of Multiple Forms of Tyrosinase in Mice" in the *Proceedings of the Society of Experimental Biology and Medicine*, 1967, volume 126.

CHARLES JUNGWIRTH

B.S., Biology and Education, Northern State College; M.S., Secondary School Supervision, Northern State College.

Mr. Jungwirth has attend N.S.F. summer institutes in bacteriology at the University of Indiana and in nuclear physics and chemistry at Oak Ridge, Tennessee. He has done graduate work in biology towards a Ph.D. at Brown University and Boston University.

Before joining the Roger Williams Faculty four years ago, Mr. Jungwirth taught for eight years in the Highmore, South Dakota, High School. For the last five years he was also the school principal. In the spring of 1963 he taught an extension course in Zoology for Huron College.

DANIEL J. MC COMBS, JR.

B.S., Zoology, University of Rhode Island; M.B.S., (expected September, 1969), Biology, University of Rhode Island.

Mr. McCombs has taught biology at Roger Williams for three years.

WILLIAM R. MERSHON

B.A., Biology, Rhode Island College; M.A.T., Rhode Island College.

Mr. Mershon continued his formal education four years ago after retiring from the U.S. Navy as a Lieutenant Commander with twenty-two years active service. While working for his degrees, he gained experience by teaching at the Mt. Pleasant High School and in the Biology Department of

(Continued on Page 7)



Willy, I expect to see you in my office at twelve sharp . . . be there!

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FINANCIAL AID

Applications for Fall 1969 are now being processed — those who desire aid should secure applications *Immediately* at the Financial Aid Office, Room 208.



And tuition next year will be even higher . . .

INTRODUCTORY COURSE

(Continued from Page 4)

efficient modes or patterns employed in expository prose (process of definition, nature of classification, logical transitions, etc.)

The new course in freshman composition will succeed only if the students who take it are willing to exercise a degree of thoughtful self-inventory and disciplined application beyond that sometimes expected of freshmen. Those responsible for acquiring the learning materials and designing the objective examinations will stand ready to give individual assistance, will seek comments for improving the course, and will evaluate continually the validity of the materials and examinations, but the key to the course will be the willingness of those taking it to accept a major portion of the responsibility for their own education. If the course succeeds, it will be an exciting and significant demonstration that students can and should be accorded a fuller participatory role in the college as a whole.

PSYCHOLOGY

The Psychology area proposes to offer an alternative method of teaching introductory psychology this coming fall at the Bristol campus. In an administrative sense, the course will fall into two parts. The first part will consist of carefully planned and assisted independent study, making use of a programmed text.

Each student would be assigned to tutor and an initial testing period. The testing period, 30 minutes long, will fall on a Monday or Tuesday. The tutor will administer the ten minute test and grade it immediately; the passing grade will be 100 per cent. A student who does not pass may discuss his wrong answers with the tutor, and will arrange a time on Wednesday or Thursday to be retested. A student who does not pass on the second test will be referred to an instructor.

These tests will be administered each week, and they will cover only that week's assignment in Holland and Skinner. Students will be encouraged to study the assignment in the laboratory, as there will be a tutor or instructor manning the laboratory at all times during the week, (aside from any tutors who may be there

testing). No student will be permitted to proceed to the following week's material without having passed the preceding tests. Each tutor will keep records of his students' progress.

The second part of the course will be for the presentation of additional material. For this purpose, each student will attend two discussion sections weekly, which will have maximum enrollments of 20 students each. The discussion sections will, of course, be taught by an instructor, although the same instructor may not always teach the same sections. An instructor who is particularly competent in the material to be presented in a given week, may teach all of the sections for that week, while he may teach none the following week. It is anticipated, however, that the sections will be evenly split among instructors during most of the course. Exams on the material presented in discussion section will be administered by the instructors about every other week.

Lecture hall facilities will be used as needed. Meetings of the entire class in the lecture will be announced in advance through posted notice in the laboratory. Such meetings will be called primarily to show films, although occasionally a course wide examination or even a lecture may be given.

The course as now planned will require the equivalent of one and one half faculty members. Assuming equal participation by the three members of the area, which is the plan, each faculty member should be able to offer two sections of advanced courses each semester in addition to the load for introductory psychology.

A minimum of 12 student tutors would be required; enough qualified students from among those currently taking introductory psychology are anticipated to provide this number. It is assumed that next year's course will produce a sufficient number of tutors to increase the enrollment in the following year. An enrollment of 200 students would require a minimum of 20 tutors. (the proposal requires limiting enrollment in introductory psychology to 110 students in the first

year. By the third year the current faculty should be able to handle 200 students in the introductory course. Additional increases in enrollment would require additional faculty).

Near fulltime use of an appropriately arranged room would also be required. Current plans call for the use of a laboratory in experimental psychology six hours of weekly seminar, with all three instructors. During the seminar, the material to be presented in the coming week will be discussed. This will also afford an opportunity to consider any problems the tutors are encountering. Most importantly, material on the application of learning principles to education will be considered in the seminar.

It is expected that the tutors would receive course credit for the seminar and teaching duties. The course could be entitled "Educational Psychology, with Practicum."

BIOLOGY

At least half of the introductory biology sections next year will be taught by the "audio-tutorial method." The remainder being taught this year. The relative effectiveness of both methods of instruction will be measured by exams and student questionnaires. The audio-tutorial method of instruction had its latest beginning in the introductory botany course of Sam Postlethwait at Purdue University in 1962. The heart of this system is a richly "gimmicked" study center. Here a student may come at a time or times of his own choosing during the week to listen to tapes, view movies and slides, do experiments, read books, talk to instructors and other students, and in general, do as much as he cares toward learning about the topic being presented that week. To help set the stage for each week's topic, the senior instructor meets with all students in a large lecture section early in the week, and attempts to arouse interest in the topic and put it into perspective for the students. To evaluate student learning and take full advantage of the motivational properties of grades, short seminar-oral quiz sessions meeting in groups of about 10 students each are held at the end of each week.

Political Studies Program Initiated For New Campus

A Political Studies Program will begin next year which will offer an introductory course and at least 14 advanced courses in such areas as American government, European and comparative governments and politics, international relations, public administration, law, and urban studies. Beginning next fall, a student majoring in Political Studies must take a 2-semester Introduction to Political Studies course, available in the Sophomore year, which will introduce the student to the basic approaches, institutions, and systematic analyses of political theory, American political and governmental activities, and the dominant themes of political science.

Next year's Juniors may major in Political Studies if they have taken any political science course as Sophomores or they may major in Political Studies by taking the Introduction to Political Studies course concurrently with other political studies course offerings, upon approval by a faculty member in the Political Studies Program.

In addition to the introductory course, a Political Studies major must take Introduction to Sociology, one-semester course offered to all Sophomores, Juniors, and Seniors.

A Political Studies major is required to complete at least 8 advanced courses during his Junior and Senior years. It is anticipated that the following courses will be offered next year:

1st Semester

Introduction to Political Studies-1
Practical Law-1
International Relations
Comparative Democracies
American Political Parties
Seminar in American Politics
Urban Development
Public Administration

2nd Semester

Introduction to Political Studies-2
Practical Law-2

Comparative Dictatorships
Seminar in Comparative Politics
American Political Theory
Seminar in American Politics
State and Local Government
Seminar in Urban Studies

Other courses which are recommended to Political Studies majors, though not required, include Introduction to Anthropology, Introduction to Economics, Introduction to Psychology, and History of Civil Liberties. It is hoped that Political Studies majors will avail themselves of a wide variety of liberal arts courses from all divisions and all departments as individual academic programs and career objectives are developed.

Majors in the Political Studies Program must complete:

Sophomore year:
Introduction to Political Studies, 1 and 2.
Introduction to Sociology.
Junior and Senior years:
8 advanced courses in the Political Studies offerings.

Students who are presently majoring in the American Political Studies program, as juniors, who wish to graduate as seniors next year in that program, are assured the American Political Studies program will continue in existence for one more year for those students only. Mr. Lee Verstandig, who is a faculty member in the new Political Studies Program, will act as coordinator during the final year of the A.P.S. Program. This special A.P.S. program for seniors will be offered under the auspices of the Political Studies Program.

After next year, students with an interest in political studies will be channelled into either the Political Studies Program or the American Studies Program where a cross-disciplinary approach allows students to concentrate in specific areas, such as American politics.

Biology

(Continued from Page 5)

Rhode Island College. For many years, he has also taught navigation and piloting to members of the Newport Squadron, U.S.P.S. He is finishing his second year on the faculty of Roger Williams.

