New Campus Plans Revealed

The ever-alert super-sleuths of the Quill staff have scored another coup! Stealthily scouting the campus for hidden insinuations, their latest find involved an important looking document. Marked "Top Secret — Bottom Drawer," it was, nevertheless, found in one of the ubiquitous trash baskets that litter the campus. Quill agents feel that this itself denotes the importance of the document.

Dated for release on April 1, it contains the heretofore unknown information about the Providence campus, which will be relocated.

We are happy to make this important information public as well it is in the best interests of the students to know what is going on.

The Providence Campus will be moving to Patience Island.

This is a bold move of real estate in the middle of Narragansett Bay. There are many factors which make this a wise decision. The name itself — Patience — emphasizes well the desired demeanor of the Providence students. For another thing, there are no public (or other) transportation facilities. The Administration feels this will be beneficial in many ways. First, once the students get there, (whether by water skis, rowboat, or swimming) they are less apt to leave. And there is no Sully's nearby. Administrators have solved the problem as they can just walk over.

The beaches and woods offer ideal sites for parties, mixers, or anything whatever other kinds of healthful activities the students care to undertake.

The move to the new campus location will be effected during the first week in June as the students have already contracted for the necessary boat to get there.

Is this typical of the construction at Roger Williams?

Inter-disciplinary Teaching

Chickasha, Okla. — (I.P.) — Inter-disciplinary teaching, inter­ disciplinary sequence in courses, is the innovation of Dr. Ralph Martin, president of Oklahoma College of Liberal Arts, in a two-year progress report on the College's new academic program.

The creation of a climate of inter­ disciplinary teaching is viewed as "the most important accomplishment of the college.

He sees the college's greatest experiment as the attempt to build an interdisciplinary college under state control.

At still another point in the report, speaking of the five-week independent study period, Dr. Martin pointed out students have a truly unique opportunity in attending the nation's only state-supported college with an independent study term.

He further pointed out there is only one other college in a seven­ state area that has such a term, and this one, like others over the nation, are a part of the programs of expensive private schools.

It was pointed out that no further additions or deletions from the catalogue in any given significance only is working on this but has been charged to develop goals for major areas in keeping with the philosophy of the college, and to design courses that will carry out the major plans and accomplish the goals.

The departmental master plans will include the goals and objectives of each area of concentration resources needed to implement the program, and a time table for implementation.

Each will include courses in his area of concentration, courses in the supporting areas and courses in the enrichment areas, with the borrowed emphasis on this type of study, OCLA plans to drop the traditional word "major" in favor of the phrase "area of concentration," Dr. Martin stated.

"Hopefully, it will enable OCLA to accomplish in subject matter departments the same kind of creative innovation that is characteristic of the general education core program," he said. Dr. Martin explained these departmental self-studies are being made in relation of a department to all areas of knowledge.

In speaking of the core program, Dr. Martin pointed out that "at OCLA we have designed a core curriculum required of all that we think will not only make (them) capable and sensitive men, but also thinking men."

The general requirements here are seen as different from those in most institutions in several significant ways. One of importance is that students take these three courses through their entire college career, completing the last requirement in the student's final semester in college.

"We do not conceive of the core as being separate from the total educational experiences or simply as being building blocks on which other courses are stacked; rather we have tried to integrate this portion of the student's education into the total program so that it, along with his major and elective requirements, forms a meaningful whole," he said.

In OCLA's goals of inter­ relating all knowledge, the faculty "has consulted with one another in planning the core courses and each is planned to take into consideration what has gone before and what comes after the course."

The sequence unit is best viewed in this way: The student begins with a consideration of where man finds himself now in contemporary world society; he continues through the sequence of foundations of science, humanities, and literature courses in an analysis of how man evolved into his current conditions; to the capstone consideration in the American experience in which the concern is the how and why of the student's particular place in society.

After studying man in the world today — Contemporary Man — OCLA students then take four courses in the core that deal with the principal ideas of man in Greece and Rome, the medieval and renaissance periods the Orient, and the modern modern period.

The final course, inaugurated this year, The American Experience in History and Government, is designed as the capstone of the series, to relate our experience in the United States to both man in world society and to the principal ideas of man throughout history.
To the Editor:

Through reliable sources, a number of students have found out that Mr. Jarinzes's contract for the 1970-71 academic year, has not been renewed. This can no doubt be resulting from the Providence-Bristol correspondence. We feel that Professor Jarinzes has received a "raw deal", in the true meaning of the term.

