

6-6-1971

## The Quill -- June 6, 1971

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### Recommended Citation

Roger Williams University, "The Quill -- June 6, 1971" (1971). *The Quill*. Paper 149.  
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“Students in today’s society seek those in positions of leadership that are deserving of their loyalty and trust. Leaders in today’s society can ask no more.”

# The



# Quill

BRISTOL  
PROVIDENCE

VOL. X No. 28

THE QUILL

Sunday, June 6, 1971

# Commencement Nineteen Hundred and Seventy-one

THE WHITE HOUSE  
WASHINGTON

TO THE 1971 GRADUATING CLASS  
ROGER WILLIAMS COLLEGE

The continued success of the American Experiment depends primarily on the qualities of heart, mind and spirit of our young people. As college graduates you have not only the training and idealism, but the opportunity and responsibility to build through further study or through your chosen careers the kind of society which will make further generations proud to identify with your accomplishments.

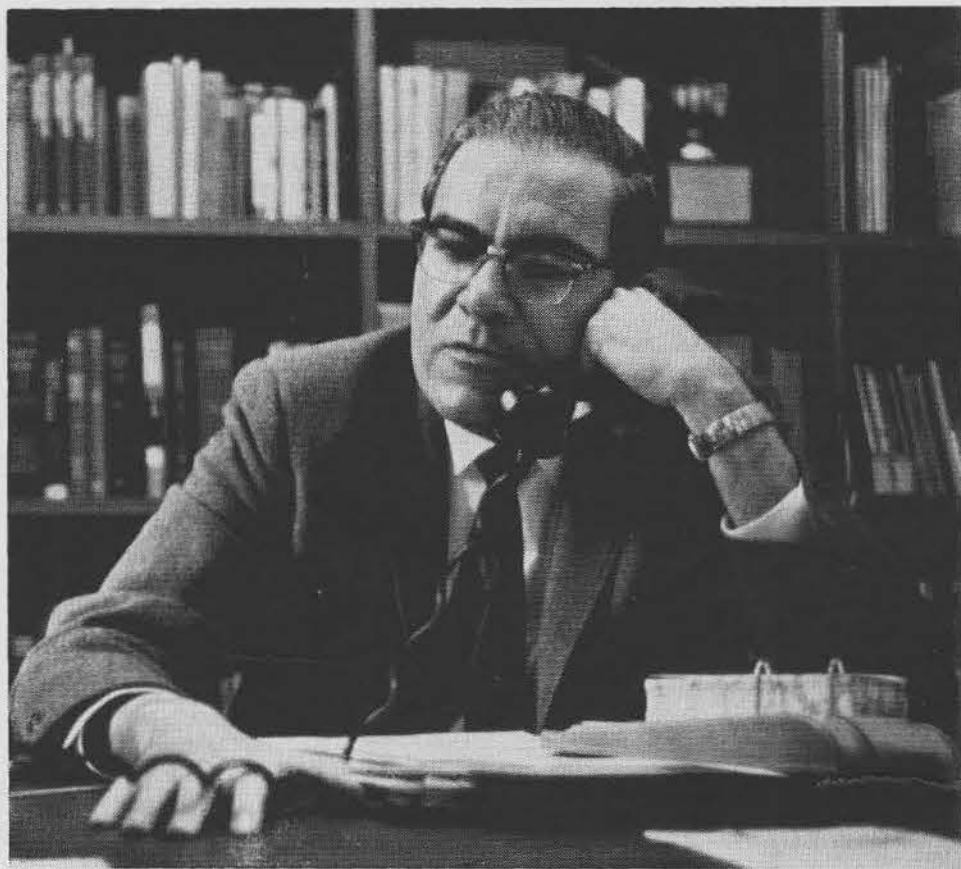
I know that you will not fail to become part of a positive response to the needs of America: a response worthy of her resources and capacities; worthy of the historic courage and the wisdom and will of her people. Your studies have given you the tools to dedicate yourselves in a very special way to helping overcome some of the most difficult problems we face; and as you become further involved in these efforts, you will continue to discover more examples of the ways in which the complexities of modern life make it imperative for us to work together.

The destiny of our nation is not divided into yours and ours. We share it. There can be no generation gap in America. We must all keep an open mind and forthright spirit, balance the courage of our convictions with the courage of our uncertainties, triumph over bigotry and prejudice and recapture the unity of purpose that has always been our strength.

