



PROVIDENCE COLLEGE

Convocation
9:30 a.m.
Friday



(L.-R.) John Pollard '71, Fr. Robert Bond, Dr. Paul Thomson, Dr. Edward Healy, Fr. Walter Hackett at open hearing of Curriculum Study Committee. —COWLfoto by Peter Zagorzycski

Open Hearing on Curriculum Cites Intensification Need

Student proposals offered at the March 3 open meeting of the Curriculum Study Committee unanimously underscored the need for the intensification of course material presently covered in basic core curriculum courses.

The meeting was the first in a series of Committee meetings which will be opened to the public for the purpose of soliciting student and faculty opinions and suggestions.

Student panelists John Pollard '72, William J. Tracy '69, and Ralph Paglieri '70 were asked to present their views on the core curriculum at the outset of the meeting. All three students wholeheartedly endorsed the Bourke-Boisvert proposal for curriculum reform. The programs which they presented were intended to illustrate possible adaptations of that reform proposal.

Specifically, the relative merits of the freshman year English composition course, the introductory foundations of modern science course, and the survey course in the history of western civilization were debated.

Tacy suggested the establish-

Dean to Address The Community At Convocation

There will be an Academic Convocation at Providence College, March 7, the feast of St. Thomas Aquinas.

The Dean of the College, Rev. Thomas R. Peterson, O.P., will address the academic community on: "Kate Smith, Sammy Davis, Jr. and Thomism."

The Very Rev. William Paul Haas, O.P., President of Providence College will preside at the hour-long convocation which will begin at 9:30 a.m. The convocation will take place in Harkins Hall auditorium on the Providence College campus.

Since this is a regular class day, the attendance of students and faculty is requested at the convocation. Academic attire for members of the faculty is not required.

ment of an interdepartmental and multi-dimensional course on the history of western thought. The course would serve as the basic core curriculum and would be worth twelve
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Heavy Snow Causes Headaches For Maintenance Department



Stalled and snowbound cars were the scene behind Raymond Hall last Tuesday. —COWLfoto by Frank Toher

By BRIAN KIRKPATRICK

At any time of the day or night, the Maintenance Department is ready to operate its snow removal equipment. After three inches have fallen, the crew is called and within one hour they are clearing the walks and parking areas of the campus.

The two latest storms have severely handicapped the Department because their equipment can successfully handle only light to moderate depths. The College owns one Jeep, one GMC dump, and a tractor with front-end loader. In the past these pieces permitted adequate removal.

Unusual problems have besieged the Department. The average depth to plow last week was twenty inches with some

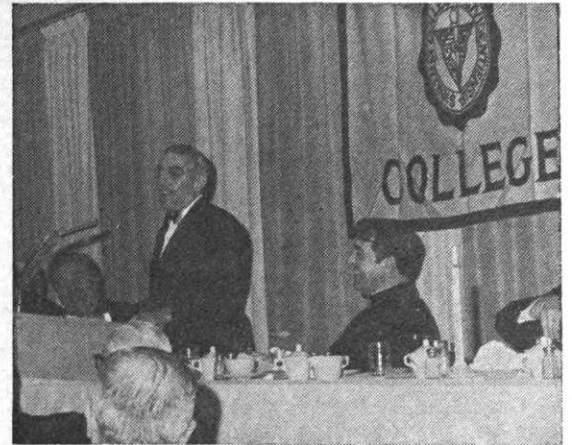
Last Sunday evening the Very Reverend William Paul Haas, O.P., president of Providence College, announced the donation of one million dollars to the College by an anonymous donor.

The announcement was made at the kick-off dinner inaugurating the Capital Program for the Second Half Century. The gift is the largest in the fifty year history of PC.

Senator John O. Pastore was the principal speaker at the dinner in Raymond Hall attended by 400 guests.

Senator Pastore said, "For me this has been a sentimental journey and all of us come here tonight in admiration for the achievements of the good Dominican Fathers during these fifty years. We come in pride sharing the Dominican ambitions for the fifty years that lie ahead."

He continued, "This is a time



Governor Frank Licht, Father Haas listen to Senator John O. Pastore at Kick-off Dinner. —COWLfoto by Peter Zagorzycski

of change and challenge in all institutions. Most of all, it is in our colleges where we are steeped in an explosion of knowledge. To be sure we cannot condemn the younger generation for an interest and involvement in its own future.

"For fifty years Providence College and Providence College men have been building bridges of understanding in this corner of the world where we have our homes and our hearts. They have contributed so materially to every phase of Rhode Island life that the college can well say 'the impact is total.' For these fifty years this college has

labored in love — the sacrificing service of minds to mold other minds — hearts to inspire other hearts to a love even greater than the love of learning."

Senator Pastore pointed out that consistently throughout the years tuition was low and even then the Dominican Fathers would make adjustments for the needy student. Providence College, he added, offered an opportunity for a college education for those who could not afford to go anywhere else.

Governor Frank Licht, also spoke. He said, "I've marvelled at the growth of this institution."
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Violent Demonstrations Condemned By Committee

The Student-Administration Committee passed a resolution last week stating that the College "does not condone demonstrations or protests involving physical force or obstruction to college facilities."

Passed unanimously, the resolution was drawn up by Fr. Francis Duffy, O.P., Vice-President for Student Relations, when Director of Residence Fr. John Cunningham, O.P., placed on the agenda for the meeting a discussion of college policy in case of violent demonstrations.

The text of the committee's resolution is as follows: "Providence College recognizes the constitutional right of peaceful assembly and free speech. The College does not condone demonstrations or protests involving physical force or obstruction to college facilities."

"To seek to restrain the freedom of expression or movement of others is simply unacceptable not only in a community devoted to intellectual endeavor, but also in any decent democratic society."

"The College reserves the right to assure the safety of in-

dividuals, the protection of property, and the continuity of the educational process. Interference with ingress to and egress from college facilities, interruption of classes, or damage to property exceeds permissible limits. Therefore, any members of the college community participating in demonstrations which obstruct the normal operations of the College will be subject to disciplinary action."

Several revisions were made in both the second and third paragraphs of this proposal. The second paragraph originally began "Objections arise only when students or others become so carried away by their convictions about the rightness of their causes and so impatient with civilized procedures that they seek . . ." This phrase was stricken and several minor word changes were made.

In the third paragraph, the phrase "any members of the college community" replaced "individuals or groups."

This resolution will appear in both the Faculty Manual and in the Student Handbook.

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Be Cautious in Buying SDS

In an interview in *Life* magazine earlier this fall, Mike Speigel, a leader of the Students for a Democratic Society, analyzed the role of SDS as a movement to organize people, to "let people know what is happening around them, to make them see it, so they will be able to come to the conclusion that it is wrong."

If the present discussions among a faction of student activists bears fruit then the prospect is that SDS will finally have come to Providence College. Hopefully it will bring its capacity to organize the alienated and awaken the docile on this campus.

This attempt to form an SDS chapter is another indication in the mounting evidence that student militancy is beginning to grow and develop to significant proportions at this College. What is especially beneficial about SDS is its ability to articulate with dramatic clarity the feelings of intelligent and concerned students. Many of its goals are precisely those issues which students on this campus have been striving for in recent years — an end to the war in Vietnam, a re-evaluation of the military's role on the college campus, and a democratization of the university where students and faculty will determine the curriculum.

But SDS cannot be accepted without reservations and before students support the movement a clarification of its proposed methods of implementing re-

forms is necessary. One of the founders of SDS is Tom Hayden, who like most SDS'ers speaks of the necessity for "direct action" to accomplish its goals. To illustrate the meaning of direct action, the student take-over of Columbia University is used as the classic and most successful example of SDS policy. Although the debacle at Columbia did succeed in removing a president who had become a bureaucratic anachronism and forced a re-examination of the University's attitude towards student participation, it also caused an estimated \$300,000 in damage and tragically disrupted the educational process — students working towards graduate degrees have been delayed and some have been forced to terminate their studies because of the disruptions. As one Yale professor put it, "I wouldn't advise anyone to do graduate work at Columbia for the next five to 10 years." He felt that the structure of the university has been destroyed and the threat of new disruption is real.

The price which "direct action" (as defined by SDS) exacts from the students and the academic community in general is too great. Therefore we request that intelligent and concerned students at Providence withhold their support of these efforts to establish SDS until that group clearly and publicly renounces any intention of using direct or violent action to change the poor conditions at the College.

Intensification Demands Faculty Effort

The genuine spirit of dialogue exhibited by all participants at the Monday evening meeting of the Curriculum Study Committee meeting gave evidence to the well-intentioned effort being exerted by all concerned with the committee. Several proposals for the intensification of the basic core curriculum were presented, all of which could prove beneficial with certain modifications.

Yet for all the meaningful discussion and dedicated study by the committee, the burden of any new program which emerges will ultimately rest on the individual instructor. A capable teacher can work wonders with any core

curriculum course, no matter how restrictive it may be. Likewise an incompetent instructor or even those competent faculty members who prove unwilling to make the additional effort which will be required, can stealthily take the punch out of any program, no matter how progressive.

We urge all faculty members to take note of the proposals being suggested by the committee, with an eye toward the eventual enactment of the revised curricula. With the active participation and avid interest of all faculty members, and their willing adjustment to the curricula changes, the success of the revised curricula will be insured.

