

10-12-1971

The Quill -- October 12, 1971

Roger Williams University

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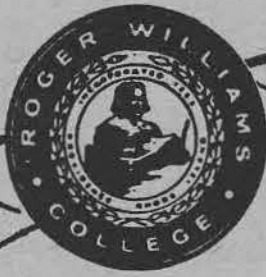


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Gauvey on Radio —

Interview with the President: Raps about Financial Problems, Enrollment Demands, VWW, Student Goals

Interview with the President: Raps about financial problems, enrollment demands, UWW, student goals.

WBRU, Brown University's radio station interviewed Ralph Gauvey, President of Roger Williams College, last week as part of WBRU's weekly series of talking with college and university presidents from R. I. campuses. WBRU: Dr. Gauvey there are many problems facing colleges today, among them financial problems that have been created by the recent recession and the economy and the consequent problems with tuition and student aid and faculty salaries, and problems of university governments, the demands of students for more power in university decision making, and the broad question of who shall govern at the university and also the problem of the relationship between the university and the larger community which is a continually present problem and a situation that needs to be continually redefined. I wonder if we could talk first of all about the financial problems. Is your budget right now at RWC sufficient for meeting your educational needs? and what effect has the recession had as far as problems of faculty salaries and student aid?

GAUVEY: Yeah! Well, in terms of the standard approach to education as a business with these as the many things you are talking about, we cope with these kinds of problems; somehow we manage to survive them. We would like to have more financial aid for students. I would like to have more government participation from the private college financial area, but I think we are doing well in our survival kit—financially. A lot of private colleges around the country aren't doing so well, and frankly a lot of them don't deserve to exist anyhow. The ones that close up have a constituency and there's an emotional reaction when

dear old "sidewash" closes up of course; but I'm more involved currently in a kind of a deeper question to me which has ramifications for all these areas you have mentioned just a minute ago: financial, governments and all these things and that is, "What really is the role of the higher education in our society?" What is the role of education PERIOD in our society? When I finished my doctoral work I was really quite disillusioned with the educational system. It turns out doctoral degree people who then go out and do things that they weren't really trained for and I'm wondering what really are we doing for the real educational needs of people that are in school at every level. WBRU: There have been a number of changes that have been proposed in higher education to changing degree requirements. What do you think is the basic problem as far as the demand for increased enrollment? How is this going to be met? In talking about the situation here at RW, I know that the college has come an awfully long way in such a fairly short period of time, and I wonder if you could just trace this development because it has been quite considerable and how exactly is RW meeting the demand for more people coming to college?

GAUVEY: I came to RWC in 1963 and we had about 300 students, one campus, rented quarters in Providence, a building which we rented. We didn't have any land or campus of our own and now we have two campuses, 1 in Prov. and 1 in Bristol, total of about 3000 students and I'm very proud of both campuses; proud of the growth, but I'm unsettled about this too. I wonder what this means, this is the past 7-8 years and we obviously been meeting a particular need because we do have students who come to Roger Williams and are pleased with what they find for the most part,

The Self-Evaluation Report on Accreditation: An Analysis

The self-evaluation study on accreditation is divided into specific areas: organization and control, academic program, faculty, students, library, physical facilities, financial resources.

Organization and Control

There are no black people on the Board of Trustees and there are only three women out of a total membership of twenty or fifteen percent. However a national study shows only 1.3% Negro trustees and a 13% concentration of women in universities and four-year colleges.

The faculty committee structure on the Bristol campus and the fact that the Dean is an acting Dean leaves questions as to the lines of academic authority. These lines are at times vague. An institutional governance statement is in the making. The position of the Dean needs to be reinstated as the academic leader on the Bristol campus.

The position of Dean on the Providence campus is very strong. There needs to be a greater participation by the Providence faculty in discussion and decision making.

Central Services is overly identified with the Bristol campus. Central Services must also anticipate all-college problems and supply meaningful data for

Villanova Head Coach Appears in Bristol

One of the nation's most sought after clinicians, Jack Kraft Villanova's head basketball coach, initiated the Roger Williams College's workshop on "Defense In Modern Basketball. It began last Wednesday night on the Bristol campus and will continue through November 10, 1971. Kraft will return to Bristol again this Wednesday, Oct. 13 for the second and last of his lectures on Villanova's patented "ball defense."

Coach Kraft has posted a career record of 211 wins and 74 losses. Famous for his version of the combination, "the ball defense" has caused massive problems for opponents during his 10 years of college coaching. The Wildcat mentor is here for two lectures on this interesting aspect of defense.

Kraft was asked what will be his biggest problem this year and he replied, "Our biggest problem at Villanova will be rebounding, because we lost Howard and Smith."

Villanova's ball defense rules appear on page nine of this issue.

Kraft will be followed by Coach Dave Gavitt of Providence College on October 20. Gavitt was last season's Coach of The Year in New England.

decision making and a need for a more intensive coordination of the multi-campus/center administrative structure is necessary.

Academic Program

Instructors run up against a "time barrier" due to the course load on each campus, meetings, committee assignments, the 24 to 1 student/faculty ratio. Less experimentation occurs for study projects and internship programs. Financial limitations deter the introduction of some potentially desirable programs (majors in chemistry, economics and physics) and the broadening of some existing programs.

Interaction between the faculty and the unusually able student at the Providence campus on a one-to-one basis to meet individual needs and interests should be increased. A general awareness of the problem and the need for a remedy is apparent.

The Providence curriculum does not utilize programmed or computer-assisted approaches to instruction nor are there any experimental programs taught wholly or chiefly by students at the Providence campus.

No formal action has been taken on the matter of evaluation of the Providence faculty, although the Dean consults with the department chairmen before reappointment decisions are reached. However, the Providence Student Senate has designed an instrument for student evaluation of faculty and has submitted this to the Faculty Senate for its reaction. No action has been taken on this matter. The students in Bristol have not recommended a formal instrument for utilization in student evaluation of faculty performance.

Faculty
During the Spring 1971, Dean

A Ripping Need for RIPIRG

BACKGROUND

There are eight million students in over 2,000 colleges and universities in the United States. Their energy and idealism should be a potent force for the betterment of society. This fact is not apparent even to the most optimistic observer of the student movement. There are many explanations for this failure. The extreme mobility of the campus population prevents the growth of lasting student organizations. Too often vacations, exams, and the sheer burden of course work frustrate student campaigns.

In an effort to surmount these difficulties and build bases of real student power, Ralph Nader's Public Interest Research Group (PIRG) has embarked on what may be the most ambitious project

Frank J. Chiarenza of the University of Hartford visited the Bristol campus and submitted a report on the evaluation of Bristol faculty. Here is a partial summary of his findings. "There is evidence of a strong pulse at RWC, of a core of competent, energetic, and concerned faculty members. The faculty needs, however, to develop procedures for faculty evaluation that make the exercise of its duties and the extent of its responsibilities neither excessively burdensome nor merely perfunctory. In its present and proposed method of evaluation, I see both a heavy drain on its collective time and energies and a danger that this may lead to a perfunctory discharge of its duties".

In Providence there is no formal procedure for faculty evaluation.

An institutional policy on dismissal per se does not exist. Although the Bristol Faculty Welfare Committee has recommended a Board adoption of a modification of the AAUP's standards for dismissal, no action on the proposed modification for dismissal has taken place on the Providence campus.

Both the Bristol and Providence faculties have proposed faculty constitutions but as yet the Administration and the Board of Trustees have not accepted them, calling the Bristol authors, "inexperienced" in certain areas of academic life. The Providence faculty reports that a "clear delineation of lines of authority between the administration and the faculty are not evident at the present time".

Neither faculty is represented directly on the President's Advisory Council, although faculty

ACCREDITATION. Page 3



Jack Kraft lecturing in Bristol

RIPIRG Page 6

Editorial Commentary

A Time To Rebuild

by Ted Fuller

"To everything there is a season... A time to build up; A time to break down."

The time has come when people; important people have become aware of the need for change. Old barriers have been broken through at the expense of many lives, and the old establishment is giving in to defeat. It is now time for the young to begin thinking of replacements for the battered machines and fallen factories of our tradition; to construct a new equipment to facilitate the future. Now is the beginning of the future, now is to clear away the rubble of the 60's and begin anew, now is the change that we have been waiting for these past years.

For what? For what did Kent State and Jackson State occur? For a chance. A chance to change the world as we feel it should be changed. The world of the established (or perhaps unestablished) is ready and waiting for that change. Therefore, it is time to work positively toward accomplishing that change while the offer is open.

A basis of ideals have been planted, for there would be no change without ideals to go on. The battle has been fought, but until the ruins can be rebuilt, the war will never be won. It is the reconstruction that makes the difference in our conflict. The betterment will come with reconstruction and the time for that has come.

Manpower is the key to rehabilitation. Within our own campus alone, manpower is urgently needed to fill the gaps in committees that control the future of RWC. A good future depends upon the positive action of the majority and not the minority. A handful of people cannot be expected to build a change of life for the many. A majority of people must become involved and will be needed if the future is to work the way we want it to; and when we want it to. The time to break down has passed. Now is a time to rebuild.

Political Science Association

Wednesday, 4:00 p.m. Classroom Bldg. Rm. 9 Political Studies majors - initial meeting - Funds are available - participate in faculty hiring, estab. new courses or discontinuing old ones. Investigate acquisition of library material for political studies dept. Prospective political studies majors urged to attend!

The Quill

Published Weekly in Prov. & Bristol

Tel. Providence 274-2200 ext. 79
Bristol 255-2146

Undergraduate newspaper of Roger Williams College - Providence and Bristol, R. I. It shall be organized to provide a news service to the student body. It shall also be considered legally autonomous from the corporate structure of Roger Williams College as it is supported totally by the students through the student activity fee and outside advertising revenue. In this sense it must be responsible only to the student body of Roger Williams College. Unsigned editorials represent the views of this paper. They do not necessarily reflect the opinions of the faculty, administration, or student body as a whole. Signed editorials, columns, reviews and letters represent the personal views of the writers.

HOWIE GINSBERG
Editor-in-Chief

TED FULLER
Bristol Editor

BOB INNISS
Prov. Editor

PETE GREENBERG
Sports Coordinator

Business Manager
Secretary
Advertising Manager

Maura Warmesley (Bris.)
Ray Jasienski (Prov.)
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Joe DeAngelis

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Sach
Tom Melone
Tom Tetreault
John Grossi

Prov: Film This Week

"WILD BUNCH"
Wed., 2:00 p.m., A-13.
Thurs., 3:00 p.m., A-13.
Thurs. even. 7:30 p.m. (Student Center)
IT's a "freebee".

I.D.'s Prov.

Tues. & Wed., Oct. 12 & 13
in Room P-2 (snack bar)
10:00 a.m.-3:00 p.m.

Working Coop Student I.D.'s
Tues. Evening Oct. 12
6:30-8:15 P.—2

(I.D.'s will be for 4 years validated each year by the Dean of Students)

Students for Community Service

Eradicate TB; reduce respiratory disease; eliminate cigarette smoking; reduce air pollution — Contribute to a better environment!

For information contact Dean of Students Office - Bristol.

Want to Babysit?

Tuesday & Thursday
11:00-1:30
Call Mr. Schuyler
(255) 2266 (Bristol Campus)
253-8284 (Home)

Coffeehouse Theater

My Client Curley
by Norman Corwin
Fri., Oct. 15, 1971
8:00 P.M.
and
10:00 P.M.

Volunteers Wanted

For individual tutoring of small children, grades 1 to 7. One afternoon a week or more 3 p.m. to 4:30, Temple Learning Center, (corner of Temple & Public in Prov.)

For more information call: Mrs. Brice 785-2127.

Transportation will be provided if needed.