Your fresh ideas and candid approach can be a strong deterrent to division and a valuable asset in building the alliance of the generations we so urgently need if we are to advance the cause we share. As I congratulate you on this graduation day, I do so in full confidence that you will answer this need both in your careers and in your daily lives.

*Richard Nixon*

# From The President's Desk



Ralph E. Gauvey, President, Roger Williams College

## Art Buchwald: At Commencement

Called by *Time* magazine "the most successful humorous columnist in the United States," Art Buchwald comes to Roger Williams College on June 6, 1971 to speak at Commencement.

In addition to his popularity as a syndicated columnist, Buchwald is also the author of many a rib-tickling book, "The Establishment is Alive and Well in Washington," preceded by "Have I Ever Lied to You?" (1968), "Son of the Great Society" (1966), and ". . . And Then I Told the President" (1965). During 1969 he tried his hand at playwrighting and in January, 1970 his play, "Sheep on the Runway" opened on Broadway to very fine reviews from some of the country's leading critics, and early in May it opened in Washington.

As a performer he is heard on records, on TV and, of course, before audiences all across the nation. His life, it would seem, is a continual "happening" although you might not gather that from the introduction to one of his books:

"Art Buchwald works in a small airless room on top of the Washington Monument. Subsisting on nothing but orange juice and black coffee, Mr. Buchwald writes his column in longhand on the backs of old White House press releases. They are then attached to the legs of speedy pigeons and delivered to the 450 newspapers that carry his column to every part of the civilized and uncivilized world.

"From his view on the top of the monument, Buchwald is able to see everything that is going on in the nation's capital. His sharp eyes pierce the curtains of the Executive Mansion, the Pentagon, the FBI, and, of course, the CIA.

Shy, introspective and terribly aloof, Mr. Buchwald rarely leaves his room except to buy *Time* magazine to see if they've put him on the cover.

"Despite his long years in Washington, Mr. Buchwald is still a mystery to fellow newspapermen. Some say that Art Buchwald is a pseudonym and the column is written by the Joint Chiefs of Staff — each service taking the duty for one month.

"Another theory is that Art Buchwald is really Howard Hughes, which, if true, would make him the richest columnist in the world today."

Theories aside, however, there do seem to be some facts in the real life of Art Buchwald.

Born in Westchester and raised on Long Island, he left home in 1942 and enlisted in the Marines. There he gained his early journalist experience in the Pacific Theater, editing his company newspaper on Eniwetock, where he was stationed for three and a half years.

The University of Southern California welcomed his talents after his discharge from service. He was managing editor of the college humor magazine, columnist for its paper and author of one of its variety shows. Buchwald then went to Paris as a student, and afterwards got a job on *Variety*.

Early in 1949, he took a trial column to the editorial offices of the European edition of the New York *Herald Tribune*. Entitled "Paris After Dark," it was filled with off-beat tid-bits about Parisian night life. The editors liked it. He was hired.

By 1952, his column, then called "Europe's Lighter Side," was syndicated in the American press. Ten years later, he moved his typewriter to Washington, where things have been getting livelier and livelier. He is now syndicated in over 400 newspapers throughout the U.S. and the world.

One fact remains indisputable. He is, in the words of Walter Lippmann, "one of the best satirists of our time."

As one of the most creative and productive institutions of man, any college devoted to teaching and learning contributes a singularly positive force to society. In spite of allegations to the contrary, our colleges and universities are producing the largest number and best educated people in history, rendering at the same time a multiplicity of services for their communities.

Certainly colleges are places of considerable complexity and tension, but they attempt to give students knowledge and experience which will enable them to come to deal with the awesome and diverse problems they will face after they graduate in a world full of conflict.

When we look to the future, we experience a sense of foreboding and anxiety over the imminent changes threatening to undermine, weaken and possibly destroy the private college in America. Never before has the very existence of American private colleges been so severely questioned. As a college president, I wish to stand up and be counted among those who judge the private college as being immensely important. Convinced of the value of private higher education, I view the threat to its vitality as a threat to the intellectual and cultural life of our nation.

Private colleges have done more than their share to create a healthy and fruitful diversity in the American educational realm. This diversity is no cultural luxury; it is essential to basic vitality in our national life. The private colleges have provided an important alternative which allows the individual to make his own choice. This freedom to choose between the state system of education and private education is essential in our pluralistic society. It is not surprising then that this freedom has given the private colleges the opportunity to become the "pace setters" in educational innovation. They have not misused this trust and they hope to be able to respond in the future with even greater challenges and keener sensitivity to the needs of our youth. The University Without Walls program is just one example of how 19 colleges are trying to meet these needs.

