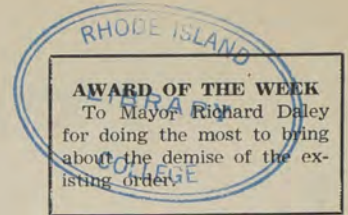




Established 1928

The Anchor

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"



VOL. XII, No. 12

RHODE ISLAND COLLEGE

WEDNESDAY, DECEMBER 4, 1968

Committee Community Service

If an organization or an individual on this campus were to have a desire to do a service project, where would he go? There is information on service projects available through the offices of the Dean of Students, the Assistant Dean of Students, the Placement Office, Chaplains' Office and any of a number of offices spread out all over the campus. None of these sources has a comprehensive and up to date library of information relating directly to community service in the Providence area. If a student were to go to any of the existing sources, he could easily find himself bogged down in red tape and his enthusiasm squelched. Such enthusiasm is a precious commodity and should not be discouraged in any way. What we need on campus is a place where a student can go to find information on all service possibilities in the area.

For this purpose, the Board of Governors is sponsoring the formation of a Community Service Committee. The job of this committee will be to gather information of service projects from the various offices on campus and from the service agencies in the city of Providence. This information will be consolidated and kept available for student use. The student will be able to come to this center and find out what groups in the area need help, what kind of help is needed, and on what time basis the

help should be given. All too often, students are frustrated and discouraged after they have undertaken a service project, because they had a misconception of what kind of work was involved, hours required, places of service, etc. The Community Service Committee will make this information available to students before they commit themselves to such a project. Also, individual students who desire to serve in the community are often discouraged because they feel that the campus approach is for group involvement. The individual would have to go directly to the service agencies in town, which could take months. When the CSC has gotten under way, the student will have all of the gathering and comparing of information done for him.

The student body at Rhode Island College is a tremendous potential resource which could benefit both the college and the community. To begin with, we need students who are interested in putting the campus in touch with the community; students who will work to find what the needs of the community are and how RIC can fill those needs. If you are willing to put in some time for this cause, contact Jerry Long via Student Mail. Let's get this campus doing something useful. Indicate your interest in the BOG Community Service Committee and you will be contacted.

Campus Action Committee Formed

On Wednesday, November 27, fifteen concerned students met in The Acting Den to form the Campus Action Committee. The basic goal of the group is to formulate and enact proposals for the improvement of the college.

Although the Committee has not adopted the structure, (president, vice-president, etc.) various students have formed sub-committees to work in such areas as: curriculum revision, representations of students on faculty-administrative committees, revision of dormitory rules, student grievances, student participation in faculty evaluation, etc.

Many of the students on the Committee are of the opinion that talk alone will not produce any meaningful change. It appears that in the months ahead we will be hearing much from the campus Action Committee.

Simonds to Speak

Stephen P. Simonds, Commissioner of the Assistance Payments Administration, U. S. Department of Health, Education and Welfare, will be featured speaker Wednesday evening, December 4th, at 8:00 p.m. in Horace Mann Hall, at a special memorial meeting of the Rhode Island Chapter of the National Association of Social Workers.

Pell and Tiernan Internship Programs

The Senator Pell and Congressman Tiernan Internship Programs will go forward this academic year on approximately the same basis as in the past. Under the auspices of both, a number of undergraduates from the colleges and universities in Rhode Island will be given an opportunity to spend a week in Washington as interns in Senator Pell's or Congressman Tiernan's office. This is an excellent opportunity to study Congress at first hand.

The RIC Social Science Department is responsible for selecting students from this campus for the program. It is looking for juniors and seniors, with above average academic records, who have a special interest in the operation of American government. Applicants should have some course work in Political Science and American History. Participants must be residents of Rhode Island.

In the past it has been possible for the RIC Alumni Association and the Student Senate to give stipends to the interns. We hope that similar arrangements can be made this year.

Interested students may obtain application forms and further information from Dr. Winter (Horace Mann 208E). Completed applications should be returned to Dr. Winter before January 3, 1969.

Humanities Chairman Challenges Faculty

by ERIC BEELEY

"There is a contradiction on the RIC campus, and this contradiction is due to the over-emphasis of grades."

This statement was made by Mr. Paul Anghanetti, Chairman of the Humanities Department, in response to a question posed to him concerning the question of freshman mid-semester grades.

When questioned as to what he meant by a contradiction, Mr. Anghanetti replied that, "we are in the midst of a cycle: students come to RIC from a grade oriented system. To get into a college, the student must take College Boards, high school counselors want grades of the freshman class, indexes are computed, and glorified."

"General Education courses tend to reinforce this cycle by overemphasizing the aspect of the grade rather than the knowledge gained."

Mr. Anghanetti also said he believed the goals of a general education course should be "to give the individual the basics needed for a college career and to get the individual to read and think on their own."

Citing a Gallup Poll as a source, Mr. Anghanetti said 60% of the people with a high school or bet-

ter education have not read a book on their own within the last year.

"If these figures hold up, then we have failed in our goals in general education courses, and that these courses should be revised." Mr. Anghanetti also says, "it is an unfortunate situation that a student must receive a quantitative evaluation in these courses, yet the situation forces it on us."

This situation also tends to encourage the student to give in to an artificial learning system, to do work just for the grade, and not for the knowledge."

"This situation has come about mainly because of the faculty's failure to come to grips with the problem."