ABSALOM F. WILLIAMS

B.S., Agriculture, Purdue University; M.A., Botany, DePauw University; Ph.D., Plant Morphology, Purdue University. The subject of his dissertation was "Biochemical Basis for Abnormal Development in the Maize Mutant Polytypic."

Dr. Williams was a teaching assistant at Purdue for two years and joined the Roger Williams faculty in the fall of 1966. He will be Coordinator of the Biology area next year and is planning an experimental approach to teaching by introducing his own version of the audio-tutorial method developed by Dr. Postlethwait at Purdue.

Mathematics

ROCCO COLAGIOVANNI

B.A., Chemistry, Catholic University of America; M.A., Mathematics, Manhattan College; M.A., Chemistry, University of Notre Dame.

Before coming to Roger Williams three years ago, Mr. Colagiovanni taught in the Christian Brothers' Schools for 13 years.

CATHERINE H. PIRRI

B.A., Mathematics, Rhode Island College; M.A., Mathematics, Tufts University. Continuing studies at Tufts for Ph.D. in Mathematics.

During the summer of her junior year at Rhode Island College, Mrs. Pirri studied in France at the Universite de Poitiers.

She served her teaching apprenticeship as an instructor at Massachusetts Bay Community College for a summer session and as a teaching assistant at Tufts for one year. She came to Roger Williams a year ago.

B.A., Music, Beloit College (Phi Beta Kappa); M.A., Music, Eastman School of Music, University of Rochester; B.A., Mathematics, Tulane University; M.A. (expected June, 1969), Mathematics, Pennsylvania State University.

Miss Pirri has had considerable musical experience: Kansas City Philharmonic; Milwaukee Symphony Orchestra; New Orleans Philharmonic; New Orleans Opera Orchestra; and Santa Fe Opera Orchestra.

In the mathematics area she has taught at Pennsylvania State University as a Teaching Assistant.

Physical Science

DAVID HAWKINS

B.S., Physics, Brown University; M.S. (expected June, 1969), Physics, Brown University.

Mr. Hawkins joined the Roger Williams faculty in February. Previously he taught for a year at the Block Island School and for two years at the Chauncey Hall School.

CHALES W. HETZLER

B.A., Physics, Cornell University (Phi Beta Kappa); Ph.D., Astrophysics, University of Pittsburgh.

Dr. Hetzler began teaching in 1948 as an assistant professor at Brown University. After 8 years at Brown, he came to Roger Williams to teach physics and Physical science.

Since joining our faculty, he has attended six summer sessions

for physics teachers and scientists at various universities and institutes, and has been a part time lecturer at Wheaton College, the University of Rhode Island and Rhode Island College.

Publications include, "Infra-red Survey and Index Sequences" in the *Astrophysical Journal*, 1942; "A New Period for Pi Persei" in the *Proceedings of the Astronomical Society of the Pacific*, 1959; and "Some Principles for a Physical Relativity" in the *Astronomical Journal*, 1966.

HAROLD PAYSON

B.S., Naval Science, U.S. Naval Academy; B.A., M.A., Modern History, Oxford University; M.S., Physical Oceanography, M.I.T.

Mr. Payson was a Rhode Scholar, 1932-35, and a student and staff member of the Naval War College, 1954-57. Upon retiring from the Navy in 1961, he did graduate work in oceanography and supervised the establishment of the marine laboratory and harbor research facilities at M.I.T.

He came to Roger Williams last September as Coordinator of Educational Planning and will be working particularly on development of the science program. Publications have included several articles on continuous seismic profiling (CSP) and marine geology in the *Journal of Sedimentary Petrology, Science and Technology Review*.

Mr. Payson will be Coordinator of the Natural Sciences Division at the Bristol Campus.

ADAM TOMASH

B.S., Chemistry, Wisconsin State University; Ph.D. (expected July, 1969), Chemistry, University of New Hampshire.

Mr. Tomash was the unanimous choice of the University of New Hampshire for a Pratt Teaching Fellowship, their highest award for teaching excellence, and was also the recipient of a Petroleum Research Fellowship. He will join the Roger Williams faculty in September, after the completion of his doctoral thesis, "Asymmetric Selection Reactions of Ketones and Organometals."

Ann article, "Asymmetric Organic Reactions, II. Partial Kinetic Resolutions of the grignard Reagent from 1-Chloro-2-phenylbutane" was recently published in *Tetrahedron Letters*, and a second article, "Asymmetric Homogeneous Hydrogenation with Chiral Rhodium (I) Complexes" has been submitted for publication in the same journal.

New 'Statement of Purchase' Reflects Transformation

The following Statement of Purpose for the College was formulated in November of 1968 in response to the College's need for a new statement in light of the 1967 change in charter which transformed the College from a junior to a senior institution.

STATEMENT OF PURPOSE

Introduction

It is most appropriate that Roger Williams College be named for a man who believed that human beings and institutions must be flexible and sensitive to change. They must nourish a tolerance for diversity, an openness to alternatives, and a perspective of individual human needs. For as times change, men and institutions must not only change or adapt, but provide guidance and leadership in order that we progress as we proceed. It is to be expected that the college will change as times change, in the spirit of Roger Williams, the man.

Purpose

An institution of higher education functions as an interface between students and a certain body of past and current knowledge. Knowledge is seen to be dynamic, open and incomplete, and interdisciplinary. At its highest level it consists of principles and procedures, and methods of analyzing,

criticizing, and evaluating problems of central importance. In this regard, the central role of the College is to provide the atmosphere environment, and contingencies of learning.

In essence, then, the purpose of Roger Williams College is teaching and learning: to teach the arts and sciences of learning and the learning of the arts and sciences. All elements of the College, the curriculum and the extra-curriculum, the official and the unofficial apparatus, are directed toward self-realization and fulfillment within the context of social responsibility.

In accordance with this view, Roger Williams College has made specific commitments regarding institutional, faculty, and student body character: The institution is experimental in character. In the words of President Gauvey, Roger Williams is an experimental college "... which stands ready to question and test all underlying assumptions regarding the teaching process, the content of what is taught, and the very purpose of all aspects of the educational environment."

The faculty of Roger Williams College is a teaching faculty. As one trustee put it, "We propose to achieve our objectives with the

finest teachers we can assemble — men and women who challenge, who stimulate, who can promote discussion, intellectual ferment and participation, and who want above all to teach. We are not interested in acquiring a stable of researchers, nor people who are degree wavers, nor those who wish merely to publish. We want those who are excited and rewarded by what they do. They shall be free to teach."

The student body of Roger Williams College is a heterogeneous one. It is self-selected through individual motivation by means of an open-door admissions policy. In this regard, we subscribe to a statement from the U. S. Office of Education's booklet entitled "What Standards Do We Raise?" which reads as follows: "The measure of what a college does for its students is reflected not so much in what it does for its best students, as what it does for the whole range of students from good to poor. Brilliant students seem to make their mark in college and in the world in spite of their training. This is much less true of poorer students or good, but poorly trained students. Disadvantaged students are the supreme challenge, and the institution that succeeds here has proved its case."

Theater Program To Debut

A theatre program is beginning to emerge for the coming academic year. In two or three years one should be able to count on Roger Williams College's Theatre area for an active, exciting, and interesting program of courses and of dramatic production. Freshmen entering the college this coming fall will be the first students who will have the option of majoring in Theatre when they achieve their junior year.

The following Theatre courses will be offered next year:

ACTING I

Basic acting exercises and an introduction to realistic acting technique. **No prerequisite.** (fall)

ACTING II

A study of character interpretation and motivation and an introduction to stylized technique. **Acting I or permission of the instructor.** (spring)

WORLD DRAMA I

A study of the development of the drama and of theatrical technique from Ancient Greece to the Renaissance. **Sophomore standing.** (fall)

WORLD DRAMA II

The drama and theatrical technique from the Renaissance to Ibsen. **World Drama I or permission of the instructor.** (spring)

MODERN DRAMA

A study of the development of realistic style in the theatre and

of the dramatic reactions against it in the drama of social concern from Ibsen to current productions. **Sophomore standing.** (fall)