Urgent need of at least 300 tutors!!

Attention Christians

Christians interested in meeting for worship, study, and witness, please contact Mr. Forsyth, Room 208, YMCA Building. Tel. 274-2200, Ext. 48.

Voice of the people

To the Editor:

I was interested and concerned upon reading the advertisement for ARS, Abortion Referral Service, which appeared in the October 4 issue of the Quill. My concern was that this agency has as its primary goal profit making. Whenever this is the case patient care suffers.

I called the telephone number listed in the ad for New York City. The telephone had been disconnected. After some searching the operator gave me another number which was the number of the Clinic where the abortions are performed. My conversation with the Clinic did nothing to alleviate my concern. They have a standard fee for which one receives a minimum of services. For example, I was told that counselling was available during admission procedure - a procedure which takes about 10 minutes according to the woman with whom I spoke.

When a woman is pregnant, abortion is one of the alternatives available to her. It is very important that she arrive at the

correct solution for her. Some women find making such a decision easier than others. This did not seem to be a concern of ARS.

There are people available on campus to help women with such a problem. I would encourage anyone to come to Health Service or to go to the Dean of Students Office. Incidentally, the Dean of Students staff does not consider Pregnancy to be a disciplinary matter. We will see that you are referred to an agency which can help you.

I do not know whether or not anyone on the staff of the Quill made inquiries about ARS before running the ad. I believe you had a moral obligation to do so. In accepting advertisements a school newspaper should have criteria other than an advertiser's willingness to pay.

Lois Schuyler, R.N.
School Nurse

Ed. Note: Effective immediately all further abortion information ads will be thoroughly reviewed before printing.

LOST:

Yellow jacket in Watkins Building. Will the person who picked up this jacket please kindly return it to Mr. Langello's office.

Prov. Student Senate Offices

President Steve Salvatore
Vice President Ric Fiore
Secretary Elaine Bassis
Treasurer Dick Burns
Parliamentarian Barry Lewinstein

A Job

To better prepare students entering today's job market a series of three sessions will be held by the College Counselors, Mr. Alfred Shepherd and Ms. Dorothy Zimmering.

The first session will focus on "How and Where" to look for a job. The second, will familiarize the group with organizing and using the "Resume." The third session will be on the "Interview".

Sign up in the Office of the College Counselors in the Administration Building.

Movies This Week

Wed., Oct. 13 -
Berlin: Symphony of a Great City (1927) experimental/LH #1 at 8:00 p.m.
Fri., Sat., Sun., Oct. 15, 16, 17
What Do You Say To A Naked Lady - Allen Funt, Rated (X), 50¢ LH #1.

ARE YOU ENTHUSIASTIC ABOUT SOMETHING?

How about ROGER WILLIAMS COLLEGE!

Students interested in assisting the Admissions staff in spreading the word about the POSITIVE aspects of RWC should meet on Thursday, October 14, 1971 at 11:30 A.M. in Bristol in Room 21 in Providence in Room A-9 OR if you cannot attend, leave your name at the Admissions Office.

Attention All Students

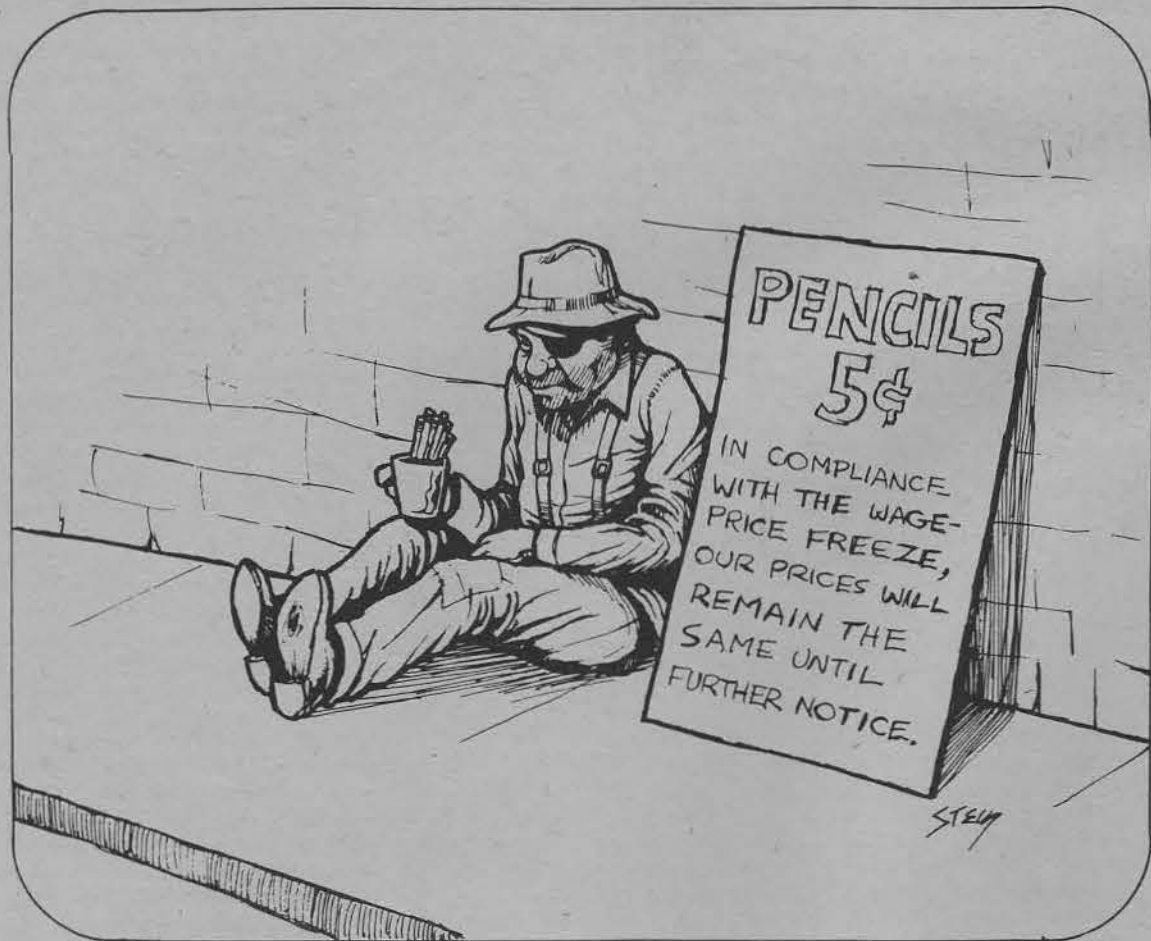
All students are asked to lock their cars on campus. There have been numerous thefts and to protect your property LOCK YOUR CAR!! The thieves are stealing tape-decks and anything they can get their hands on, SO LOCK UP FOR YOUR PROTECTION.

Get in the Swim

Who: Volunteers (men and women) to teach retarded children swimming.

When: Tuesday mornings 8:50 a.m.-10:10 a.m. One semester or two semesters.

Where: Barrington YMCA.
Contact: Mrs. Mary Opfler, Fiske House, Barrington, 245-7400 and 245-7401.



opinion is expressed by the Dean of the Providence campus, and the acting Dean of the Bristol campus. The search for a permanent Dean on the Bristol campus has imposed an additional burden on several faculty members.

Students

There has not been a comprehensive policy review of the proportional distribution of financial aid to students. Admission of students from minority groups has been declining. Given the very special problems of these students, and without appropriate supportive services (tutoring, counseling and general follow-up) it has been difficult for many of these students to maintain satisfactory academic standing. Lack of funds for small personal expenses can create a major problem for students without additional financial resources. Of eleven "Upward Bound" students (students handicapped in their studies by economic, cultural, and educational deficiencies) admitted 1969-1971, five have left the College.

A study completed on June 1, 1970 by the Office of Institutional Research of RWC showed that after registration for Spring 1970, 283 students had not returned to continue their education or 12% of the official Fall 1969 full-time enrollment. In an effort to understand why, a questionnaire was sent out to all non-returning students. 177 replied, 92 Bristol and 85 from Providence. The "financial" reason led both campuses. However the leading reasons for Providence were, "Disenchantment with Roger Williams" and "military" not financial; physical facilities in Providence were a major reason for this result. Almost 50% of the non-returning students were freshmen emphasizing the need for personal attention during the first few months in college. Relatively few sought guidance and 59% of the non-returnees had a QPR under 2.0. Most noteworthy is the fact that 98% of those that left for financial reasons did not apply for financial aid. This could be a problem of "advertising" and fiscal counseling and 65% of those that left for financial reasons enrolled in public schools to continue their education.

Roger Williams College is experiencing many of the difficulties currently facing small, private liberal arts colleges in attracting students who are themselves beset by rising costs in a recessionary period. In the Spring of 1970, the college experienced a small decline in enrollment which may be an indication of a still further decline, as a result, the Bristol

campus projected budget enrollment figure for the 1971-72 academic year was adjusted from 1500 to 1480; the projected budget figure for Providence was adjusted from 1200 to 1000.

Library

The Head Librarian (this evaluation was written when RWC had a Head Librarian) is a member of the Bristol Faculty Senate, but does not have faculty status. There seems to be general faculty regret that books ordered have not arrived or for some other reason do not yet appear on the shelves. The Bristol faculty has expressed the need for more of certain specific types of materials.

The Assistant Librarian at Dalhousie University in Halifax, Nova Scotia visited the college in early 1971 and had these remarks concerning the library: "The major weakness at the moment is the relative lack of serial backfiles, although some are available on microfilm...In mathematics and science we are lacking monographs at the intermediate levels dealing with specific aspects of the subject fields covered (for example, monographs dealing with specific families of animals in natural science, or individual elements in chemistry)...In the area of literature we have a relatively small number of primary creative works (novels, plays, poetry, etc.) and a superficial collection of critical survey material...In the foreign languages, notably French, the books on our shelves can scarcely be called a collection. This lack is one of the most glaring in the library". To remedy the above weaknesses a collection development plan was drawn up and is in effect.

Some confusion has resulted, in offering library services from the recent split into two campuses.

The Providence Branch occupies one over-crowded room, with a full-time staff of one, minimal equipment and hours totaling 50 1/2, with little evening or weekend coverage. Providence provides reference coverage only 50% of the time. The severe limitation of reference material on that campus is an additional handicap.

Physical Facilities

The facilities on the Providence campus are not adequate to a full collegiate program although they provide a "base" for learning experiences. The Fine Arts Division's program in Bristol lacks proper facilities for the art, music and theatre program. There are no facilities for physical education and recreation other than outdoor playing fields.

(The following plan is printed for informational purposes)

Bristol Campus Building Program Facility Estimated Target year Cost

| | | |
|-----------------------------|-------------|--------------------|
| Residence Hall #2 | \$2,199,000 | Under construction |
| Student Center Phase 1 | 900,000 | 1972 |
| Fine Arts Building | 3,000,000 | 1974 |
| Performing Arts | (1,500,000) | |
| Fine Arts | (750,000) | |
| Music | (750,000) | |
| Physical Education Building | 2,000,000 | 1976 |
| Student Center Phase 2 | 1,000,000 | 1976 |
| Residence Hall, #3 | 2,500,000 | 1979 |

No definite time schedule has been established, as funding arrangements are uncertain at this time.

Negotiations are presently underway for a site for a new Providence campus.

Financial Resources

Balance sheet and income statement figures are available in the appendix of the self-study.

Roger Williams major source of income is student fees. As long as students are continuing to be attracted that source of income should remain secure, however costs continue to escalate, thus the need for outside support is clear.

The long range plan on tuition rates sees further increases based on Federal and State support.