The society of Roger Williams College is extremely jealous of its idea of academic freedom. On highly dedicated member of this society has paid the price for speaking out. If a person cannot express his ideas without placing his job in jeopardy (at RWC), what is the point of expressing anything at all? If this is true, The Quill should be used only as means of covering ones books.

It seems that most of the felicities directed against Professor Jarinzes are coming from students who have never met him, or had him in class. These students, believe it or not, are at the Providence campus. A student X, who has never heard of Professor Jarinzes's course (History of Russia I) with a D, has journed to Providence and has circulated a petition, supported by PROVIDENCE students, who have never heard of Professor Jarinzes. We wonder what student X would have done if he had received an A or B from Professor Jarinzes?

Another source of hostility comes from a certain Professor B, who in our opinion has no business whatsoever in the baccalaureate degree as a terminal degree. This would, hopefully in the future, encourage college students from graduate school requirement and the college to find itself in a position to pay heed to these factors of personality development for which Sanford makes such a magnificent case. The fascinating aspect of such a four-year college would be that it would, by focusing on such characteristics as the development of creativity, independence, judgment and intellectual analysis, possibly produce students who would be more able to graduate school than the ones which are turned out by those colleges straining curiosity or reasoning in a major subject matter field.

There should be a better way of measuring the success of a college experience than by measuring how well the student does on his tests and examinations, how good his grades are, and whether he gets into a good graduate school. A college which provides only this has pretty much failed as far as the human aspect of it is concerned.

Sanford, however, has suggested a genuine concern. If in college students have relatively primitive tastes, shallow interests, values unmodified since childhood, and rigid patterns of thinking, and if after four years it turns students who are flexible, imaginative, discriminating and capable of self-expression, the college is undoubtedly a success. It would be a success even if none of its teachers were ever heard of outside of its own locality and the level of accomplishment of its students at the time of graduation were not as high as that found in better known institutions.

There are a great many colleges in the land today that are aiming much higher and achieving far less. — Ralph Gauny*
A Clarification of Goals and Commitments

by President Ralph Gauvey

March 23, 1970

TH E Q U E L

Page Three

Highlights of A Program Design
For Roger Williams College

Presented at Denver, Colorado at a Regional Conference of the Union for Research and Experimentation in Higher Education — December 1-3, 1966

History

Roger Williams Junior College existed as a private community college for fifteen years until 1963 when a public community college was created. It seemed obvious that Roger Williams would have to change focus or face the prospect of bequeathing a degenerating institution. The following is an attempt to describe the developing atmosphere for the new college.

PART I: THE COMMITMENT

Commitment to Experimentation

The definition of an experimental college as used in the design is as follows:

"An educational institution which stands ready to question and to test the usual assumptions regarding the teaching-learning process, the content of the curriculum, and the very purpose of all aspects of the educational environment."

This is to be differentiated from the concept of innovation, which we choose to define as "the willingness to accept experimental results which have been proved through the process of testing and are available for adaptation into another context."

We realize that innovation might well, in a sense, be experimental for some institutions. It goes without saying, however, that we do not exclude innovative techniques from any aspects of the educational environment at Roger Williams. Yet it does imply that we are not mainly concerned with the problem of innovation, but rather with the processes of experimentation.

The Climate of Learning

The climate or atmosphere of a campus cannot always be measured; it is always felt, and it is important to describe it in terms of both formal and informal learning to be encouraged.

1. The scientific methods, the historical method and the method of intelligence as defined by John Dewey.

2. The interdisciplinarity nature of all knowledge.

3. The respect for differences, both individual and institutional, as befits a pluralistic society.

4. The reality of traditions and change, and the implications in this for understanding rebellion.

5. The reality of tension in living and working with people, and an acceptance of the limitations imposed by human frailty.

6. The self-realizations of individual commitment to social needs.

7. The concept of "Know Thyself" as with the Greeks, but in addition knowing the pressures, challenges, fulfillment, misunderstandings and unconscious misrepresentations which exist in attempts to know oneself.

8. The creative challenge to the individual to develop a sense of being, or to become a personality, in what is basically defined as an impersonal world.