The year 1971 was one of increasing cynicism resulting from the war in Asia, the severe economic recession, and the further polarization of national groups and interests. We felt this, of course, but more so our concerns were focused upon making our microcosm of society work and flourish here.

1971 in many respects was a process of self renewal (in John Gardner's sense) for Roger Williams, adding new dimensions to our programs of which the semester in Sicily was a notable example. The college completed its second full academic year on its new Bristol campus. The high point of the year, of course, occurs at this June Commencement when our second bachelor degrees will be awarded, an event which fulfills a basic requirement for accreditation which will benefit students and alumni alike and brings us further towards being fully recognized as a four-year institution.

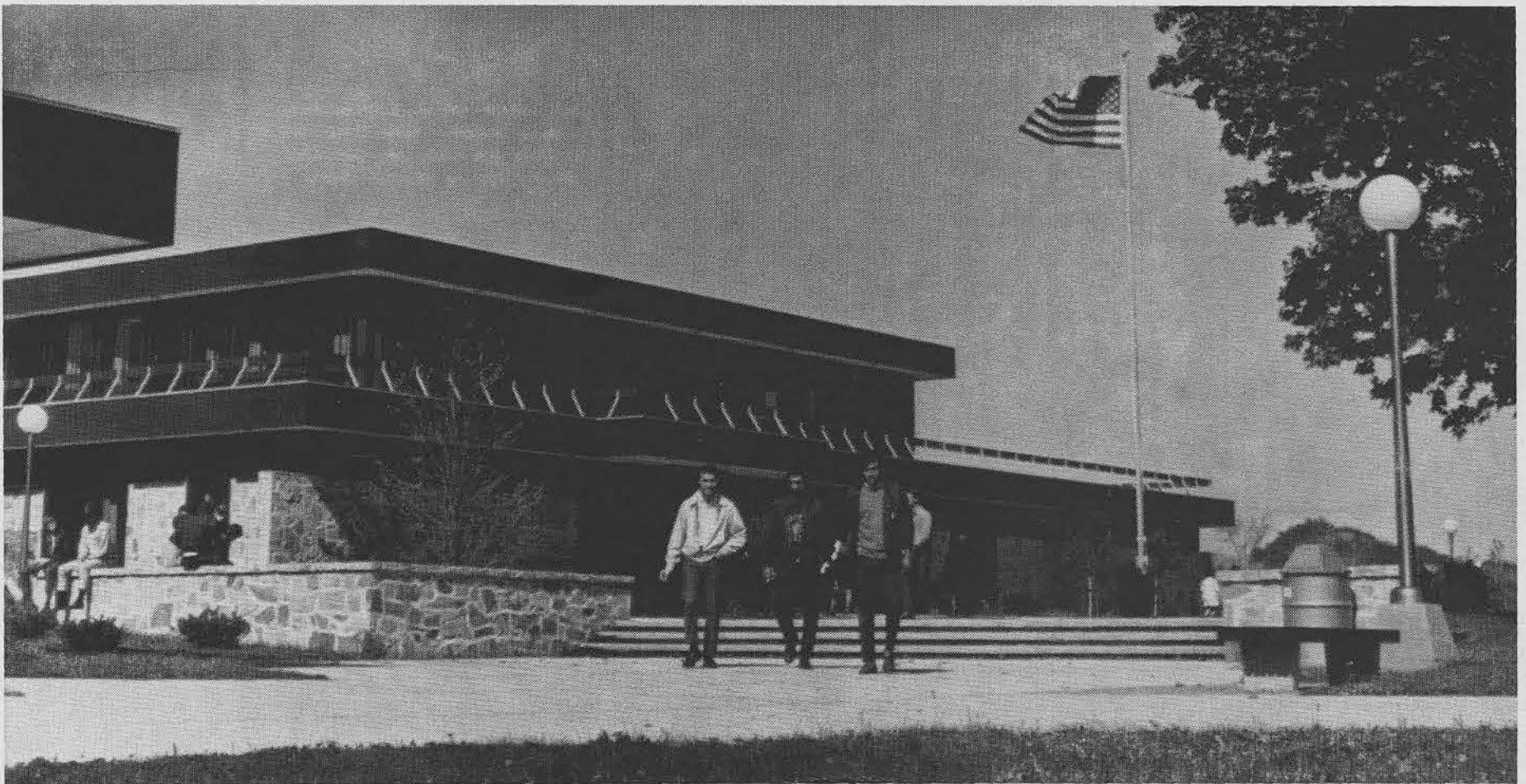
When we observe how much has already been accomplished and when we see how many dreams we still have for the college's future, it is sometimes too easy for us to forget the fact that Roger Williams College has grown from 360 students in 1960 to 3700 in 1971 and is now serving students in three communities with plans to expand further next fall with its London program and through the establishment of field study centers. When we study the history of Roger Williams College each of us should recognize the real accomplishments achieved by so many dedicated people.

