

March 26, 1979

THE ANCHOR

Vol. LXIII

No. 21

Recommendations

1. History of Western Civilization

Recommendation: Two new courses to be reviewed by Committee on General Education.

2. Humanities and the Arts

Recommendation: Approve the following courses to meet the General Education Requirements. See the Committee statement on 4 credit courses.

a. Literature and Philosophy

Philosophy 200: Problems of Philosophy (4 semester hours)

Philosophy 206: Ethics (4 semester hours)

Philosophy 230: Aesthetics (4 semester hours)

Philosophy 241: Philosophy of Religion (3 semester hours)

b. Fine Arts

Art 231: Prehistoric to Renaissance Art (3 semester hours)

Art 232: Renaissance Through Modern Art (3 semester hours)

Music 201: Survey of Music (3 semester hours)

3. Mathematic Systems

Recommendation: Approve the following courses to meet the General Education Requirements. See the Committee statement on 4 credit courses.

Mathematics 139: Problems in Arithmetic (4 semester hours)

Mathematics 140: Problems in Elementary Probability (4 semester hours)

Mathematics 141: Fundamentals of Math. (3 semester hours)

Mathematics 240: Statistical Methods (3 semester hours)

4. Natural Sciences

Recommendation: New courses to be reviewed by the Committee on General Education.

5. Social and Behavioral Sciences

Recommendation: Approve the following courses to meet the General Education Requirements. See the Committee statement on 4 credit courses.

Group a

Anthropology 100: On Being Human (4 semester hours)

Anthropology 201: Introduction to Cultural Anthropology (3 semester hours)

Psychology 215: Social Psychology (4 semester hours)

Group b

Anthropology 202: Introduction to Archaeology (4 semester hours)

Anthropology 203: Introduction to Physical Anthropology (4 semester hours)

Economics 200: Introduction to Economics (4 semester hours)

Geography 200: The Changing Environment of Man (4 semester hours)

Geography 201: Introduction to Geography (3 semester hours)

Political Science 200: Introduction to Political Science (3 semester hours)

Political Science 204: Introduction to Political Thought (3 semester hours)

Political Science 206: International Politics (3 semester hours)

Political Science 207: Introduction to Comparative Politics (3 semester hours)

Psychology 210: Introductory Psychology (4 semester hours)

Sociology 202: The Family (3 semester hours)

Sociology 204: Urban Sociology (3 semester hours)

Sociology 207: Crime & Delinquency (3 semester hours)

Sociology 208: Minority Group Relations (3 semester hours)

6. Theory and Application of Language

Recommendation: Approve the following courses to meet the General Education Requirements. See the Committee statement on 4 credit courses.

Communication 208: Fundamentals of Oral Communication (3 semester hours)

Communications 251: Argumentation and Debate (3 semester hours)

Communications 255: Communication Theories (3 semester hours)

Communications 258: Interpersonal Comm. (3 semester hours)

Communications 355: Language and Thought in Communication (3 semester hours)

Computer Science 101: A First Course in Computers (3 semester hours)

English 110: Approaches to Writing (4 semester hours)

English 211: Introduction to Linguistics (3 semester hours)

Philosophy 205: Introduction to Logic (4 semester hours)

7. Modern World

Recommendation: Courses to be reviewed by Committee on General Education.

The Curriculum Change: Do you want this?

The Curriculum Change: Background and Analysis

by Jill Spiegler
Anchor Staff Writer

In December 1977, the Curriculum Committee moved to establish a Special Curriculum Review Committee in order "to examine the present curriculum, especially but not exclusively with respect to its general education or liberal arts component."

In a report from the committee dated November 1978, the objectives of Rhode Island College were defined. It states "the curriculum of RIC enables students, at both the graduate and undergraduate levels, to develop intellectual powers and skills, critical sensibilities, understanding of self and others, capacity for dealing with change and readiness to utilize these capacities in a useful and satisfying life. More generally, the curriculum aims at improved understanding and perception of behavior, values, attitudes and

beliefs. In a formal and supervised way, it provides opportunities for study in the areas of the humanities, mathematics and the sciences, and the social and behavioral sciences."