Student Tuition Rates

| Year | Providence | Bristol |
|-----------|------------|---------|
| 1966-67* | \$790 | \$- |
| 1967-68 | 1,100 | - |
| 1968-69 | 1,100 | - |
| 1969-70 | 1,100 | 1,380 |
| 1970-71 | 1,100 | 1,380 |
| 1971-72 | 1,300 | 1,600 |
| 1972-73** | 1,550 | 1,850 |
| 1973-74 | 1,550 | 1,850 |
| 1974-75 | 1,800 | 2,000 |
| 1975-76 | 1,800 | 2,000 |

*Actual **Estimated

The comparative budget request report appears on page 4.

As President Gauvey remarks in the introduction of the self-study report: "There is always the chance that we have indeed spread our resources a bit too thin. There is always the possibility that we have too much diversity in our operational plan. In fact, most of our weaknesses could be summed up in all probability by asking the question, Does our aim and hope exceed our ability to perform?"

While there are many detailed weaknesses, these for the most part can be improved. As long as we are aware of our weaknesses and have plans to work toward strengthening these areas, we should not be indicted for our hopes and dreams".

Therefore, we would like to inform the students that the President will be seriously considering dean candidates within the next few months, including George Levesque, although no formal dean's search apparatus is anticipated at this time. We would urge the students to communicate with the President for the purpose of discussing any and all persons who might wish to be considered for deanship.

- Ted Fuller (Bristol Editor, Quill)
- Jamie Semins (student)
- Chip Howe (Acting Chairman Dorm Government)
- Billy Coughlin (student)
- Richardo Rodriguez (Member Dorm Government)

Student Interested In Deanship

On Friday, October 8, the five of us sent a memorandum to President Gauvey to inform him of George Levesque's interest in the deanship of the Bristol Campus of Roger Williams College and to offer our support on his behalf. The President has already indicated that no particular search mechanism currently exists and that he could not determine whether such a mechanism will formally exist in the future. While indicating that Mr. Payson will continue as Acting Dean until approximately September 1, 1972, the President did say that he would be giving more serious attention to the selection of a new dean during the interval between November and April of this academic year.



London CAMPUS NEWS

by Gary Gardner

If you were to fly to school at one o'clock in the morning - I mean make a total of twelve hours in flight (seven normal and five due to time zone changes) you'd discover a new state of being. A drowsiness that most of us London Theatre Program students have come to know as "jet lag" has been catching up, to put us all to sleep.

After waking up from the hundred year nap, we stopped to recall all that happened to us in the past few days.

The flight was smooth, running perfectly all the way. The view was magnificent. As the charter jet flew in over Ireland at about 1:00 p.m., the sights were unreal. The day was bright and sunny; a warm breeze blew us across the airfield at Gatwick. The private coach to transfer us to Tredenham Court from England's second largest airport was waiting outside with "Pepsi," a jolly ol' chap, who must be the king of dry humor. He narrated the half-hour ride through the picturesque country-side, so green and full of peace and serenity, keeping us on the edge of our immaculately clean (as is everything in England) seats with our eyes and noses glued to the square yard of glass which formed the windows of the bus.

The only thing the previous Quill item didn't say about the house was that the ceilings are as high as the rooms are wide. The rooms are very crowded, and the heaters don't work unless one deposits a shilling (12 1/2 cents) for a few minutes of warmth. This is all compensated for by Mary, the housekeeper, and by Uncle Alec, the house manager. They make our beds, vacuum our rugs, and prepare our breakfasts, too - one semi-fried egg, two strips of Canadian bacon, coffee or tea, and a little cup of grapefruit juice...ehh! Every morning, just like clockwork, "and no seconds, mind ya."

On that first Thursday afternoon tea and cookies were served in the dining room (which would soon double as our classroom). Mr. Grandgeorge introduced the new students and Uncle Alec (who's actually our English nanny), while soap-operas and melodramas clogged BBC's channels '2' and '3' and while our town's soccer team (Arsenal) whipped Bristol's best on the telly.

In London everyone has their own pub, and ours is The Mason's Arms, three houses down and usually full of fine, friendly, funny people. Thursday evening they had a welcome hour for us - that ended our first day of orientation.

Friday was organized into various meetings and discussions, and that night we went to our first London theatrical production, a musical presentation of Chaucer's, 'The Canterbury Tales'. Seeing the production was ten times more exciting than reading the tales, and the play was extremely well done. Most everyone agreed that the tale told by the Wife of Bath was the most entertaining.

Health Services

by Holly Delohery

Our Health Services are provided Monday through Friday, 9 to 1 p.m., and on Tuesday and Thursday, 9 to 12:30 p.m. A registered nurse is available to provide some routine services. If you took out the Student Health Insurance, that will pay for all medical bills, including medications. Health Education is provided, such as birth control information. Our nurses are available to rap with students and faculty on anything.

The Health Service would like to amplify its program by expanding its hours. Provide a more creative program and perhaps advocating a health board consisting of students and faculty to provide a more fulfilling health service.

The next day was one to remember. Our first cab ride and they do drive fast! Taxi drivers are bold and daring, but they never crack up. We met at Westminster Pier (right under Big Ben) for a sight-seeing boat ride to Greenwich and to the National Maritime Museum first thing in the morning. We sailed down the Thames for about an hour, seeing many national monuments, such as the Houses of Parliament, New Scotland Yard, St. Paul's Cathedral, and the Tower of London. After straddling the line which divides the globe into the eastern and western hemispheres (the Prime Meridian, if you're taking notes), we saw buildings by Inago Jones and Christopher Wren, had picnic lunch in the park, drank bitter in a 16th Century pub, and were left breathless by the beauty of the Painted Hall. Most of the group returned home to get ready for the evening's activity, but a few of us stayed behind to board and explore the 19th century clipper ship, the Cutty Sark, and also to view the Gipsy Moth IV, the small yacht which Francis Chichester sailed single-handed around the world in 1966.

Next we hurried home, late as usual, with just enough time to change and catch the tube to St. Paul's Cathedral for Son et Lumiere, a dramatic production of the history of the great church, taped and amplified (starring Alec Guinness as architect, Christopher Wren), along with a fantastic light show, illuminating the beautiful interior of the cathedral. The story was real, the voices thunderous, and chills ran up and down my spine. After the show, we returned home to a wine and cheese party thrown by our Innkeeper extraordinaire, Uncle Alec.

Sunday was freedom day; some went to the street market on Petticoat Lane, while others relaxed in the park (two blocks away). Some went sight-seeing, and a few of us visited Hyde Park's famous Speaker's Corner. There were about nine speakers all hollering out their thoughts and feelings, listening to questions, and shouting back anything they felt like saying. This was great; it showed true freedom, for anyone who wishes may stand up there and speak. There were college professors, bums, black militants, racists, Jesus nuts, and a twit who claimed to be from Mars.

Most of the group spent the evening watching that peculiar English pleasure, a drag show. They reported that he was either gorgeous or thwell.

On the final evening of orientation, we saw another play, Robert Bolt's Vivat! Vivat! Regina! at the Piccadilly Theatre. Although the production's timing was off, the costumes, scenery, and lighting were elaborately and beautifully done. Since the action of the play revolved around the lives of Queen Elizabeth and Mary Queen of Scots, the colorful set changes were essential to the production's success.

After the show, to top off the entire Orientation Program, we had the Faculty Dinner, an occasion fit for the Queen. Seriously, this meal began in the cocktail lounge and progressed through a buffet (which I thought was the meal, only to find that it was the first course), and ended with all of us enjoying a lovely dinner in small groups of faculty and students at beautifully decorated tables. No one did much eating (or drinking) for at least thirty-six hours after that, but we all enjoy remembering that final feast at La Loggia Ristorante.

We haven't had time to stop and breathe since classes began last Tuesday, but a few people have written to us, and we like that sort of thing. Believe me, we'll find time to send out postcards, at least. Till next week - Cheerio!

Gary Gardner

RWC**Comparative Budget Request Report Providence Campus**

(reprinted from Appendix of Accreditation Study)

| | 1970-1971 Budget | 1971-72 Budget Requests | 1971-72 Proposed Budget |
|------------------------------------|--------------------|-------------------------|-------------------------|
| Income | | | |
| Tuition (1,000 students @ \$1,300) | \$1,100,000 | \$1,249,000 | \$1,300,000 |
| Fees | - | - | 31,000 |
| Total Income | <u>\$1,100,000</u> | <u>\$1,249,000</u> | <u>\$1,331,000</u> |
| Expenses | | | |
| Educational | | | |
| Instructional | \$ 491,350 | \$ 584,000 | \$ 543,782 |
| Library and A-V | 50,000 | 62,000 | 52,000 |
| Student Services | 87,781 | 101,060 | 90,598 |
| Public Relations | 50,175 | 50,838 | 47,934 |
| General Institutional | 38,750 | 37,500 | 33,000 |
| Maintenance | 102,400 | 111,350 | 115,350 |
| Administration | 187,970 | 216,543 | 207,828 |
| TOTAL | <u>\$1,008,426</u> | <u>\$1,163,291</u> | <u>\$1,090,492</u> |
| Student Aid | 46,000 | 56,000 | 53,000 |
| Athletics | 17,385 | 25,130 | 23,590 |
| TOTAL | <u>63,385</u> | <u>81,130</u> | <u>76,590</u> |
| TOTAL EXPENSES | <u>\$1,071,811</u> | <u>\$1,244,421</u> | <u>\$1,167,082</u> |
| Excess of income over expenses | \$ 28,189 | \$ 4,579 | \$ 163,918 |
| Operational Surplus | \$ 38,189 | \$ 4,579 | \$ 163,918 |
| Expenditures | | | |
| Metropolitan Reserve | \$ 100,000 | \$ 100,000 | \$ 100,000 |
| Equipment (instructional) | - | - | 50,000 |
| TOTAL | <u>\$ 100,000</u> | <u>\$ 100,000</u> | <u>\$ 150,000</u> |
| SURPLUS or (DEFICIT) | <u>(61,811)</u> | <u>\$ 95,421</u> | <u>\$ 13,918</u> |

BRISTOL CAMPUS

| | 1970-1971 Budget | 1971-72 Budget Requests | 1971-72 Proposed Budget |
|-----------------------------------|---------------------|-------------------------|-------------------------|
| Income | | | |
| Tuition (1450 students @ \$1,600) | \$2,070,000 | \$1,932,000 | \$2,320,000 |
| Fees (health-athletics) | 7,050 | 7,000 | 36,000 |
| Gifts | - | - | 40,000 |
| Total Income | <u>\$,077,050</u> | <u>\$1,939,000</u> | <u>\$2,396,000</u> |
| Expenses | | | |
| Educational | | | |
| Instructional | \$ 795,100 | \$ 961,565 | \$ 844,368 |
| Library and A-V | 200,000 | 273,650 | 174,185 |
| Student Services | 161,726 | 185,917 | 142,933 |
| Public Relations | 50,175 | 50,838 | 44,934 |
| General Institutional | 107,750 | 135,849 | 114,440 |
| Maintenance | 331,644 | 365,014 | 353,772 |
| Administration | 207,417 | 229,164 | 224,029 |
| TOTAL | <u>\$1,853,812</u> | <u>\$2,201,997</u> | <u>\$1,898,661</u> |
| Contingency | - | - | 18,339 |
| Student Aid | 69,000 | 84,000 | 80,000 |
| Athletics | 26,075 | 37,695 | 25,000 |
| Health | 8,000 | 8,000 | 8,000 |
| TOTAL | <u>103,075</u> | <u>129,695</u> | <u>131,339</u> |
| TOTAL EXPENSES | <u>\$1,956,887</u> | <u>\$2,331,692</u> | <u>\$2,030,000</u> |
| Excess of income over expenses | \$ 120,163 | \$ (392,692) | \$ 366,000 |
| Operational Surplus | 120,163 | \$ (392,692) | 366,000 |
| Capital Gifts | - | - | 25,000 |
| Total Surplus | <u>\$ 120,163</u> | <u>(392,692)</u> | <u>\$ 391,000</u> |
| Expenditures | | | |
| Loan Reduction | \$200,000 | \$ 200,000 | \$ 200,000 |
| HEW Bonds | 126,000 | 126,000 | 126,000 |
| Capital Improvements | 15,000 | - | - |
| Equipment -- R.H. #2 | - | 70,000 | 65,000 |
| TOTAL | <u>\$ 341,000</u> | <u>\$ 396,000</u> | <u>\$ 391,000</u> |
| SURPLUS OR (DEFICIT) | <u>\$ (220,837)</u> | <u>(\$788,692)</u> | <u>0</u> |

Gauvey

(continued from Page 1)

even those who leave don't too often leave because they express dissatisfaction. I'm kind of wondering what Roger Williams is going to be doing during the next 8-10 years, because of societal pressures that I see which had been emerging during the past decade but now are getting some response from higher education itself, for example, you talked about more enrollment. Well, New York State has instituted what they call an "external degree" program and I think its wonderful that anyone is responding to these kinds of problems in imaginative ways. The external degree program is something of a beefed up USAFI program in WWII. The United States Armed Force Institute fondly referred to as USAFI was formed and was nothing more than a correspondence course program leading to degrees. The external degree program in New York State will be primarily a correspondence program using some television, using some cassettes, but basically I suspect, using books and using testing devices, because this is the kind of stuff that higher education is pretty much made of as a system and you can't change these kinds of hugh systems overnight even though you bring in a new idea. The chances are that we will see the old "flotsom and jetsom" descending upon the new idea.