We hope our 1971 graduates will want to continue to sustain that growth by actively serving on one of our alumni committees — or in other meaningful ways.

Why? Because, as a private college Roger Williams' philosophy and purpose are increasingly unique in an age of multiversities and megastructures. Roger Williams wants to remain a small college with its commitment to the individual student and his needs. It wishes to give him an opportunity to gain an education in a day when admissions doors are all too frequently closed. I think one of the justifications for sustaining Roger Williams College is in its primary emphasis on teaching, not research or publishing — or being a prep school for advanced degrees.

By conceiving education in a new light, by getting a second chance to learn, by getting close to faculty members, administrators and trustees, we hope future classes will flourish and achieve academic success and personal fulfillment.

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



Central Administration Building, Bristol Campus

# Roger Williams College History of a "Lively Experiment"

by Everett B. Nelson

The seal of Roger Williams College bears the inscription, "Incorporated 1956," but the origins of this unique and exciting educational institution go back a full half century to the Fall of 1919.

In that year, Boston's prestigious Northeastern University opened one of several branches in the Providence YMCA. Here, a pioneer group of 40 all-male students started the long climb toward a Bachelor of Business Administration degree via six years of evening study. Roger Williams trustee Alexander H. Hirst and corporation member Allyn K. Suttell were two who earned this evening degree with distinction and went on to positions of leadership in the Rhode Island business community.

The following year, Northeastern added a law school where evening study could lead to an LL.B. degree. One of its outstanding graduates was a young man named John O. Pastore, the distinguished Senator from Rhode Island, who is also a member of the Roger Williams corporation.

When Northeastern found it necessary to drop its branches in 1942 (the law school had already closed in 1933), the YMCA combined the business school with its own technical institute under the name of the Providence Institute of Engineering and Finance. It offered certificate programs in such areas as accounting, engineering and management.

Just as this second link was being added to the 50-year chain of Roger Williams history, along came World War II. Like many another school at that time, the Institute was forced to close its doors for lack of students. When it reopened in 1945, it did so under the shorter name of "YMCA Institute," but the programs offered continued to be those lead-

ing to certificates rather than college degrees.

When World War II ended, the passage of the GI Educational Bill encouraged returning veterans to further their education with help from Uncle Sam. The returnees, however, demanded an education that would lead to a college degree, a better job and a better place in society. And, since they could look to the government for financial assistance, many were willing and eager to go full time in order to get their degrees in the shortest possible time.

To meet this demand, the Institute trustees took what was perhaps one of the most important and significant steps in the history of what we know today as Roger Williams College.

After a careful study of Rhode Island's postwar educational needs, they applied for and received from the Rhode Island State Department of Education permission to become the state's first junior college and with it the authority to grant the two-year Associate degree.

Then in 1956 came an even more significant step. By mutual consent, the YMCA and the college parted company. The former YMCA-run Institute became a completely independent institution, with a new charter and the new name of "Roger Williams Junior College." Harold W. Schaughency, who was appointed director of the Institute in 1950 to succeed Robert L. Lincoln, became its first president.

Classroom and laboratory facilities as well as offices continued to be housed in the Y, although the relationship was now solely one of landlord and tenant. And, because the programs still emphasized engineering and business management, the new college continued to have an almost exclusively male student

population in both day and evening divisions.

Enrollment was still small, and the great majority of the enrollment was made up of part-time students studying at night to earn their degrees. Indeed, in its first year of independence, Roger Williams Junior College had a total enrollment of 312 students of whom only 100 were full time. By 1959 the two had pulled up even (188 to 188), but women students were still few and far between.