In 1957, RIC offered many courses in education. Offerings in arts and science were few. The majors consisted of no more than twenty-four credits. The general education program was traditional. A two-semester Freshman composition course was required of all students, and a two-semester speech course was required of nearly all students. All students, without exception, were required to take a two-semester course in Western Literature; a two-semester course in Western Civilization; and a Modern Language course. In addition, all students were required to take one semester of mathematics; one of physical science; and one of biology and physical education. In

1960-62, the Curriculum was revised once again. The result was "a general education program that was highly defensible on a course-by-course basis, but many of us felt that its forty-eight required credits constituted far too large a part of a student's total program. It put

news analysis

very heavy burdens upon freshmen and sophomores and made it impossible for some students (e.g., those in special education) to take more than six credits of electives," the Curriculum Review Committee said.

An ad hoc committee was later established to create a course that would combine Western Civilization and Western

Literature, as they covered similar time spans. The course accomplished what the committee wanted in a revised general education program, but it was not strong enough "to survive the onset of Relevance in the late sixties."

In 1968-69, there was a big move for the revision of the general education program. In the spring of 1969, an ad hoc committee was established. It concluded that four-credit courses would be better than three-credit courses, and that traditional requirements in foreign languages, mathematics, English Composition, and speech were no longer necessary or desirable. They said that the goals in composition and speech could easily be accomplished in what were called "General Studies colloquia." The committee stated that "these colloquia were expected to evoke close study and discussion of significant

contemporary problems and issues, and it assumed that the students would be intensely interested in these courses because of their contemporaneity. It was further believed that these courses would inevitably generate many writing and speaking assignments which would give the instructor opportunity to teach both composition and speech."

The committee soon recognized the many failures this program had. They said, "Those instructors who did give such assignments often had little knowledge of how to correct or criticize them." Many also felt that the colloquia had little or no success in achieving the aims set forth by the committee. The Committee stated that the Plan A program produced some successful courses. Other courses were viewed as unsuccessful by the instructors and of little or no educational value to the students.

(Continued on Page 3)

Industrial Arts: Building a Good Reputation

by John-Paul Sousa
Anchor Staff Writer

Dr. James McCrystal, Chairman of the Industrial Education Department, said he is pleased that his department has recently received some new equipment, and to go with it, full accreditation from the National Association of State Directors of Teachers Education (NASDTE).

McCrystal said that Industrial Arts originally failed to be accredited "as a result of poor articulation between this department and the previous administration." But as a result of failing to be accredited, the college administration took notice of the industrial arts department and provided them with more equipment and new laboratory areas. "Since then," said McCrystal, "you should have seen the cooperation we've gotten (with administration)."

"We're still lacking specific equipment in some of the laboratories because of the lack of money," McCrystal said noting that many other departments at RIC are in the same financial bind. "We are a costly department."

"The biggest problem we have is equipping the synthetic materials, graphic arts, electronics and power labs. We only have equipment for a basic program."

But things are changing for the better. An understanding is beginning for the need of industrial technology courses on this campus, McCrystal believes. There is also much less stigma attached to industrial arts students today than there was years ago. "We're not just teaching students how to screw nuts and bolts," McCrystal explains. Industrial technology is a rapidly growing field with many job opportunities.

The fact that skilled industrial arts personnel are in demand is no better evidenced than here at RIC. The Industrial Arts Department

has twelve teaching positions open which they are unable to fill.

"The need is here. The jobs are out there looking for people," McCrystal said.

To further help students, the Industrial Arts Department continually sponsors consultants and speakers from such places as Browne & Sharp, General Electric, Seawall, and Cross Pen to keep students informed on what's happening in the industrial sector of society and merge that with the programs offered by the department.

"Industry, education and labor have to become more closely related. We can't just go off as educators and do our thing anymore," said McCrystal.

The Department of Industrial Education offers a B.S. Degree in: Industrial Arts Education, Industrial Technology, and Industrial Vocational Education.

They also offer a Master of Education Degree in Industrial Education. RIC is the only state institution offering an Industrial Arts program.

There are presently 160 students enrolled in the Industrial Arts program, 75 in Industrial Technology, 250 in Vocational Education and 55 in the graduate program.