This situation, however, can be changed. Dr. Ridgeway Shinn is now in the midst of a study to see how the General Education courses may be bettered, and that more communication between students and teachers could be an invaluable step towards a change.

To help open these channels, Mr. Anghanetti suggested that a lounge in the College Union be opened, "a place where teachers and students could get together at any time of the day, and discuss any subject from a Giant's football game to a problem in math."

If a true communication can develop, Mr. Anghanetti is sure that "solutions to problems such as these could be reached; solutions which are realistic and made to fit the needs of this campus."

Annual College Business Symposium

The Providence Chamber of Commerce announces the Annual College Business Symposium to be held Wednesday, December 4th, at the Sheraton-Biltmore Hotel. For the first time students from Rhode Island Colleges have had part in the planning of the event. RIC was represented by Barbara Boudreau and Alice Gibney.

The purpose of the symposium is to acquaint students with the principles and practices of business to learn the viewpoint of students by direct contact. The program will be moderated by Joseph Kruse, Administrative Assistant to the President, Textron, Inc. There will be three outside speakers in the morning session who will speak for about 45 minutes each after which there will be a question period. Mary Sabel Girard, Personnel Director, Ohrbach's, New York City, Dr. Carl H. Mad-

den, Chief Economist, Chamber of Commerce of the U. S. and Dr. Alfred Seigle, General Manager, I. Fleischman & Sons are the prominent guest speakers. The afternoon sessions will be a series of panel discussions.

Cuisinaire Demonstration And Workshop

The Elementary Teachers Math Club will hold a Cuisinaire Demonstration and Workshop on Monday, December 9th, 4:15-7p.m. Miss Miriam Kronish, principal of the Dwight School in Needham, Mass. will demonstrate the use of Cuisinaire color rods with a group of first graders from 4:15 to 5 p.m. After a supper Miss Kronish will conduct a workshop covering work with the rods from grades one to six.

Miss Kronish is well known in the New England area for her work in mathematics. She is the author of two teachers manuals in primary math, acts as consultant in math and is Lecturer at the Eliot Pearson Department of Child Study, Tufts University. She recently conducted a workshop at the New England Math Teachers Association in Boston.

All meetings of the workshop are to be held in the Faculty Room of Donovan Dining Center. Applications for attendance may be obtained from Student Mail Box — Student Union. Applications should be return by Thursday at 5 p.m., December 5. To Miss Nancy Hillman, Student Mail.

Could This Be RIC?

According to a prominent soothsayer who predicted President Kennedy's Assassination and the Alaskan Earthquake; there exists a predominately female college campus west of Boston. It is located near a mental institution and is currently in the process of building a new dormitory. On or before December 14th an inmate from this mental institution will escape and hatchet 14 girls to death. Campus police take note.

COMING TO RIC

Wednesday, December 2 — Chaplains Series Ecumenical Series Ballroom 2:00 p.m.
National Association of Social Workers Mann 8:00 p.m.

Thursday, December 3 — Distinguished Film Series "Ashes and Diamonds" 3:00 p.m. and 7:30 p.m. Clark Science.
Underground Film Festival 7:30 p.m. Ballroom.
Women's Volleyball vs. Bridgewater St. Whipple 7:30 p.m.

Friday, December 6 — Fine Arts Series Paul Taylor Dance Company 8:15 Roberts. Sigma Iota Alpha — Dance.

Saturday, December 7 — Fine Arts Series Paul Taylor Dance Company 8:15 Roberts.
Music Film "Great Composers of the Classical World" Clark Science 11:00 a.m.
Basketball at Western Conn., Danbury, Conn. 8:00 p.m.

Sunday, December 8 — J. Giles Band — 8:00 p.m. Ballroom.

EDITORIALS

This Is Vacation

As students look forward to their upcoming vacations, they may discern an irregular pattern of days off. Christmas recess begins on a Monday (December 23) and ends on a Wednesday the day after New Year's. The mid-year vacation begins on a Thursday (January 23) and ends on the following Wednesday (January 29) and is followed by two days of registration.

It would seem a bit more logical to extend the Xmas vacation to January 3, thus including the weekend, and making

Staff 1 — Students 0

RIC paid a small fortune for its rather imposing Union, for student use. Why then was it closed Sunday? It is understandable that it would not remain open on Thanksgiving or even the following Friday or Saturday. However the day before school reopened it was closed. There were dorm students returning and commuters using the library who would have perhaps desired the use of the Union. However, in the true "Staff Uber Alles" tradition the building could not be used.

up one of the missed days by eliminating the one reading day on January 13. Likewise the mid-year recess should be extended to January 31 thereby including that weekend. One of those days could be accounted for by extending the final exam schedule from June 5, a Thursday, to June 6, a Friday. This leaves two other days to make up, which could be accomplished without adding further days, if the registration system were cut loose from its nineteenth century mooring and allowed to be revamped into something more efficient and less time consuming.

It would seem that we have lost sight of the fact that RIC is a commuter college. And, as the library was available, it should stand to reason that we commuters would like access to the Union as well. This is true for the dorms. Just how exciting can those 2 x 4 rooms be after a while?

Is it too much to ask that we be able to enjoy our own campus? Or, is it that we must succumb to the power of the "Keep off the Grass" advocates and the "Lady Janitor in Craig Lee" types, etc. etc.