There's another new idea which we are involved in at RWC called the "University Without Walls". Some people have trouble with that, because the initials are UWW and I know some people have it still vaguely associated with the labor movements of the turn of the century, and that kind of stuff but once people get over those hangups the idea is pretty interesting. I would go into detail with that because I think the UWW concept has more to offer for the future of education as an alternative to the existing system than anything else I've heard of in the recent inundation of plans to reform higher education. I think UWW has more sense to it.

WRBU: I'd be interested in hearing about that because this whole area does seem to be a vicious cycle. On the one hand the demand for increased enrollment has been met by some extent by raises in tuition cost and this has created a problem where the middle class student has almost become caught in a pinch and the continually raises in tuition. I think if they go much higher it will create sort of a situation of

diminishing returns. It will just become too expensive for a middle class person to go to college. What is the University Without Walls concept? How does that fit into this problem?

GAUVEY: Well, O.K. let me give a soliloquy about UWW. First of all it started with Sam Baskin at Antioch whose been involved with a group called the Union of Experimenting Colleges and Universities; includes places like Antioch, of course, Goddard in Vermont, Bard College, New College in Sarasota, Florida, Hofstra, University of Wisconsin at Green Bay, Roger Williams College. Out of this Union of Experimenting Colleges and Sam's interest in reform in higher education, he developed the program called UWW which was then funded by Office of Education and the Ford Foundation and incidentally it is one of the few times that I know of where the private foundation goes together with the Government in funding the same project. So this shows it has some credibility in both areas of economic society. The UWW concept is an alternative to the existing educational venture. It's not meant to take over or to do away with the existing system at all. It's simply a process of giving a student that alternative. He can go to the existing system wherever it may be; Brown, RWC, or URI or Harvard or wherever, if he can get in, or he can do this other thing. Now, UWW has a number of components. Basically it's a philosophic system for education, at any level. I see it functioning at any level. Right now it's pushed into the higher education area. But because it's a basic philosophic education system, it can be applied to any educational endeavor you see. The basic components include the person called a "Facilitator" who is a new kind of teacher. I hesitate to call him a teacher or guidance counselor, or father confessor, or father image. He's all of these things to one degree or another. He's really a super human person who can respond to the needs of other people, genuinely as a person himself, realizing his own limitations, his own involvement in human comedy, the human situation, human frailty, all these things we used to describe interaction with people. But he's aware of these things and his job is to facilitate the learning of the student who is another component of course. And the student pretty much self-selects into this program

with the knowledge about it, of course, and the first thing that happens is the student is required to evolve a series of goals for himself. Now, I kind of classify goals and needs together, to me they are synonymous. Because if you have needs, one form or another psychological or physical, then to fulfill these needs become your goals. The goals are the ways you fill your needs. So to me goals and needs are pretty synonymous.

The thing is to try to have the student, through interspection, decide what real goals he has for his educational process. I'll accept, for example, any goals you state that are in any liberal arts college catalog in the country. I'll say they are valid. What are they? Learning to think critically, analytically, creatively, widen your horizons through experience, as being open to experience, being more flexible. All these things I'll accept, put them any way you want to. But in usual college catalogs, they are written by somebody. God knows who! We never find out and they're put in a college catalog and they are printed like a mausoleum and everyone says, "Wonderful"! We want to make sure people think critically. Incidentally, most of our problems come when people do show evidence of thinking in new ways. That's when the parents and superintendents and the college presidents, like myself, get worried cause people start thinking about things they may want to change things. So I'm wondering if we really want people to think. But that's aside. Right now most liberal arts goals are to have people think. Now what I'd like to do is to have that student arrive at these kind of goals himself, so he's going to write his goals for his own college catalog, meaning his own person, himself. So he has to do it. He has to arrive at them and then he may put them in many different kinds of ways. There are hundreds of thousands of ways you can put these things. But I want him to put them into ways that he understands them and his Facilitator understands them so they can arrive together how to then have the proper educational experiences that will fulfill these educational goals and I'm not sure that the only way of doing this is by attending courses, lectures or discussions or reading books. I think there are many, many other ways of getting a liberal education.

(TO BE CONTINUED NEXT WEEK).

Bristol's Learning Lab — A No-hassle Place To Be.



A Fun Place to be.

Photo by D'Amico

What's the Learning Lab? That's a good question that almost no one is asking these days. But if Don de Fano, who has been assigned by the faculty to develop the resource, has his way, students will be dropping into the lab and using it as casually as they now pick up a sandwich in the cafeteria.

serve the whole college community.

"We call it a 'Learning Lab' rather than a 'language lab' because we are developing it to serve the whole college community, not just foreign languages,

The Learning lab is hard to find on the first trip. It is in the basement of the library, a large, glassed-in, carpeted room filled with fifty listening stations, individual carrels which contain push-button consoles for playing cassettes. Mr. de Fano thinks the place looks too sterile and is committed to "loosening it up" by putting up some posters and "doing anything else that will make the room relaxing and fun to be in."

"Mr. de Fano explained. At the end of the first month, students are already using the lab for a variety of purposes. Some work on identified math problems, using one or another of self-contained courses in arithmetic and algebra. Some students are listening to a recording of Shakespeare's King Richard II at the same time as they read the play. Practice in French and Spanish is pursued by others. Lectures by Mr. Jones in philosophy and Mr. Cost in American civilization, and stereo tapes recorded to support music courses are available as well.

So much for where it is. What it is is a place on campus which provides students with access to sounds, "audio resources" as they are termed in educational jargon. The room was originally designed as a "language lab." Such facilities are common in big schools for practicing foreign languages. The student records his voice on a tape which also contains the voice of a native speaker of the language. The student can then compare his pronunciation with that of the native speaker. Such practice, for some people, is a great help in getting the "feel" of the language.

Mr. de Fano observed that although the early development of the lab quite naturally is building upon existing courses, the steady acquisition of materials will lead quickly to use of the facility not only for specific course needs but also for general information and instruction. Even now, any student may use any of the material in the lab.

"We call it a 'Learning Lab' rather than a 'language lab' because we are developing it to

The Learning Lab is open from 8:30 to 3:30, Monday through Friday, and Mr. de Fano and his work-study staff contend that their primary interest is in making the Learning Lab a no-hassle, pleasant place to be.

Cafeteria News

by Sach

Students are encouraged to use the snack bar which has been designed to reduce strain and confusion in the dining hall. The snack bar helps in the seating arrangement in the hall also.

The new card system has helped students who are on contract by placing their names in a file. Using this method students do not have to show a contract card everytime they go to the hall which has been done in the previous years. A full time baker has been hired which enables the cafeteria to produce more pastry products and larger assortments.

Lunch in the dining area is strictly on a cash basis for everyone, including guests. As for breakfast and supper the procedure is mainly contract students. All other students are to use the snack bar. The snack bar is open to students

Lunch in the dining area is strictly on a cash basis for everyone, including guests. As for breakfast and supper the procedure is mainly contract students. All other students are to use the snack bar. The snack bar is open so students can buy small meals or buy a cup of coffee. Another purpose of the snack bar is to cut down on food waste, and

helps in establishing a more proficient food service.

There have been no plans for a change in food prices this year on lunches or other meals. Breakfast is 85¢, lunch on Sat. and Sun., (bunch lunch), \$1.25, and all dinners Mon. - Sun. are \$1.85.

Some new announcements from the cafeteria are the following:

A festive meal will be held once a month which is a buffet meal mostly roast beef. The price is \$2.25. Once each week there will be a monotony breaker at lunch to break away from the daily routine.

Plans are underway for revising menus. Menus will be posted all over the campus after the Student Food Preference Survey has been handed out to students, which will be soon. This survey lists all foods imaginable. Students will list foods they mainly like and dislike. After these computerized sheets have been completed and collected they will be sent to the schools food co. and those foods the students like most will go into effect on the college menus. Also there will be a comment area. If one individual

dislikes one of the workers' attitudes the student will simply list his or her reasons and then the problem will be investigated. Also, birthday cakes, with 2 weeks notice will be made available to ALL students. A holiday trip pack will also be available during Thanksgiving, Christmas, semester breaks and Easter. Those students going home for the holidays can buy a holiday trip pack which includes a full packed lunch.

Students are asked to obey cafeteria rules. Students are not to take food to their rooms but it is to be consumed in the cafeteria. If necessary disciplinary actions will take place. Trays are not to be taken out of the cafeteria. 300 trays were borrowed from another school and only 200 were given back. This means 100 are missing and are priced a for \$37 a dozen. Items lost such as these can cause the tuition price to rise, which has been noticed this year. Your full cooperation will be deeply appreciated. Thank-you.

Dorm Government Meeting

by Lisa Naiburg

The first Dorm Government meeting was held last Wednesday evening at 6:30 p.m. in conference room 9 in the classroom building. Ten out of the 12 representatives were present. Representatives are in order of unit - Adele DiBiazio, Joan Miale, Frank Parisi, Russ Fontaine, Lisa Naiburg, Andy Tomascio, Chip Howe, Eric North, Karen Shuman, Leslie Redman, and Rick Rodriguez. Chip Howe was elected as a temporary chairman for 3 weeks and Lisa Naiburg as secretary.

Hal Connor, the residence hall director, was present for most of the meeting. He refused to manipulate dorm gov't as he doesn't see his role as being the leader of what students do. He feels that the role of D.G. is to provide leadership for the dorm.

Discussion began with what the functions of D.G. shall be. A study of last year's constitution will be done by all 12 reps., then a decision about this year's constitution will be made. The question of a Judicial Board for discipline cases was also raised.

A student recommended that a

list of all the dorm phone numbers be distributed to each dorm student and will be made available to the admin. bldg. It will also be recommended that the 300 student I.D.'s in Dean of Students office be released to each student.

A decision was made to take a definite involvement in the case of classes held in the form lounges, as many complaints have been voiced. A consensus vote from each unit will be the first step. The D.G. will then act to expel classes from these lounges whose unit members vote thusly.