Renounce Undesirability Clause

In the preamble to its statement on substantive due process, the United National Student Association says:

Many colleges and universities have regulations similar to the following: "The University assumes that its undergraduates will conduct themselves as responsible citizens, and therefore reserve the right to dismiss any student or group of students whose conduct, on or off campus, is unbecoming to a . . . student or reflect discredit on the institution of which he is a member."

This policy can be applied by members of the university only through subjective, personal interpretation as to what constitutes improper student conduct. These criteria of subjective interpretation create problems of fluctuating standards as applied by the university and, as a result, confuse the student as to what constitutes an infraction at a given time and place.

In choosing his phrasing, the author of this passage might have had Providence College specifically in mind. The current *P.C. Student Handbook* reads:

Any student who exhibits an habitual attitude of opposition to College authorities and becomes an obstacle to the promotion of the general welfare, whose

influence is deemed injurious and whose presence is considered to be detrimental to the best interests of the College, makes himself liable to dismissal from the College as an undesirable.

The *Joint Statement on Students' Rights and Freedoms* says, in part, "Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation published in advance in an available body of student regulations." This statement is subscribed to by the U.S.N.S.A., the American Association of University Professors, the National Association of Student Personnel Administrators, the American Association of College Women's Deans, and the American Association of College Presidents.

The "undesirability" clause of our *Student Handbook* obviously contradicts the principle of the *Joint Statement* quoted above. The protection of the rights of the students of this College as individuals demands the abrogation of the College's "undesirability" clause and the renunciation of the arbitrary use of power against the individual which that clause implies.



"WHAT WOULD KATE THINK?"

MEMO— FROM THE EDITOR

The concept of a College Council as proposed in the report of the committee investigating "Student Participation in College Policy Determination" is interesting but possibly short sighted.

At this stage it is still a vague idea, without any sort of specific qualifications as to how it would work, under what circumstances it would meet, and what its position would be with respect to other presently standing committees of a similar nature.

With the exception that the College Council would also include faculty, it seems, considering the description by Fr. Thomas Peterson, Chairman of the committee making the report, that the Council would fill the role now assigned to the Student-Administration Committee and the Student-Faculty Committee. Father Peterson said the Council would "attempt to get genuine representation of the different segments of thought." It would be an advisory organ which would provide a channel for a "quick and thorough sampling of opinion."

It seems that the intent of the College Council would be to cut through bureaucratic red tape and perhaps make more effective the work and discussions in the other College committees and advisory bodies.

The need for something which would have the intended result of the College Council is painfully obvious. Providence College is risking choking itself to death with committees. But because we call this new body a "council" does it mean that we are not just establishing a committee to use in the event that the rest of the committees fail?

Committees are essential to any sort of intelligent progress. There is no denying this. But at present there are so many different committees sponsored by different bodies, all studying virtually the same problems, that we are wasting effort and time by duplication and disorganization. The College Council can do no more to improve and facilitate communication than any other of the committees that have been formed in the last three years. Let us stop making new committees.

Providence College needs more than a series of stop-gap measures that simply hide the administrative and legislative problems that everyone from the trustees to the humblest of freshmen know we are facing. The College Council is a necessary evil. It could serve to fill a void; but it is not a cure-all. If the Council is to be considered the first in a series of progressive steps toward giving students and faculty an effective legislative role in the determination of College policy, then the COWL strongly endorses the concept.

BRIAN MAHONEY



MEMBER

THE COWL

Providence, R. I.

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Geoffrey Sorrow

Rendezvous With Destiny



As was to be expected, President Nixon's personal endeavors as Chief Executive, would be concentrated within the area of foreign affairs. His appointment of Henry Kissinger and Kissinger's subsequent and current revitalization of the National Security Council are typical examples of the President's particular concern over the state of affairs at Foggy Bottom.

No doubt, some of this emphasis upon foreign affairs is a result of our Vietnam fiasco, the Middle East crisis, the current peace talks in Paris, as well as the threatening disintegration of NATO and other alliances between the U.S. and the Western community. Finally, the promising prospects of disarmament talks with the Soviet Union precipitated the need for American assurances to Europe that their special interests will not be ignored. Thus, we have our new President in the midst of a grand tour of Europe this week, busily consulting with heads of state and assuring them of the United States' continued concern over their well being.

What is more important and perhaps more significant is Mr. Nixon's special effort to listen to our allies and to take their suggestions into serious consideration. Thus, while police and security officials barricade the streets to prevent any unseemly demonstrations from marring the President's grand tour or distracting our leaders from their primary goal, that is, the continued peace and welfare of their people, the revered leaders of the Western world carry on their high-minded and heavy-handed discussions.

In this way, Richard Nixon carries out his foreign policy, seeking to mend international fences and assure diplomatic peace, while both his and his hosts' nations are steadily being rent assunder with domestic turmoil.

Whether both he and his hosts are living an illusion or purposeful self-deception perhaps only Mr. Nixon and his European counterparts can answer. Whichever the answer is only indicates even further the irrelevance of the present "system." Furthermore, whatever the answer, it gives only further justification of the current "revolution" in the Western world. While Nixon concerns himself with the maintenance of our current set of alliances, alliances which have been responsible for our involvement in every major conflict (including the present Vietnam conflict) of the Twentieth Century, an actual revolution is taking place within this country.

There is a generation of Americans who (as FDR once said) "have a rendezvous with destiny," who are tired of the old motives, methods, and goals that have dictated American politics for the past century. With an increase in an educated "elite," an elite which was programmed to support the present system — the present "establishment," more people began to realize the basic inequities and irrelevancies of the American System (for lack of a better term).

I suppose this "enlightenment" began with the civil rights movement of the late '50s and early '60s but it found its

catalyst in the Vietnam war. Likewise, this generation has undergone its share of traumatic occurrences, yet unlike the traumas of another generation (the Depression, Pearl Harbor etc.), which induced a type of gung-ho patriotism, this generation suffered the traumas of "Bull" Conner, assassination, Watts and Chicago, which induced a new type of patriotism, one of concerned questioning and oftentimes violent reaction.

Yet what has Richard Nixon done to confront this revolution, or better yet, to harness it into constructive channels of reform? The point is, Dick has done nothing, but worst of all he has basically ignored a whole generation. And one thing is definite — this generation will not be ignored. Mr. Nixon can keep his General Hershey and his J. Edgar Hoover, at the same time, he will have to keep his war protests and rising crime in the streets. Yet the problem goes even further than this, it goes further than the military-industrial complex or a narrow-minded celibate's ban on parietals. It involves the destiny of a nation.

Letters to the Editor

Indefensible

To the Editor:

Come, come Mr. Sorrow! Opening diplomatic relations with Red China! Perhaps also farm subsidies to Cuba? Foreign Aid to North Korea? Military assistance to Hanoi?

Even if you are so naive as to honestly entertain such a proposition, you cannot in all good conscience use the proposed ABM system to justify (perhaps "rationalize" is more appropriate) such action.

First, you must be aware that the proposed ABM is just that — a proposed system. Second, that such a defense system, if constructed, would be, for all practical purposes, only marginally effective, i.e. the defense engineering axiom "If it works it's obsolete" would probably be relevant in this case. As soon as it was known that the United States was researching and constructing the ABM, the Communist world with the capability would initiate research and construction of a neutralizing weapon.

The ABM argument notwithstanding, what rationale leads you to such an unrealistic proposal? Surely not the guise of "peaceful co-existence"; this is an indefensible myth, as you must surely be aware. The very term is antithetical to Communism. Ideologies aside, the facts bear out the truth, i.e. that Communism is bent on world domination. If you should have doubts to the veracity of this position you need look no further than a few months ago in Czechoslovakia.

Perhaps most of all, Mr. Sorrow, is the fact that there lies no benefit whatsoever for the United States or the rest of the free world in relations with Red China and, *Deo Volente*, the present administration will re-

P.C. Community Needs Hierarchy of Values

By Michael Trainor

The events of three weeks ago seemed very encouraging to this observer. The Student Congress was effectively opposing the Administration's resident ruling, the Bourke-Boisvert proposal was gaining support, and an ambitious Arts Week was being prepared. A movement aimed at progress in the academic, social, and cultural conditions at this college seemed at last to be underway. This movement does raise one question in the mind of the observer. Realizing that progress in the three aforementioned areas will fulfill a recognized need, should a hierarchy of value, as well as priority, be imposed upon them? In other words, do conditions warrant more support and action in one of the three areas and less in the others?

The Student Congress has pledged to work for improvement in each of these three spheres, but failed to establish either a hierarchy among them or an equality between them. What is disturbing, however, is the preference that a majority of the student body has thus far displayed for change, first and foremost, in

the social conditions here at P.C. This surge of support has, in effect, already created a hierarchy of value among the three areas; social, followed by academic and cultural.

A Rationale

One rationale for this phenomenon could be that social needs are most pressing because they are in a much more depleted state than either the academic or cultural conditions. Indeed, it is safe to expect these arguments from those seeking to legitimize liberal social change at this college. But why is this area experiencing a predominance of attention and active support. I feel, realistically speaking, that a majority of students do place a greater value upon social improvement than progress in either the academic or cultural sphere. This does not constitute a direct indictment of the P.C. student if the following points are taken into consideration. First, social change is far more likely to have a direct effect upon today's students because active implementation of change occurs much more rapidly in the social sphere than in the academic or cultural spheres. For instance, an approved social change, such as on-campus drinking for seniors, can be instituted overnight, whereas academic changes most often are implemented on a long range basis and can easily become embroiled in related administrative considerations such as scheduling, accreditation etc. Thus the immediacy of social change may well arouse strong student support.