To remedy this imbalance, and at the same time to provide an "exploratory" curriculum for students unsure of their career goals, a new Associate in Arts program in liberal arts (then called "general studies") was introduced in 1960. The following year, a second such exploratory program was added leading to an Associate in Science degree.

Results were immediate and gratifying. High school counselors found in these exploratory programs an answer to the question posed by so many of their charges: "Where can I go to find myself?" Daytime enrollment climbed, and full-time students now outnumbered part-time students two to one.

For the first time, too, Roger Williams offered programs attractive to women, and suddenly the fair sex accounted for a good 10% of the total population — with salutary effects on male student morale.

Growth, however, was still slow, though steady. It was not easy for the little college to project a clear "image" while still hidden away in rented quarters on Broad Street and in a manufacturing building on Pine Street, and many people assumed that because Roger Williams still operated in the YMCA it must still be YMCA-controlled.

Furthermore, the role and status of the junior college was still imperfectly understood by most Rhode Islanders. If they thought about it at all, they thought of a junior college as a little higher in status than high school but still "junior" in the level of its offerings to a "regular" — i.e., four-year — college or university.

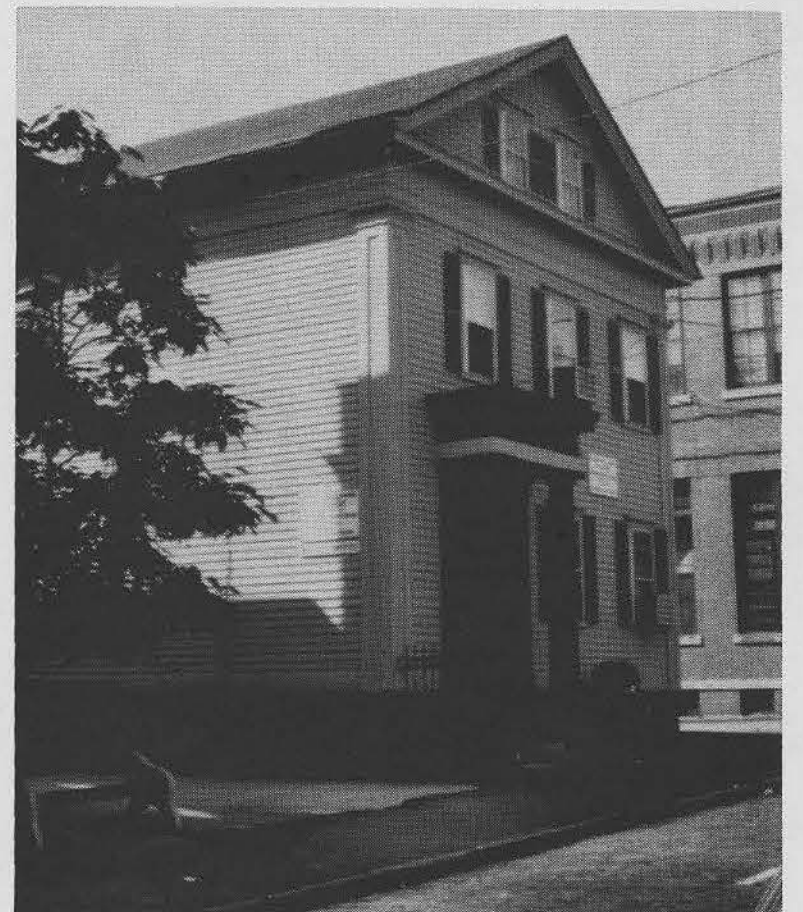
Meanwhile, in 1959, the trustees under the chairmanship of the late Alvin E. Anderson decided it was time to take a hard look at the position of Roger Williams in Rhode Island higher education and what its future might be. There was even thought that it had reached its

peak, and that with rumblings of a private and a public junior college to come its future might be uncertain indeed.

A team of private educational consultants was engaged to review the background and status of the college and to make recommendations as to its future. Their report was happily encouraging, and on the basis of their recommendations the trustees not only decided to keep the college going but made a solemn commitment to make Roger Williams of the future "a unique and significant member of the Rhode Island educational community."

**HISTORY**

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Providence Campus, Administration Building

# History

(Continued from page 3)

As a first step in implementing this commitment, trustee Dr. Elmer R. Smith of the Brown University education department was appointed chairman of a search committee to seek out a new president with the vision to develop a "bold new plan" for the college — both in the educational sphere and in creating a long overdue home of its own.

