React In Red
College Council Meets

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

The proposal, as printed in the February 1969 issue of the Quill, was not the product of one night's work. The background surrounding this idea reaches back many months. The concern of some students to establish a method of communication between all members of the Roger Williams College Community, was experimentally conceptualized on the introduction of Talk Back I. The result, was the establishment of a dialogue between administrators and students.

The students asked many good questions, and were given the methods of obtaining answers to these questions.

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

With the advent of Talk Back II, came the review of some of the questions raised by Talk Back I. The basic cause of many of the problems discussed was the lack of effective communication between the administrators, faculty, and students. Also produced was the question concerning student involvement: "We welcome student involvement."

Immediately after Talk Back II, the Committee for Student Involvement was formed.

A student idea had now become a reality. During the last twenty years, we have seen a complete revolution in the role of teacher-training institutions wherein liberal arts has become more of a fact-training college. Now, these teacher-training institutions have become liberal arts colleges and offer a professional studies base. I believe there is a realization in the significance of education in the liberal arts, which prompted the dual campus concept. Basically, there exists two philosophies of higher education, one of which demands almost every campus in the United States. One philosophy of education suggests that the undergraduate program should have as its emphasis a liberal arts orientation with occupational needs taken care of through ancillary programs of various professional studies such as teacher training, pre-nurses in medicine, law and a variety of other fields.

The second philosophy that creates higher education is in the reverse wherein professional studies is used as the focal point. The curriculum development and campus orientation are conceived of as an arts oriented liberal education. Historically, examples of both of these philosophies is to be found in the teacher-training institutions across the land. Many of these institutions began as normal schools with the express purpose of training teachers. In other words, they originated with a professional studies focus with some liberal arts courses required as a supporting area. During the last twenty years, we have seen a complete revolution in the role of teacher-training institutions wherein liberal arts has become more of a fact-training college. These teacher-training institutions have now become liberal arts colleges and offer a professional studies base in teacher education.

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

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

There were, of course, other factors influencing the decision to move toward a two-campus system. Because of a number of factors, the number of students which we can accept in Bristol is limited to no more than 1550. In order to preserve a balance of the four-year program when it is in full operation, we have planned to accommodate approximately 1300 students next September. This number will gradually increase in the upper division until we achieve the maximum of 1500 students.

This year in the downtown location we are enrolling approximately

(Continued on Page 3)

March 26, 1969

WINTER WEEKEND...

an enjoyable affair

by W. J. Hoffman

This reporter wishes to congratulate the Student Council on its Winter Weekend presentation. All found it quite enjoyable and felt that the expense was quite reasonable. The weekend consisted of three events: a faculty-student basketball game, a folk game dance, and a semi-formal.

The student faculty dance sponsored by eight students and a select group of faculty reached a high number of students. The evening ranged sets of sedate waltzes to a lively Havanagholl. Cathy Burgess was named queen of the weekend and Carolyn Sousa and Lynn Brown were two attendants. All three were presented with bouquets and the "good wishes" of the student council president. Champagne glasses, favored for the weekend, were filled and used to print the queen and her court. The surprise of the evening came when Bob Leaver was presented with a birthday cake. Although his birthday was not until Monday, it was felt that he would not object to a slightly premature beginning of a totally unique experience. Although the weekend was not attended by a majority of the student body, it proved to be a very entertaining time.

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

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

Dear Mr. Waldman:

The editorial which appeared in the March, 1969, issue of "The Quill," was a stilted "Where, Where, Where." It is not my intention to raise a number of questions regarding challenges which Roger Williams College will face in operation of a dual campus system next year. Many of the concerns expressed in the editorial have, as you well know, been discussed at the open talks which we have had as well as in some of the articles which have appeared in past issues of the Quill.

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

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

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Progress for Providence

The work that has been accomplished by this organization has brought help and guidance to many. The following is only part of the picture.

Ed. note.

From his activities around this college, is known by many. is an active member in the Student Society, the Student Council, and the officials offers a support for the basketball team this past season. What most people don't know however is the role he is playing as a director of Progress for Providence.