Secondly

Second, and perhaps more important, is the favorable connotation that social improvement has for the average student. Social improvement can mean enjoyment and more opportunities for escape for the student. This contrasts sharply with the regulative connotation of academic work or the "go out and get it yourself" connotation of the cultural opportunities available to students.

These factors tend to produce a natural inclination in the average student towards an

emphasis upon the value of social change. This assumption is supported by the amount of active and expressive support recently given to improvement of social conditions by the student body. While it is true that some students have acted to support improvement of academic and social conditions, there seems to be no possible denial of the preponderance of support for social change. And I hold that student support is the key to true progress.

I question whether this trend is a good one. Perhaps some can justify it for the present, but recognizing that this situation is a reality, and realizing also that the students today are moving into a much more influential position in the affairs of this college, a question of the implications of primary interest in the social realm arises.

Implications

The question of long range implications becomes apparent if one considers the following point. The natural inclination of most students to stress the value of social life as an essential part of college life interacts rather sharply with the limited opportunity for truly liberal improvements in the social sphere available in a private Catholic institution. The sharpness of this interaction is evident in the strong stand recently taken by the Student Congress on the need for social improvements. There is no reason to expect this trend to end, particularly if the contrast between social conditions here and at other secular schools remains as high as it is now. The potential danger here is that support and action for improvement in the academic and cultural spheres may well wilt through sheer lack of interest. Indeed, I feel this has already happened to a certain extent. In conclusion, we must all attempt to place the trends toward progress in all three areas of college life, and particularly in social conditions, in a proper perspective, for the implications of ill placed priorities in this regard pose a real threat to the development of a proper scholastic atmosphere at Providence College.

main unyieldingly adamant in the policy of non-recognition for Red China.

Sincerely,
Roger C. Ross

Thanks

Dear Jay Ryan:

Thank you for your cooperation in coordinating a group of students to participate in the Heart Fund Project carried out on Sunday, February 16. Your interest and cooperation in this matter is deeply appreciated.

Please convey my thanks and heartfelt congratulations to those students who gave so generously of their time to make this project a success. Without their efforts, Providence College would not have been able to participate in a community project. I am sure they realize the value of such participation, even though most of the time their efforts go unsung.

Again, many thanks to all.
Very truly yours,
Rev. Francis C. Duffy, O.P.

For the Rink

Dear Editor:

Recently the COWL sports staff has been supporting a drive for construction of a hockey arena on campus. I would just like to say that I fully support such an idea. As a student at a New England college I realize just what a facility can mean to the student. In addition to providing a recreation facility it would also allow your fine hockey squad to display its talents before a greater number of students and professors.

Keep up your efforts for construction of such an arena on the campus. If the administration does decide that it will be built then I am sure the decision will be as a result of your efforts.

Good luck,
Ken Schaffer

What a Day In The Life Of The Genesians May Be Like

By JACK REED

Having read the articles in The Cowl concerning the ever varied activities of the Genesian Players, I find their government changing hands with the regularity of a Latin American country. Officers come and go, directors come and go yet the Club remains in existence somewhat like the fig tree that never yielded fruit. I wondered what their itinerary for any given day would be. It must go something like this:

7:00 a.m.: Take oath of loyalty and begin work.
7:05 a.m.: Hire new director.
7:10 a.m.: Fire new director.
7:15 a.m.: Choose possible plays for second semester: *The End of the Road, A Midwinter's Day Nightmare, Paradise Lost, The Life of Harold Stassen, The Sky is Falling.*
8:30 a.m.: Coffee break.

12 noon: Lunch.
3:00 p.m.: Hire new director.
3:15 p.m.: Fire new director.
3:20 p.m.: Apply for more money. Couldn't possibly do production we've planned on this budget.

3:25 p.m.: More possible plays: *Lazarus Come Forth, Heaven Help Us, The Killing of St. Genesius, Last Exit To Oblivion.*

4:30 p.m.: Gotta pick a play. How about *The Whole World Is Watching, The Agony of the Aftermath, It's All Over Now Baby Blue.*

5:30 p.m.: Dinner Break.
7:00 p.m.: Conference to elect assistants to the subheads of the alternate committees.

7:30 p.m.: Hire new director.
7:35 p.m.: Fire new director.
7:40 p.m.: Memo to all girls: Please come home. We'll find

(Continued on Page 8)

Committee Sets Audience At Central High School Hears Alinsky's Feelings on OEO

By William M. Buckley

The work of the Curriculum Study Committee, a committee instituted more than two years ago for the specific purpose of upgrading academic life at P.C., has come to the fore recently with the initiation of open meetings to discuss curriculum requirements.

The initial meeting was held last Monday evening to discuss the general degree requirements in English, History, Languages, and Science. Future meetings, open to all interested students and faculty members, will continue until early May.

Committee meetings are attended by both the student and parent boards for the particular concentrations being discussed at the individual hearings. In addition, students with specific proposals to present will be invited to make recommendations. Each meeting will be recorded on tape; these tapes will become the permanent record for the committee.

The particular concern of the committee meetings will be the problem of making curricula relevant to the needs of the students today. The Curriculum Study Committee hopes to submit its final report, along with recommendations for improvement, based on the conclusions reached at the meetings, to the College Corporation by September of next year.

The meetings of the Committee, held at 8 p.m. in the Guild Room of Alumni Hall, are scheduled as follows:

Tuesday, March 11—General degree requirements in Philosophy and Religious Studies.

Monday, March 17—Proposal of Student Congress Committee.

Tuesday, March 18—Biology Concentration. Biology majors and departmental faculty are especially invited.

Monday, March 24—Business Concentration. Business majors and departmental faculty are especially invited.

Tuesday, March 25—Chemistry and Physics Concentrations. Chemistry and Physics majors and departmental faculty are especially invited.

Monday, March 31—Economics Concentration. Economics majors and departmental faculty are especially invited.

Tuesday, April 1—English Concentration. English majors and departmental faculty are especially invited.

Monday, April 14—History Concentration. History majors and departmental faculty are especially invited.

Tuesday, April 15—Language Concentration. Language majors and departmental faculty are especially invited.

Monday, April 21—Mathematics Concentration. Mathematics majors and departmental faculty are especially invited.

Tuesday, April 22—Philosophy Concentration. Philosophy majors and departmental faculty are especially invited.

Monday, April 28—Political Science Concentration. Political Science majors and departmental faculty are especially invited.

Tuesday, April 29—Philosophy Concentration. Philosophy ma-

jors and departmental faculty are especially invited.

Monday, May 5—Sociology Concentration. Sociology majors and departmental faculty are especially invited.

Tuesday, May 6—Education Departmental faculty and students enrolled in Education courses are especially invited.

Deasy Elected to Fill Senate Post Vacated by Sweet

Mr. Richard Deasy of the History Department was recently elected to the Faculty Senate to fill a vacancy left by his colleague, Mr. Edward Sweet.

In a COWL interview, Mr. Deasy expressed an eagerness to take part in the deliberations of the Senate. He mentioned that he was happy to run for the position and to be elected by his fellow members in the History department.

"I am very sorry that the seat was vacated by Mr. Sweet," stated Mr. Deasy. "I just hope that I can continue his work and do half as well as he has done in the past."

Mr. Deasy said that he is looking forward to his first panel meeting of the Senate Wednesday afternoon at two thirty in Aquinas Lounge. He stated that he has no experience in the Senate, although he has participated in the department elections to send a delegate to the faculty council. He hopes to learn the format and procedures of this body as well as to contribute to the discussions of the meetings.

Having already read the constitution of the Senate, Mr. Deasy hopes to fulfill his participating role or roles as they are stated in the rules of this document.

In an interview, Fr. Charles Reichart, head of the Biology department, gave a reply of "no comment" to the questions of his retirement and the election of his successor.

First there was a wait for the crowd to settle, then a short interview with WPRI, then a short introduction, then a dead microphone which had to be replaced; finally Saul Alinsky began to speak, a half-hour late, to a good size crowd in the cramped Central High auditorium. One of the first things he told the audience was that "when I called the poverty program a price piece of political pornography, I meant it."

Alinsky, the famous, or as some say, the infamous, community organizer from Chicago noted that he didn't like the topic of the speech, "The Establishment vs. The Poverty Program," for he developed a "hang up" about something that is dead and "the poverty program has been dead for so long."

"The problem of the issue of the poverty program," Alinsky said, "was if it came out as a federal welfare program, I'd have no quarrel with it. But a War on Poverty was too sanctimonious, too false. It was bound to end up exactly where it did end up."

Alinsky sees the poverty program as having been corrupted by politics. "After all," he said in his slow, sarcastic tone, "you don't think the mayor of my city is going to stand by and let the federal government pour money into independent action groups." He then described how Mayor Daley found out about the creation of OEO a few months early, and set up a commission to handle all the incoming funds.

His Philosophy

As for his tactics, Alinsky follows the philosophy that people do the right thing for the wrong reasons. For example, he recalled the time his organization picketed a landlord in the Woodlawn section of Chicago. He told about the color chart they referred to in order to select the "blackest blacks" to picket. They paraded around and then what happened? The neighbors called up the landlord and said, "I don't care what it's all about; get those niggers out of there or you get out!" This is

how the blacks got what they wanted.