SHAKESPEARE

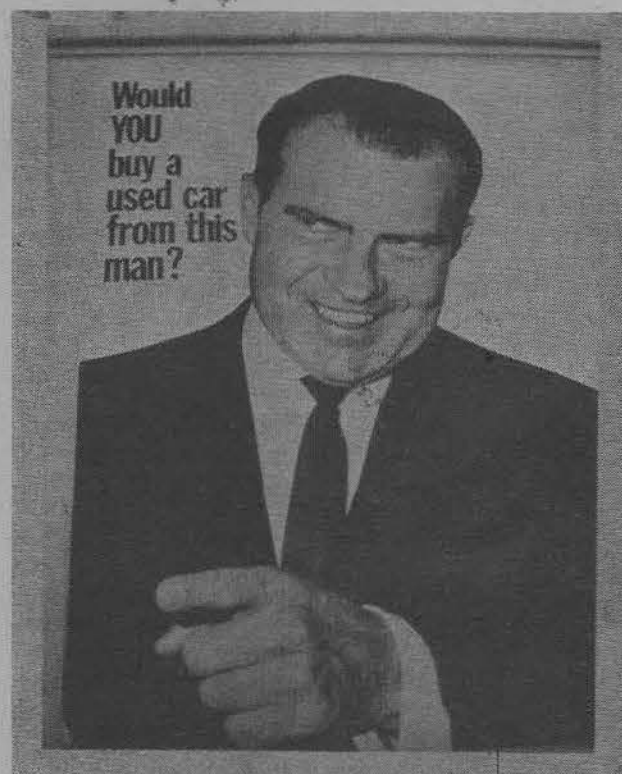
A critical analysis of representative plays; selected sonnets and "The Rape of Lucrece" are also studied. **Sophomore standing.** (spring)

In addition to the Theatre course offerings, an active program of plays is planned for next year through the auspices of the Drama Club. Membership in the Drama Club and participation in the productions are both open to all Roger Williams students.

Practicum in Composition To Be Offered

The coordinator of the freshman composition program, Mr. Donald de Fano, will offer to selected students a Practicum in Composition. As the name implies, the Practicum will give students of English with an interest in teaching an opportunity to apply, in a practical situation, their theoretical knowledge of both English and teaching. Specifically, this means that the students in the Practicum will bear significant responsibility for the actual operation and evaluation of the freshman composition program. One of the responsibilities of the Practicum will be to staff the testing center, so that student examinations can be corrected, limited tutorial help offered,

and records of individual progress maintained. In addition, and perhaps as importantly, participants in the Practicum will create and evaluate both learning materials and examinations for possible use in the course, will collect raw data and write interpretive reports on the program itself, and will solicit from the college at large specimens of student writing which will then be evaluated to determine the degree of correspondence between the needs of the student and the college with the objectives and results of the freshman composition program. Participants in the Practicum in Composition will receive academic credit in English.



Humanities Division Program Readied

Preparations in the Humanities Division for the 1969-70 academic year include the appointment of at least ten new full-time faculty members; the expansion of existing program in English, Philosophy, French Literature, and Art; and the introduction of two new academic areas, Theater and Music.

Students beginning their junior year next fall will be able to elect the following majors at Bristol: English, Philosophy, French Literature, Art, or a division-wide Humanities major. A Theater major is planned for students entering their junior year in the fall of 1971, and a Music major will eventually be available.

The academic programs on the Bristol campus will be supplemented by a varied offering of concerts, lectures, films, and other activities of particular interest and value to students in the Humanities Division.

The requirements for the division-wide major in Humanities are as follows:

1. Two semesters in courses beyond the introductory level in each of two of the following: Art, Music, or Theater.

2. Four semesters in courses beyond the introductory level in any two of the following: Philosophy, English, or French Literature.

Each student who elects this major will plan his program in consultation with and with the approval of one or more advisors.

The requirements for a major in English are as follows: twelve semester courses in English, excluding Freshman Composition and including one semester of independent study in the senior year. A balanced program for each student will be determined on an individual basis by consultation with an advisor.

The following is a representative list of English courses for the 1969-70 academic year:

1. Freshman Composition (This programmed course will take some students a full year.)

2. Introduction to Literature I and II.

3. Major British and American Writers (Required — Sophomores — 1969-70 only.)

4. Creative Writing

5. Language: Verbal and Non-Verbal

6. World Drama I and II (This course is elective in both the Theater and English areas.)

7. Romanticism and Transcendentalism in American Literature.

8. The American Identity: Poetry

9. The Literature of American Alienation

10. The Eighteenth Century English Novel

11. Modern Drama (This course is elective in both the Theater and English areas.)

12. Shakespeare (This course is elective in both the Theater and English areas.)

13. Practicum in Composition

14. Afro-American Literature

15. The American Identity: Prose (Twain through Dreiser)

16. The History of the English Language

17. Independent Study for Sen-

iors

The requirements for a major in Art are still to be determined; a program in Art is being developed.

The tentative requirements for a major in Philosophy are a total of twelve semester courses selected from the following three areas:

A. Eight semester courses in Philosophy:

1. Introduction of Philosophy I and II
2. Logic
3. Epistemology
4. Ontology
5. Ethics
6. History of Philosophy I and II

B. Two semester courses in Humanities:

Humanities I and II

C. Two semester courses elected from the following:

1. Aesthetics
2. Political Philosophy
3. Symbolic Logic
4. Philosophy of Science
5. Theodicy
6. American Philosophy
7. Philosophy of Literature

The tentative requirements for a major in French Literature are as follows:

A. Prerequisite to major: French I, II, III, and IV.

B. Required courses:

1. French Writing and Speaking
2. Survey of French Literature I and II

C. Electives: Four courses chosen from:

1. Philosophical Literature (currently French 8)
2. Middle Ages and the Renaissance
3. 17th Century French Literature
4. 18th Century French Literature
5. Studies in Romanticism and Modern Poetry
6. Modern Novel
7. Modern Theater

Although there will not be a major offered in Music, the following courses are planned for the 1969-70 academic year at the Bristol campus:

Fall, 1969:

1. Introduction to Music
2. Basic Materials of Music
3. Chamber Music
4. Music in the Baroque Era
5. Analysis of Musical Forms
6. Introduction to the History of Jazz

Spring, 1970:

1. Introduction to Music
2. Basic Materials of Music
3. Chamber Music
4. Music in the Romantic Era
5. Music in the Classic Era
6. Analysis of Musical Forms

It is anticipated that Chorus will be open to all members of the College: students as well as faculty. Students may participate for no credit. Representative choral literature, both sacred and secular is studied and performed. Admission is by audition or permission of the director.

Although no formal private instruction on specific instruments is yet available at the College, arrangements may be made to study with an instructor in the immediate area. Inquiries may be directed to the music staff. The Coordinator of the Music program will be Mr. Anthony Mele.

Social Sciences To Stress Relevancy

The Social Science Division of Roger Williams College is one of the three academic divisions which will be located at the liberal arts campus in Bristol. The following majors will be available within the Social Science Division: American Studies, Political Studies, History, Sociology, Psychology, and all-divisional major Social Studies. To be eligible for a Bachelors degree in any of the above majors a student must (1) have earned an Associate's Degree or the equivalent of an Associate's Degree (either at Roger Williams College or elsewhere), (2) have a cumulative grade average of 2.00 or better, (3) fulfill all divisional and all-college requirements, and (4) complete an adequate quantity of courses to satisfy the major field.

The Social Science Division is committed to a careful analysis and evaluation of all existing programs with the intention of producing meaningful and viable major fields of concentration for next year. This commitment has been manifested partially by the selection of an outstanding faculty comprised of many new members who bring to Roger Williams youth, vitality, and vision and partially by the creation of new and enriched academic majors and offerings. For the first time, the Social Science Division will include courses in the fields of anthropology and economics.

The academic majors for 1969-70 consist of programs which are going in unique and exciting new directions. Strong majors are developing in American Civilization, Political Studies, History, Sociology, and Psychology. A Social Science Divisional major will be available as a result of the College's interest in interdisciplinary programs.

The Psychology Program will have a 3-member staff, and a new introductory psychology course using a programmed text will be initiated; student tutors who will be involved in this course will stand at both sides of the educational relationship. The Psychology Program expects to offer about 12 advanced courses next year, and the program has become experimentally oriented; therefore, an animal room and a laboratory will be established.

The Sociology Program will consist of 3 full-time faculty including an anthropologist, and several part-time faculty who will offer special supplementary courses. The Sociology Program will attempt to coordinate its approaches with several other disciplines, such as economics, political studies, and anthropology. Two introductory courses will be offered—one in Sociology and one in Anthropology—and the Program will offer at least 16 advanced courses next year.

As a corollary to the Sociology Program, the Hartford Park Campus will be available to Sociology majors or related majors. Hartford Park will offer students a chance to work in the field, in the community, and on independent projects. The approach is interdisciplinary as it focuses on the prob-

lems of today: urban living, slums, public housing, poverty, welfare, urban to suburban trends, urban renewal, community development, etc. In such a setting students "get involved" and are encouraged to apply classroom learning to the field and vice versa.