9. The development of significant learning within relationships between individuals and between individuals and ideas.

10. The discovery, and rediscovery, that education is a process rather than a product.

11. The belief that both ability and the development of individuals can continually unfold and develop.

There are other ways of describing the climate of the institution in addition to those identified above. Examples include:

a) That the student enter, with the aid of the college, into his personal search for significance.

b) That the student begin to develop his own philosophy of life.

c) That the student should have maximum opportunity for introspection.

d) That the college is not confined to its own main campus, but includes the immediate community, the national community, and the world community.

It would be difficult to enumerate all of the ways in which the descriptions of the climate of learning can be stated and restated. This in itself will doubtless be a continuing self-renewing process.

Since the climate of learning forms a basic philosophical focus, it must be related to the total campus community including all students, faculty and students but all individuals who are touched by the campus. One method for the college to implement shared responsibility and power implied in the continuous renewal of the institution. In effect, an attempt will be made by the college at this point to come to terms with this question: "What can I do to help the institution be a creature of the present and not just another reflection of the past?" The faculty are necessary to design and implement this curriculum has, to my view, already in large part been appointed and is a positive source of strength to the institution. In the recruitment of new staff I would consider it important to keep in mind that we seek to preserve a certain continuity as the bounds of sound competence. In my opinion, the student body will be best by its ability to touch a force has which diversity in its ranks with regard to academic approach, scholarly and research interests, political persuasion, etc. Uniquenesses and differences are not our goal nor do I expect it will ever be our fate.

This concluding fall, for the first time, projects the necessity for the student body to be held within limits to neither be able to save all those who will be applying for entrance. I firmly recognize that it will be a difficult task to select from the total group those we feel most clearly best not only to profit from the best our institution can offer, but, until circumstances with regard to a possible change, it is a task we must face.

The College's rather broad orientation toward an "open door" policy cannot serve us here, precisely as the commitment to experimentation can serve in the area of curriculum. The "open door" policy should serve, however, to remind us that we have broadened our index of potential to profit from college experience is of ten unjust, drastic, and unmodified. Though it is many taxing and time consuming, selection for acceptance be based upon a very broad range of criteria to include both the easily measured and the not so easily measured. Board scores, for example, are specific, widely employed, and linked to a great deal of research data, but can fall wide of the mark when used can prove to be a most elusive factor to evaluate and cannot be expected to function well. We should therefore remain open to a great range of means of potential and ready to reserve some room for students who will, in all probability, represent a responsible risk in judgment. The student who has tried and has failed elsewhere, the "second-chance" student, as he is often called, should always find that Roger Williams will consider full commitment at this college.

The Board of Trustees, has declared a commitment to experimentation as well as a commitment to membership in the Union for Research and Experimentation in Higher Education is recognition on a national level of our intent to continue our efforts in this area: to fulfill this particular goal. I would hope that the promising beginnings which are present in
pig nation "report"

by stephen crosby

after a year of contradicting news reports, we
finally release the beatle's "let it be" album(s). the 99% sure
data is: all songs recorded by the beatles (apple's business
manager) put it, will be on or before april 6th.

one month before contracts called for an album,
George Martin rushed the beatles into apple studios and
had notices, apple records will finance the album.

contracts called for an album, and it contained a selection
of songs. it was released on or before april 6th.

on april 6th, either the "get back" album called "let it be"
or two albums will be released—probably
two.

all the cuts of the original "get back" lp are on various
unauthorized tapes of which i have many. i
have become infinite.

the quality is horrendous, but it is the first
time the beatles can be heard really getting into.

the beaten path. i hate it, but it's
earthly quality emanates the beatles inner genius. "let it
be" will be released on march 23rd.

next edition: interview with eric clapton.

muddy waters...

muddy waters was born in the south but
he was a musician's musician. his
ged insistance, but doesn't have
no longer pertain to anything
new. it's more rock, but much

unbalanced.

medical and household bills.

thursday evening, march 12th was our annual
fashion show. the "swath" of the downtown providence mall, with
 pledges wearing their familiar black roes. our bi-annual "hell
night" was held on saturday, march 22nd, to the pleasure
of pledge madonna.

kappa phi is planning another one of its outstanding dances,
still better than the last. the time and location are to be
announced soon. the fraternity has several more dates reserved on the social calendar, and plans for a
variety of events open to the students of Roger williams College.

camera club

there will be a screening of the camera club on tuesday,
March 24th, at 11:30 in room a.6. new members are
invited.

ecology teach-in

TUESDAY, APRIL 21ST

will roger williams participate?

across the nation on this day colleges are devoting the
time to their students' understanding environment.

will you be there?

if any people here are interested in our responsibility for the
unbalanced condition of our environment there will be a
variety of activities for all students to participate in and to
cordinate planning of activities.