Letters to the Editor

Dear Editor,
I am writing this letter in reference to a recent complaint by Miss (I presume) Blodgett, R. N. She presents a case against the unlady-like appearance of females dressed in slacks on this campus. Granted that students are here for an official purpose, so to speak. The matter of dress on campus, however, has no bearing here. Obviously Miss Blodgett has not spent much time on this campus, and consequently, she is not aware of prevailing and consistent wind conditions. Would it be more "lady-like" for a female student to wear a dress and have it blown up around her neck in a 40 m.p.h. gale? Let's be practical. Dress has no bearing on the learning processes, nor does it reflect on the presentability of a student. Students are required, and rightfully so, to be properly dressed when they are involved in a practicum course or a student teaching assignment. But the relevance of Miss Blodgett's prudishness should be completely disregarded.

"Skirts down and knees together" may be a fine, inexpensive method of birth control, but in all honesty, it is not applicable to the prevailing weather conditions at Rhode Island College.

Roger Boudreau '71

a longer period of time, let alone the fact that there are expenses in travelling.

Why is the State Board of Colleges so ignorant. Is it that they wish to cram our heads full of learning or is it that they have to make the most of college facilities, because it is a waste to let them sit around for two days doing nothing.

Perhaps the students of Rhode Island College should boycott classes for these two days. Our friends at the University of Rhode Island have proposed the idea that they boycott. So why shouldn't we?!

Name Withheld

Dear Editor,
Every so often, it is advisable to analyze the delinquent position of the puzzle parts of the world's social and political structure and place them back in their proper position.

One such delinquent puzzle part is the Roman Catholic Church leadership in Rome under the direction of chairman Paul. In a recent letter to Archbishop Joseph-Marie Trin-nhu-Khue of Hanoi the "holy father" stated that he was disappointed that he could not go to Hanoi and encourage North Vietnam's Roman Catholics in their "hard trials" and their suffering.

A people that transports arms and ammunition hundreds of miles to attack a southern neighbour with artillery and rocket fire, infiltrate his cities, bomb his temples and Roman Catholic Churches, murder its leaders, both religious and political, while they themselves suffering no reprisals, is hardly suffering any seeable "hard trials."

On a great number of occasions chairman Paul has denounced the imperialistic aggression of the American government, while pass-

ing the basket amongst its people and receiving a handsome reward for that. On a great number of occasions chairman Paul has seen fit to boost the moral of the North Vietnamese government by sending them food and medical supplies financed with American money so that they could continue their attacks on the populated areas of South Vietnam.

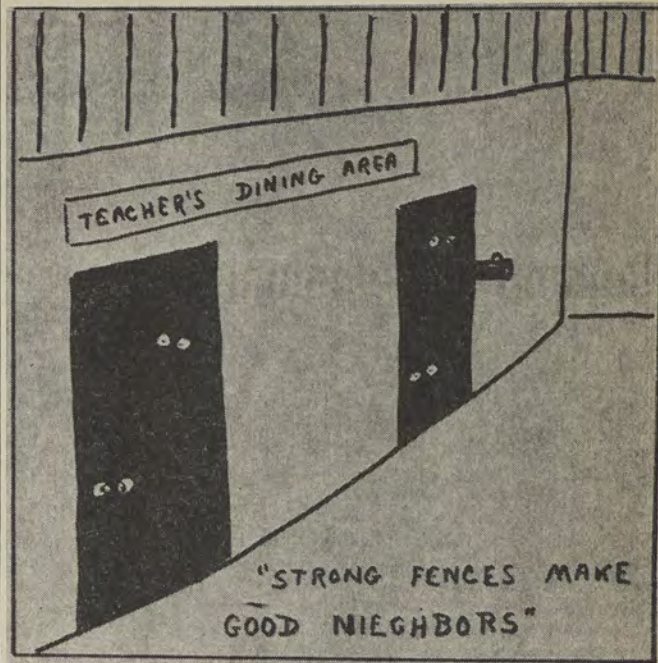
The Vatican likes to forget that it was a Roman Catholic premier that exploited and subjugated the people of South Vietnam. The Vatican likes to forget that at that time it backed this tyrant against his own people. But it would seem such things as ecumenicism and brotherly love extended only to western Christianity and not at all to Vietnamese Buddhist governments.

The only hard trials faced by the Catholic North Vietnamese is the decision whether to send two thousand or two hundred thousand of their pious faithful to murder in the South.

The present head of the Roman Catholic Church seems to love to criticize the American government and people. When the present pontiff assumed the leadership his first act was to pass the basket in all American churches, then turn around and denounce the World War II bombardment of a Nazi held monastery; an issue which even the tough and rough Pope Pius understood as necessary and forgivable. (It must have been nice and comfortable in Switzerland during the war.) Ever since he assumed the throne the present head of the Catholic Church has alienated the American people by denouncing their government and its policy. (We do have some degree of democracy in America, at least more than the Roman Curia, and to

LETTERS
Page 3

BY BECKER



The Anchor

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Viewpoint

by KEN FORESTAL

"Five dollars, going once . . . going twice, sold to the lady in the rear." This is the usual procedure at an auction where the item goes to the highest bidder. Today we have a similar auction on, but there is one difference, the price paid is not in terms of money.

The item being auctioned is Vietnam. The highest bidder in the end will receive this "crucial" land. At present, heavy bidding is going on and many times the highest bid has changed hands.

The "aggressors" in Vietnam are pouring in money and arms in abundance. They are sparing nothing mechanically. We, the "protectors" are financing the great battle, not only with arms but with human life. A true humanitarian would agree that Vietnam should be "ours."