The Political Studies Program will consist of 3 full-time faculty and several part-time faculty who will offer an introductory course and about 14 advanced courses in such areas as comparative politics and governments, law, public administration and public policy, American government, theory, urban studies, and involvement in the political community. The Program is committed to offering two basic exposures—the historical perspective and the social science perspective. The Program is concerned with theory and methodology, the analysis of political and governmental institutions and systems, and field politics.

The History Program will consist of seven full-time faculty who will offer basic survey courses in Western Civilization and American History and about twelve advanced courses in such areas as European history, Medieval history, Renaissance and Reformation, Ancient history, History of the Negro American, Russian history, Latin American history, etc. The offerings will be rich and varied, and the Program will permit students to concentrate in specific areas or topics in history. Advanced courses planned in History for the 1969-70 academic year are as follows:

- History of Britain
- Social-Economic History of Middle Ages
- Ancient Greece
- German History, 1500-Present
- 20th Century Europe
- Social History of Europe (Post Reformation)
- Russian History
- Soviet History
- U.S. Intellectual and Social History
- Colonial America
- Modern America
- Seminar in American Civilization

History of the American Negro

An American Civilization Program will consist of 2 full-time faculty and several part-time faculty who also service the general history program. The American Studies Program is a true interdisciplinary or cross-disciplinary approach to the study of American civilization and life because it affords the opportunity to study a variety of disciplines and areas, such as American politics, economics, history, art, literature, law, urban life, etc. The program is tied together by a senior seminar. A series of courses will be required and other courses will be offered as electives by special categories of course concentrations.

The Social Science Division will offer an elective course for freshmen, beginning next year, called Social Science; this course will be a 2-semester course which will be taught by four instructors representing the fields of economics, sociology anthropology, and poli-

tical studies. Common themes will be sought, such as law and society, the nature of revolution and change, urban life, "the police," etc., and students will be given the opportunity to experience how the various social science disciplines respond to broad themes and issues and specific ones. Students will switch at mid-year to a new instructor representing disciplines and approaches which will differ from those represented by the first semester instructor. Periodically, outside speakers and faculty from all social science disciplines will offer special lectures and discussion sessions on the topics under consideration. It should prove to be an exciting new course which should be especially beneficial to prospective majors in history, American Civilization, sociology, political studies, or psychology.

The Social Science Division is committed to offering majors which reflect the needs of the times. Aside from constituting a true liberal arts education, the majors are going in their own directions as they perceive their roles and assess educational needs. The majors tend to reflect, also, a spirit of innovation and experimentation, and this spirit and philosophy should enrich all programs; a good example of the manifestation of such a concept is the Hartford Park Satellite Campus. All majors share a concern for relevancy and timeliness, and students will be encouraged to participate in the charting of their futures as never before. The Division envisions a close relationship between faculty and student through academic counseling; this should allow for a more effective system of fitting transfer credits and transfer courses into the Roger Williams' majors. The Social Science Division is optimistic that the college will establish more satellite operations, contacts and mutual exchange programs with other institutions — both foreign and domestic — and more programs allowing for self-realization and "learning through experience."

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American Civilization Major Readied For Bristol

The American Civilization Program at Roger Williams College seeks to accomplish two goals: to provide a course of study of an interdisciplinary nature while at the same time offering the student a program that is both relevant and invites his participation. The program has been designed for implementation at the College's new Liberal Arts and Sciences campus at Bristol. Interested students should contact the Program's Coordinator, Dr. Ronald Caridi in Dean Long's office.

The curricula of the campus is based on the view of the open, incomplete and interdisciplinary nature of knowledge — a view that provides an appropriate setting for the establishment of such programs as American Civilization, which are designed to implement the College's commitment to the interdisciplinary approach to learning.

At the heart of the program is a series of seminars involving a close examination of the social, political, cultural and economic make-up of the town of Bristol. Other geographic locations might, of course, be considered but the location of the campus at Bristol affords several obvious advantages. Aside from natural curiosity about the "college town," Bristol, while only twenty miles south of Providence, is a distinct entity and not a "bedroom-suburb" of the city. Its history has been considerably colored by its past engagement in the slave trade (some of the major fortunes of the town were amassed in this manner, and the headquarters of the Historical Society is reputed to have been built from the ballast of slave ships). Its large and growing Por-

tuguese immigrant population adds to the interest of the town.

Funds made available under Title III of the national Education Act of 1965 afforded Dr. Caridi the opportunity this past summer of determining the extent of primary sources and other "raw materials" in the town — in the form of records and the like — and they proved to be quite adequate for a project of this nature.

The seminars are planned in two stages. In the first, all students working together will learn the use of primary sources (including the deciphering and understanding of original documents); tour the locations of the town's resources (the Town Hall, library, churches, Historical Society); attend meetings of the Historical Society; and locate and read available secondary sources about Bristol, such as George Howe's *Mount Hope*.

This phase would also include some form of group project within the seminar situation to familiarize the student with research techniques by utilizing concrete topics.

In the second stage of the seminar the student alone, or in conjunction with one or two others, would single out an area of interest. He might, for example, study the composition and motivation of the early settlers; some aspect of the political or religious structure of the colonial town; the changing economic base of the area; the relations between Bristol and the state; the various architectural phases; the immigration pattern; the role of the Bristol Redevelopment Agency; and the like.

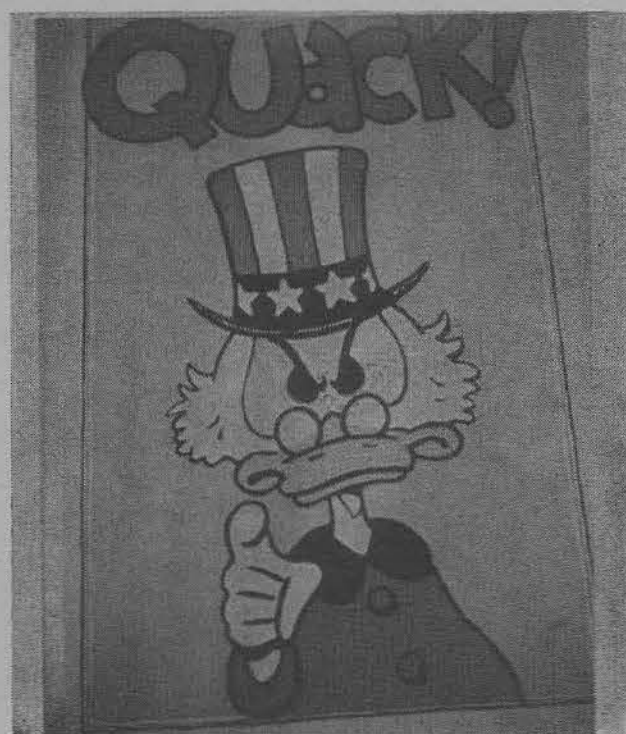
Such projects would contribute to the goal of relevance and participation since the student would

himself become the historian, the sociologist, the political scientist. It is therefore important that the student determine the area of examination.

While succeeding students might find their field somewhat narrowed by such a process, they would have the advantage of building on previous studies. It is also likely that succeeding students would wish to examine an area already studied, but do so with a change in emphasis so as to better understand the influence of point of view and personality on interpretation. And too, as noted in the above, it is expected that in time towns other than Bristol would be used as subjects (Newport, for example, is just across the Bay).

The project outlined here is a study in microcosm of the American experience and thus presupposes some background knowledge of American development so as to give the student researcher some frame of reference. With this in mind, a Sophomore-level American Studies survey is in preparation to provide a broad examination of the political, economic, social and intellectual trends of American society. In addition, the program's core requires the following: Western Civilization; two offerings in non-American history (Britain, Latin America, 20th Century Europe, Renaissance and Reformation, etc.); Social and Intellectual History of the United States; two Senior Division offerings in American history; American art; and American literature. To these are added a variety of open electives.

In all of this, the use of the town of Bristol as a laboratory for type of examination of American Civilization remains at the heart of the program.



Roger Williams Needs You.

Resources Center To Be Campus Hub

Roger Williams College made a commitment during 1965 to build a new campus in Bristol, and the Learning Resources Center there will house the several functions which are usually associated with a "library," plus several others. This Center is to be the core facility for the local campus, as well as for operations on branch campuses. The first such branch is now in operation at the Hartford Park Project and the second branch will be at the Providence campus for Professional Studies.

The primary characteristic of the new library facilities is a multi-media approach to resources, aided by a highly trained staff to act as an extension of the teaching staff. Such a media service is designed to be flexible enough to provide resources and services to the Junior Division as well as to the Senior Division. Current plans involve the necessity of providing service in more than one location. The new facilities at Bristol have made this type of program a reality.

