Here is the calendar for the coming academic year. The plan for the Freshman year consisting of four courses per semester. Sophomore, Junior, and Senior programs will be comprised of five courses per semester. Thus, the total number of courses required for graduation will be 38. It is imperative that information for the catalogue be submitted as soon as possible in order to have catalogues available for students in time to be useful in planning their academic program for 1973-74. The course lists of each Division are to be submitted to Dean Uehling's office before April 1; these lists should:

1. Designate which courses are to be Freshman courses and therefore comprise one-quarter of the total load of a Freshman student; (approved by the Curriculum Committee)

2. Designate non-Freshman courses which will comprise one-fifth of the regular load of a Sophomore, Junior, or Senior student; (approved by the Curriculum Committee)

3. Delete any courses published in the 1972-73 catalogue which you do not plan to offer ever again; (approved by the Curriculum Committee)

4. Include new courses not to be offered at that time; (approved by the Curriculum Committee)

5. Identify any changes in course descriptions from those listed in the 1972-73 catalogue which have been approved by the Curriculum Committee;

Programs should also contain a rationale supporting the vote for the 4-1-4 system, and with the understanding that the January intercession is optional for faculty and students: the Committee to take into consideration such matters:

1. The length and number of class meetings.

2. The length of the semester including specific starting and closing dates.

The proposed plan of a Sophomore, Junior, and Senior program consists of four courses per semester and will be submitted as programs will be 38. Liberal Arts students will be phased in as follows: if you are a second-semester sophomore in the Fall of 1973 you will be required to take 36 courses. If you are a first-semester junior in the Fall of 1973 you will be required to take 30 courses. A second-semester junior in the Fall of 1973 will be required to take 35 courses and a first-semester junior in the Fall of 1973 will be required to take 35 courses. Second-semester sophomores in the Fall of 1973 will be required to take 37 courses and first-semester sophomores in the Fall of 1973 will be required to take 38 courses.

The entering Freshman class; that is, students beginning in September, 1973, will be required to take 33 courses. If you are a second-semester freshman in the Fall of 1973 you will be required to take 35 courses. If you are a first-semester student in the Fall of 1973 you will be required to take 35 courses. Second-semester freshmen in the Fall of 1973 will be required to take 36 courses and first-semester freshmen in the Fall of 1973 will be required to take 36 courses.

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Editorials

Revolution?

There is a mind-boggling social silence prevalent on most college campuses across the country. The general funding of many organizations designed to provide aid for poverty areas, drug addiction, and many minority groups has been cut off. But the silence began at the time when these organizations were being set up. It is this same silence which prevents solutions of these problems from arising. Rather than exhausting our resources on the question of campus apathy, compromise, and fear dealt with, it might be interesting to approach the problem from another viewpoint. Suppose that the silence does not stem from fear of retribution but rather from ignorance over the problem of where do we turn to continue the work so diligently attempted in the sixties. Suppose a little longer, that most of the accomplishments of the sixties were achieved in spite of the methods employed to obtain them. And perhaps the solution to the problem might generally improve or change first by legislation and then by education.

Legislation if seldom effected by organizations without funds to maintain an organization’s lobby and therefore becomes extremely important that the organization be cloaked in conservative public prestige that it shall be considered a legitimate part of the great society, it may be more important than the understanding of the present policies of the government of great society: more ignorance! Without the social aids which offer the people who have done their job and are human relations counseling, and alternative educational services, there is very little chance that revolution will beat totalitarianism. Without attention and a true availability of the country, we have accepted the status quo as quietly as paper enters computer.

As should be obvious, prejudice and hypocrisy are not overcome by the passing of a law. The same arguments which are so often advanced by any means archaic law are the means to educate the mass mentality. If the education of legislators is important it is because it is more important than the understanding of the present policies of the government.

One of the greatest hindrances to protesting groups in the student’s violent factions and unruly demonstrations which served only to threaten and alienate legislators. The advancements made by Martin Luther King resulted because he recognized violence and disorganization would not only as threats to legislators but to his own cause as well.