After a year of searching for just the right man, they settled on Dr. Ralph E. Gauvey of Ohio, then president of Urbana College. Dr. Gauvey, not without misgivings as he later admitted, accepted the offer and took office in July of 1963.

At the same time, trustee Lloyd W. Kent, who later resigned to become the college architect, was made chairman of a planning committee to survey possible sites for the building of a college campus.

Working closely with Mr. Kent, and later with a devoted and hard-working building committee headed by trustee Gerald W. Harrington, was Edwin F. Hallenbeck, a member of the original 1959 survey team. To Mr. Hallenbeck, now Vice President for Planning, goes much of the credit for campus planning and for government grants and loans which in great part helped turn a dream into a reality.

The first site selected was high on a hill off Toll Gate Road in Warwick. Gifts toward its purchase were solicited from public-spirited citizens and corporations familiar with the college and its past contributions to the community.

Hardly had the purchase been consummated, however, when the new State junior college acquired by gift the neighboring Knight estate. It was reluctantly decided that the identities of both institutions might well suffer from this close proximity, so the Warwick land was put back on the market and a search for another site was begun.

Many sites were surveyed but, in deference to the new president's dream of a waterfront campus and in part through the generosity of Dr. and Mrs. Marshall N. Fulton (she the former Mary Howe DeWolf of Bristol), the trustees finally settled on 63 wooded acres of "Ferrycliffe Farm" land in Bristol fronting on the bay in the shadow of Mount Hope Bridge.

Ground was broken on August 21, 1967 with Senator Pastore and former Governor Chafee as speakers. Two years later, on September 18, 1969 — in the face of a continuing strike of carpenters and sheet metal workers — the new campus opened its doors to 1,300 liberal arts students including 300 from out of state who, after some delays, were settled as "charter tenants" of the shoredside dormitory.

The seven buildings of "Phase I" include a library and computer center, a two-story classroom building with adjoining building housing large lecture halls, a science-math building with laboratories, a gazebo-type dining lounge, a 300-student dormitory of town house design, a central administration building and a power plant serving the entire campus.

They were built as a homogeneous unit, and handsomely meet the architect's dictum that they (1) be undated in character, (2) appear indigenous to the site and (3) be "designed to human scale."

Future phases will see the addition of a second and perhaps a third dormitory, a fine and performing arts center, a student union with expanded dining facilities, a physical education complex with a combined gymnasium-auditorium and — if Dr. Gauvey has his way — a large swimming pool, and possibly a boat club to encourage waterfront activities.

For the moment, the professional studies (business and engineering) division under Dean Frank Zannini remains in rented space in Providence, where its classrooms, laboratories and offices are housed in the Y and four nearby buildings.

This urban locale is convenient for the 600 or so evening students, all of whom are commuters as are most of the 1,100 day students, and convenient too for the "co-op" students and the 70-odd employers cooperating in their work-study program.

Plans are already underway, however, to create a permanent home for this still-expanding division with its day, evening and summer divisions. It is the hope of the trustee planning committee headed by Justice Thomas J. Paolino that this second campus may become a reality by 1972 — if not in metropolitan Providence then in a neighboring city.

No history of Roger Williams would be complete without a review of some of the accomplishments of President Ralph Gauvey in the short seven years since he took office.

Under his inspired and inspiring leadership, the student body has grown at a rate unmatched by any other college in Rhode Island. Both faculty and administration have been strengthened to meet the needs of this "population explosion," while student financial air via grants, loans and working scholarships has expanded steadily to keep pace with the upward creep of tuition and living costs.

The liberal arts programs have been improved and expanded, and the business and engineering offerings on which the college was founded have kept pace. The expanded summer programs in Providence offer opportunities for enrichment and make-up work, and a wide variety of liberal arts subjects were introduced on the Bristol campus for the first time this summer.

The evening programs in Providence have been broadened to better meet the needs of part-time students, and plans are underway for an evening college in Bristol that will offer educational opportunities to the residents of Bristol County and its surrounding communities.

Counseling and placement services for students have been established on both campuses. And with the appointment of Dr. J. Harold G. Way, veteran faculty member and dean emeritus, as one of America's first "college ombudsmen," all members of the college community now have a sympathetic ear.

As part of Dr. Gauvey's determination to apply to education the "lively experiment" con-

cept of the original Roger Williams, faculty and students are encouraged to be innovative and experimental in their teaching and learning methods.