The first floor of the Learning Resources Center will house the Language Laboratory, the Audio-visual facilities the Microforms Room (with equipment), the Data Processing complex, and the Communications Room. The second floor will house the book processing area, the Administration suite, the Reader's Advisory Service, the Card Catalog, and the Periodicals collection. The third floor will contain the open stacks for up to 95,000 volumes, some individual study carrels, and several specialized collections. The three-story structure will contain approximately 30,000 square feet. By contrast, the present library (located at Providence) contains approximately 825 square feet and holds about 8,000 volumes. This same houses the Audio-visual Program, provides study space for students, contain the Microforms collection (and the readers) and carries out all other library functions.

There have been three areas of concern of the new learning Resources Center: the appointment of an expanded staff; the development of a more rigorous organizational plan; and the acquisition of a basic collection commensurate with the needs of the Senior Division.

During the current academic year emphasis has been placed on the establishment of a collection of materials adequate for the support of those programs planned for the Junior and Senior Divisions. At the present time, the English, Biology and American Civilization staffs, have been establishing lists of core collection materials for their areas. The American Civilization list is currently being processed by the Library.

The development of the library collection will involve an unprecedented involvement of the faculty in the affairs of the library. The establishment of a faculty library committee with clear lines of communications to the divisions is being developed. It is through such a body that faculty cooperation would be solicited.

For short term development, the College is utilizing the "Opening Day Collection" compiled for Choice with multiple copies of selected titles in the Social Sciences and Humanities. Secondly, the list of serial subscriptions is being expanded, based on the major indexing services.

Long term measures for collection development will be based, in part, on *Books for College Libraries*, the collection developed by the University of California. The subjects represented in the curriculum as of Fall, 1969, have been copied and will circulate to the appropriate faculty members for selections. At the same time additional suggestions from individual faculty members have been encouraged.

Natural Sciences Division Outlines Bristol Program

The "Science and Mathematics" area encompasses the present biology, chemistry, physics, and mathematics departments in the liberal arts division. Our staff in these departments, now approaching completion for next year, will include:

Biology:

Mr. George Ficorilli
Mr. William Gnewuch
Mr. Thomas Holstein
Mr. Charles Jungwirth
Mr. Daniel Mc Combs
Mr. William Mershon
Dr. Absalom Williams

Chemistry:

Mr. Adam Tomash

Physics:

Mr. David Hawkins
Dr. Charles Hetzler
Mr. Joseph Jones

Mathematics:

Mrs. Catherine Pirri
Mr. Rocco Colagiovanni

The biology department will begin offering a four-year major next year (September, 1969). Courses through the junior year will be offered in 1969-70, and senior year courses will be offered for the first time in 1970-71.

The biology major, as it is now envisioned by the department, will consist of a series of some six

courses in a "core curriculum" beyond the freshman introductory course. By "core curriculum" is meant a series of courses which introduce the student as logically and exhaustively as possible to those concepts in modern biology which are universally helpful in understanding life.

Additional requirements within the science-mathematics area for a biology major will include a year of chemistry, a year of organic biochemistry, a year of physics, and math through calculus. From the area of humanities, a biology major would be expected to take a year of English, a year of history, and preferably a year of foreign language.

The "core" areas in biology will be (1) microbiology, (2) cell biology, (3) anatomy-physiology, (4) developmental biology.

Sophomore and junior level courses in biology to be offered next year include genetics-evolution, anatomy-physiology, developmental biology.

Sophomore and junior level courses in biology to be offered next year include genetics-evolution, anatomy-physiology, developmental biology, microbiology, and a seminar for biology juniors only.

Introductory biology will be offered as science electives.

At least half of the introductory biology sections next year will be taught by the "audio-tutorial method." The remainder being taught in much the same manner as they are being taught this year.

The chemistry department will be offering two semesters of introductory chemistry and one semester of organic chemistry. These courses will be available both as science electives and in support of the biology major. No chemistry major is planned for the immediate future.

The physics department will offer two semesters of physical science and two semesters of physics. Both will be available as science electives, and the physics course will support the biology major. Chemistry and physics courses will both be taught in Providence next year under the auspices of the Professional Studies Division to support engineering technology programs.

A four year major in mathematics was instituted last fall (September, 1968), and there are now some 18 juniors in the math

(Continued on Page 10 col 1)

Natural Sciences

(Continued from Page 9)

program. A math major must take 12 hours, (3 courses) in a special sequence of the calculus, and at least 4 more semesters of junior-senior level mathematics.

Outside the math department, majors will be expected to take a year of either chemistry or physics, a year of English a year of history, a year of philosophy, and a year of foreign language.

Junior-senior level mathematics courses now offered or contemplated by the mathematics department include differential equations I and II, abstract algebra, linear algebra, number theory, concepts of modern geometry, introduction to topology, complex variable, and numerical analysis. A four year program for a math major might go somewhat as follows:

Freshman:

First Semester

College Algebra and Trigonometry
English
History

Chemistry or Physics

Second Semester

College Algebra and Trigonometry
English
History

Chemistry or Physics

Sophomore:

First Semester

Calculus I
Literature

Philosophy

Modern Math

Second Semester

Calculus II

Literature

Philosophy

Elective

Junior:

First Semester

Calculus III

Abstract Algebra

Foreign Language

Elective

Second Semester

Differential Equations

Linear Algebra

Elective

Elective

Senior:

First Semester

Modern Geometry

Number Theory

Elective

Elective

Second Semester

Topology

Numerical Analysis

Elective

Elective

The mathematics department will continue to offer a year of modern math for non-majors in liberal arts.

The professional studies division will have a math department which will offer courses in Providence to support business and engineering technology.

Straight Ahead

by GARY ALDRICH

Music is changing. Everyone has their own thing about it and everyone changes. Music is also old memories and good times. Can you picture Mom and Dad going down to the local cotillion on a Saturday night, all decked out in knickers and ankle length skirts, and dancing to the rhythms of Glenn Miller and his orchestra? It's a far cry from today where you can go to the Fillmore East in N.Y.C., and just sit and blow your mind over Jazz or Janis Joplin.

What is it that makes (or breaks) a new group? How do you classify soul, blues, rock or jazz? Have you ever heard of Jimmy Page, Graham Bond, Gary Burton or Nina Simone? Can you trace Eric Clapton through all his musical travels until he reached his position with, may they rest in peace, Cream?

Well, that's about all for now. In the future I will try to review the groups, sounds, and people on the present musical scene and give a little background noise about some things which I hope you'll find interesting. Until then, if you have any questions or comments, I can be reached through the Quill or in person, and would be glad to hear anything you have to say about music. Next issue — JIMMY PAGE and LED ZEPPLIN.

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Track Team Loses

Roger William's track club's first meet resulted in a loss to West Warwick School. The R.W.'s Team had only eight men for the meet yet showed remarkable talent. Don Brumenthal won both the high and broad jump. Bob Madison placed second in both the shot put and discus and finished third in the hammer. John Arnold won the javelin while Jim Moron won the

440 and took a third in the high jump. Bob Sitner and Jeff Wienburg each gave fine efforts in the hurdles 100 and 440 each taking fourth place. Steve Anderson won the half mile, mile, and two mile. The relay team, made up of John Arnold, Bob Sitner, Don Brumenthal, and Russ Weathly, finished second. The team won 8 out of 14 events.

Financial Aid Program

The Roger Williams College Financial Aid Program is being seriously affected by the recent federal budget cuts now being proposed to Congress. Roger Williams College, which participates in the three major federal aid programs, has received preliminary notification that its request for funds for next year will be reduced about 50%. After two years of solid growth the program now is in danger of stagnation, if not a reduction.

The implication for students and parents are many fold since college costs are rising and the number of students needing assistance is rapidly increasing. Also, there are increased numbers of low income and independent students who are seeking assistance to pursue a college education. Based on unofficial allocations from Washington, it is clear that individual student awards for the 1969-70 academic year will be severely reduced and that our funds will not nearly satisfy the needs of most incoming freshmen or upperclassmen applying for the first time. At best Roger Williams College may fulfill its commitments to those students already receiving financial aid with the addition of those few most needy applicants from the freshman and upperclassmen.

Mr. Thomas M. Jones, Director

of Financial Aid, along with other Roger Williams College administrators, have been very active in attempting to inform the Rhode Island Congressional Delegation, as well as officials of the Department of Health, Education and Welfare, that the proposed budget cuts are critical to our students. All Rhode Island colleges, through their Presidents and Financial Aid Officers, are working together to impress upon the Senate Appropriations Committee, of which Senator John O. Pastore is a member, that increased appropriations for the College Work-Study Program, Educational Opportunity Grant Program, and the National Defense Student Loan Program are essential to all our students. Senator Pastore has indicated his sympathy with this concept. It is apparent that any efforts to restore these aid funds should be directed at the Congress.