A week ago last Friday, Arthur LeBlanc staged the widely-acclaimed Leroi Jones play, "Junk," in the Roger Williams College Coffeeshop. Mr. Leblanc is head of the Theatre Department and a student in Professor Richard Matthew’s Directing class.

A part of Mr. Matthew’s course requirement is that his students produce and act in the supposedly student-run Coffeehouse Theatre. What gets my gadget is what’s right.

Madheart

In an attempt to satisfy students who have expressed the desire for extended library hours, the Library remain open longer hours this summer, due to this change being made. Beginning Sunday, February 25, Library hours on Sundays will be 3:30 p.m. to 11:00 p.m., instead of the old 6 p.m. to 10 p.m. It is hoped that the Library will remain open later in the evening, until 11 p.m., will be extended in the hopes of serving students who return to the dorm from town late Sunday afternoon.

Please note that Sunday will be the only day that the Library will remain open until 11 p.m. Closing time Monday through Thursday of evenings will remain at 10 p.m.

New Library Hours Set

For the past couple of weeks I’ve been bumping into seniors and asking them how they felt about last semester and what they hope to do in the future. I’ve asked these question because they’ve been asked of me, especially about the future, and the sense of despair in response. To the future, and depending on the time of day, I stutter and spurt out something about a job and a place to live, as well as some bills. I’ve even gone from other seniors who have been in this with neither optimistic or pessimistic; but more like a foggy prediction of the end is in sight, and that the parden they receive in June will only bring them closer to something they knew had to be dealt with sooner or later.

There are other seniors who look to the future, and especially graduation, as a time when they can drink and be rowdy drunk. A girl told me she was bringing a flask with her to conceal under her robes and said it would probably take a week to recover after a few drinks.

Another girl in the corridor told me she guessed that goes without saying. But it’s been one long drunk since the semester started. Since the campus bar opened we don’t have to go anywhere and I’ve been swindled every night.

But partying isn’t the only major expectation there are hopes for a chance to make some money in a mean and less exciting than the Bratwurst market and it looked pretty grim. He’d like to work but doesn’t think he’s able to get a job. As an alternative he’s hoping to get into the Bratwurst market in a bind; these past years have been very exhausting. He’d like to rest from school work, but doesn’t see that coming for awhile; you have to earn that luxury these days.

Aside from the obvious weight of alcoholic ecstasy, this last semester seems academically weighted as well. The seniors don’t seem overly stimulated by the courses they’re taking. They feel somewhat of a kind of exhaustion. "I guess it’s because you can see the light at the end of the tunnel," he said my friend who was majoring in Biology, "and you don’t want to spend the time for a 'g around with fruit." I think they are not only because of the酬 but also because of the Bratwurst market and the Bratwurst market, with frank and funny.

If at this point it seems anti-climactic. Spring is fast approaching. The courses of instruction that seniors are enrolled in have to be dealt with in one way or another and one of these bright and sunny mornings the future will have to be charted. As a senior girl put it, "There is a lot of lot of interactions with all sorts of people and problems the future will have to be charted. It is one of the girl's job to do this. We don't want to mess up. I can't afford it."
**Reflections On Brecht**

A Coffee House first...EXCEPTION and THE RULE, a play by Bobby Andreozzi, presented two weeks ago by Seth Abbott as partial fulfillment of his directing class. Educationally, this was a first for this particular genre, taking full advantage of the Coffee House Theatre's capacity of Practical Application.

Brecht may have smiled on his own play, which he himself did not care to show, but it seemed to have been written and directed with clarity and motivation, for inexperience, and lack of preparation were, for the most part, problems.

Characterization was shamelessly weak. There was a lack of clarity and motivation at times. The plot moved slowly but it was too stagnant and continuity was broken to the extent where the audience was not even certain actors forgot lines.

Back in the beginning the problems began. The cast of the play was a mishmash of measuring in need of a director's touch and is new to the genre of Brecht. This was the beginning of a key problem. The characters had been written to have no clear relationship to one another. This is a problem that is well known in Brecht's concepts of the play, but the play would be to see the characters in context and not just as individuals.