Alinsky is an organizer and he equates organization with power. Power he defines as "the ability to act," but to act organization is needed:

"You've got to understand that organization, which is power, is not just the power to get change. Unless you have a group of people who you can see, unless you have officers, a planned program, unless you have all this you don't get the legitimate representation for that people."

Organization Needed

He claims that the reason this organization is needed is because the establishment is used to it and unless they get representatives no one will be heard. The problem is to get this type of representation and this can only come through organization.

Another thing the man who once organized a bathroom sit-in at an airport attacked was the "Peace Corps mentality" of the poverty program. He gave his reason for his dislike of the VISTA and related programs as: "The poor of the U.S. are American citizens, not foreigners."

A "revolution and land distribution program" is needed, he said. "The poor are free

American citizens and shouldn't get that Peace Corps jazz." He even said that in Rochester a group, upon hearing that VISTA was sending a contingent, threatened to dress 50 men up in just loin cloths and they would carry the volunteers off to their medicine man.

To Sum Up

Perhaps the best quote to sum up Alinsky's philosophy is the following:

"There is no nice way of doing things. There is no nice way because there can't be. People only organize to get changes and they only organize around issues. There is no such thing as a non-controversial issue. Maybe the most subversive thing to infect America is Madison Avenue and its mental hygiene culture. This made controversial a bad word — the rule is don't offend anyone; in a free and open society controversy is dangerous. But you can't get things done without controversy."



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PCMIP Holding Interviews For Summer Jobs

The Providence College Management Intern Program, under the direction of the Career Planning and Placement Office, is currently conducting intern candidate interviews for prospective applicants for positions of leadership and responsibility in reputable business firms during the summer months.

Through these interviews students can get full information on the program and the positions available while also registering their names for consideration as an intern candidate.

At present there are several openings for qualified students. The positions are geared toward instilling a knowledge of managerial tasks within the firm in the individual student, and familiarizing students with managerial procedures. Last year, several responsible positions were left unfilled, owing to the lack of qualified applicants. Stephen Malo, student director of the program, urges all interested students to apply at the Placement Center in order to take advantage of the situation this year.

Interview appointments can be made now through March 19 at the Career Planning and Placement Center.

Dinner . . .

(Continued from Page 1)
Your goal of \$10 million based on your achievement is modest. You deserve this support from every segment of the community in Rhode Island." He noted that one third of the doctors and one fourth of the lawyers of Rhode Island are PC graduates. "You have committed yourselves to quality education and tonight is to help Providence College to continue its goals," Gov. Licht said.

Mr. Frank Gammino, who introduced Sen. Pastore, is chairman of the drive to raise the \$10 million in the next three years. Already \$2,150,000 of this goal has been raised. The total goal of the Ten Year Program is \$23 million. The balance of the \$13 million will be raised from the annual conventional sources. The funds will go towards the new library, books, the dormitories, the Student Union, the new priests' residence, and the dining hall addition. In addition, almost \$7 million will go towards faculty salaries and scholarship funds.

Mayor Joseph Doorley of Providence commented, "that the students and faculty of Providence College have the vision to insure a great future."

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- STUDENT CONGRESS TUTORIAL—Need help in your studies? Contact the tutors in Raymond Snack Bar any afternoon. It's 100% free of cost.
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- COWL Classifieds . . . 50c per two lines for one week. 75c per two lines for two weeks. Box 123 or 865-2214 or any COWL staffer will place your ad. Sell, buy, appeal, protest, cry or laugh—do it all in the Classifieds.


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Boston College Professor Gives Views On the Ways to Redesign University

By **ROBERT K. WOETZEL**
(Ed. Note: Mr. Woetzel is a Danforth Associate and is Professor of International Politics and Law at Boston College. He is the author of several books including *The Philosophy of Freedom* and of articles on university reform, such as this one which is reprinted from the Feb. 22 Boston Herald Traveler.)

The conference on "Standards for the New University," sponsored by the Danforth Associates program at Boston College last Saturday, pointed out the need to relate universities to society in general and to bridge the generation gap by emphasizing the here and now.

The patterns of the past no longer suffice; the university is no longer a cloister. Vietnam, race relations, the draft, and ROTC impinge on the thoughts of students and faculty members.

In some ways this has been so. University prepared students to take certain jobs; curricula were planned that way; businessmen on the board of trustees guided universities in the interest of a business-oriented society.

Urgent Need

What is new is the urgent need for members of the university community to relate to something else besides money, namely the problems of our society, such as poverty, race, and war, and to help solve them.

While some maintain that the university should not be a political battlefield, it is impossible to opt out from society. The idea of the ivory tower seems far away when the desperate needs of a ghetto like Harlem are pressing on the very gates of Colombia.

Such needs are everywhere—in Roxbury, in Watts, and in the consciousness of the boys who have to go and fight in Vietnam. Birth control, too, is an issue with the younger generation as new relationships evolve.

In all this turmoil the intransigence of some university administrators, their resistance to change, sticks out like a sore thumb. They still think in terms of the status quo, when all around the sea of discontent is raging.

S.D.S.

Students for a Democratic Society (S.D.S.) maintain that capitalist society is corrupt and that all structures including the university are infected. While they suggest specific changes—black studies programs, for example—they believe that nothing but a clean sweep will do away with the inequities of the system.

But is it really impossible to turn on—in the sense of participating in problem solving—without dropping out? Even the apostle of LSD, Timothy Leary, did not seem to think so. Most students feel that obstacles can be overcome one by one and it is possible to change the system without destroying it.

What are some of the major issues that besiege universities? The inflexibility of certain course requirements (at Boston College theology and philosophy, at Harvard languages) is a constant source of irritation. Admissions criteria seem to favor the wealthier classes when the needs of minority groups like black Americans, Spanish-Americans, and Indians cry out. Teachers are chosen and promoted without any reference to

student opinion. Dormitories are built and run without consulting those who live there.

R.O.T.C.

ROTC is a reminder of an unpopular war and the idea of giving academic credit for the science of warmaking seems deeply repellent to dissenters. Professors are often more concerned with government contract work than with students, because it is more lucrative. Government security criteria interfere with academic freedom to teach; most government contracts restrict "disclosure" of information. Students' records may be impounded, including their personal medical history.

In Massachusetts there is a law which makes disclosure of such information to government agencies mandatory. This is seen as an invasion of privacy.

Power-sharing

Behind these specific issues is the problem of power-sharing. Students and faculty members feel it is their human right to help to determine their lives; increasingly they are not satisfied with delegating to the big brother of administration or a faceless board of trustees.

Who should run the university? More and more the answer given is those who live and work there, including students and faculty. Members of university communities which run into the tens of thousands want control over their destinies.

Window dressing like representation on an academic senate or committee, when this does not carry with it real power over day to day handling of university affairs, is not regarded as sufficient. Black students especially want a say in view of a history of frustration and suspicion of power holders.

It could be that control should be functionally exercised, that is according to the special responsibilities of each segment: administrators would advise on financial planning, professors on course content and grading, students on matters affecting their living conditions, like dormitories.

United Effort

But in the final analysis, only a united effort can achieve harmony. And this must rest on a concept of power-sharing based on individual choice and more options for the individual faculty member and student to achieve identity and self-fulfillment. A dictatorially-run institution breeds resentment.

The professors, students, and administrators who attended the conference on "Standards for the New University" and who hailed from three different types of institutions (private, state, and religious connected), could not agree on the final goals of the university.

Universities have a critical function in their quest for truth. The core of the university is the relationship between teacher and student in the advancement of knowledge. Can the corporate structure of the university headed by financiers in large part be reconciled with this Socratic relationship? That is the challenge. Without a sense of community among faculty and students even the most well-run university cannot survive.

In a mass society individual participation and freedom of choice are often difficult and costly. The new university may have to spend more on provid-

ing such choice and financing more teachers per student than on buildings or landscaping.

Values

In any human institution human values predominate. A university corporation in which faculty is regarded as employees and the parents of students (not even students) as consumers seems incompatible with this emphasis on academic dignity. At the same time, academia is only one institution among many in society. It must address itself to the community at large in order to achieve integration.

It would seem that the university can fulfill a constructive function in that regard: it can help to train policemen or city administrators; student volunteers can assist in ghettos; professors can help solve problems of pollution; university administrators can assist the larger community in planning its future. Social action involvement is field work in connection with many courses in the social sciences. The inter-action between universities and other communities may bring the

finest minds to the most pressing problems.

Experimentation

The challenge of experimentation looms like a threat to the more ingrown administrators and like a promise to progressive students and faculty members. The dichotomy is aggravated by what might be called the "money debate" in which administrators see themselves as wardens of a trust.

In many European universities faculty members and now students, too, have administered money and determined priorities. Whether or not a library is enlarged or how a dormitory is built are matters which concern not only the financier or contractor. It may be that experimental colleges with power-sharing which combine the characteristics of the new university are one way of testing standards.

Unless power-sharing becomes a reality a growing polarization between power holders and subordinates and between universities and communities seems inevitable.



(L.-R.) John Robinson, Joe Cannon, Sal Caiozzo, Tom Dunn, and Bob Mackey had fun with the snow. They must not have had cars to worry about.