A much larger number of financial aid applications has been received this year than in previous years, and thus, the demands for the limited funds at Roger Williams College will be very great. Because of this situation, it will be necessary to abide by the May 15th deadline which has been previously established. All returning students wishing to apply for financial aid must complete their applications prior to May 15th.

SPORTS SHOTS

From time to time the Providence Journal has slipped up and done something good. This time they have out done themselves by picking the five best basketball players in the state. It warmed the heart of this reporter to see five soul brothers. I am now awaiting the decision of the people to people committee to see if these players will travel.

A man called Adams. . . The coach of Central who sent R.W.C. such caliber of ballplayers as Hal Metts, Len Allen, Roosevelt Benton is surly to be saluted and also thanked by Roger Williams College for many things especially making winter weekend possible. Coach Adams went undefeated (21-0) for the state crown and had two men on everyone's All-State team Rich Santos and Marvin Barnes, he also led the Golden Knights to a fine football record. This was no accident because he was a great athlete in his own right at U.R.I. and later semi-pro. The R.W.C. salute goes to you James Adams, best of luck.

Curve Ball . . . with the return of Tony C. the Red Sox again threaten the A.L. for #1 spot. I predict a healthy Tony and a healthy Jim L. and a hitting George Scott — a Red Sox pennant flag.

In talking with coach Drennen I found out that he is faced with a rebuilding task. Lost or rumored lost are Len Allen, Roosevelt Benton, Harold (1000 pts.) Metts, Bob Miller (52 pts., a new school record), Mark Hall and Paul Sonny Garrick. He also assured me that things were not so drastic that Mr. Perlow and Tom Basstenilli would be called up.

Sorry so many of Harold and Bobs fans couldn't witness their receiving their awards for their Hoop Heroics but, Central only holds 500 people. Surfs up and greens are fast.

Paul Cardoza

STUDENTS WISHING
TO WORK FOR
THE COLLEGE
SHOULD CONTACT
MR. WILKEY
FOR SUMMER
OR FOR PART
TIME EMPLOYMENT

Students are reminded that applications are still being accepted for dormitory unit advisors (Student Counselors). Any student who will be a junior or a senior liberal arts student next September may apply for this position. Application forms may be secured at the office of the Dean of Students. The deadline for these applications is May 1, 1969.

TO
THE
Y.M.C.A.

GOODBY
&
GOOD
RIDDANCE

Dean Douglas Your
Mustang Is Hot

You Think You've Got Troubles

On Friday afternoon, March 14, my luck ran out. Up to that day, what with the snowstorms, the talk-ins, and various other dodges, I had succeeded in keeping my new hiding place on Pine St. a secret. Even on March 14, if I had retained the good sense of leaving exactly at 2:30 — as any sane person would do — I would have missed Lenny Berk, who poked his head in my door and asked me to simultaneously alienate myself from all the "sets" (to use the modern math idiom) in the school, by writing up my views on school problems for the Quill.

But, but . . . but . . . (supply excuse).

"You think you've got troubles!" Listen to the state of affairs that existed at the four-year college I left in coming to Roger Williams. At the time I left,

- The third, of the three Presidents who had held that position within four years, President was being attacked violently by the local AAUP chapter for supposedly breaking promises to new faculty members, failing to honor rehiring contracts made by the previous President, and denying tenure to certain faculty members.
- The assistant Dean of Students, a family man, had just been given until midnight to get out of town (by the sheriff) for having gotten pregnant a 15-year-old babysitter.
- A young musician (a true romantic) had failed to have his contract renewed simply because he entertained a coed one night by playing his violin outside her dorm window and got arrested for jaywalking (and had to call the school to get bail).
- Nine (including your humble servant) of the twelve English Department member left, not to return next year.

e. The college had failed to be re-accredited at the last visit by the inspecting team and seemed likely not to be (but was, as I have subsequently learned).

To get to conditions at Roger Williams College — at present, the college is taking leave of a system of education that was authoritarian, rigid in structure and rhythm, and distant from public life, and moving toward a system that is open flexible, and more closely meshed with public life. During such a transition, we must be willing to accept uncertainty and frustration (though not without complaining).

And though the temptation is strong, amid such frustration, to focus the fault for it upon specific external targets, to succumb to that temptation is ungenerous and unrealistic. Having reached the threshold of 35 (as measured by the movement of heavenly bodies), I have learned at least one thing and that is that most people try to do their best most of the time.

The registration procedure is obviously ineffective and chaotic. But Mr. Nelson has received far more than his share of the blame for it. The faculty and administration have often either not settled such matters as degree requirements and course prerequisites and eligibility, or else not clearly communicated the information on these matters to people working registration. Also, when a new system is being tried, as was the case this second semester, it is bound to have confusions built into it that could not be foreseen. Another factor that complicates registration at this school is the school's practice of taking students at the 11th hour. I understand that another plan is being drawn up for next year, but I see confusion continuing for some time still.

Student participation in curriculum planning, faculty evaluation, and social life is still far from adequate, but the creation of the Council on College Affairs will be a giant step forward. And student initiative — the key to effective student participation — has begun to show itself in such things as the talkbacks and the student-initiated committee to install an education curriculum.

About faculty-administration relations, I can only speak in respect to the liberal arts area, and even there with a sense of being a bit presumptuous and, in the other direction, vulnerable. But, judging by the interchanges this year between the English staff members and members of the administration, I believe that a good relationship exists between the two. I do not agree with some decisions made by administration members, in regard to reappointment especially, but I am convinced that these decisions have been made with considerable have been made with considerable judgement and an attempt to be fair.

In the months to come, students must still press for increased participation; the faculty must clarify its programs and courses (though not rigidify them) and wrest more self-determination from the administration; the administration must work harder to keep lines open to both faculty and students.

Lionel Trilling says — in speaking of a character in a novel — "she requires of life that it be well-shaped, impressive, and alive." At present, we are alive; in a few years we may be impressive; but "well-shaped"?

—Peter Porter
M.A.; RFD; Sp-2
Soc. Sec No. 22-222-222
Catch?

SEX SURVEY

Recently a survey was conducted at Roger Williams College, quite an unusual survey. The survey dealt with the "taboo" subject of sex. Actually we were trying to get some responses on the knowledge and usage of contraceptives. We attempted to get the responses of a varied group of people. The questionnaires were distributed in four states, to married and single people of all ages and religions. What follows are the results of our survey:

Average age — 26

15 Afro-Americans — 40 Orientals — 88 White mixed Americans.

53 Males — 54 Females
48 Catholics — 30 Protestants — 20 Jews — Rest-No preference.
Education: From 9th grade to PHD.

Average # of children: 2

4 were opposed to contraceptives because of Religious beliefs.

3 Females Sometimes
6 Males

Believing in pre-marital sex:

8 Females Yes

20 Males

6 Males No

18 Females

Do you think contraceptives should be used:

12 No; Out of 59

Do you use them:

32 Yes 18 No

Do you want your wife to be a virgin:

Only 4 Yes

Are you now a Virgin:

6 yes out of 28 Males

Are you now a Virgin:

26 yes out of 31 Females

Following are some comments

we received from the questionnaires: The subject sex should be aired more and cause no embarrassment.

Sex should not be a hidden and dirty thing. . .

I believe that we should have vigorous programs (governmental if necessary) to provide the latest birth control information to the public-both married and unmarried.

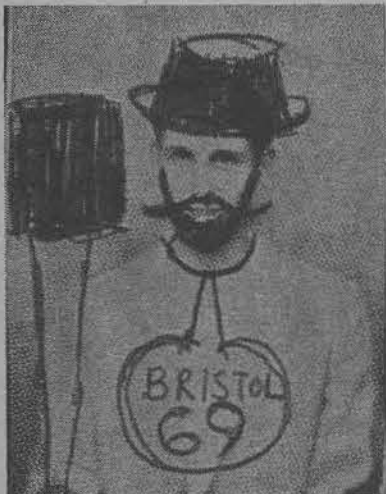
Birth control is a necessity if we are to remain civilized and partially rational. We must spare our children from a world of hunger and disease and birth control seems to be the answer.

Man has certain natural appetites all of which are good if properly used. Sex is a similar appetite. Its primary goal is children. Pleasure is put into the sex act by nature so that people will engage in it and procreate the race. Pleasure, however is the secondary goal, the primary goal being the procreation of children. Sometimes I wonder if people are more irrational than other animals. Think, did you ever see a dog or a cat use a contraceptive?