TUESDAY, MARCH 24th at 2:30 P.M.

room 33

free period

be there! we will!

blood, sweat and tears

in concert... saturday, april 19th,

3:30 to 5:30 at meehan aud.

brown university, providence

all seats five dollars

Tickets will be sold at many campuses throughout the area.

Look for B.S.T. posters on your campus for more information

Sponsored by Bryant college
March 23, 1970

THE QUIL

Free

Review

Richard Moes

The New York Times, May 31 says, "I cannot live without a macaroni!" And underneath the table, inches from the mouths of two dead men, neatly covered by the tablecloth, lest the audience be offended. No matter, the audience has already forgotten. Or perhaps not — at least Miss Millay hopes not. That's why she fashioned this macaroni in verse more than fifty years ago. Though a bit treacly in spots and a bit more obvious thanresource "cool" scenes, her confection still retains its bitter taste. One can imagine this sensitive poet, outraged by the "War to end wars" just ended, taking pen in hand to make a statement that would say to all men, "Arise!" She did not succeed, for it is still traveled through war after war and statements — more contemporary perhaps but no more to the spirit — continue to be made in vain. But then of course the play is called ARIADNE UNWOUND again from over again from the beginning, and then again, and perhaps but no more to the point through war after war and statesmen's statements that would say to us."

"War Confection" still retains its bitter taste...

Fantasia

A Visual Trip Into Sound

by Peter Holden

Now playing at the newly opened Paris Cinema II in Providence is one of the most visually enchanting and audiably magnificent films ever created. Walt Disney's Fantasia is a unique motion picture that builds on the concept that "music is to life what words are to speech." Since music is the only form of art that has no visual aspect, the luster, the color, the tones, the moods and the excitement of music can be captured on celluloid only through the use of visual art. The result is a completely new art form, the animated feature. And thus Fantasia was born.

Fantasia is a visual interpretation of music in many forms. Disney created this extraordinary masterpiece of animation, using the talents of some of the world's finest artists. He extracted from the works of Bach, Beethoven, Schubert, Tchaikovsky and others — all very different in mood and tempo — a picture of their music. Each of the selections is a musical journey through space and time: from the moon to the earth, from the dawn of time to the end of the world. Fantasia is a celebration of the creative genius of each composer, as well as of the artists who interpreted it into a film.

In the fall of 1969 the newsmen got a preview screening of Fantasia. Their reactions were enthusiastic: "It's a masterpiece," "It's a triumph," "It's the most exciting thing we've ever seen." And so it was. Fantasia is not just a movie; it is a complete experience in visual enchantment and listening pleasure, a return to the serene and timeless and universal chamber.

"Music is to life what words are to speech."

The film stands as one of the all-time classics, for not only did it open Walt Disney's Fantasia, but it also served as a turning point in the history of animation. Since its release in 1940, Fantasia has been shown in more than 150 countries throughout the world, and has earned millions of dollars for the studio. In 1969 it was re-released in theaters, and has been seen by millions of people around the world.

St. Patrick's comes to life through the use of color and sound. Though a bit treacly in spots and a bit more obvious than resource "cool" scenes, St. Patrick's confection still retains its bitter taste. One can imagine this sensitive poet, outraged by the "War to end wars" just ended, taking pen in hand to make a statement that would say to all men, "Arise!" She did not succeed, for it is still traveled through war after war and statesmen's statements that would say to us.

"War Confection" still retains its bitter taste...
Roger Williams College Sporting News

Sports “Ins and Outs”  Bubble Power

by Peter Greenberg

At the March 17th meeting of the RWC Student Council, President Thomas A. Drennan presented the senators with a plan for the construction of a temporary athletic facility widely known as the Bubble.

The surprising thing I learned about this structure was that it originated in 1941 when a baseball fan who had been pining for a more humid climate was determined to assemble it and about a day or two more to lay it cement forming the name for it as an “air supported structure.” Moreover, by the time students return in September the facility will be in full operation for everyone’s enjoyment.

It will be used by what we call “the non-athletic-type” for just about anything — weights or Judas or just plain foiling around to break up the monotony of a long, drab school day. However, this facility will enable us to create our own home basketball games on sometimete to hold tennis practice as well as Baseball, Soccer and Football. The Bubble would be open from 8:00 in the morning till 10:00 at night, seven days of the week.