Each semester, for example, faculty and students in the English department meet together to plan new courses, and half of the introductory biology sections are using an experimental "audio-tutorial" approach to learning that lets the student progress at his own pace and at times of his own choosing.

Students are encouraged, if they so desire, to try a year or a semester at another institution and then return to Roger Williams with transfer credits for work successfully completed. A semester of study in Sicily under faculty member Mary Finger is planned for the Spring, 1971 semester, and the idea of a "University Without Walls" for advanced study is being explored by students and faculty.

Both the Sicily semester and the advance study plan would be open not just to Roger Williams students but to selected students from all of the eighteen colleges in the "Union for Experimentation and Research" to which Roger Williams was recently elected as a participating member.

Basic to this emphasis on experimentation is Dr. Gauvey's insistence that Roger Williams should be "An educational institution which stands ready to question and test all underlying assumptions regarding the teaching-learning process, the content of what is to be taught, and the very purpose of all aspects of the learning environment."

He is a strong advocate of the interdisciplinary approach to education, and his concern for the average student and the disadvantaged student is evident from the following oft-quoted statement:

*"The very basis of the College is to provide an opportunity for students of average or unrealized potentiality . . . Roger Williams College accepts the disadvantaged student as a challenge. It has become known as a college that offers a student a second chance. The motivation of the student is considered to be the most important criterion for admission. The College is just as concerned with the student in the lower half of the high school graduation class*

*as it is with the one in the upper half."*

Perhaps the greatest single achievement of Dr. Gauvey in the first seven years of his administration was that of making Roger Williams a four-year college. In June of 1967, the trustees applied for and received from the State Department of Education the authority to grant the four-year Baccalaureate degree in addition to the two-year Associate degree. And with it they received sanction to change the name of the institution from Roger Williams Junior College to *Roger Williams College*.

Now the two-year graduate of the junior division, who in the past either took his Associate degree as a "terminal degree" or had to transfer to another institution for further degree work, can move up to the senior division and remain at Roger Williams for his Baccalaureate degree. And in the Providence campus programs in business and engineering, he can even take employment after his first two years and continue on for his Bachelor's degree in the evening division — often with the encouragement and even the financial assistance of his employer.

Added flexibility is afforded by this unique "junior and senior division" structure in that it enables the graduates of other two-year colleges to enter the Roger Williams upper division with full transfer credits and complete requirements for the Bachelor's degree in two additional years.

In Bristol, the junior division currently offers only the Associate in Arts degree in liberal arts. But except for "core requirements" in English, a science and history, the student is free to sample a wide range of elective subjects as a means of determining his senior division major.

In Providence, the Associate in Science degree can be earned in business administration, engineering or a new "executive program for women." The Associate in Engineering Technology degree requires two and one-half years during which the student alternates semesters of classroom work with semesters of paid on-the-job training provided by some 70 cooperating local employers with supervision by the engineering faculty.

The senior division at Bristol offers twelve choices of majors of the Bachelor of Arts degree: American civilization, art, English, French literature, history, humanities mathematics, philosophy, political studies, psychology, social science and sociology/anthropology. A "concentration" in elementary education leading to a teaching certificate requires, in addition to one of these majors, at least 30 semester hours of professional education courses including six hours of student teaching. Other majors under consideration include those in fine arts, marine biology, social science and theatre.

The upper division at the Providence campus awards the Bachelor of Science degree to majors in six areas — accounting, business administration, management, marketing, construction technology and industrial technology. The latter two are open to the graduates of either the general engineering program or the cooperative work-study program.

On June 4, 1970, at the close of its "golden anniversary year" and on its shining new campus in Bristol, Roger Williams awarded its first Baccalaureate degrees to 220 young men and women, plus Associate degrees to another 121. This was in startling contrast to a total student body of 312 when in 1956 it first took the name of the State's founding father.

At present, Roger Williams as a four-year college enjoys the unique status of a "recognized candidate for accreditation" with the regional accrediting body, the New England Association of Colleges and Secondary Schools. And now that it has graduated its first four-year class, it is Dr. Gauvey's hope and expectation that full membership with full accreditation will be granted within the minimum time requirements of the association.

This, then is the story of Roger Williams past and present. What its future will be only time can tell. But as long as Ralph Gauvey is at the helm, and as long as his ideas of "a lively experiment" continue to attract students and faculty who are unafraid to question, probe and challenge, it is a safe bet that it will be an exciting and provocative one.



Dining Lounge, Bristol Campus