Vietnam will never be "ours"; for the simple reason that we are not fighting for ourselves. If, in the end, we do succeed in devastating Vietnam, we will turn it over to the Vietnamese. To rule in Vietnam would be against "our" democratic way of life, we'd be labeled imperialists, a bad word in today's "free world."

The Vietnamese as a whole, or more simply as a unit of race, could not rule Vietnam. They have never been strong nationally and

are followers of the strong. Vietnam would become an oligarchy where those few who have the education and financing would rule.

Being ignorant, the Vietnamese would follow this "chosen few" and soon they would have Greek city-states. Ignorance will defeat our purpose, the Vietnamese have been brought up in an enslaved atmosphere and are quite comfortable living in it.

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Viewpoint

Separation of State and Student

by DAVID N. BLODGETT

The separation of student and faculty seems to be growing rather than diminishing on the RIC campus. There has been some discussion of informal coffee hour type meeting between members of the staff and students but so far nothing has materialized. The separation of the faculty and students in Donovan is a sore point with many students. What are they, diseased or something? We have seen some of the braver members of the faculty sit at table with the barbarous students but by and large they segregate themselves to discuss various world shaking problems such as who is one up on who in what department. To make a bad situation worse they are going to build a separate Faculty Center so there will be even less contact. Perhaps we are trending toward the ideal situation for teachers, they will inhabit one part of the campus and the students the other, then the only communication will be by television and flag signals.

VETERANS:

Let us get organized. There will be a general meeting for all Veterans on December 10th in Room 306 (Student Union) at 1:00. For further information, contact:

PAUL BONVOULOIR
via Student Mail

Witchcraft

by D. SCOTT MOLLOY

In the summer of 1692, colonial Massachusetts was engulfed by the ugly witchcraft crisis of folklore fame. A group of hysterical girls claimed they were being bewitched by specters who resembled definite people in the community. The resemblance to an afflicting specter soon became grounds for conviction and death on a charge of witchcraft. This acceptance of spectral evidence caused a type of hysteria to develop in which neighbors and relatives turned against each other in an atmosphere of suspicion and mistrust. Accusations crossed all social and economic lines; no one was safe from the mania.

The court which was conducting the trials was finally terminated by the governor of the state after the fallacious character of spectral evidence had become obvious to all. In the meantime twenty individuals had been executed. The chief justice of the court, upon being notified of the court's dissolution, immediately completed warrants for the deaths of eight more suspected of witchcraft. His parting gesture was fortunately annulled by the governor.

Here at Rhode Island College the witchcraft madness seems to have had its historical counterpart. An outgoing administration last year, after having gained one victim (Ara Dostourian), attempted in its waning days to add to its infamous dossier of fired instructors. These other cases include that of Donald Puretz which still rumbles on close to explosion while those of David Raboy and James Colman simmer in the background. The matter of Steven Tegu's frozen pay status is also an issue of great concern.

The evidence against these men was "unprofessionalism" (spectral evidence). This dark, dank creature was let loose by the administration to cower the voices of dissent on campus. The students responded by bludgeoning apathy with a three day demonstration and boycott of classes. But where were the teachers; did they fear as the intellectuals of Massachusetts did so long ago, that the call of witch would fall on them. In such a situation the only safety possible is a united stand against the encroachments of a selfish administration.

Last week's *Anchor* noted that three of the involved teachers were all non-tenured members of the American Federation of Teacher's executive committee. The odds of this happening were 1,000 to 1. But more relevant than this is the fact that all the aforementioned teachers are popular, dynamic instructors who have fostered a close affinity with the student body. How long will we allow our best teachers to be taken from us? The next time a similar controversy arises we must leave apathy bludgeoned where it belongs. We must follow through with our convictions as must the teachers who have a responsibility to themselves and to us to speak out.

The witch hunt ended in Massachusetts over 275 years ago. When will it end here?

LETTERS

(Continued from Page 2)

criticize the governmental policies of the United States of America is to denounce the people and fundamental principles of the United States of America.) While many Catholic leaders maintain that it is an American Catholic's duty to burn his draft card or simply refuse to serve his country, few if any Catholic leaders have burned a "George Washington or Alexander Hamilton" and still few have refused to accept a "gift" from the American people.

There is something the American people can and should do to exert their rights and defend the integrity of their government and the principles on which their free society is based and King Henry VIII did it long ago for England and the integrity of the English people.