—COWLphoto by Peter Zagorzycki

Snow...

(Continued from Page 1)
a wrecker which, according to Mr. Cardillo, is a service for students provided by few colleges in this area. The Department had to plead with some students to move their cars so that ample room could be made.

Another complaint is the fact that snowballs are thrown at the machines while they are being used. This is extremely dangerous since the men are already tired from working many, many hours. At one point, a machine was being hit by so many snowballs, the driver was forced to leave Aquinas lot unplowed.

The basic crew for snow removal includes Roy Sassi, foreman, George Doyle, Pat Fragiano, Alfred Barberi, and Anthony Polsano. During the last storm these men worked around

the clock without time off. In addition to the regular staff, the Maintenance Department has hired twelve students this year who have cleared steps and walks.

If the future should bring another heavy snow fall, the parking lots would shrink again. The possibility of moving the snow off campus seems remote due to the fact that equipment alone would cost \$50 an hour and a dumping area would have to be found.

ALL BOOKS ORDERED FOR USE IN THE SECOND SEMESTER WILL BE RETURNED TO THEIR PUBLISHERS ON MARCH 10, 1969.

Job Interviews Nearing End For Seniors

Placement interviews for seniors are drawing to a close. Seniors whose careers are still in doubt would do well to examine the needs of the companies listed below and sign up in the Placement Office for interviews with those firms of interest to them.

March 11 — Burroughs Corporation.

March 12 — Star Markets Inc.

March 13 — Sperry Gyroscope — Montgomery Ward.

March 18 — National Institutes of Health — New York Life Insurance Company.

March 19 — F. M. Woolworth Company — U.S. Plywood.

Mr. Raymond Thibeault, of the Career Planning and Placement Office, can also advise seniors of what other opportunities are open besides those with companies recruiting on campus.

Seniors who have not yet registered with the Placement Office should do so soon. Since the Office can help students with their career problems even after graduation, it is important that all students register and develop an understanding of what services Mr. Thibeault can offer.

The Placement Office can also help students with applications to graduate school.



Time is Running Out...

Each minute you spend in indecision is a minute wasted... a minute that adds up to an hour or a day that has vanished forever.

That minute may have been spent as Paulists do, counseling a questioning youth at a secular university, working in ghettos, saving a potential "dropout" or promoting better understanding of the Church and all religions.

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If you have given some thought to becoming a priest, why not find out how the Paulists spend their time and send for an illustrated brochure and a summary of the Paulist effort for renewal in the Church.

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Congress Votes Revamping Of Pass-Fail Grading System

Monday's meeting of the Student Congress passed a bill requesting that the requirements for Pass-Fail eligibility be opened to Sophomores and lowered for Juniors and Seniors.

The bill, introduced by Ralph Paglieri, dealt with the extension of Pass-Fail to Sophomores with the permission of the Dean. It also would lower the requirements for Juniors and Seniors to 2.0 or, in case of a lower average, permission of the Dean could allow a student to take a course on Pass-Fail.

Paglieri stated that Pass-Fail has proved itself a success in the first semester. However, he feels that the student who does not meet the present 3.0 requirement is not allowed the benefit of a course on this grading basis.

He said that a student with an index lower than 3.0 is not necessarily a less sincere student, but perhaps less gifted. Therefore, the lowering of the eligibility to 2.0 would allow a less gifted student to take advantage of Pass-Fail. The bill passed by a unanimous voice vote.

Paglieri introduced a second bill concerning the sending of a letter to Fr. Cunningham,

Dean of Residence, to state that the new policy for selection of student prefects is unfair. Paglieri stated that the exclusion of Juniors from the possibility of holding prefect jobs is not fair since they too will face the rise in tuition next year.

He stated that most colleges give campus employment to Seniors in order to alleviate some of the financial burden since they are in their last year. This bill also passed by a unanimous voice vote.

A third bill submitted by Student Congress Vice-President Jay Ryan and passed by a unanimous voice vote concerned a Student Congress appropriation of \$100 for the proposed coffee house to be situated in Raymond Hall basement. Ryan said that the money would be used for furniture, decorations, and other necessities for the coffee house.

A fourth piece of legislation submitted by non-congressman Lindsay Waters '69 concerned a letter to be sent to the Administration requesting that the commissioning of students as military officers not be held at the same time and day as the awarding of academic degrees. The bill was passed by a roll call vote of 18-3.

Nominations For Congress Posts Ends on Friday

As of Tuesday afternoon, only four candidates have taken nomination papers out for the Student Congress Executive Board elections to be held on March 18.

A week to get the required fifty names on the nomination sheet will end this Friday. Following a week of campaigning, the elections for the Executive Board will be held on March 18.

The nomination period for the class elections will be March 10-14 and the elections will be on March 25, 26, and 29.

Certain rules for nominations and campaigning have been adopted by the Congress. Nomination papers must be signed by a congressman and the candidate must sign up in the Congress office. The nomination papers must be returned to either a congressman on duty or to Bill Fennelly's mailbox by 4 p.m. Friday.

No active campaigning will be allowed until March 11 at 12:01 a.m. or until notified by Bill Fennelly. Also, a list of expenditures, which cannot exceed \$50.00, must be submitted to Bill Fennelly by March 18. All receipts from invoices from purchases made by the candidate or by his staff should be included.

Also, a meeting will be held on March 5 at 1:30 p.m. in the Congress office to review and explain campaign procedures and restrictions and all hopeful candidates must attend.

According to Bill Fennelly, this meeting will be to discuss campaign rules such as the number of posters and places where they are prohibited.

Ralph Paglieri and Dan Graziano have taken out papers for the president's office, and only one candidate for each of the other offices have taken out papers so far: Walt Boyle, Vice-President; Rich Zarrelli, Secretary, and Frank Monti, Treasurer. Also, Peter Tybursky is a hopeful for the office of Social Chairman.

Motion Made to Drop ROTC at Graduation

The possibility that the ceremony of commissioning ROTC officers will be dropped from graduation increased Monday when the Student Congress voted to request the Administration to separate the two procedures.

By an 18-3 roll call vote, the Congress adopted the proposal submitted by Lindsay Waters asking that the ceremonies be held at different times.

Last Thursday, the Congress held an opinion poll concerning this matter. The poll was not to be binding upon the members of the Congress, but was to be regarded as an indication of student opinion.

In this poll, which was open to both juniors and seniors, 196

students voted against having the commissioning ceremony and 160 were in favor of it. 54 students were indifferent.

Participation in the poll was low and this was attributed by Congress members to the lack of publicity and the snow storm.

Students eligible for the poll totalled 1,280 but only 390 voted. Of these, 112, or 56% of those ROTC members eligible, voted, and 278, or 25% of those non-ROTC members eligible, cast their ballots.

The three Congress members who voted against the proposal were freshman Jerry Ramos, and seniors Arthur McKenna and Tom Coursey.

Curriculum Hearing . . .

(Continued from Page 1)
credit hours, extended over the first two years of study.

According to Tacy, the main advantage of this system is its flexibility; a considerable amount of time could be devoted to the foundations of modern science as well as several other fields of study. The basic course would be supplemented by a voluntary language requirement, under which emphasis would be given not only to grammar, but the history, art, and music of the country as well.

Paglieri stressed the importance of the greater amount of independent research permitted by a four course semester system, as advocated in the Bourke-Boisvert proposal and similar to that currently in effect at Fordham University.

Paglieri proposed that the present introductory history courses be intensified either through the concentration on a particular era or period of history or through the institution of a world view course oriented toward specific problems in the history of mankind.

Also advocated by Paglieri was the incorporation of the existing logic course into the basic composition course to

form a critical analysis-type course offering. Under this setup, those students who proved themselves sufficiently versed in English composition could opt for an upper level literature course rather than the composition course.

In the period following student presentations, several questions were posed concerning specialization within a particular course versus a more general intensification of the course as a whole, and student initiative and interest versus a rigidly constructed core curriculum.

Dr. Theodore Bosack, an assistant professor of psychology, noted that the student's view, while placing more of a burden on independent student research, must still allow for some kind of a basic core curriculum. It has been his experience, he claimed, "that some degree of coercion is needed to insure a well-balanced education."

Dr. Bosack supported the idea that the English composition course be mandatory only for those students in need of such a course. He suggested that a proficiency exam be administered to incoming students in the area of English composition. On the basis of this exam, qualified students would be declared exempt from the core requirement.

Dr. Bosack stressed the need for an upgraded composition course which would place great emphasis on developing student creativity and originality. In support of this belief, he stated that an English composition course "should organize behavior so that some of it always remains unorganized."

In this regard, Fr. Robert Walker, chairman of the English department, stated that one must be careful to distinguish between the ideal student and the average college student at P.C. Fr. Walker concluded that in his opinion and on the basis of his experience not more than twenty-five percent of the students at the college are qualified to take an intensified composition course.

This statement precipitated considerable comment among students who felt that the school should not cater to the inferior student at the expense of the more capable student. It was stated that the College, in line with its rising admission requirements, should also strive to offer more challenging course material.