Characters had developed their roles in the play, but the lack of a clear direction made it difficult for the audience to follow. There were also too many characters for the audience to keep track of.

The production of this play was handled by a group of students and friends, the empathy they could feel for each other's situations was a warm willingness of the audience to be open and accepting. The play was well written and directed, and it had a powerful impact on the audience.

WHAT'S GOING ON

**WHAT DON'TCHA**

Today: This is your last chance to see THE FRENCH CONNECTION, THE BAND, and LARRY DICK, and you can't miss THE WOLFPACK in L.H. No. 14 at 8 for 50 cents...also you may want to see the senior class of BRISTOL! High present their latest. The track is paced well by the group's superb harmonica playing and their theme of their music. Once again, Jack plays a great piano, followed by Leslie's fine rhythm and Corkey's powerful back-up.

If you're looking for a versatile assortment of good listening music, "West, Bruce, and Laing" should fill your ears with miles of listening pleasure. Why not pick up a copy? (I mean buy a copy), or should I say, "Why Don'tcha" get the album and become experienced by this incredible sounding band!

**Madheart**

by Donna Ferrara

The role of the Sister, given to Jennifer Sims, was the real highpoint of the production. Her handling of the pathetic, drunken, almost black, not quite white woman, was extremely moving. The dastedness of the piece was evident in her character, however. For some reason, the poor woman got lost in a half-world of her own, and her only interest seemed to be in her own sorrow, not the real world. She was well-acted, but not the most impressive performance of the production. She was emotionally detached from her character, which made it difficult for the audience to relate to her.

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Roger Williams Ends Great Season

Roger Williams College completed its 1972-73 season with a 19-7 won-lost record. Highlights of the season included a first-place finish in the Mayflower Conference (tied with New Hampshire College) and an appearance in the NAIA playoffs against number-one ranked Quinnipiac College of Hamden, Connecticut.

The Hawks were led this year by Junior Tri-Captain Dwight Datcher and Freshman Center Larry Williams. Datcher, a native of Washington, D.C., scored an even 500 points breaking the season scoring record of 445 points set by Jerry Latimore in 1969-70. He also became the first Hawk to score 1,000 points in his career as a four-year college player. Harold Metts had scored 1,359 points when RWC was a Junior College.

Datcher, a 6'1" guard, led the team with 7.3 assists per game and gathered a season total of 185 rebounds for 7.1 rebounds per game. Williams, a 6'9" native of Brooklyn, N.Y., broke the season rebounding record with 511 points edging out Jerry Latimore's 505 points set in 1969-70. Larry also scored 329 points for a 13.2 point per game average.

Junior Ralph Roberti closed in on the possibility of becoming the first 1,000 point-1,000 rebound player in Hawk history as he brought his career scoring total to 766 with an 11.2 per game average this season. He also gathered 326 rebounds to bring his career total to 890 rebounds. Williams, a 6'9" native of Brooklyn, N.Y., broke the season rebounding record with 511 points edging out Jerry Latimore's 505 points set in 1969-70. Larry also scored 329 points for a 13.2 point per game average.

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The other starting positions were rotated with Tri-Captains Bill Price and George Dean along with Sophomore Bob Ortiz. Price ended his career with a 10.6 per game average and a total of 858 points. Dean, a playmaker, turned in clutch shooting performances against Western New England College, in the Providence Civic Center and Curry College in the Hawk Invitational Tourney, when his only points for the night won the game for Roger Williams College. Ortiz won a starting job after the Washington trip and started the Hawks on a nine-game winning streak before he was called to active duty with the Rhode Island National Guard.

Freshman Bob Hennenberger showed great potential with several double figure games coming off the bench. and guard Dan Corra, using his experience, broke open a number of games with his long-range shooting. Freshman Barry Scott electrified fans with some spectacular moves and added scoring and rebounding punch to the potent Hawk attack. Sophomore Bill Brown joined the team after the second semester and saw limited but successful action.

Coach Tom Drennan termed the season a huge success. "We had two major goals, to win the Mayflower Conference and to be invited to a post-season tournament."