Starting in 1964 worked for the basketball team for about a year and a half, then in 1967 he devoted himself to the organization full time. Appointed assistant director of the Student Providence Song Center, Ted and the center's members worked hard, until the center was closed for remodeling. After the center was closed, Ted branched out to participate, and help in different centers around the city.

At present Ted is working as a welder. The responsibilities of welding are on the streets with the children, helping them. He felt it was possible, and work very closely with problem children to give them love and guidance. He says it was the community in which they live.

Concentrated Employment Programs at the United States Labor Department has been created to teach children in the fields of education. At the United States Labor Department, Ted works hard in the mentioned areas to help in any way he can. Ted feels that the residents of Providence a way to help themselves in the fields of education. Last year he feels that P for people gives a better understanding of the common social problems and how to solve them.

Ted feels that P for people is a man who drugs of his accomplishments. He does what he has to, and does it well. He has a way of being written to relate just what progress Ted and Progress for Providence has, and does it.

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

The Sports Forums

Present Program: Admission officer for Radio Program: "Top Forty" at WBRU, college radio station in America.

New Format For WBRU-FM

As times change so must the variety of entertainment offered. At WBRU-FM, the idea of "Top Forty" is not just another song list, but a beginning. The "Top Forty" is based on the innovation of "Top Forty" radio in the fifties and the advent of all news radio in the sixties. Time has proved these two formats to be successful.

WBRU-FM has been researching and experimenting with a new format since February 1966. At that time WBRU began airing a form of music which is known as "contemporary" with the firm belief of the station members that, the youth of the "rock-generation" had something important to say and that they were saying it through the medium of music for the first time.

Communication from the station is handled in the only way accepted by these young people: No talk, talk, talk to the public, no commercials and no talking down to the audience.

Roger Williams Business Club

by William E. Wolf, Executive Editor of the Quill Staff

Roger Williams College Business Club held its first official meeting. Prior or to this date there had been a few informal discussions with Mr. Hoffman, Donald Desrochers, President of the Providence College Athletics Society, and Mr. Hoffman, Donald Desrochers, President of the Providence College Athletics Society, and Mr. Hoffman, Donald Desrochers, President of the Providence College Athletics Society,

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

by Donald de Fano

In my experience, the consummation of faculty contract renewals or non-renewals in the spring has always been viewed with apprehension. The agreement between those who are offered to offer the contracts an agreeable task of negotiation. Those who resist or reject them. Teaching is a very egocentric business, and the faculty member who feels himself substantially lacking in his performance should, on the other hand, charge with making the faculty contract offers often have to make them under a great deal of pressure to ensure the stability of the institution. The aim is not to renew a contract, or rather to renew a contract during the probationary period, a faculty member usually bears with his college is solely a negative decision. A decision not to renew a contract during the probationary period is not generally challenging, unless that decision is perceived as a violation of an individual's academic freedom.

In sum, most of the faculty at Roger Williams College are not permanently jobless. Their claims to their positions is subject almost entirely to the terms of the contracts they hold.

I think that within a year the college should have added some contemporary tenancy policy which will allow for a shorter probationary period. I think also that in the future the faculty must and will assume a greater degree of meaningful role in making of basic decisions affecting the college.

In the meanwhile, I would not put myself in the position of ac- cepting full responsibility, while simultaneously criticizing the exercise of that authority.

Students are Niggers

Niggers are people whose sole purpose in the world, is to be the slave of someone or something else... they have no other reason for being here than to serve the needs of other people, in other words, there is no satisfactory method of defining, let alone evaluating, what a good teacher is. Further, institutional needs do not always correspond to individual desires. All hands agree that mistakes are made, and those authorized to make mistakes must bear responsibility for them.

The American Association of University Professors has recognized that new teachers must undergo a probationary period which may not usually be as short as the college determines for itself. At the moment, Roger Williams has no publicized probationary period; we are informed officially by our department chairman that any faculty member record is one of growth every year for the past six years. Our chairman makes the further indication that there is a need for the kind of education which would be long ago due to the probationary period.