The subject of parking spots for the form students was raised. The problem is that many dorm students with cars are being forced to park quite a distance from the dormitory because of commuter and some faculty cars. A member of D.G. will be investigating this and further discussion will take place at the next meeting.

The D.G. meetings will be held each Tuesday evening at 7:00 p.m. in the common lounge. All members of the dorm are asked to attend any meeting and become involved.

per student per semester, or \$1.00 per student per quarter, an amount less than that spent for a movie or a new record. This money would be used to fund the group of professionals. A campus of 12,000 students can raise \$48,000 per year. Clusters of campuses creating aggregates of over 30,000 students can easily fund a public interest firm.

Neither Mr. Nader nor the Public Interest Research Group of Washington, D.C. will have any control over a local group. A student elected board of directors will control its own team of advocates. All funds raised by the fee increases will be turned over to the student board who will hire the professional staff and direct it to ensure use of funds. Any student who did not wish to participate in the plan would be entitled to a full refund.

Students have responded enthusiastically to these plans. In Oregon and Minnesota the first two student PIRGS have been formed. Students in 12 other states are now mobilizing support for their own PIRGS.

RATIONALE

The Rhode Island Public Interest Research Group (RIPIRG) will be a non-partisan, nonprofit corporation designed to express the views which college students in Rhode Island have in regard to decisions which effect social change. General areas of RIPIRG concern, for example, will include environmental issues, delivery of health care, sexual and racial discrimination, housing problems, occupational safety and health, and consumer protection. The ultimate goal of RIPIRG will be to implement the changes and reforms which its research indicates are necessary. The achievement of this goal will be the product of the combined efforts of students and a full time professional staff. When expressing its view, RIPIRG will strictly avoid mere opinion un-

supported by facts. RIPIRG will strive for objectivity in its research and recommendations. In sum, RIPIRG will provide an effective vehicle for a student role in the decision-making processes that shape the quality of life.

FUNDING AND STRUCTURE

RIPIRG will be financed by assessing regularly enrolled students a special fee at schools where a majority of students have petitioned to establish a local board. Students who choose not to support RIPIRG will be entitled to a full cash refund of their RIPIRG assessment shortly after the beginning of each quarter or semester.

Students on each campus will elect a local RIPIRG board. Local boards will solicit the cooperation of students, faculty, and groups outside the academic community when setting priorities and carrying on necessary research. In addition, local boards will elect from their membership a statewide RIPIRG board of directors. The statewide board of directors will determine policy, allocate funds, and hire and direct the professional staff.

EDUCATIONAL ROLE

Many college students and their schools are currently attempting to render their educational process more relevant to the world outside the academic community. RIPIRG will contribute to this objective by providing an opportunity for students to participate in RIPIRG research activities. In this way, RIPIRG will strive to facilitate the application of the reservoir of resources and talent within the academic community to the needs of society as a whole.

classified

HELP WANTED! Need school funds? Students like yourself are earning good income in their own spare time. Openings now available for qualified persons. Phone 722-9020.

FOR SALE: '65 V. W. Bus with '69 engine. Paneled and insulated interior. \$750 asking price. Call: (617) 999-6510.

WANTED: Home for a well-behaved puppy. Breed indefinite. See Mrs. Finger, CL 46, Ext. 2141. **FOR SALE:** '71 Vega 4 speed 110 horse. AM-FM radio, Dark blue, Black interior, low mileage. Tony 467-4780 after 5 p.m.

ACCOUNTING STUDENT: to prepare Federal & State Tax returns. Must speak and understand Portuguese. Earnings from \$7.00 an hour! Hours to suit students. Between 9 a.m. and 5 p.m. Some evenings. Sundays 8 a.m. to 12 noon. January 15th to April 15th. Send resume to Carreiro's Tax Service, 611 Wood Street, Bristol R.I. 02809.

WATERBED: Any size call Tommy 944-6515.

HELP WANTED! Need school funds? Students like yourself are earning good income in their own spare time. Openings now available for qualified persons. Phone 722-9020.

FOR SALE: 1965 SAAB Station-wagon Fantastic mileage, good running condition. \$500. 861-7713.

FOR SALE: Full Breed Irish Setter Pups-8 wks old, Male & Female. \$75.00 Contact Bill Winters (617) 763-2127.

Coffeehouse Theater From Prov.

"Bringing It All Back Home!!"

The Roger Williams Coffeehouse Theater pulled one of their biggest audiences two weeks ago on Friday night. One might attribute the large attendance to boredom or 8:00 rooster or a sincere interest in the play, but whatever the case may have been, all that came left very much impressed not only by the commendable job direction John Lombardi and cast provided, but also by the story itself.

Mr. Terrance McNally has captured a sickening sense of reality in his play, Bringing it all Back Home.

The son played by Bobby Mingus was the typical all American, anti-American pot smoking freak of 15. While Susan Cotalozzi, although playing in her first role, gave an outstanding performance as the popular, pretty high school cheerleader with many extra curriculum activities to her credit. Mom and dad portrayed by Donna Ferrara and Sprague Theobald presented the audience with the all too typical marital co-existence full of impatience, misunderstanding and lonely nights. Kirk Horne did a fine job in presenting the character Jimmy, the young dead patriotic Veteran of the Vietnam War.

Miss Horne played by Vanessa Wallace was the "black trouble-maker" who interviewed this all-American family on their all too typical all-American tragedy.

The cameraman and delivery man, Jim Dudelson, Scott Racusin, Brad Noe, and Gary Cucci proved that over-used cliché "there are no small parts only small actors."

All did a fine job in impressing the audience with the thought comedy soon becomes tragedy.

Interview with Mr. Robert Quinn

by John Grossi

On Tuesday morning, I had the opportunity to speak with a new member of the Providence faculty. For obvious reasons, I think it would be "Kool" to introduce Mr. Quinn - before elaborating on the interview.

Mr. Quinn is presently teaching Business Policy, Labor Relations, & Marketing Principles. He is also the newly appointed advisor to the R.W.C. Business Club.

The Interview:

j.j. "Mr. Quinn there are a few questions that I am required to ask; and other than this, I would like to keep the interview as informal as possible." "Where did you graduate from?"

Quinn: "I received both my Bachelors and Masters at Boston College".

j.j. "Do you have experience in other fields, outside of teaching, like in related business fields?"

Quinn: "Yes, I have had experience as a purchasing agent and managing experience in stock room, shipping and receiving production control, and purchases."

The majority of the interview went in this question and answer fashion. However, due to the fact that it would be most difficult to quote Mr. Quinn verbatim, I would like to continue with my interview by covering the high points. I also learned that Mr. Quinn was previously a vice president of an advertising corporation, and has had previous experience teaching a real estate course for ten years, (within a business firm). I learned that Mr. Quinn had turned down a previous offer (from a business) in order to teach at R.W.C. His opinion of the Providence Campus is that there are a few needed improvements and that the intended improvements proposed by the Administration will come about. An overall or "in general" opinion is that everything is "fine". He believes that the basic values of the college are towards education. The future of the

college looks very good w/ added improvements and the expected accreditation. Any knowledge of separation between campuses is mostly hear say, as Mr. 'Q' has not been on campus too long. Mr. 'Q' believes that a course to aid students in finding their direction after graduation would be of great value and could be added to the curriculum. He states that about 50% of the seniors in his classes have no idea on what to do after graduation.

Again, Mr. 'Q' believes that there should be a compromise between students and faculty in choosing courses. A 100% freedom of student choice in classes would obviously not work. Although, he states that a student should not have to struggle through some courses solely because it may be required. Looking at finals, he views them from a student's standpoint, and questions their validity. We agreed that if a student has adequate grades he may be excluded from taking a final in that subject. He also stated that a final could be taken by the student with lower grades as extra credit towards his or her mark. Two different students may come out of a final exam with one doing poorly mainly because what he believed to be of most importance was not asked by his instructor. We touched on the subject of apathy and he was not aware it existed among the students or faculty. He also stated that it may exist in some cases. He believes most students and faculty members (those he has met), are basically concerned with the college and education.

After I finished asking Mr. Quinn the required "13 questions", we briefly discussed the U.W.W. concept. Mr. Quinn believes it may be beneficial to the serious minded student. Basically, due to the fact that he is fairly new on campus he was not acquainted with the program.

RW Freshman Views Aired in Prov. Newspaper

"A lot of things have changed on the college campus, but being a freshman isn't one of them," writes Brian C. Jones reporter for the Providence Evening Bulletin. Among the students interviewed at major R. I. campuses was one freshman from Roger Williams.

"I can't seem to get involved so much any more," said Melody Warner, 17, as she sat in a lobby of one of the buildings of the still new Roger Williams campus in Bristol.

"People are becoming apathetic to social problems. I would like to see myself more interested and more involved. But I found I wasn't getting anywhere with all my involvement."

Melody found the "educational structure is so far behind" but she liked her own college's "university without walls program" which gives students latitude in pursuing subjects.

That program, she said, will allow her to "find my own direction in my own time, without all the confinements of a classroom education."

Melody had this personal goal: I suppose the ultimate goal is to become wise. I want to obtain a lot of knowledge about the world. I want to have inner peace. Maybe I can find happiness and peace in myself.

Tired of paying full price?
Of getting ripped off on clothes? Records? Everything?
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Cho Tau Dwon Do, Karate-Judo Center, 176 Washington St. Prov.
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The Frontier Store, 90 Weybosset St., Prov.
Holden Auto Parts 162 Broadway, Newport
Kim-Lee Oriental 208 Union St. Prov.
The Leather Jellybean 105 Eddy St., Prov.
Moss Music Center 72 Broadway, Newport
New England Musical Instrument Co. 263 Weybosset St., Prov.
Newport Seed, Bulb and Supply Co. 206 Bellevue, Newport
Octopus' Garden, Route 1A Wickford, R.I.
The Ombudsman 700 Kingstown Road, Peacedale R.I.
The Place (Coffeehouse) 1083 Chalkstone Ave., Prov.
The Printer, Inc. 644 Elmwood Ave., Prov.
The Savage Rose 694 Kingstown Road, Peacedale, R.I.
The Slak Shack 119 Bellevue Ave., Newport
Tin Woodsman 290 Thayer St., Prov.
Trader Dan's 60 Spring St., Newport
UFO 109 Eddy St., Prov.

Watch for further additions to our growing list

Available from local campus agents, Big Mother Coffeehouse (Brown) or call 789-8007 for your closest agent.

Establishing An Open Line

by Michael Katz

On November 2, 1971, a special election will take place in the Town of Bristol. For the first time in many years, local residents of Bristol will elect a town administrator, whose duty it is to see to it that the town is operating in its fullest capacity and functioning properly. Every person who lives or works within the town limits will be affected by this election.

Michael J. Balzano, a 6-year veteran representative of the Town of Bristol, is a candidate for this important position. He is quite concerned about the problems facing Bristol, and youth.

On Thursday evening, October 14, 1971, at 7:00 p.m., Mr. Balzano will be speaking to interested students, faculty members, and

administrators of Roger Williams College in Lecture Hall 7.

Mr. Balzano plans to discuss two commissions he would like to establish: if elected town administrator; one being a Town-College Commission, and the other being a Committee on Drug Abuse and Rehabilitation.

Realizing the problems Roger Williams' students have been having with the Town of Bristol, Mr. Balzano feels he can bridge the gap between students and local residents. More specifically, Mr. Balzano would like to offer an opportunity for students and college administrators to hold a direct confrontation with the Bristol Police Department in hopes of solving the differences between one another, and coming to a mutual understanding.

From the Underground World of Tom Melone:

Take Your Narc to Lunch

As we really get into the school year, we will be needing "little things" to pick us up. These can be easily obtained anywhere near a college and at time on a college campus. To counteract this increased drug abuse, our local law enforcement officers have come up with a new way to catch all those "dope-crazed hippies." This man is known as a narcotics agent. Clever, juh! Campuses are assigned a certain number of these men, and it is their job to fight drug abuse.