Rambling with Uncle Eli

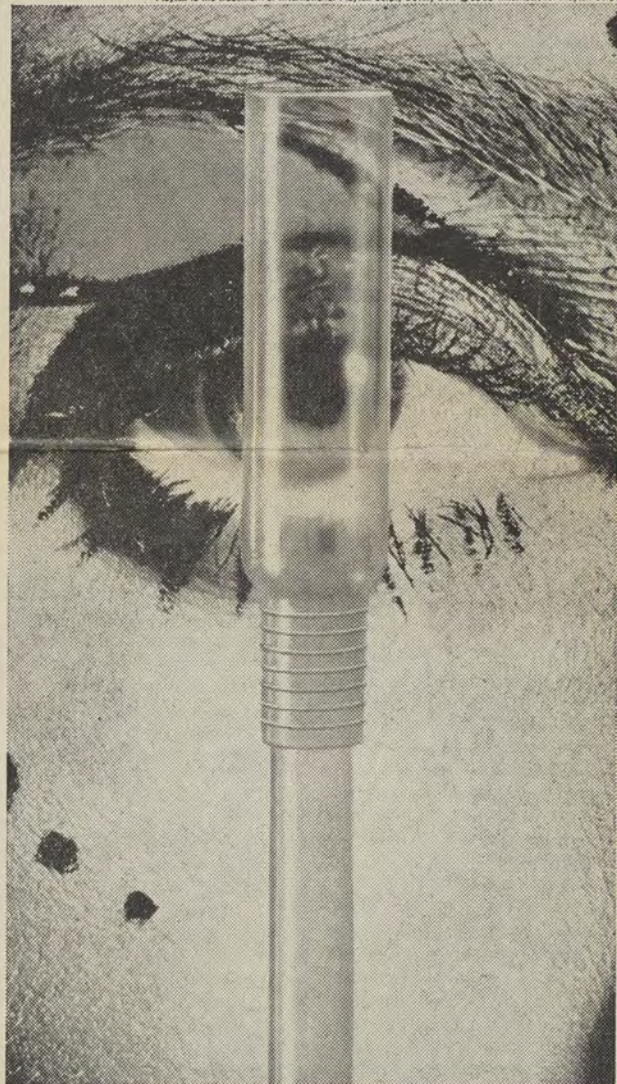
Two weeks ago in the *Anchor*, I enjoyed reading a specific letter to the editor. This letter was written by a woman who was a visitor to the RIC campus and "was appalled at the appearance of the girls." After explaining how slacks were outlawed at URI and should be here, she ended with "the old rule of thumb . . . skirts down and knees together." How inconvenient! Just thing girls; slacks up and knees anywhere you want . . .

From now on, by popular demand, your Uncle Eli is going to salute in each column, a person or group of people who show the most desire to want it. (Take that as you may) This week, your Un-

cle Eli would like to "honor" Paul Orlando and Steve Craven who, by their constant effort and exuberance, talked 125 students (some of which were from P.C.) into coming to a meeting in order to elect officers for the newly established Rhode Island College Football Club. Neither Mr. Orlando nor Mr. Craven were elected to any position but they have assured the entire RICFC (the student body) that they will be more than happy to serve the club as student advisors to the officers. And so, the UNCLE ELI AWARD FOR STUDENT LOVE OF CLUB goes to Mr. Paul Orlando and Mr. Steven Craven . . .

The intent of this column is to give you a chance to break away from the normal, everyday, decent newspaper article. Your UNCLE ELI writes here to give you a chance to laugh at yourselves, the school, and UNCLE ELI. It is not my intent to be malicious. See you next week with some gossip about a certain dean . . .

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NEXT WEEK'S FORUM

What is your reaction to J. Edgar Hoover's letter to law enforcement officials?

Is his analysis correct?
Send us your opinion.

ANCHOR

Speak-Ins On Campus

by DORIS SIPPEN

The process of education involves continual interaction and communication between educator and student. Dr. Kauffman as a College President must be considered an educator, and although, he must be involved in problems of finance and administration, it is hoped that he will maintain enough interest in the student body to stimulate meaningful communication on campus.

Dr. Kauffman has expressed an interest in becoming acquainted with Rhode Island College students and hearing their problems and suggestions. He has however been unable to do this. The Kauffmans have privately entertained students they consider "influential," such as members of the Student Senate and other campus organizations. These students, however, are not necessarily representative of the student body, as the manner of their election and appointment many times contains no stipulations that they should be.

If Dr. Kauffman wishes to encourage a meaningful dialogue with the students, he must appeal to the student body as a whole. One of the best ways to do this would be by having a regular "Speak-In" where students could air their grievances and present creative ideas to improve the college. It is the students who are most affected by the educational policies formed by the administration, and because of this, they deserve to be heard.

RIC students are encouraged to write to the *Anchor* Forum, presenting their views on this subject, and hopefully, the views of Dr. Kauffman may appear shortly in this column.

Forum Trivia

Trivia from R.I.C. Faculty Manual:

4.5.5 Student Dress

"Under all conditions students are expected to maintain acceptable standards of neatness, cleanliness, attractiveness, and modesty."

Suppose you forget to wash your hands? Can you still attend classes? Does "neatness" mean suit and tie for the guys, dress or skirt for the girls? Oh, and for you I.A., Art, or Science people:

b. "Student in Laboratory classes, Industrial Arts, Art and some sciences may wear clothes which can be cleansed easily or which are inexpensive because of the danger of soiling or other damage."

Now that you have permission kiddies, you can all go to the Salvation Army and outfit yourselves.

6.12.3 Emergency Procedures for Atomic Fallout Protection

"One government approved fallout shelter is established at Thorpe

Justice?

by D. SCOTT MOLLOY

Raymond Wells was denied a part in the play "Miss Julie" because he was black. It was rationalized that his appearance in this production would have been too out of place from the author's intentions. Fine, but when will there be a play that this student can appear in. When is **Golden Boy** or **Raisin in the Sun** being produced here? Will this student go through his career at Rhode Island College waiting for an elusive role — or should he wait twenty years for his sons to come here only to be told the same thing?

Television has taken the lead in solving this problem. Negroes appear more and more in many series. And what about the commercials. Once, only a little white girl could run home and yell, "Look, ma, no cavities"; now she is joined by Negro children doing the same thing. Our first reaction was surprise, but after several viewings Negroes took their place in the T.V. world — accepted.