I think this questionnaire a very sensible and beyond that, necessary thing. It recognizes the fact that sex is a fact among young people of pre-marital age in many instances, and attempts to logically deal with it, instead of taking the "Ostrich" approach. Contraceptives certainly must be an important consideration of any such attempt. It demonstrates informed, modern thinking on the part of the students at Roger Williams College.

What are your reactions?

ASK WHO?



Question: Why have you returned writing your column?

Answer: Do to popular demand I've returned, also I believe it livens up the Quill a great deal.

Question: What do you think of the juke box in the student center?

Answer: I think its great, but it appears to me that when it comes time for Diplomas you'll have two types of students — the first one will be snapping his fingers as he walks across the stage to receive his degree and the other student will have playing cards stuck in his back pocket.

Question: I heard Mr. Perlow is a great teacher, you shouldnt cut him up like you do, signed Mikey.

Answer: Dear Mikey, Mr. Perlow is the only teacher I know of that you can kid him and still receive

an A. (I hope anyway).

Question: Where's Dean Long's office?

Answer: Here Goes: You go to the second floor of the Y.M.C.A. turn right and its your first door on your left. Walk in and he resides in the room with the door thats (almost) always closed.

Question: What are your feelings about sex?

Answer: Good.

Question: Who is Mr. Caridi?

Answer: Its like an old T.V. program I used to watch whereby Dean Long is the Long Ranger and Mr. Caridi is Tonto.

Question: How was Winter Weekend?

Answer: Excellent, credit should be given to the Student Council for a job well done. Those who attended had themselves a ball, but we shall have a Spring Weekend, so we hope to see everyone attending.

Question: I heard that a major in American Political Studies terminated.

Answer: This is correct, only the Juniors have the chance of finishing their program and receiving a Bachelor Degree in American Political Studies. I can't help to revert back to what Dr. Gauvey said at the first Talk Back. He said (and I do not quote) If there is an interest of approximately twelve students or more in a given course or program, with the sub-

mitting of a course or program to him, he'll try to creat or initiate that course or program. In this case-the-program has been in progress and there is still interest in the program by both Freshmen and Sophomores. Dr. Gauvey please give me an answer to your answer. (referring to Talk Back one).

Question: Lenny, what do you think of the possible chance of Mr. Nelson (the registrar) taking care of both Bristol and Providence campus when it comes time to register?

Answer: That ought to be beautiful, nothing against Mr. Nelson, for a man of 90 he looks damn good. This more or less proves that there won't be such a communication barrier next year, cause as soon as he's through registering students, there probably be a line from Bristol to Providence for those students who have to make changes in their program.

Question: What do you think this college needs in order to make the majority of people connected with the school happy.

Answer: A million dollar donation to the College. (YOU UNDERSTAND).

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Once upon a time you dressed so fine
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prime, didn't you? Students called,
said beware, said you're bound to fall
you thought they were all - a kiddin you.

You used to laugh about, everyone who was hangin out,
now you don't talk so loud, now you don't seem so proud,
without having to be scrounging, you're next meal...

How does it feel, how does it feel, to be on your own with no direction home,
a complete unknown...

LIKE A ROLLING NETOP!!!

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changes by Quill Editorial Board

WHERE WILL YOU GO?

SPRING WEEKEND 1969

Friday, May 2 at 8:00 p.m.

JANIS IAN
THE BOX TOPS
with
THE QUILL

At ROCKY POINT PALADIUM
Warwick, R. I.

3.00 per person 5.00 per couple

Thursday, May 15 at 6:30 p.m.

AWARDS DINNER
VENUS DeMILO RESTAURANT
Rt. 6, Swansea, Mass.
ROGER WILLIAMS STUDENTS ONLY
Admission \$1.00 person



Saturday, May 3, 12 Noon-12 Midnight

PICNIC, HAYRIDE, MIXER
Latham Farm's, Smithfield, R. I.
FOOD AND DRINK INCLUDED
\$2.00 per person
Bring Your Bats and Balls!

Friday, May 16 at 8:00 p.m.-1:00 a.m.

JUNIOR CLASS RING DANCE
SOPHOMORE COMMENCEMENT BALL
Venus DeMilo Restaurant
Rt. 6, Swansea, Mass.
BUFFET AND DANCING
ROCK and ROLL ORCHESTRA
\$5.00 per couple

TICKETS \$12.00 COUPLE —FOUR EVENTS
OR SINGLE AVAILABLE AT
ROGER WILLIAMS COLLEGE STUDENT CENTER

A Tragedy of Deception

**The Spider and The Fly
or, How One Man's Web Trapped
An Entire Department**

Characters:

THE SPIDER — The Former Minor Leaguer In The Infamous Roger Williams — Curry College Two-For-One Deal.

THE FLY — Little Applesauce (APS), The Darling Of Roger Williams.

OTHERS — Stout-Hearted John, Leevee, Long-Legged Bob.

Those who knew and understood Little Applesauce at Roger Williams said she was a unique being. Leevee, who had conceived Applesauce, and Ralph, who spoke so highly of her at the 1966 Denver Conference, were extremely proud of her, in that she was the perfect example of experimentation. Unlike the tradition-bound Polly Stud, Applesauce had no fear of new ideas, so much so that her own philosophy was totally unique.

Applesauce's eight-teen junior friends learned many things under her guiding program. When the juniors explained the philosophy of Applesauce to the wise fools (who were one year behind the juniors), many of them were excited; they, too, wished to come under the philosophical umbrella that Applesauce held high.

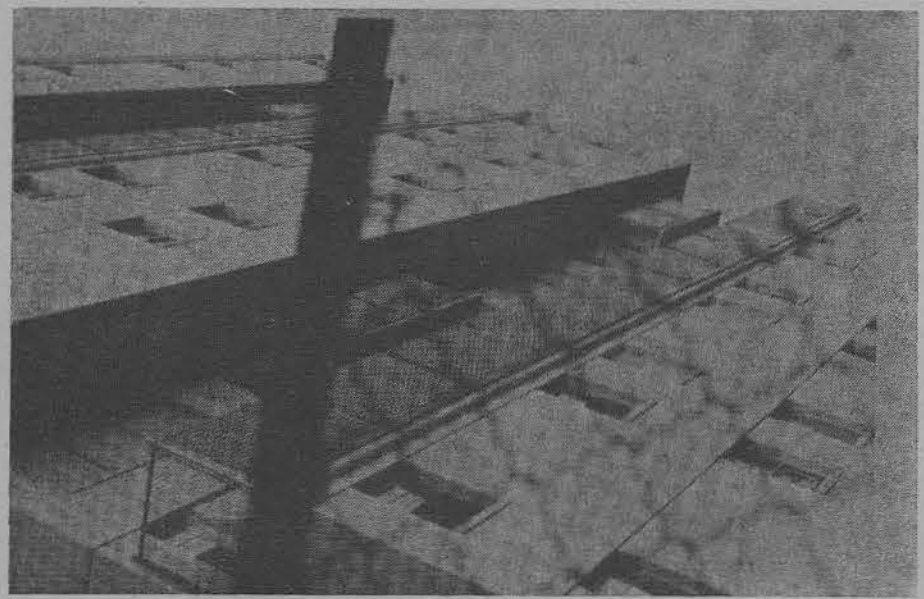
Then one day a black cloud appeared on the horizon. The Spider, unnoticed, crossed the state line in the bags of Long-Legged Bob, the geophysicist from Curry. Bob, who was hired to find new stones to build Bristol upon, was soon discovered to have too many old rocks in his own head (possibly explaining why so many headstones are appearing now in Providence). But the real sleeper was The Spider. Working out of Bob's office, Spider began spinning his web immediately, calling it All-

American Sibling; however, The Spider had difficulty in enticing beings to his web, catching only two by April 1969. He viewed Applesauce with great envy and longed for a way to eliminate her. Then one day Spider ran into Stout-Hearted John, a friend of Polly Stud's, who for some reason was wallowing at Hartford Park; The Spider proceeded to make a deal with John, first getting him the Chairmanship of the Society's Stud Council. Then The Spider and John conceived of a plan to dispose of Little Applesauce. John would bring in old, worn-out Polly Stud, and The Spider would restructure American Sibling, renaming it American Stud; with this new, double strength web, Applesauce would be caught, never to escape.

Little Applesauce, meanwhile, had heard rumors that The Spider was intent on catching her, but she just couldn't believe that anyone could harbor such cruel thoughts; so, she went her merry little way, pleased with those who continued their praise of her. Then, on April 14th, It happened: in full view on her junior and wise-fool friends, who tried desperately to save her, Applesauce was snared, while The Spider gloated and John looked on, seemingly unconcerned.