But alas, these men are hated by those students who do partake of these narcotics. This is too bad

because they're only doing their job. Their tactics may not be the greatest thing in the world, but don't forget, they have to make a living, too. So it has become the policy of this writer to welcome these misunderstood men to our school. So, men, "Welcome to our campus." We can't hate these men, for they don't want to be like that. Their bosses are the ones that have forced them to grow their hair long and wear those funny-looking clothes. Please make them feel at home. Next time you see one (if you can recognize him), run up to him and say, "high," excuse me, "hi." Buy him lunch, better yet, let him buy you lunch 'cause he's making more money than you are.

The Host of Who??

by Alden D'Amico, Jr.

On the night of Tuesday, Oct. 5, at around 10:30, a band visited the R.W.C. campus. Their name: "The Host of Others."

They set up their equipment in front of the dorm and proceeded to play.

Hal Conner, dorm director, came out to see what was happening. He then suggested to the band if they might consider moving the show to the front of the library, to which they kindly obliged. Hal said that he was thinking about the kids that might be asleep or studying.

The free concert began again, with a crowd of about 75-100 people. As the night waned, it got a little colder, and the crowd became smaller.

At 12:30, the band ended its program. After they packed away their equipment, I had a chance to talk with them.

They hail from Brooklyn, Conn., and they had just come from Newport. They decided to stop at the college and play some music. One of them walked up to a couple of guys and asked them if they would like a band to play here tonight. The guys said okay and started telling other people. Eventually the free concert got under way and all had a good time.

College Students Are Wanted !!

BY THE SOUTH PROVIDENCE TUTORIAL INC.

In past articles there has been a lack of activity only to find that in too many cases it is really a lack of interest. If you are willing to give a little time and exert some energy there is an organization that absolutely needs you to keep their program going. This is the South Providence Tutorial Inc. What's it all about?

The basic idea is to help elementary school-aged children by tutoring them in subjects that they don't receive enough attention in, in the ordinary schoolroom during class time. Math and reading are the subjects that the children seem to need the most help in, but any appropriate subject matter is welcome. A stress is put on the relationship between the tutor and the tutee, first become friends, then get together to hit the books. YOU choose your own materials to work, write-up your own progress reports, and plan the work sessions with the help of the child if you wish. The S.P.T.I. is flexible, and encourages new ideas and methods. Field trips are allowed, as you are not limited to the classroom and its conventional atmosphere. Go exploring!!

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For more information, please go to the direct source: South Providence Tutorial Inc., 5 Temple Street, Providence, R.I., 02905, or call 785-2127.

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1971 - 72



MICHAEL HARPER
OCTOBER 19

Born in Brooklyn, Michael Harper was educated at Los Angeles State College (BA, MA) and at the Writers' Workshop of the University of Iowa (MA). He has taught at several colleges on the West coast, among them Reed and Lewis and Clark, and during 1970-71 was a writing fellow at the Center for Advanced Studies at the University of Illinois. He is currently Associate Professor of English at Brown University. Mr. Harper has published in numerous periodicals, including *Field*, *Poetry*, *The Southern Review*, and *The Black Scholar*, and he has published two books of poetry, *History Is Your Own Heartbeat* and *Dear John, Dear Coltrane*, which was nominated for the National Book Award.

The reading will be held in Lecture Hall No. 12 at 8 p.m.

For Further Information Call:
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Monday Night

Oct. 18

7:30 p.m.

Bristol Quill Office

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Interview: Daniel Ellsberg

The following is an interview with Dan Ellsberg by Carl Nelson, of the College Press Service, and Frank Greer, Special Projects Director, National Student Association.

GREER: We should begin with a history of your experiences in the government, the work you did with the Rand Corporation, and how that affected your view of foreign policy and this government.

NELSON: And specifically as that related to your decision to release the papers to the press.

ELLSBERG: The reason I was asked to be on the study that came to be known as the Pentagon Papers was that I had worked for the Department of Defense on Vietnam in '64 and '65 and had also spent two years with the Department of State in Vietnam. So by the late '67, I had spent three years working on Vietnam.

Prior to that I had worked for the Rand Corporation on a study of decision-making and crises. It (the position) gave me an interest and experience in analyzing processes of governmental decision-making. Ultimately I was authorized access to the entire study, for purposes of analysis. And at the end of that I was an expert, in the sense that I had read a 7,000 page book that no one else had read. I found that a very lonely feeling.

The position was quite isolating because it gave me a point of view on the nature of our involvement that others could not really be expected to understand or share. It didn't seem healthy for this country, for our democracy, that there should be only one, or a small handful of such experts.

We are talking here about decisions that involve the history of all of us — the history by which our elected representatives and their appointed officials got us into a major war. It was something that I thought every citizen needed to know and certainly other members of the government outside the executive branch needed to know. They weren't complicated, they were facts of our experience and our decision-making — the performance of the people that had been elected or appointed. So, I felt that it was essential that Congress, in particular, make good decisions and informed decisions — that Congress should know a great deal more about the background of past decisions than the Executive had let them know.

Ultimately, I felt the same to be true for the public, especially after the last year or so which has seen two more invasions take place under what were obviously conditions of the same kind of deception and executive usurpation of authority that the earlier decisions had shown. That led me to the decision to make this information available to the public and the press.

NELSON: When did you make that decision?

ELLSBERG: The decision with respect to Congress was made really almost a year and a half ago. But I think that it was really after the Laos invasion this year that it seemed to be urgent to give a still wider audience access to this material.

GREER: There has been a question in the minds of the Congressmen that met with you recently about whether this study and its release mean that there will be substantial change in either the public's view of wars of this type or the executive steps that leads us into these wars.

ELLSBERG: I believe that the immediate change to be hoped for is in the performance and behavior of the current elected representatives, particularly in Congress. There is no one in the country who has not a great deal to learn from these papers, and by that I mean to include the President, and former presidents.

I was disappointed to hear Secretary of State Rusk a week or

two after they had come out say that he had not yet had time to look at the material.

But Secretary Rusk no longer has the power to end the war. Congress does. And I'm very anxious that the behavior of Congress change in response to the information that is in these records.

NELSON: It is obvious from the Pentagon Papers that a small circle of diplomatic and military advisers provided advice to the President on making his decision. What alternatives could be developed to allow dissent to develop — creative forms of dissent which might save thousands of lives in the near future?

Along these same lines, what is your feeling on the mass civil disobedience during the early part of last May, the Mayday actions.

ELLSBERG: The individuals who man the posts in the executive branch are human beings much like the human beings in Congress, and outside the government. I think that the solution to the problem of the behavior that has led us so far into this war is not to find some new breed of official, or some strain of saint with which to man these positions, but it is to take very seriously the advantages implicit in the Constitution of putting one set of individuals with certain institutional incentives, a certain power base and certain responsibilities to the public against other very comparable individuals in the executive. That's the meaning in the constitutional provision of separation of powers. It's not the provision that leads to proficiency, per se, but it is meant to protect the freedoms of individuals.

I think that the answer has to be not centrally performed in the executive branch and the courts. I might add that the courts are to be criticized in their past behavior for avoiding the basic responsibility of addressing very profound legal questions connected with this war, just as most Congressmen have failed to do what they could in line with their own Constitutional functions.

NELSON: The second part of that question is could you try to relate your dissenting actions, which seem to me to be pretty much outside of that system of government, and which have gotten you into some possible trouble so far, with some other kinds of creative dissent such as the Mayday actions.

ELLSBERG: Funny, possible trouble. I guess ten years in prison obviously is trouble, but it's not the loss of limb or the loss of life which is a risk and sacrifice that we take for granted when we send our brothers and sons off to fight in a foreign land. Nor is it any different from the trouble that hundreds of young men in this country have put themselves into in the course of resisting this war, doing what they thought was their duty to resist it. So if I end up in the company of those people it will be a crowded company that I join.

In terms of the question that you raise about the Mayday demonstrations, and the challenge that it poses to the normal processes of government and to the elected officials, I think there is a very direct challenge and connection.

Thanks to John Mitchell's action in demonstrating the willingness of this administration to suspend the Constitution, in effect, to keep traffic running in Washington and to keep the war going by jailing 13,000 people, I think he brought home to the American public more than any other action could have the fact that there were at least 13,000 people in this country who were willing to go to jail to demonstrate that they thought that this war was wrong, criminal, and not merely a mistake but a crime that must be stopped. Now, that is an example that I would like to see

Congressmen take very seriously as a standard of behavior.

GREER: I think that the issue of personal responsibility in taking that kind of further action is important not only to people here in Congress, but also to people in America, many of whom have taken some resistance action in their lifetime, either by resisting the draft or by some other way of saying that they are not going to go along any longer as part of the war effort.

However, many people were looking for alternatives to Mayday, and I think many Americans are still looking for those alternatives. They feel the responsibility weighing very heavily and yet they look for other paths or avenues to express that or to somehow make and effective resistance to the war.

ELLSBERG: The example of the people who took part in Mayday, which was very creditably non-violent, should be an example and a challenge to their parents and to other older people in this country. It is obviously based on a willingness on their part to take the risks of jail, which was their experience as it worked out.

I have found over the last year a very deplorable attitude on the part of many adults and older people have been happy to see their sons and other younger people take the risks of carrying on the war. When I asked people, even those in Congress, how they thought the war was going to be brought to an end, or what would keep President Nixon from invading Laos before that happened, or bombing North Vietnam before that happened, or destroying Vietnam before that happened, they tended to say: "the kids" will not allow it.

They might say demonstrations will not allow it, but then if you pressed them further — "who is going to do those things" — "the kids".

This really gave me the uneasy feeling that the adults in this country who are against the war were willing to see their children be cannon fodder at the barricades, go to jail, risk their career; just as "hawk" parents set their children off to die.

I wouldn't be at all happy if the burden of resisting this war continues to be on the adolescents and young men in arms while their parents and other older people stand back and regard risk-taking as totally out of the question.

NELSON: Would you describe what you feel are the factors that underlie the Nixon administration's negotiating posture, and how decisions of what our negotiating position is going to be have been determined in the past? In light of this, what do you think of the recent 7-point proposal of the Provisional Revolutionary Government?

Could a Congressman exert influence in this field?

ELLSBERG: Well, I think that our negotiating posture is what it has been in previous negotiations — so called.

The posture has not been willing at all to make the kinds of concessions that were clearly called for five years ago, ten years ago, and twenty years ago, if the war was to be avoided or ended.

You have asked a number of questions here, which are a little difficult to deal with in one answer. The question arose recently in the hearings about the volumes of negotiation in the Pentagon Study. Of course, what those reveal, I think, is what I have just said. There have been no serious negotiations all this time and the famous private channels have been

channels for ultimatums from this government to the other side, calling upon it to surrender, in effect. Ultimatums of which none of our intelligence estimates ever gave a president hope that they

Wash. Campus News Service

Feds Continue Prison Reform Efforts

WASHINGTON (WCNS) -- While the recent riot at Attica State Prison and subsequent deaths of 42 inmates and guards has focused public attention on "correctional institutions", the federal government increased its attack on the "prison reform problem" back in 1969.

"The American system for correcting and rehabilitating criminals presents a convincing case of failure," President Nixon said on Nov. 13, 1969, when he ordered Attorney General John Mitchell to implement a new 13-point program to improve the corrections system. "A nation as resourceful as ours should not tolerate a record of such futility."

The most dramatic result of the Nixon order was last year's addition to the 1968 Safe Streets Act to provide more funds to state and local corrections systems. The Administration-proposed amendment was sponsored by Sen. Roman Hruska (R-Nebr.), ranking minority member on the Senate Judiciary Committee.