But is the sacrosanct altar of the Rhode Island College theatre unable to make this sacrifice and let a black man join the accepted ranks? Does anyone really believe that after the first ten minutes of a play a Negro actor will remain black and fail to be seen as the character he is portraying? Are we this color oriented? Or are we scared to death to see a black man portray the white husband of a white woman? Do we tremor a bit that it might be our sisters and girlfriends that share his embrace?

People, the shackles that chain the black man chain you also. It was not so long ago that the Irish, the Italians, the Jews, and other immigrant nationalities received the same discriminatory treatment. Because one group went through hell — must all other groups do the same? Break those chains now — don't wait for your children to do it for you.

Hall with space and supplies for 146 people."

According to the Faculty Manual it's not all that bad. The other 2,864 people can "proceed immediately to Mt. Pleasant High School." Sort of like a fire drill.

WATCH FOR MORE RIC TRIVIA

THE HELICON
is now accepting
Manuscripts
Student Union
Mail Desk

Education or Something Else

by SHELLY MOSSBERG

Even "Ed. Foundations" teaches this: the school trains job holders and reinforces the values of the society, the cultural **status-quo**. It is hard to argue with job training if it is practical and meaningful, but what about the cultural **status-quo**? Should the values of the system be perpetuated, or should they be challenged with the conviction that a better way can be found.

If one agrees with the latter proposition, then here are some questions we should be asking of every course we take, of every textbook, and every teacher.

What is the course about? Not the subject ("This course is a basic survey of . . .") because that is out in the open, on every page of the catalogue. What is the course really about? What values is the course promoting? What is the argument underneath the subject matter? If it has no values, we should know that. And if it has no values, does it have any relevance at all.

Why is one textbook used rather than another? Does it just have more facts or does the author have a point of view the teacher likes?

Is there a bias? If not, is neutrality the right thing for the subject matter? (A neutral math or French teacher makes sense, but not a neutral sociology or humanities teacher). Does the course, the teacher, the textbook stimulate change or not? Is it like some psychology courses which reach conformity?

Is the teacher who reads a fifty-minute lecture from index cards (taken from a text other than the one assigned to the class) really fulfilling the ideals of liberal education? Because knowledge requires conscious participation (an act of finding out) not unconscious assimilation, a student does have the right to actively seek answers to the above questions.

Because preservation of the **status-quo** often results in intellec-

tual stagnation and aesthetic dullness, a student does have the right to challenge those courses and those professors that do not raise him to any kindling point of real learning, that do nothing but help him become a rubber stamp that has long outlived its purposefulness. Students should by now, be aware of the fact that the number of degrees attached to a man's name in the catalogue is by no means as important an indicator of his value as the number of ideas he has turned the students on to. And by realizing this, students should no longer accept the view of many administrators that because a person has not attained the Ph.D. he is incompe-



Should The Bookstore Be Student Run?

by PETER SKOMOROCZ

The problem of the Bookstore gnaws and grows on one's spirit as the semesters roll on. In the beginning, one learns not to be surprised at the steady erosion of dollars from one's pocket; a "dollar drain" that occurs with as much regularity and as inevitably and methodically as the United States balance of payments deficit.

But there is a point of saturation and complete revulsion. One gets tired of hearing the same old refrain whispered gently:

"We are a non-profit institution" One gets tired of watching those patient, poignant eyes of the workers in the Bookstore, so dedicated and patient, weary and sympathetic, as they observe students trudging out under loads of overweight, overpriced, texts.

If the Bookstore is just trying to make a fair deal on its books, why does it charge at the very least, full retail for its products?

If the Bookstore is trying to serve the students, why are the students not consulted on the price structure, on the soaps and sundries the Bookstore sells, or the hiring policies?

The problem boils down to this: As part of a state institution, the Bookstore has an obligation to taxpayers to provide the best possible service to the public sector. However, due to the contract arrangements and profit policy of the concern known as the RIC Bookstore, the students are in effect subsidizing the Bookstore's "private" owners. In other words the taxpayer is paying a tax on a tax to support a "private" institution at public expense. This should be investigated fully as a matter of public interest.

Some suggestions to improve the present state of affairs:

1. Being non-profit and with the best interests of the students at heart, the Bookstore should publish lists of books it intends to purchase together with suggested prices it intends to charge so that students can obtain volumes at reasonable prices elsewhere if they are so inclined. These lists could be posted in the Union.

2. The Bookstore should hold a meeting with student representatives from the dorms and the campus at large to ascertain some of the services it can render to

tent, lazy or any other silly notion.

Should there not be some guidelines to help the student out of the dilemma he is in? The students of 1968 can no longer accept administrative evaluation of curriculum and teachers as being unquestionable, as being ultimately right, for it has proven itself unresponsive to student needs. By the same logic neither can the student agree to various forms of tokenism (such as having two students sit on a curriculum committee of sixteen).

What the student can and should do is support himself, that is, the student body collectively. It has come to the attention of this writer that an ad-hoc student group to formulate and propose desperately needed curriculum revision has been formed, with the attention of **doing**, not merely talking. Support these people, give them your ideas. Some of us on the *Anchor* are very much interested in publishing a handbook which will evaluate each course and each professor. Again, projects such as this require time, effort and most important, people.

In order to destroy the **status-quo** at RIC, in order to allow freshmen a 12 hour load rather than a 16-18 hour load, in order to eliminate the pre-pubescent dormitory curfew hours, in order to end arbitrary administrative oppression of non-Ph.D. and/or A.F.T. faculty members, in order to liberalize general education requirements, and thus liberalize what is supposed to be "liberal arts," we must act as a student body, not a student corpse.

the college community.