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President's Holiday Kept; But Have To Make Up Days

Monday, March 3, marked the third complete day of classes lost to the snow this semester. In light of this, Dr. Paul Van K. Thomson disclosed Tuesday that an attempt will be made to make up at least two of the "snow days" later in the semester. While not announcing any definite schedule for the make-up, Dr. Thomson said that several possibilities are now being considered. The Student Congress Committee On Academic Affairs has been sent one such proposal for consideration. Dr. Thomson did not elaborate on the proposals being considered, but he did note that one possibility would be to push back the second semester Reading Period, now scheduled for May 19-20, to May 21 and to hold class on the 19 and 20. This would mean that the exam period, allowing for the Memorial Day holiday, would end on June 1.

Dr. Thomson also announced that the annual President's Day

is still on the academic calendar. It is scheduled for Friday, March 14.

When questioned about the policy for suspending classes due to weather, Dr. Thomson noted that the ultimate authority rests with Fr. Haas. Inquiries are made with the U.S. Weather Bureau at Hillsgrove Airport and with the state and local police as to driving conditions and traffic tie-ups. What is crucial to all considerations, he said, are the conditions in areas from which substantial numbers of commuter students must drive to school.

When asked for the reason for the cancellation of classes on last Monday, when relatively little snow fell in Providence, Dr. Thomson replied that many areas in and around the state were affected much more severely by the storm than was Providence. This, and the rather universally poor driving conditions contributed to the suspension of class.

Excerpts of Report on Policy Making

History

In fine, even such a superficial survey as this of the development of student participation in academic policy-making gives discernable evidence of certain rather obvious trends. In the history of the American college, both in its sectarian and secular counterparts, the philosophy of student participation has traveled a long road from no voice at all in the establishment of academic planning, through a period in which students were given the opportunity to elect certain courses they judged to be of particular interest, and finally to a stage in which they now ask the right to help mold the programs which make up their academic future. At times this road has been a very winding one. It has frequently been witness to violence. Mutual respect and clear communications among all those who had to travel it, has always resulted in making its paths more accessible, more meaningful, and of much greater ultimate value.

An Evaluation of Stated Objectives in Terms of Student Participation.

A careful study of the variously stated objectives of the College reveals (1) a noticeable trend towards academic professionalism as well as (2) a decided shift from statements couched in strictly theological terms to those of a more humanistic coloring. Both of these new directions can be followed in the texts below. They represent not so much a surrendering of previous positions as an example of the College re-evaluating itself and the manner in which it states its goals in the modern academic world.

We should briefly recall that Providence College has come a long way through the years with respect to the role laymen have come to play in the affairs of the College community. From an almost completely clerical dominated institution, Providence College has arrived at a state where in laymen hold many extremely responsible positions of trust. We suggest that a like history of student participation in College government has begun. Nothing in the Stated Objectives of the College excludes this participation of students. To achieve the goals of the College with respect to the students, this participation must be effective and real, not a mere token.

To make this participation effective and real, the students who represent their fellows must be keenly aware of their responsibility to the student body. Otherwise, no true representation will exist. Mere presence on an increasing number of committees is really not the answer to the problem of greater student participation in College government. Greater participation in a more responsible way would seem to be in order at Providence College.

Effectiveness

Effective student participation on the standing committees of the college means student participation in the government of the college. The governance of colleges and universities is quite clearly a subject of contemporary interest, study, change, and controversy. As such, clear and tested principles and practices that could be generally accepted are few.

The present student role in the decision-making process at Providence College is confined to providing the administration

with information about student desires and opinion. The Student-Faculty Committee and the Student Administration Committee expend a good deal of time and energy in discussion and debate simply to refer a proposal to an authoritative committee. In this they duplicate the work of the Student Congress, but with the administrators or faculty members joining the process.

Should the college go beyond these minimum standards is the question before this committee. If the answer is yes, the new question is how far beyond.

The following are some possibilities for more active student participation.

1. Extend the advice and opinion giving function of students directly to the standing committees through the appointment of student election of non-voting student members.

2. Grant a measure of participation in decision making by the appointment of student election of one or more students with full powers, including the right to vote.

3. The individual departments of the college offer another opportunity for direct and broader student participation in academic governance. The example of the Political Science Department in establishing a student advisory body is one which could be followed generally.

4. Empower the Student-Faculty Committee and the Student-Administration Committee to make and refer decisions directly to the President for action. Their function, then, would be parallel to that of the standing committees and akin to that of the Faculty Senate.

5. Empower the Student Congress to refer decisions directly to the President for action with the right of appeal to the Corporation.

6. Provide for some system of joint meetings of the Student Congress and Faculty Senate.

7. The selection of a graduating Senior for a one year term following graduation as a full voting member of the College Corporation.

8. Student participation with appropriate voting rights as an accredited member of the Faculty Senate.

9. The establishment of a College Senate composed of all elements of the College Community, Administration, Faculty and Students.

The academic community is a genuine community. As a constituents, student participation in the life of the community is theirs as a matter of right. As novices in the academic community that right should be limited, but only in the best interests of the students themselves and the community as a whole.

Against Arguments

To restate the arguments against objections to student participation, it seems that student participation would:

1. Establish an honest dialogue with the students about problems affecting the academic life.

2. It is based upon the hope

that students will be able to speak out with a stronger voice when aided by mature advice.

3. Participation and involvement in academic policy making decisions would open up procedures for working within the system.

4. Student participation would reflect the rationality of the student and the belief that the institutions can be structured to reflect the desires and needs of students.

5. Participation and involvement in academic policy making decisions offer a hope for developing an inner sense of responsibility, leadership, and therefore, could contribute to shaping students character.

6. The recognition that students' importance as persons is significant not only because of their quantity but quality.

7. It would permit the utilization of the talents, energies, and spirit and idealism of the students.

8. It would minimize the possibility of the politics of confrontation and would substitute it with the politics of cooperation.

9. It would evidence the existence of due process that guarantees the rights of students.

On balance, therefore, in the opinion of the members of the committee the advantages of student participation far outweigh the disadvantages.

Student participation does not undermine the established authority. The natural hierarchy is retained. Thus, student participation does not mean the replacement of faculty and administration power with student power. Student participation is exactly what the term means, namely, participation within the existing structure.

The restructuring of the present academic policy making bodies in such a way as to incorporate students could perhaps be called a redistribution of power whereby students, as one of the constituent groups of the college community are given a participatory right in the area which concerns them most — the investment in education.

The problem of Student Participation in the policy-making of an institution of higher learning in one which can only be solved in an atmosphere of personal sincerity and educational realism. If educators are to be judged sincere in the meaning of their frequent statements that college education is meant to be both a teaching and learning process, then it would seem somewhat inconsistent to hold that the "learners" should have no say at all in the determination of this process. The logic of saying that students, particularly in the junior and senior years, have sufficient maturity to select a life partner, sufficient maturity to choose the field or profession in which they are to earn their future livelihood, sufficient maturity to act effectively as prefects in dormitories, and sufficient maturity to serve as junior research partners to professors in various science departments; yet they lack sufficient maturity to help

formulate sound academic or disciplinary college policies, seems very inconsistent.

Atmosphere

That the students of the future will have a greater and more significant role in the policy formation of their respective colleges seems to be an irreversible trend. Whether this participation will turn out to be an asset or a liability may well be determined by the manner in which it is brought about.

At present, the manner in which students at many educational institutions have been brought into the decision making process of the college is a classical example of "ad hocery" at its worst. A crisis arises brought on by a student sit-in, boycott, or rebellion. An "ad hoc" committee is formed to deal with this present crisis, and the result of its work is usually an attempt to mollify the students by a kind of compromise which gives them a more significant role in the making of decisions that are of particular importance to them.

A much more realistic and effective way of dealing with the growing student demand for representation in institutional decision-making would be to establish norms for their incorporation into certain policy making areas before problems arise, rather than bringing this about as a panic-state solution to situations already out-of-hand.

There are certain areas of college policy and decision making where students should most certainly be given significant representation even to the point of having voting membership. Such a right was never meant, however, to extend to all facets of college life. Students, for example, would seem to have no right in determining the hiring and firing policies of the college concerning its faculty members. The fiscal policies of the college concerning such things as salary scale, fringe benefits for faculty members, expense accounts etc. would also not fall within the ambit of their decision making powers. The admission requirements of the school and the basic requirements for the receiving of a degree would also seem to be beyond their legitimate purview. The point to be made clear here is that, although student participation in academic governance is a very legitimate concept, it is not one meant to be universal and to be without areas of exception.

Positive Side

But there is also a very positive side to student policy making participation. In any college classroom where there is a vital and meaningful relationship between professor and students, the teaching learning experience can be of great mutual benefit to both. Such a situation demands that the professor not only be dedicated to the teaching of his students, but that he also recognize his capa-

bility of learning from them. The same recognition also applies in the student administrator relationship. Here again there must be an appreciation of a proper sense of balance. It is the administration and faculty of any college does not know a great deal more than its students about the necessary curricular content and teaching procedures geared to bring about a truly relevant humanistic education, then the college should pay the students tuition rather than visa versa. On the other hand, it is a total fallacy to say that the students have nothing positive to contribute to the formulation and implementation of such programs. Nature has given to no age category a monopoly on good educational ideas.

Students can be excellent resource people in determining what methods of teaching are and are not effective. They frequently are in the best position to indicate where academic courses overlap and to point out where certain correlations can be worked out among varied related programs. And if academic programs must certainly take into account their interest and present needs, who better than the students can make these factors known.