The increase in money available for improving the physical facilities and modernizing rehabilitation programs illustrates how fast the government has moved:

| Fiscal Year | Corrections Budget |
|-------------|--------------------|
| 1969 | \$ 3 million |
| 1970 | 60 million |
| 1971 | 175 million |
| 1972 | 250 million (est) |
| 1973 | 300 million (est) |

These funds now represent more than 35 percent of the total spent by the Law Enforcement Assistance Administration (LEAA), the principal federal agency for funding state and local corrections; in 1969 the figure was 4.8 percent. The rest of LEAA's 1972 \$698 million budget goes to such areas as police education, juvenile delinquency programs, and streamlining court systems.

would achieve an end to the war.

I do have some hopes right now, and they are in part related to the Pentagon Papers, and the release of them. I think that the mood of the American public since the total failure of the Laotian invasion, and the disillusionment with the effect of the war on our troops overseas — the heroin and corruption of the government of Saigon — combined now with the revelations in the Pentagon Papers as to how we got where we got, and as to what the role of the executive has been in misleading the public, may well have given President Nixon the feeling that it will be much more difficult in the future than in the past to get a tolerant reception from the press, the Congress and the public for further escalation.

If Nixon should conclude that he can no longer creditably threaten to destroy North Vietnam because he can no longer count on concealing his intentions from the press and the public, or lying to them in a way which is either effective or accepted, he may decide that he no longer has any cards in his hand with which to pursue victory.

I think the threat of bombing was basically what he thought of incorrectly as his ace that might achieve a better outcome. If he concludes that the threat is really not possible, he might decide that he has no choice but to reach a genuine settlement or to extricate himself. I hope it will go that way.

If China, by her willingness to receive Nixon, should offer him a

Under the 1968 law that established LEAA, states received funds through block grants on a 50-50 basis. The Nixon Administration' addition to this law, known as "Part E", set up discretionary grants specifically for corrections, to which states must contribute only 25 percent of the cost.

Part E funds in 1971 paid more attention to community programs than any other priority; youth services, halfway houses and group or foster homes led the \$34 million budget in this category.

In terms of improving the physical conditions of prisons, LEAA Administrator Jerris Leonard reiterated after Attica the federal government's refusal to fund "more fortress prisons where prisoners are locked away and forgotten."

"In fact, LEAA has turned down several requests for money to build such outmoded institutions," Leonard said.

To help solve the problem LEAA in the last two years granted the University of Illinois and the University of Pennsylvania a total of \$250,000 to design new models for prisons of the future. States received more than \$20 million in fiscal 1971 to remodel and build their jails — \$5 million more than in fiscal 1970.

Finally, the Administration has encouraged citizen support for new efforts to upgrade corrections programs.

"None of our vocational education programs, our work-release efforts, our halfway houses, or our probation systems will succeed if the community is unwilling to extend a new opportunity," President Nixon said in his 1969 order to Mitchell. "If we turn our back on the ex-convict, then we should not be surprised if he again turns his back on us."

chance to be a peace president rather than a war president, I think it's not impossible that he might go against his past political record, and take that position even at the price of reaching an end to this war.

So I think that there is more reason to hope at this point than there has been for years. But that is far from saying that one can count on it going that way.

NELSON: Do you feel that the 7-point PGR proposal is reasonable?

ELLSBERG: As they stand, and this even the administration cannot deny, of course, they are reasonable.

One can criticize, or be skeptical, about what their ultimate intentions are, what meaning lies behind these proposals, although I'm sure a third party watching both sides would have no more reason to be skeptical of the NLF proposal than any of the proposals we've made, given our past experience. But I don't see how skepticism like that has any real bearing on whether we should be willing to discuss on the basis of those proposals, which seem entirely reasonable.

(Continued next week)

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The Hawks

HAWK SPORTS REVIEW

SPORTS TALK

by Pete Greenberg

With all the current dialogue concerning this year of 1971, Roger Williams College cannot help but stand back for a moment to gaze into its future. Just two years ago the students almost had a chance to enjoy the golden opportunity of a bubble-like structure, but the administration claimed they had no money for it. Fat chance! What is past is left to memory; and new memories must be created. In this new decade, we can foresee progressive changes (hopefully with no administration red-tape) such as a multi-structured gymnasium complex equipped with the most advanced athletic facilities.

Presumably, when RWC becomes accredited it will be eligible for National Association of Intercollegiate Athletic league participation. It is inevitable, therefore, that in the late 1970's we will have need for our own hockey rink.

Hopefully, Club Skeet Shooting will join the realm of RWC sports in one way or another. Yet, each student who has pride in himself and his college is a part of a growing heritage which can change our lasting reality. The future is what you make of it. Let us no longer live in the past, but let us move on to a brighter tomorrow!

Recreation Basketball

Tom Tetrault

The Recreation Basketball league will begin on Thursday, October 14. The league will consist of four teams which have signed up. All games will be played on Thursday nights at the Andrews School Gym on Hope Street - downtown Bristol. The Andrews Gym will also be open to all students for free Gym time on Tuesday evenings between the hours of 6 - 8:30. This free Gym time will run from Tuesday, October 19th to Tuesday, November 16th. If anyone else is interested in entering teams for the Recreational league there is a possibility that the league will be expanded. If you are interested please contact Tom Tetrault at the Athletic Office. The following is the schedule for the Basketball League.

RECREATION BASKETBALL Thursday, October 14th

- 1. 6:15 Faculty Flashes vs Fall River Team
- 7:30 Road Runners vs Unit 12 Bombers

Thursday, October 21st

- 2. 6:15 Road Runners vs Fall River Team
- 7:30 Faculty Flashes vs Unit 12 Bombers

Thursday, October 28th

- 3. 6:15 Faculty Flashes vs Road Runners
- 7:30 Unit 12 Bombers vs Fall River Team

Thursday, November 4th

- 4. 6:15 Faculty Flashes vs Fall River Team
- 7:30 Road Runners vs Unit 12 Bombers

Thursday, November 11th.

- 5. 6:15 Road Runners vs Fall River Team
- 7:30 Faculty Flashes vs Unit 12 Bombers

Basic Rules



Villanova Ball Defense Rules

Front and Back Lines

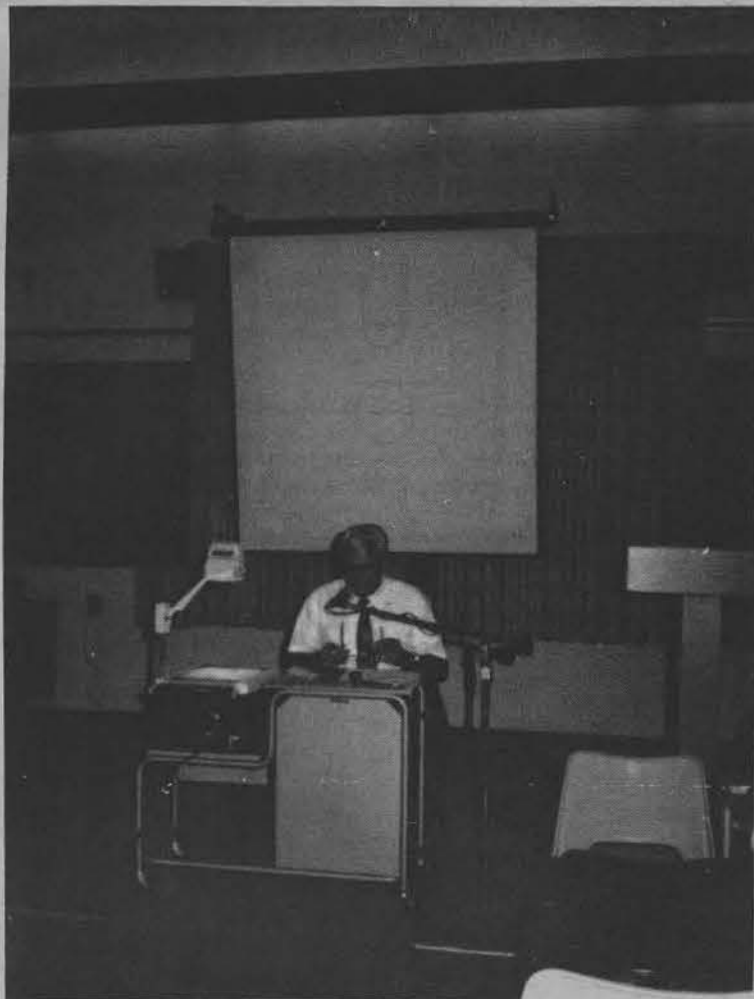
1. Arms length from your man when he has the ball and arms up and moving.
2. Sink or sag from your man depending on position of ball.
3. When next to man with ball be behind defensive man and basket side of your man ready to help teammate if needed.
4. Always keep eye on the ball.
5. Retreat to basket on shot and keep man outside.
6. Repick from position of ball after shot.

Front Line Only

1. Weak side forward sag to hole.
2. When broken down retreat to hole and pick up opposite side of ball.
3. Weak side forward with ball in corner cover weak side of basket for rebound.
4. Weak side forward with both guards covering ball and pivot man responsible for man cutting.
5. When defense is set up center position picks man and others follow.
6. With a pivot man forward must stay with man cutting.

Rear Line Only

1. Weak guard responsible for man cutting.
2. Pivot man must be picked up at once and other guard scissors if necessary.
3. With ball in center weak guard is opposite side of center man that offensive man drives.
4. With ball in corner, other guard crosses foul lane and plays in front of opponent if he takes a position.



Kraft explaining his ball defense

Slimnastics Information

The Slimnastics Program for Women will begin on Wednesday, October 13th. The classes will be held on Tuesday & Wednesday evenings, beginning at 7:00 p.m. in Room 105 on the bottom floor of the Library. More details on the Program will be given at the first meeting. Anyone who hasn't signed up for the course may do so at the first meeting. Because of the number of students who have signed up for the course it may be necessary to divide the participants into two groups, one on Tuesday and one on Wednesday. This will also be discussed at the first meeting.

D'Andrea Scores 4 as Hawks Capture 6th in Row

by Randy Govey



Rich D'Andrea

The Roger Williams College soccer team won their sixth straight victory by defeating Franklin Pierce College 6-4 last Wednesday at Guiterras Field in Bristol. Their season record now stands at six wins and one loss.

The scoring began rather slowly as both teams felt each other out throughout the first quarter without scoring. Rain prior to the game had made the field slippery with mud, and this hampered both teams throughout the quarter. This and the fact that many R.W. players did not arrive until the second half made for a slow start for the Hawks.

In the second quarter, Franklin Pierce opened the scoring at 6:30 and again at 8:08 to make it 2-0. Twenty-one seconds later at 8:29, Rick D'Andrea scored for the Hawks to make it 2-1. Franklin Pierce scored again at 15:33 to make it 3-1, but Giff Stewart cut down the lead at 16:30; it was now 3-2.

At the half, goal-tender Hank Richard arrived at the field and was able to replace Scott Kirkland (OR), who had covered the goal up to this point and had done a fine job keeping F^r from scoring a number of times.

In the third quarter, with all their players available, the Hawks put together the teamwork that had been lacking in the first half. Greg Holmes scored for the Hawks at 6:33 to tie it up at 3-3. At 13:13 Rick D'Andrea put the Hawks ahead, 4-3 for the first time in the game.

Winter Recreation Begins Basketball, Volleyball, Offered in Prov.

by Dave Hochman

The athletic department will begin their recreation program for the Providence Campus. Last year the athletic department ran a successful intermural basketball league and will attempt to duplicate it this year.