As of this moment, poor Little Applesauce is still struggling in The Spider's web, but her strength is ebbing. Her friends are still trying to find a way to save her. If anyone has a broom that could crush The Spider against the wall, or possibly a vacuum cleaner that could suck The Spider up forever, please bring them to Applesauce's friends.

Respectfully submitted,
Gregory Nelson



Don't fence me in.

On Hartford Park

We recently interview Mr. Daniel Mellor, who is currently director of the Urban Studies program at Hartford Park. The interview will be related objectively to the reader.

Are the students, in your opinion, adapting to their social surroundings? For example, are their relationship with the member of the Hartford Park community good relationships?

Ans: "Absolutely and positively yes! Go back two years. It couldn't have been successful unless we had support from the community. You must remember that they are not a homogeneous group. Their perception of college students came from the Huntley Brinkley Report's coverage of the "filthy speech movement at Berkely." They thought all college students are sexually promiscuous, addicted to drugs, drink too much, and have long hair and beards. About 90% of the students in the project are part of the community — legitimate social research is not a nine to five job, it is living the problem twenty-four hours a day — the essential part of the learning process is involvement — for the vast majority there is a great

deal of involvement."

What is the image that the students have projected to the community?

Ans: "A good one!" "The kids up there have found a new image. For the kids, it's they no longer find it wierd to carry a book.

To begin with I tried to put too much responsibility on them and it caused too many problems. We have elected students who sit on committees with faculty and staff. Subject to supervision, they run the place as far as student activities. They also have a grievance committee and an appeals committee."

In regards to finances, do the students seem satisfied with (1) living conditions? (2) Commuting from Hartford Park to the Providence campus daily? (3) any other comments?

Ans: "I am financed by federal grant through PHA (Providence Housing Authority). Generally, students are satisfied except for quarters rentals. I am not satisfied either because it is too high. The students are responsible for their own food and most of the students are on grant loan or financial aid."

Are the objectives of the Hart-

ford Park Urban Studies Project being fulfilled?

Ans: "Yes, I think they are. It is not to say that we haven't made errors. Recognizing we are part of an experimental program, we are license for mistakes. The President has conveyed an evaluation committee comprised of faculty members from PC, RIC, BROWN and BU, to evaluate progress to ascertain how well the project is meeting its objectives."

What type of examinations are students given at Hartford Park?

Ans: "Oral examinations. Everything is strictly seminar approach."

Do the students have the option to remain at Hartford Park during the summer months?

Ans: "I suspect so, but I don't know so."

Mr. Mellor reminded us that physically and intellectually, it is the toughest program at the college. He also reminded us of the real essence of such a program at Hartford Park. "You can't be a psychiatrist — some ended up (students) being intellectual do gooders."

By Hallenbeck—D'uva

MAYDAY

American Political Studies

Recently the American Political Studies program has been the brunt of a senseless attack directed by faculty who obviously possess no understanding or appreciation of the course. My reasons for this judgement resulted from a meeting held on April 14th. This reporter was joined by twenty other political science students, Mr. Caridi, Mr. Stout, Mr. Coyle and Mr. Verstandig. Both Mr. Coyle and Verstandig presented cases in support of the program.

Mr. Stout read a statement to those present explaining that the APS program would only be continued one more year to assure that all juniors presently involved in that major would be able to graduate with a degree in that area. Mr. Stout added that the philosophy embodied in APS would not be destroyed by the dismantling of the program after next year. He said that the courses presently administered through the APS would continued to be offered through Mr. Caridi's department, American Civilization. On the basis of Mr. Stout's statement the program would be disbanded and incorporated into American Civilization.

Students not presently enrolled in APS would be able to take the same courses, however if they follow an APS curriculum they

would receive a degree in American Civilization. It seems absurd that a student in political science should receive a degree in American Civilization.

Mr. Caridi arrived midway in the meeting and attempted to clarify the information presented earlier by Mr. Stout. Mr. Caridi emphasised that the ABS program would be phased out but it's content would be continued through courses offered in American Civilization.

My first reaction is to ask why should the APS be eliminated. The present program will be eliminated. Despite assurances to the contrary, the courses now offered, will not result in a political science degree. It appears unreasonable to discontinue the present program in favor of Mr. Caridi's revision.

The APS program is being subjected to a physical change. To justify any change it is customary to demonstrate the inadequacy of the present system or to show how a proposed change will be more advantageous. That logic has not been followed.

The present program has an emphasis on practical politics. The coordinator Mr. Lee L. Verstandig has arranged for students to be actively involved in community politics. During the fall semested

each APS student was placed in one of the state political campaigns. The value of this approach is multifaceted. It gives each student the opportunity to apply the political theory taught in other courses. Additional community involvement includes the congressional intership and municipal government programs. The curriculum is supplemented by theory courses.

The only suggestion for improving a program already well respected, is to broaden it not to discontinue it. Having been exposed to this program I am fully aware of all the advantages it holds over poli-sci programs offered at other colleges. This has been my first exposure to a regular political science curriculum. I had taken other politics courses prior to attending RWC but only as individual courses. This year's exposure to APS has served to inspire a career in politics. Before this year I hadn't been exposed to the real political environment. Mr. Verstandig's Campaigning seminar made it possible for me to view politics and politicians as no text could have. I contend that this exposure could have led to by discouragement. That too, would be a benefit of this program. Each student has the opportunity to live politics and discover if his inter-

ests and abilities are really located in this area. Even Mr. Caridi will concede this argument.

APS has supplied these advantages to all the majors. Students have shown increasing interest and concern for the program since its inception. Its unique nature and its coordinator have been the reason for many students attending RWC.

The APS majors were assured that the program would not die because it is being transferred to another department. That argument cannot be substantiated to this reporter, The APS program, under Mr. Caridi's proposal will become a lameduck program that will begin a slow death after next year. Somehow this does not seem to be an adequate reward for a curriculum that has brought so much pride to the school.

APS is the perfect embodiment of the RWC educational experience this college boasts of. I urge the retention of this excellent program with additional modifications. Instead of supporting Caridi's proposal and disbanding the APS, Roger Williams should enlarge this already successful curriculum. Instead of having students only involved in practical domestic politics, enlarge the concept of applied politics into international politics and foreign affairs.

I should like to remind those who can reverse this decision, that Mr. Caridi's decision is not the death note of APS. It can be reversed if the administration agrees. We have the interested people and an interesting course. We require assistance to change the suggested alterations. We ask for that support to enable The APS to continue the RWC educational experiment.

W. J. Hoffman

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WHAT IT'S ALL ABOUT BABY



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Sociology Programs

A Sociology - Anthropology Program will begin next year which will offer introductory courses in Sociology and Anthropology and at least 16 advanced courses in such areas as social welfare, sociological theory, research methods, anthropology, social organization, and minority groups. Beginning next fall, a student majoring in Sociology must take a one-semester Introduction to Sociology course and a one-semester Introduction to Anthropology course, both available in the Sophomore year.

In addition to Introduction to Sociology and Introduction to Anthropology, a Sociology major must take a political science course (recommended - Introduction to Political Studies, as a Sophomore, or a political science

elective as a Junior or Senior) which should be recommended and approved by a faculty member in the Sociology Program.

A Sociology major is required to complete at least 8 advanced courses during his Junior and Senior years. The following is an example of possible course offerings for next year:

1st Semester

Introduction to Sociology
Introduction to Anthropology
Social Anthropology
Sociological Theory
Social Organization
Comparative Social Institutions
Race Relations & Minority Groups
Social Work Principles
Family Social Services
Social Deviancy

2nd Semester

Introduction to Sociology
Introduction to Anthropology
Culture and Personality
Contemporary Sociological Theory
Social Control
American Social Institutions

Afro-American Social Institutions
Social Research Methods
Correctional Welfare Services
Community Analysis

Other courses which are recommended to Sociology majors, though not required, include Introduction to Psychology, Introduction to Economics, Statistical Methods, and Urban Studies. It is hoped that Sociology majors will avail themselves of a wide variety of liberal arts courses and especially social science courses as individual academic and career objectives are developed.

MAJORS IN SOCIOLOGY MUST COMPLETE:

1. Introduction to Sociology (offered to Sophomores and above)
2. Introduction to Anthropology (offered to Sophomores and above)
3. Political Studies elective
4. Eight Advanced Courses in the Sociology - Anthropology offerings during the Junior and Senior years.

For Sociology majors who will

be seniors next year, the requirements for the Anthropology and Political Science courses will not

be in effect. For all other Sociology majors, the requirements will be in effect.



It is with a heavy heart that I change Netops to Hawks