The Department was established at RIC in 1959 with two laboratories and has grown to seven labs at the present time. McCrystal hopes to spend more time recruiting students from area high schools over the next months. There's a need for "new blood" in industrial teaching positions, and RIC's fine Industrial Education program can be just the beginning for that college student looking for a field with job openings and room to grow!



Alan Farara, an Industrial Arts student, works on his latest project. Photo courtesy RIC News Bureau.

Adrienne Rich Speaks at RIC

by Lori-Ann D'Antonio
Anchor Staff Writer

"The moment of change is the only poem," says Adrienne Rich, poet and feminist. On March 14, Rich brought her poetry to the RIC community at a poetry reading which she gave to a crowd of over 400 people in RIC's Amos lecture hall.

The reading was preceded by a question and answer period held in Craig-Lee 255 that morning. Both were sponsored by the RIC English department colloquia series.

Rich read several selections from her books of poetry and prose, which include *Of Woman Born*, *A Change of Word*, and *The Dream of a Common Language*, which is her most recently published work.

The poet began her presentation by talking about herself and her poetry. She spoke about women and the limitations that had been imposed upon them for years, such as the fact that women were not allowed to go into certain fields of study. One such field was Astronomy, which Rich had been interested in. Her interest prompted her to write a poem called "Planetarium", dedicated to Caroline Hirschell, the famed astronomer.

Additional poems that Rich read included "Natural Resources," which dealt with human beings and the resources available to them; "From an Old House in America," which concerned the immigrant woman and her experiences; "Splittings," which spoke of unrequited love; and "Fantasia for Elvira Schtaiff," which related the tragic story of a Russian mountain climber who was killed on her most important climb.

Rich's poetry was well received by the audience, as on a few occasions she had to wait for the applause, which often lasted five minutes or more, to subside so that she could continue.

She seemed to have a genuine feeling for the suffering endured by women for many years, and often used the line, "but we never did such things," in her poetry. This line appears to sum up Adrienne Rich's feeling about women in general — women should not anymore be afraid to "do such things."

Special:
Reviews
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Adrienne Rich, poet and feminist, who spoke at RIC March 14. Photo by Peter P. Tobia.

editorial

Curriculum Change: A Step Backward

The ten reasons which follow, this issue and next, express the belief of the ANCHOR Editorial Board that the proposed curriculum change advanced by the Curriculum Committee is clearly and undeniably not in the best interests of students or of RIC's future. The reasons were written by Greg Markley, Co-Executive Editor.

Reasons To Oppose the Curriculum Change

Reason No. 1. Lack of Student Input.

The present General Studies program was created in "a climate that no longer exists", a climate where "immediate relevance" was the catchword, the Curriculum Review Committee's report states. Since the era of student activism is behind us, the report says, we should work on a new general education program to cope with the "new set of circumstances".

In determining how to cope, the Committee felt it was unnecessary to consult students, who after all are only here for a few years and are evidently ill-equipped to choose what is best for others like themselves. The Committee did not care to pursue sustained questioning of the student body in its preparation of the proposed new curriculum. This disregard for student input is at best an uncaring oversight, and at worst a disgrace.

One hundred and fifty students were randomly solicited for a questionnaire concerning the proposal; 69 students responded. That was in April, 1978.

An Open Hearing on the curriculum change was held in December, 1978. For some strange reason, it was held the week before Final Exams, at a time when students traditionally are busy and unable to attend hearings. Copies of the report were distributed only one week earlier, not providing enough time for students to analyze the proposal and prepare arguments supporting or attacking it.

The Committee apparently maintains that students presently at RIC do not need to have a voice in the deliberations, since they will not be directly effected by the changes. However, students of the future will be effected, and who will speak for them? The Committee implicitly responds: "We will". That is like having an employer in charge or organizing a union!

Someone must speak for the students of the future. Someone other than professors, administrators and others who were students long ago must have a definite say in the process.

That someone is the current student body. They, and not entrenched professors or ivory tower theorists, are best qualified to speak for the students of tomorrow. By discouraging student involvement and input, the Committee is toying with today's student body, noting that apathy is prevalent and that student assertiveness is a thing of the past.

Unless students arise, the Committee's thinking will be borne out. Reason No. 2. Loss of CR-NCR Option.