The athletic program has obtained facilities for volleyball and basketball. Volleyball will be played every Tuesday between 4:30 and 6:30 p.m. Basketball league will be scheduled on Wednesday nights between 7 and 9 p.m. These two events will take place at the YWCA in Providence. The first week of the program will offer an open gym; and student of Roger Williams, Providence campus may participate.

The starting dates will be Oct. 12 and Oct. 13. Rosters for the basketball league may be obtained

In the fourth quarter, it was all Rick D'Andrea as he scored twice more at 1:21 and 4:10 to break the game wide open at 6-3, Hawks. There was no other scoring until the final minute of the game, at 21:18, when FP scored to make the final score 6-4 for the Hawks.

Coach Walsh of Franklin Pierce was quite put out at his team's loss due to what he claimed was bad officiating. Early in the game, he had gotten into an argument with one of the referees over a decision. In this writer's opinion, however, the officials did a fine job overall. They missed a few minor fouls on both sides, but they cannot be expected to be everywhere at once.

The following are a couple of questions asked by this writer to Coach Walsh of FP regarding the game:

Q. "Coach, what was the discrepancy between yourself and the official?"

A. "Neither referee knew what he was doing."

Q. "Could you give your opinion on why your team did well the first half, but lacked teamwork in the second half?"

A. "When a team realizes that the refs are bad, it becomes a joke."

That is the Coach's opinion and you already have that of this writer, so you can decide for yourselves.

To sum up, Rick D'Andrea had a fine day, accounting for four of the six RW goals, and Scott Kirkland and Hank Richard both did fine in goal, limiting FP to four goals and sending them home in defeat.

at the Dean of Students office. A team may have ten players on the roster. These rosters will be in effect throughout the year with no additional players. Make sure you have reliable teammates!

Other recreational programs which are being planned in the future are a bowling league, ice skating, (athletic dept. is in process of obtaining an arena) or hockey. A trip is being planned to go to the Boston Celtics game in Boston. Details are upcoming.

Dave Hochman, head of recreation on the Providence campus will be in the Dean of Students office between 12:00 noon and 1:00 p.m. every Monday, Wednesday, and Friday. If any student has any questions or suggestions stop by the office.

Pro Scope

by Gary Muzio

I am very hopeful that all of those people who think very little of Fran Tarkenton saw the Giant-Cardinal game. He was typically tremendous. If I were in charge of Giant personnel, I wouldn't trade Fran for any other Q.B. in the N.F.L. Bar NONE. I am not saying that he's the best (though I'm not denying it). I'm simply saying he's the best for the Giants.

Joe Namath, for example is a great quarterback with the Jets. I would like to see him behind the non-existent Giant offensive line. He'd lead the NFL in interceptions by far. Christ, he's done that with the Jets! Namath simply cannot throw, if he doesn't get the protection. He has been fortunate to have the great Jet line in front of him.

Tarkenton, on the other hand, must run for his life every time he drops back to throw. He's a scrambler because he has to be. No one else could do the job he does. In fact, only two others had better statistics than Fran last year with any team.

In other games last week, the surprises were again present. The Jets, seemingly out of it, bounced back to beat Miami. They did it with grind it out, ball control style, reminiscent of the old Packers. I must sound obsessed with offensive lines, but it should be pointed out that that type of game isn't possible without them. Certainly Al Woodall wasn't the key!

The Patriots surprised no one by losing to the Colts. As the weeks roll by, the hope instilled by the opening day victory over Oakland, fades away. They are a 500 ballclub, maybe. Plunkett or no, make no mistake though, they are improving and will continue to do so.

The Washington Redskins were 10 point underdogs going into

Dallas. I thought that was a ridiculous point spread. So did the Redskins, apparently. They beat Dallas 24-20. Their record now stands at 3-0, without Sonny Jurgenson; with however, head coach George Allen and half of the Ram defense.

This week its the Jets and the Pats and the Giants and the Cowboys. I look for two close games. The Patriots will be happy to see the Jets. Not because the Jets are bad, but because they're not the Lions or Colts. Unfortunately for the Pats, the outcome will probably be the same but at least they'll be in it. As for the Giants, I'm not sure. Was last week's victory a break or are they going to have a season like last year when they started slow (0-3) then won 8 straight? It's a tremendously important game for the Giants especially since they face the Colts and Vikings over the course of the next few weeks. The only way they have a shot at those games is if they have a lot of momentum going into them.

Beating the Cardinals and the Cowboys would provide them with that. Losing three in a row, though, could break the season for the Giants.

In predicting last week's games, I was correct on 10 out of 12. There was one tie. My percentage was exactly the same last week so the totals are now 20 right, 4 wrong, and 2 ties. If it sounds like I'm gloating, it's because I know it can't last.

Here's how I see this week:
 Jets 20, Patriots 13; Raiders 27, Broncos 7; Redskins 23, Oilers 10; Dolphins 17, Bengals 13; Bears 21, Saints 13; Cardinals 31, Falcons 28; Cowboys 31, Giants 21; Colts 31, Bills 10; Lions 28, Packers 17; 49ers 24, Rams 17; Vikings 42, Eagles 7; Browns 20, Steelers 14; Chiefs 27, Chargers 14.

Most respectfully,
 Robert A. Gregory

I chose to run Mr. Gregory's letter in this article because it seems to typify the sentiment and dedication found in the followers of this exciting sport.

I think also that Mr. Gregory spoke for a great many people as well as for myself, when he said, "I think it would be a great idea to form a Skeet Shooting Club here at RWC." However, like all good things, a Skeet Shooting Club at RWC is still hard to come by. We

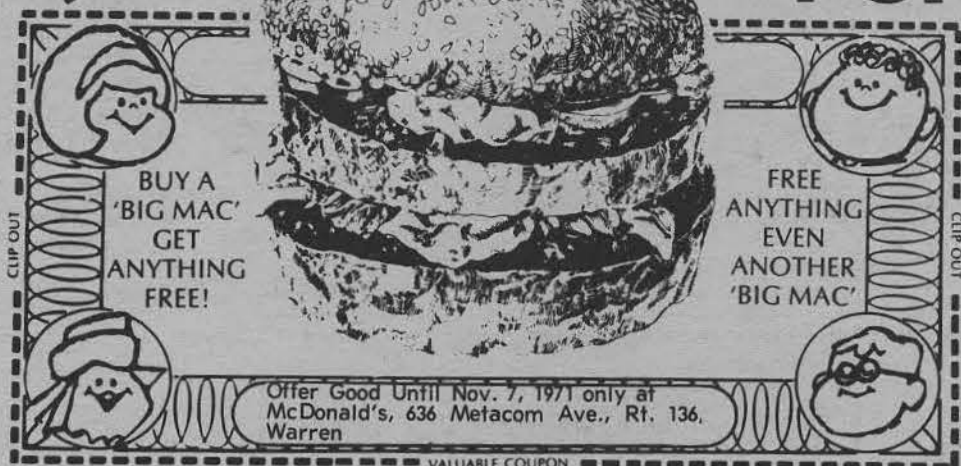
still need more followers before we can put an adequate plan into effect. We need more dedicated people like Bob Gregory, who will say, "I want you to know that I will support your idea by giving any assistance any time I can."

Any response concerning the formation of a Skeet Shooting Club at RWC will be deeply appreciated by Peter Greenberg and myself.

We can be reached by contacting The Quill office at the Bristol campus. In a future Quill, a date will be published for the first meeting of the RWC Skeet Shooting Club (S.S.C.)

Matt Nolin

FREE ANYTHING COUPON



Meet Big Mac, our meal disguised as a sandwich. 2 patties of 100% pure beef, lettuce, melted cheese, pickles, our own special sauce, toasted sesame seed roll. Try one and we'll give you something to go with it free. Like French fries. Triple thick shake. Hot apple pie. A hamburger. A cheeseburger. Or, even another Big Mac!

McDonald's
 636 Metacom Ave. (RT. 136), Warren



Recreational Touch Football

The Recreational Touch Football league will begin on Monday, October 18th. The games will be played on Monday, and Wednesday at 3:15 on the Bristol Campus. The league will consist of 6 teams which have signed up. Rules for the league will be given to each team captain.

The following is the schedule for the league.

- Mon, Oct. 18-Field I Stonemen vs Unit 5 Jocks; Field II Untouchables vs Units 7 killers.
- Wed, Oct. 20-Field I Unit 12 Bombers vs Quill Quails.
- Mon, Oct. 25-No games.
- Wed, Oct. 27-Field I Unit 7 killers vs Unit 5 Jocks; Field II Unit 12 Bombers vs Stonemen.
- Mon, Nov. 1-Field I Untouchables vs Unit 12 Bombers; Field II Unit killers vs Stonemen.
- Wed, Nov. 3-Field I Unit 5 Jocks vs Quill Quails.
- Mon, Nov. 8-Field I Unit 7 killers vs Unit 12 Bombers; Field II Unit 5 Jocks vs. Untouchables.
- Wed, Nov. 10-Field I Stonemen vs Quill Quails.
- Mon, Nov. 15-Field I Quill Quails vs. Unit 7 Killers; Field II Stonemen vs Untouchables.
- Wed, Nov. 17-Field I Unit 12 Bombers vs. Unit 5 Jocks.

Campus Car Clinic

by Andy Iamascia

As an introduction to this column we would like to explain what we are going to try and accomplish throughout the semester.

- 1). We will be in touch with our readers on such subjects as routine maintenance of our automobile, plus advice on the latest custom options.
- 2). We will be most happy to answer any and all questions posed by students pertaining to any problems etc. such as in the field of beefing up your car.
- 3). We are available through the QUILL OFFICE to serve you as best we know how. Questions should be submitted through the Quill.
- 4). We will also try to bring to our readers the latest information on what is happening in the automotive world of competition. As our first project as the automotive section of the Quill we are going to try to organize a closed course road rally on our own campus this will be done with the co-operation of the students and the administration in trying to bring this idea into reality, it is possible if we have the support, so if you think you drive a go-er let us know and we'll get the project in

the works. This first article is basically designed to be as simple as possible in order to bring as much support as possible in order that we may judge the type of article that we should produce, we have the ability to develop the highly technical features on any subject that our readers would like to know about. We also will be doing feature stories on cars that have struck our fancy or yours, we will also put out articles on fast and easy tune ups and improvements that will aid in the operation of the automobile that you drive whether it be a VEEDUB to an all out modified.

This is about all we have to say for the first time out and we wouldn't take up any unnecessary time with trivia. We would appreciate your co-operation and support in getting this project off the ground.

For further information contact:
 Kevin E. Knoop, Unit 5 Rm. 363, #3363; Kurt C. Giard, Unit 8, Rm. 560, #3293; Andy E. Iamascia, Unit 7, Rm. 521, #3141.

Skeet Shooting at RWC

I was pleased with the response I received in regard to my last article concerning the formation of a Skeetshooting Club at RWC.

From the letters and phone calls I received, it does seem like there is a definite interest in the formation of a Skeetshooting Club here at RWC. The following is a quote from one of the letters I received, "Mr. Nolin and Mr. Greenberg".

In regard to your article concerning the formation of a Skeetshooting Club at RWC, I want you to know that I will support your idea by giving any assistance and time I can. I am a conditional life member of the N.R.A and also belong to a few local gun clubs. I have taken the liberty of contacting some personal friends of mine who reload shotgun shells in volume and also one friend who holds a Fed. Firearms License, which enables us to buy equipment at wholesale cost. I have also contacted a very good friend of mine who is an excellent skeet shooter. for any assistance he can offer on a voluntary basis. I think it would be a great idea to form a Skeet Shooting Team, because skeet shooting is growing rapidly as a national sport and also as a collegiate letter-type of team competition."



1971 Hawk Soccer team (won 6, lost 1)