Although students should not have a controlling position in curriculum formulation, there is much to be said in favor of giving them a very active voice and a responsible vote in such matters. Such an arrangement assures continuous open channels of communication between students, faculty and administration. It also can go a long way to create the attitude that the academic program of the college is one which the students helped to construct rather than one to which, in their opinion, they have been arbitrarily subjected.

Genesians . . .

(Continued from Page 3)
something for you to do: dusting, washing floors, etc.

7:50 p.m.: Memo to former members — all 7,000: Please come home. We never said we knew what we were doing.

8:00 p.m.: Go to RIC play and drool.

10:00 p.m.: Discuss RIC's play in depth.

10:01 p.m.: Hire RIC's director.

10:06 p.m.: Fire RIC's director.

10:10 p.m.: The following office items to be lent out to members: 3 windows, 1 door, 2 walls.

10:15 p.m.: Memo to production staff: any chance of doing a revival of last year's play?

10:30 p.m.: One last possible choice: Been Down So Long, It Looks Like Up to Me.

11:30 p.m.: Take oath of loyalty, sign in blood. Quitting time. Tomorrow is another day.

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OPEN SUNDAYS

COWL TOP TEN

The COWL is publishing its final top ten. Although the men who voted this week are not exactly the same who helped compile the first poll, it would be interesting to compare the two listings.

The biggest mistake was picking Houston sixth. The Cougars had three starters back from '68 and some excellent junior college transfers, but they seemed to miss Elvin Hayes dearly. New Mexico St. was tabbed ninth, and although they had an impressive record at the end, a light schedule was felt to be the cause of it.

The surprise of the year has to be St. John's. Hardly anyone predicted the success the Redmen enjoyed this season, and it still isn't over yet. St. John's proved that patience on offense and an emphasis on defense may be the best formula for a winning season.

La Salle, Duquesne and Santa Clara all rose high above their honorable mentioned ranking. La Salle will not compete in post-season play, while Santa Clara must confront UCLA in the west regionals. Look for the Dukes to possibly make the East and national finals if North Carolina should falter.

Notre Dame and Cincinnati faltered often, but both have young squads that began to come on at the end. The Irish upset St. John's in New York, and could cause trouble in the Mid-East regionals. Notre Dame was originally picked fifth, Cincy, eighth.

UCLA, North Carolina, Davidson and Kentucky were in the top ten all year as expected. UCLA and Kentucky have excellent chances of making the finals, but North Carolina and Davidson could meet in the East regionals.

Next week the panel of experts will attempt to pick the four finalists to this year's national championship.

1. UCLA 50
2. LA SALLE 44
3. SANTA CLARA 37
4. NORTH CAROLINA 35
4. DAVIDSON 33
6. KENTUCKY 25
7. ST. JOHN'S 15
8. DUQUESNE 12
9. PURDUE 9
10. SOUTH CAROLINA 5

Others receiving votes (listed alphabetically):
Louisville, Notre Dame, Rutgers, Villanova.

Three Share Honors . . .

(Continued from Page 10)
said he takes longer than other players to warm up. As a result he does many splits and stretches in full uniform. It also serves to relax the pre-game tensions.

The co-recipient, sophomore Rich Pumple, has proven to many that he is an all around player. In addition to some fantastic stick handling and skating prowess he also manages to serve time on penalty killing and power play lines.

In one six game stretch during the close of the twenty-one game slate Pumple had eighteen points. On the season he finished up close to the forty point mark. The flashy soph also scored the "hat trick" on two occasions, against Northeastern and Boston State. In the Merrimac encounter he assisted on the tying goal and scored the winner. Against Brown he completely mesmerized goaler Don "the cat" McGinnis as he lit the light twice. With an improved freshman squad moving up next winter the future looks bright for this Canadian.

Summing up the season, both were disappointed over the 7-14 mark. Sanford feels that a few close losses before the Christmas break, notably Ohio, were the key. Rich Pumple felt that the Friars should have been 5-1 at that point, rather than 2-4. Both had high praise for Coach Lamoriello, in his initial year at the helm of the varsity.

Next year, well to hear them tell it, the East had better watch out!

Batterymen Work To Gain Rhythm

While waiting for the snow to melt (hopefully), the battery candidates for the varsity baseball team have been limbering up daily in the exercise room under the surveillance of Coach Alex Nahigian.

This is normal procedure for any baseball team to follow in the mid-winter months. Since the arm is a pitcher's bread and butter, he must be given additional time to get the wing in top form.

Coach Nahigian has lost only three pitchers from last year's successful squad, but one of these was his stopper, Bill Pettingell. The strength behind Pettingell was not overly strong, but there are, nevertheless, many bright possibilities for the coach to choose from this year.

Ted Dempsey, Gary McKenna, John Robinson, and Paul Gillis will probably form the nucleus of the staff. Additional help could come from Steve Nelson, whose activity was virtually nil as the result of an illness. Ray Doherty and Cal Boden will vie for back-up roles.

Basketball . . .

(Continued from Page 10)
out. Ferro hit on four down-towners and his lone free throw lit the magic "100" mark.

Denny Walsh, the slender 6'5" forward, proved he would hardly be a detriment if used more frequently. Walsh hit four of six from the floor, and the two he missed were in and out of the hoop.

The Friars pressed the harassed Pirates much of the game. "This has been our normal procedure recently," commented Coach Joe Mullaney. "Our press tonight relied more on the element of surprise rather than trapping the ball-carrier in either mid-court corner."

The Friar press was effective for the first time this year. In all Seton Hall committed 24 turnovers. Providence executed the press by first placing two men to harass the man taking the in-bounds pass. The next key area was the middle. A Friar stationed in forecourt would shoot the gap, trying to intercept a pass intended for the Pirates' middle man. If the pass reached this target, the Friars would watch for a quick pitch to a guard cutting down either sideline, and it was Larranaga and Andy Clary who excelled in intercepting passes in this section.

There was little for the small gathering of Pirate rooters to cheer about except Knight's 20 points. Knight, who is considered by most Seton Hall supporters, to be the best back-court prospect since his current coach, the former All-American of the early '50's, revealed a quick shot from all angles, and lightening fast movements with the ball.

Fairfield has been taking its lumps after a fine start. The Stags are guided by youthful Jim Lyman, a former St. Joseph's star from 1961 to '63, in his first year at the job. Fairfield has a solid backcourt headed by Frank Magaletta, but is hurting in the forward slots. The Friars will be out to avenge a 72-61 setback from last year.

VIN PAPI
FROM
THE



SPORTSDESK

The 1968-69 Winter sports scene has just about faded into oblivion and baseball is quickly stepping into the picture. In a few weeks the Friars will open with St. John's as their first opponent, at Jamaica.

The hoopsters and pucksters had some really brilliant moments and some rather forgettable ones also during their campaigns. You might say they were rather inconsistent, perhaps due to their youth. For the most part sophomores dominated the picture.

In basketball they started fast by winning four straight, including that squeaker over Brown. Then we hit a spot which saw us lose four as quickly as we had won them. St. John's drubbed us by some 20 points, then Dayton took their turn at it. The Holiday Festival pitted us against UCLA and, surprisingly, we held up rather well, aided by Vic Colucci's outside shooting. As New York scribes put it we were "edged" by the Bruins.

The season was very unusual in another aspect, we followed a perfect pattern by winning four then losing four, winning three then losing three and so on down to one and one. The "five" won a surprisingly easy victory over St. Bonaventure and then dropped a surprise decision against Niagara.

It was a pleasure to watch Ray Johnson improve. He is only a soph and already he has been pitted against some of the best centers in the game . . . including Alcindor. The Seton Hall laughter was the peak for Ray. Andy Clary surprised many with his outside shooting. Last year he principally scored on those driving layups. Defensively he was very much improved. Three years ago John Cieply, a COWL sports editor, tabbed Andy as the person to watch in his senior year. John, you were right.

Jim Larranaga also shows some promise, but he must learn not to force as many shots. He is averaging close to 20 points per game yet his shooting percentage has hovered around the forty per cent mark all season long. The shots he has, the rest will come. Vic Colucci and Junior Ferro with their outside shooting have also added a new dimension to our attack this year. Perhaps the biggest surprise was the job done by Walt Violand in taking charge of the club when on the floor. He finally seems to be playing the way he did early in his freshman year.

In hockey it was the sophomores who drew some of the biggest attention. Rich Pumple had trouble scoring early in the year because he kept hitting the posts. Late in the season he began to come on strong and wound up with close to 40 points. Not only can he shoot but he passes like a pro. He is an all around p layer.

Junior Jackie Sanford drew some very big plaudits for his work in the Friar nets. On more than one occasion he was required to turn back more than fifty shots. Brian Smiley and Jean Boislard turned in commendable jobs on the defensive positions, although both suffered injuries early in the season which hindered them for a while.

Captain Chris Byrne teamed nicely with Pumple on the first line and added quite a bit to the squad. Perhaps one of the most unnoticed players was the former La Salle player Fred Costello. He centered the second line known for its checking abilities. One of his best jobs all year was on Boston College's Tim Sheehy at the Auditorium.

Coach Lamoriello deserves a "well done" for the work

Seasons' Record 7-14 . . .