3. If the Bookstore does not wish to change its policy of exploitation of a captive customer, the students and faculty will have to take steps to protect their economic interests.

BOYCOTT
CALIFORNIA GRAPES!

FORUM

Criticism

by J. R. COLEMAN, ASST. PROF. OF ENGLISH

I am sorry to see the disappearance, after only one issue, of the Xerox printed Student Free Press. The spirit of the thing was good and appeared to be taken right out of that most materialist of biblical books, *Ecclesiastes*: "Surely oppression maketh a wise man mad." I gather something of its spirit is to be captured in this "Forum." The Roman word, *forum*, is apt with its suggestion of patrician-plebian struggles. The Roman forum was sometimes in fact dominated by plebians — often with just pure brass — and there is no reason why RIC students cannot be proud of their plebian status. If the plebes has brass — one of the dictionary definitions of plebian is "common," "rough" — there are worse things. Style isn't the man; those who say it is usually do not want you to look too carefully at what they are saying.

For example, take the following very stylish criticisms of education all drawn from a book I'm presently reading:

1. Attacks upon "apathy," upon the sleepy ones;

2. Attacks upon scholars ("He is in his essence and by his origin unproductive and has a certain natural hatred of the productive.");

3. Promotion of "the cult of youth;"

4. Criticism of "specialization" and the dominance of education by scientific methodology;

5. Promotion of "natural spontaneity" ("Do your own thing" is the modern equivalent, I believe);

6. Attacks on bookishness ("The letter kills, the picture is alive.");

7. Promotion of folk (or "pop") art over the studied and "steril" work of disciplined and thoughtful painters;

8. Promotion of an "Age of Art" ideas ("Art" is a broad sense the modern equivalent of which would be "media;" the medium is the message).

If these sound familiar, take note. They all came from one chapter of Fritz Stern's book *The Politics of Cultural Despair* which is a study of the rise of fascist ideology.

His title is a very apt one also, because out of a felt disgust with German bourgeois education, say from 1871 on, these "critics" moved to the systematic promoting of various anti-intellectual, often openly irrationalist ideas. Racialism (the myth of the inherent superiority of Aryan) and *Fuhrer* worship (the myth of the inherent virtue of power) are only the

most familiar. They popularize the power of mystery, and a new art which would fuse religion and philosophy into an incarnation of the subconscious national genius. In brief, out of their despair with the failures of bourgeois culture and an idealistic desire for a return to honor — benevolence-morality-purity came a cultural nihilism, an idealization of the "inner," and other irrationalities which were directly reflective of the rise of fascism. The final chapter of the book is "From Idealism to Nihilism," and it was not in fact far.

What was wrong with their "criticism"? It was not criticism at all if that word means — as it does — analysis. It was just an expression of feeling of despairing hostility. They lacked any understanding of the causes of the faults they found. They lacked an understanding of the development of culture, education, society. They lacked an understanding of what interests are in content in a given cultural situation. What they produced was not criticism, but nihilism (intellectual anarchy).

Their failures were based primarily upon an absurd negation of politics, for in politics they would have found the clearest table of contents of causes, development, and interests as they were actually at work in the society. They had no politics themselves, only a one-sided sense of the faults within the old society, but no understanding whatsoever of the new which was being born within the old. They failed to understand the role of organization and education and were left holding a bag full of irrationalist tricks, the destructiveness of which no one needs to emphasize. They wanted — what is quite irrational — to reach the ultimate with one leap, and he leap was fatal.

And the alternative to this "criticism" (it was, by the way, a patrician criticism) is the slow, patient, building up of understanding. Even if there is very little to begin with. A recognition that understanding comes through criticism, but a criticism which understands the role of material causes and of development and change. A criticism which recognizes, as Thomas Mann said, that if man in the 20th century is to understand himself at all it will be in political terms. Politics is the table of contents of the 20th century.

So it seems to me that "Forum" is a very good name. If you have to revive the SFP again, a forum should be what it is. And I do not expect plebians to fall into the idealism-to-nihilism bag. On the contrary.

Message from the Director

To All Law Enforcement Officials

by J. Edgar Hoover

Millions of college students are returning to campus throughout the country to begin the fall semester. From the standpoint of educational opportunities and intelligence, they are far better equipped than any preceding generation to participate constructively in developing solutions to the many complex problems that confront our Nation.

It can be expected that most of these young people will fulfill the promise they represent to us. In so doing, they will join hands with the millions of Americans of good will who actively seek meaningful solutions to our social life. If our joint progress in this regard is impeded and deterred, much of the trouble will come from a growing band of self-styled revolutionaries who are using college campuses as a base for their destructive activities. This comparatively small group of arrogant, hard-core militants have contempt for the majority and our democratic processes. They regard themselves as the nucleus of an elite dictatorial ruling class of the future.

These extremists openly avow that their aim is to overthrow the existing order. Under the guise of academic freedom and freedom of speech, they profess to seek a dialogue (sic.), when

actually what they seek is a confrontation with established authority to provoke disorder. Through these confrontations, they expect to smash first our educational structure, then our economic system, and finally our government itself.

It is vitally important to recognize that these militant extremists are not simply faddists or "college kids" at play. Their cries for revolution and their advocacy of guerilla warfare evolve out of a pathological hatred of our way of life and a determination to destroy it. The workshops they hold on sabotage and how to use it to further their objectives are grim forebodings of serious intent.