CARRY ON by Warren Walden

CAN SPRING BE FAR BEHIND? — The band Shelly wrote, “Oh Wind, if Winter continues long, Can Spring be far behind?” Back in the days when baseball was played there, and there was not some sandlot team that lined up for a game every year for a little box­ed story that would go some­thing like this: “The boys take the first crocus pushing up through Mother Earth, nor it was the young man whose fancy turns to something like, ‘It’s going to be spring, and we’re going to have a game this afternoon.’"

The future is indeed bright for progressive RWC. No longer will the permanent athletic facility, theBubble, be used only for baseball. Also it will be used by what we call “the non-athletic-type” for just about anything — weights or Judas or just plain foiling around to break up the monotony of a long, drab school day. However, this facility will enable us to create our own home basketball games on sometimete to hold tennis practice as well as Baseball, Soccer and Football. The Bubble would be open from 8:00 in the morning till 10:00 at night, seven days of the week.

Skeet Shooting at RWC

by Matt Nolin

This weeks article is a short note: regarding the Roger Wil­liams College Slide Club. We will have our first organized meeting and slide show, Sat­urday, March 28, 1970, at the Rod and Gun Club, in Attleboro, Mass. We have surveyed differ­rent gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the show is $3.75, $1.25 for the clay pigeons, and $2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be considerably reduced by way of our own shotgun shell reloading.

For further information regarding exact time and direct­ions please inquire at the Quill Office.

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.

Hockey Tribute

by John Flore

Coming April 6th

Skeet Shooting at RWC

by Matt Nolin

This weeks article is a short note: regarding the Roger Wil­liams College Slide Club. We will have our first organized meeting and slide show, Sat­urday, March 28, 1970, at the Rod and Gun Club, in Attleboro, Mass. We have surveyed differ­rent gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the show is $3.75, $1.25 for the clay pigeons, and $2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be considerably reduced by way of our own shotgun shell reloading.

For further information regarding exact time and direct­ions please inquire at the Quill Office.

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.

Hockey Tribute

by John Flore

Coming April 6th

Skeet Shooting at RWC

by Matt Nolin

This weeks article is a short note: regarding the Roger Wil­liams College Slide Club. We will have our first organized meeting and slide show, Sat­urday, March 28, 1970, at the Rod and Gun Club, in Attleboro, Mass. We have surveyed differ­rent gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the show is $3.75, $1.25 for the clay pigeons, and $2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be considerably reduced by way of our own shotgun shell reloading.

For further information regarding exact time and direct­ions please inquire at the Quill Office.

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.

Hockey Tribute

by John Flore

Coming April 6th

Skeet Shooting at RWC

by Matt Nolin

This weeks article is a short note: regarding the Roger Wil­liams College Slide Club. We will have our first organized meeting and slide show, Sat­urday, March 28, 1970, at the Rod and Gun Club, in Attleboro, Mass. We have surveyed differ­rent gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the show is $3.75, $1.25 for the clay pigeons, and $2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be considerably reduced by way of our own shotgun shell reloading.

For further information regarding exact time and direct­ions please inquire at the Quill Office.

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.

Hockey Tribute

by John Flore

Coming April 6th

Skeet Shooting at RWC

by Matt Nolin

This weeks article is a short note: regarding the Roger Wil­liams College Slide Club. We will have our first organized meeting and slide show, Sat­urday, March 28, 1970, at the Rod and Gun Club, in Attleboro, Mass. We have surveyed differ­rent gun clubs in this area, and have found this club to be an ideal one suited for our purposes.

This may seem to be out of the way for some of us, but in future weeks we will be rotating from club to club in this area, the Warren and Seekonk gun clubs for example. The price of the show is $3.75, $1.25 for the clay pigeons, and $2.50 for the shotgun shells. I realize this cost is rather high, but after we get things going, this price will be considerably reduced by way of our own shotgun shell reloading.

For further information regarding exact time and direct­ions please inquire at the Quill Office.

Action Committee Setup

Student Action Committee for construction of temporary Physical Education facilities

Mike Katz, Dan Doyle, Judi Jacobs, Barbara Cohen.

Anyone interested in serving on this committee should contact Coach Drennan or Mike Katz. This includes students for both Bristol and Providence.