(Continued from Page 10)
for the Friars was 7-14, an improvement over last year's sextet which won only four. The seven wins are also very deceiving because Providence lost a great many games by a one or two goal margin. Most notable would be a loss to Ohio University early in December and a

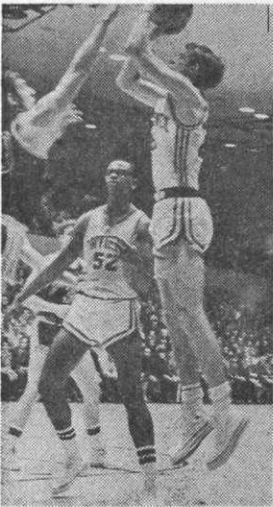
4-3 overtime loss to the University of New Hampshire in February. With a few good bounces this sextet could have easily been at the .500 mark today. It's in the past however and all one can do is look forward to next year when they will have help from a fresh squad which wound up 12-5-2.

Friars Crush Bucs With Tricky Press; Stags end Season

While some 35 basketball teams prepare themselves for their big post-season tournament efforts, the Providence College Friars will be merely playing for pride's sake in an extended regular season. The recent snowstorm forced the postponement of the Fairfield game until this Thursday night at Alumni Hall.

In the only action contested this week, the Friars, led by red hot Vic Colucci and Ray Johnson, soundly trounced Seton Hall, 104-86, the first time in over three years PC has topped the century mark.

This one was truly a laughter for the sellout gathering at Alumni who had themselves one jolly good time from the 10-minute mark of the first half on. The Pirates started quickly by converting their first five shots from the floor, and owned



Jim Larranaga shoots while Ray Johnson waits for rebound.

a 12-9 lead after five minutes. Then Jim Larranaga helped spark a furious Friar surge which rapidly threw the game out of the visitor's grasp.

Once again it was Vic Colucci's hot hand which kept the Friar fans cheering, and the opposition moaning. Colucci hails from Newark, a short bus ride from the Setonian's South Orange, New Jersey campus, and although Coach Richie Regan's immediate need is for tall, productive forwards, he would gladly have taken Colucci in the same backcourt with his current sophomore ace, Mel "The Marvel" Knight.

Matching Colucci's 24 points was the burly Johnson, who, in addition to his highest point total to date, snared 20 rebounds, high for any Friar this year, and just five short of the all-time PC record. Ray also proved to one and all he isn't entirely brawn, by being on the

receiving end of numerous fast breaks.

Seton Hall went to a man to man, and the Friars countered in a manner much expected. Johnson would set a pick for Colucci around the foul circle, or help Larranaga shed his defender in the left side. Larranaga, on this particular occasion, did not require much help. He continually beat the Bucs' Larry Rovelstad with his twisting, turning movements and his superb shooting touch. Larranaga had a so-so first half, but came on strong after intermission to register 20 points in all.

Friar subs were treated to additional playing time and they didn't let the fans down. Junior Ferro, the dedicated little guard from Bristol is, understandably, very popular at Alumni Hall, and one of the reasons is his incredible accuracy from 30 feet (Continued on Page 9)

BC, Clarkson Victorious; Skaters Finish At 7-14

The Friar sextet closed out its first season under coach Lou Lamoriello by dropping a 6-3 decision to tournament bound Clarkson and a 10-1 setback to the Boston College Eagles.

Goalie Bruce Bullock was a main reason for the Clarkson Knights win at the Rhode Island Auditorium. In the first period of action it was all Providence, yet the Knights led 1-0 at the end. Bullock turned back eight shots on goal in the first stanza, two of which were breakaways. On one shot, winger Tommy Sheehan pulled the goaler to the right and slipped the puck past him on the left side only to have a post jump in the way. The lone tally in the first period came at the 11:15 mark on a 35 foot slap shot by defenseman Paul Davidson from the right.

Skip Sampson evened things at one all at the 14:09 point of the second stanza with an assist from Jean Bosilard and Rich Pumple. The score came with Knight defenseman, MacLean in the penalty box. Clarkson went one up when a shot by center Bill Dobbin went in off a Friar skate.

Issue Settled by Maki

Providence made a game try of it as Rich Johnson tied things at the 3:01 mark of the final period. That was to be it, how-

ever, as the powerful Knights went ahead for good on a break-away by forward Al Maki. Sampson scored the final Friar tally late in the period with an assist from Brian Smiley.

saw action in the game. Boston was skating the best they had all year long on their home ice. They scored almost at will with everybody but the goal judge trying to get into the scoring



Providence defenders give Eagle puckster a hard time in this scramble in Friar territory. —COWLphoto by Dave Novicki

Once again a puck hitting the post and a deflected shot for the visitors made a big difference. Throughout the campaign the same breaks seemed to go the other way.

Boston College

At the Forum on Chestnut Hill in Newton the night before the story was entirely different as the Eagles just ran away with the contest from the opening drop. Boston College had officially received an ECAC bid (was that ever in doubt?) and just a few nights before they had broken a ten game losing streak at the hands of Boston University with a 7-3 triumph. Even the third string goaler

Shutout Avoided

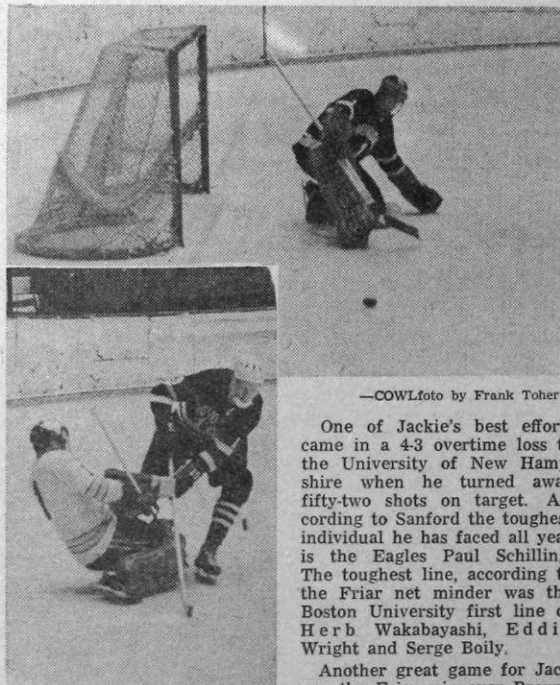
The lone Providence tally came in the third period off of the goaler. Fred Costello slipped the shot past him from about five feet out on the right side of the crease. The final mark (Continued on Page 9)

Cowl Players of the Month

Sanford, Pumple Receive February Honors

The Cowl Player of the Month Award was split in February between the Friar goaler, Jack Sanford, and first line center Rich Pumple. In the opinion of the sports staff of this publication both have more

has pulled in an honorable mention for his feats between the posts. In the recent Boston College game he managed to turn back 52 shots on net and in the finale the total was forty-one saves.



—COWLphoto by Frank Toher

One of Jackie's best efforts came in a 4-3 overtime loss to the University of New Hampshire when he turned away fifty-two shots on target. According to Sanford the toughest individual he has faced all year is the Eagles Paul Schilling. The toughest line, according to the Friar net minder was the Boston University first line of Herb Wakabayashi, Eddie Wright and Serge Boily.

Another great game for Jack was the Friar win over Brown, breaking a five year winless streak over them. The Bruins, who lost an ECAC bid that night, were concentrating on the action in front of the cage. What they didn't count on was the game the 5'10" wizard played.

In preparing for games, Jack (Continued on Page 9)

McGuire, Sullivan, Bresnahan, Elected 1969 Football Captains

The Providence College Football Club officially announced the election of tri-captains for the 1969 season. In a player-held election, end Tom Bresnahan, quarterback Paul McGuire and guard Leo Sullivan were selected to lead the Fighting Friars this fall.

The election result was so close between the three above-mentioned juniors, that the coaching staff felt the honor should go to all three, rather than to have a special run-off.

The newly elected captains all played major roles in the Friars' 1968 season. Bresnahan was a two-way starter for PC, an offensive end and an extremely valuable defensive safety. McGuire shared the signal-calling duties with Jack Mordente, but took over full responsibility midway through the campaign. Sullivan, a 5'8", 175 pound lineman, has been rated, pound for pound, one of the top performers on the squad. Leo is strong and quick, and his size has not been much of a detriment to him.

The club also announced the members of its administrative board. Five positions have yet to be filled, with completion expected within one to two weeks.

Thomas P. Brunnock, '70, will assume the office of president. Other officers include: Jerry Mullin, Vice President for Public Relations; Frank Monti, Vice President for Finance; John J.

Monti, Treasurer; Thomas Ryan, Business Manager; James Murphy, Program Manager; John Hulme, Ticket Manager. The offices of Secretary, Publicity Director, Executive Assistant, Assistant Ticket Manager, and Assistant Publicity Director are incomplete at the moment.

Plans for the spring drive for student support are under consideration by the officers. The recently released financial report shows that the Providence College Football Club since its inception, has expended over \$33,000 on its program, independent of any assistance from the College Administration.

Spring practice will open April 14th with "shape-up" week. The graduating seniors will be in charge. The following two weeks will be regular contact practice in full equipment.

Concerning new football aspirants, there will be a meeting of all new candidates after mid-term exams at a time and place to be announced. Check the club football bulletin board in Harkins Hall for future announcements.

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BUS and GAME \$2.50

than earned the distinction more than any other Friar during the month.

Jackie was one of the best net minders in the East during the just completed campaign. On one occasion he was named the ECAC goaler of the week. A number of other times he