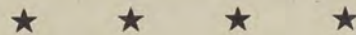
This New Left movement, as it is known, is growing both in numbers and in varied forms of violence. Last spring, major disorders precipitated by the revolutionary adherents of the movement occurred on a number of college campuses. In the violent uprising at Columbia University, militant students and outsiders took over several buildings and committed senseless and deliberate destruction. The incident triggered similar disturbances on other campuses. Changes may be necessary and improvements in any institution can be made, but this is not the way to do it.

Encouraged by their "success" at Columbia, the anarchists in the New Left movement are boldly spreading the word that they intend to "create two, three, many Columbias," in the manner of one of their "heroes," Che Guevara, who cried, "create two, three, many Vietnams!"

The main thrust of the New Left movement arises from the concerted efforts of the Students for a Democratic Society. Many of its members and some of its national leaders openly profess their faith in communist concepts and their determination to "restructure" our society. One of the militant spokesmen for this group stated, for example, that "perhaps 25 universities linked to the movement would be too much for the police — for the dominant class — and we would get what we demand."

The New Left Leaders plan to launch a widespread attack on educational institutions this fall. They are relying on collegiate dissidents and militants to bolster this drive. It would be foolhardy for educators, public officials, and law enforcement officers to ignore or dismiss lightly the revolutionary terrorism invading college campuses. It is a serious threat to both the academic community and a lawful and orderly society.

J. Edgar Hoover



Comment, with Application to RIC

by Paul Brown

It is important that all of us, as college students, be aware of the "director" 's sentiments, for they pose a serious threat to both the academic community and a lawful and orderly society. What is frightening about Mr. Hoover's message is not its subtlety or persuasiveness — For it is totally lacking in both qualities — but rather the fact that it is simply a more blatant expression of the ideology espoused by the liberal intellectuals who control our lives. It is easy to attack such a diatribe as Mr. Hoover's, but when identical views are expressed in more ambiguous and conciliatory terms, it is not quite as easy to remain undecieved.

Case in point: at last year's opening convocation, Dr. Willard gave a speech calling for student power, which favorably impressed quite a few people, including the editors of the *Anchor*. We all know what happened, however, when legitimate and spontaneous demands for power were made by the student body. We were favored with the formation of the Stu-

dent Action Council, from which we saw no action.

The point I'm trying to make is that liberal administrators, unlike Mr. Hoover, will talk a good game, but are just as paranoid about student outries for reform as is the senile F.B.I. director. They see the black flag of anarchy being raised if a few students merely question a repressive purge of faculty members. Anyone who thinks this is an exaggeration should remember that last spring, the registrar's files were moved out of Roberts Hall simply because a few students were quietly sitting down in a nearby corridor.

Are things any better this year? I doubt it. Recently, an incident of blatant racism was allowed to take place at RIC with barely a peep from the president's office. Or rather, there was a peep — carefully-worded statement from Dr. Kauffman. Dr. Kauffman — like most administrators — is trying to be all things to all men. He managed to "apologize" to Ray Wells while not stepping too hard on Mr. Graham's toes. The im-

portant point is that Dr. Kauffman's statement, like most liberal rhetoric, sounded good, but had no actual meaning. It enabled Dr. Kauffman to ignore his only moral alternative: to prevent the performance of *Miss Julie*, or any play, until such time as any qualified student would be allowed to take part in it.

At the risk of sounding trite, actions speak louder than words. Dr. Kauffman, by allowing the play to take place, gave implicit approval to racism, despite his deceptive and conciliatory statement.

To return rather abruptly to J. Edgar Hoover: perhaps we should take up a collection to send Mr. Hoover a Funk and Wagnall's. From it, he could learn that those who believe in "an elite dictatorial ruling class" are fascists, while "anarchists" are those who believe in no government at all, i.e. no ruling class. Most members of the New Left are neither fascists nor anarchists, and few are schizophrenic enough to be both at once.

Paul Brown

BOG BILL OF FARE

Admission

- | | | |
|---------------------------|--------------------------------------------|------------|
| 1. Dec. 5 | Thursday eve. 7:30 | .00 |
| | Underground Film Festival | |
| *2. Dec. 8 | Sunday eve. 8:00 (Sunday's Special) | |
| | The J. Giles Band | .99 |
| 3. Dec. 12, 13, 14 | Thursday, Friday, Saturday | |
| | Coffeehouse | .25 |
| 4. Dec. 15 | Sunday eve. 7:30 | |
| | Film: Sundays and Cybele | .25 |

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RIC Students: I. D. Only
General Admission \$2.00

Friday Program: Agatha's Tale, Lento, Public Domain
Saturday Program: Party Mix, Orbs

Late Comers Will Be Seated During Intermission

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The ACU Tournament Calender

Chess – December 2, 5, 9, 12

Table Tennis – December 4, 6, 11, 13

Pool – December 10, 16, 19

Bridge – December 3

Names of Participants were Posted
at Information Desk.

All Events Begin at 7:00 P.M.

BOSTON TRIP

December 7, 11 A.M. – 8 P.M.

Tickets \$1.00 at Information Desk

The BOG is considering a Trinity Square Theater Party. It is necessary that we know how many people to expect. Please fill out the attached Form.

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December 10, 1968, in the RICSU

Everyone's Invited
Free Cider and Doughnuts
7:30 P.M. on the second floor

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I am
interested in the Trinity Square Theater Party.
Please Return to B.O.G. at
Information Desk via Student Mail.