The basic question which faced us was whether we should simply close up the downtown campus and limit the com- petition until the new campus opens. Where we should attempt to service the needs of additional students. The decision was made to open the downtown campus in order that we would not at this time be turned away from Roger Williams College, students who wish to terms of the professional standards.

It is quite correct that the lease already working with a large number of businesses and indus- tries in the greater metropolitan area. I am a pioneer in the social services area and was the first to offer a terminal contract to a student at the nearby University of Rhode Island. The college is also less suited as an institution to serve as the newly created All College Council as well.

Many of our cooperative work-study students in engineering are already working with a large number of businesses and indus- tries in the greater metropolitan area. I am a pioneer in the social services area. The college is also less suited as an institution to serve as the newly created All College Council as well.

Trinity Square Rings Again with "Billy Budd"

by Lin Hallack

On March 29, 1969 at 8 p.m. the curtain went up on Billy Budd as "Prisoners of the Sun" at Trinity Square. Although many words have been used by journalists and critic- ers to describe good theatrical dreams, none of them will suffice in the case of Adrian Hall's Billy Budd. The biggest compliment to Mr. Hall is to say the play is real and this play certainly is REAL.

The drama of Billy Budd takes place in the convict ship. The stage is set with all available items plus a ramp in the middle.

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serve two campuses as effective- ly one, or at least in change of our liaison with Washing- ton and who works out the best possible arrangement can serve only one. There are a number of administrators who are willing to study the two-campus campus, and in these particular ones, could revise the old concept and see what could be done as one and at the same time the concept of some of the old ideas.

I shall attempt to give you an answer to some of the matters you raise. I must stress, however, that while we are interested in your ideas and suggestions the possibilities of doing so are limited by the fact that there is no satisfactory method of defining, let alone evaluating, what a good teacher is. Further, institutional needs do not always correspond to individual desires. All hands agree that mistakes are made, and those authorized to make mistakes must bear responsibility for them.

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

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

The first speaker was General Samuel Griffith. He spoke of the PLA (People’s Liberation Army). “These forces (P.L.A.) are loyal to the main stream faction of Chairman Mao. After Mao goes, the future of areas control will be decided. I see no arm control talks with Red China.”

Dr. Cooper, a professor of Political Science, spoke of the Chinese in groups. The first group is Mao. The second group is the military component of the bureaucracy. The third group falls within the professional military leadership. He said the issue of force is not an issue in the “People’s Liberation Army.”

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

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

“Allen Whiting: ‘Secretary Laird posed it as a threat, but since Nixon spoke of it, this threat concept has declined.’” Dr. Michael: “The development of this limited ABM system is an experimental technique. It may or may not have an effective result.” At this point Allen Whiting interjected in anger: “The decision was nothing more than nuclear blackmail. We are forced to teach these other countries how to be as upright as we are.” Comment from General Griffith: “When the United States have a viable Nuclear System, they will then be interested in Nuclear Arms discussions.” Bloomfield: “I am struck at any back door policy with the Chinese. I think this is an issue which comes back to an American view.” From this panel discussion I confess to limited areas of content, but I shall soon publish a text covering all discussion.

On Friday, March 21st, I session concerned China, development, Trade, and the World Economy.” The conclusions drawn from this panel discussion are as follows: 1) We, the American people, stand politically to isolate China. This isolation gives the American people a feeling that Red China is being hurt economically (Politically speaking) China, at present, is a great military complex with a great emphasis on industrialization. This military posture seems to block relations regarding trade with the United States.

The final session took place between the hours of 2:30-4:30 p.m. It was entitled “The U. S. and China—Policy Alternatives for the Future.” The Chairman of this panel was the honorable Arthur Goldberg. In this discussion there were 2 groups. 1) One in favor of a policy of accommodation based on the hope that Red China will “mellow.” 2) A policy of “containment.” Based on the belief that China “The de facto block relations regarding trade with the United States.”

Press Release

Job opportunities in Europe this summer . . . Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in industries in France and Germany, in hotels in Switzerland. Well there are these jobs available as well as jobs in Ireland, England, France and Hel- land are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

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

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

The United States and China: The Next Decade

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