The new curriculum would eliminate the credit-no credit option as an alternative to the regular grading system. Though it is true that CR-NCR is sometimes used too often as an escape mechanism for students, the option nevertheless serves a vital purpose.

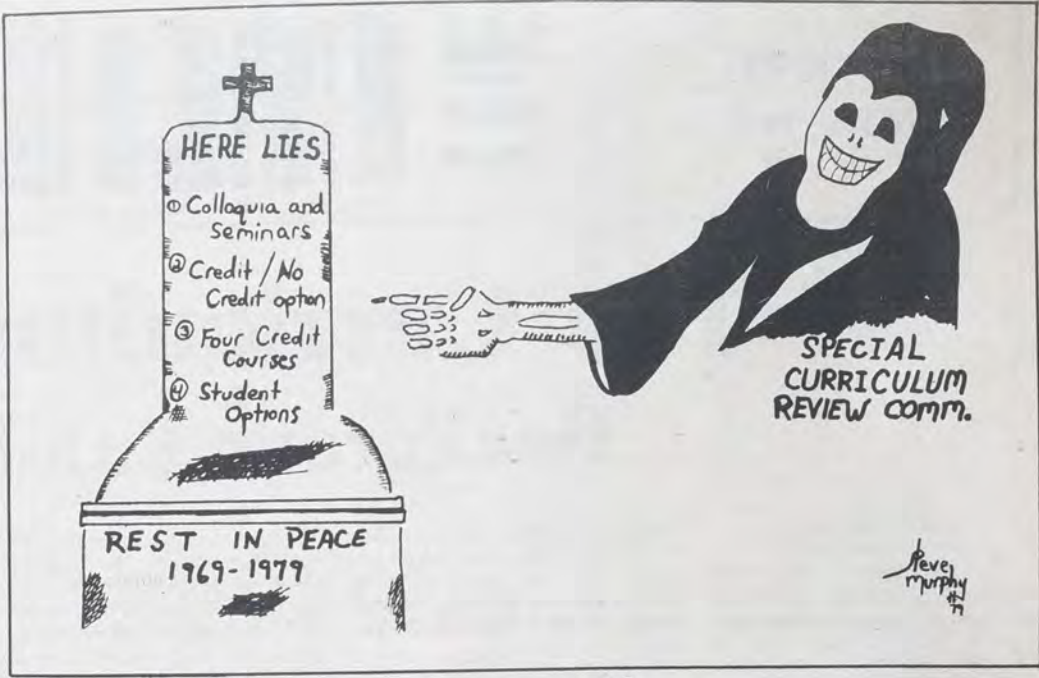
The option, if used wisely, can encourage exploration and experimentation by students. With the option, students can venture into academic areas they might be unfamiliar with, but which might lead to interesting discoveries for the students. Students are able to investigate myriad courses and fields of study without punishment in terms of grading. A political science major, for example, might take a course in biology as a CR-NCR option class. He may very well find he enjoys biology and then he may get a double major and ultimately get a government job in biological research. Without the CR-NCR option that student might never have recognized his interest in biology and might still be looking for suitable employment.

The CR-NCR option encourages chance taking by students: it fosters individual decision-making and initiative. This is what higher education is all about: students directing their own pursuits, without undue oversight by professors and advisors. If students err, they themselves are accountable and reproachable. And that's a good lesson for life: that we are the captain's of our own ships and masters of our own fates and that we should be.

With the new rigid curriculum as proposed, the CR-NCR option is needed more than ever. The Curriculum Committee proposal increases the number of credits needed as General Requirements, thus limiting the number of electives, and limits the number of choices in each of the major areas. Hence, flexibility, which is so essential to the higher education process, is sacrificed in favor of uniformity and rigidity. This is wrong.

With the new concept, a course on World War II. would be offered to everyone regardless of major. Students of economics, psychology and other disciplines would suffer through the course, grabbing acceptable marks but little knowledge of specifics. The current system, by contrast, allows for economic students to study the economic aspects of the War, psychology majors the psychological aspects, and all others the approaches of their liking. This latter method enables the student to grasp greater knowledge and more detail and to develop more enthusiasm for the subject matter. That is why this system, the tried but true system, is worth retaining.

(Next Issue: eight more reasons to oppose the curriculum change.)



letters

to the editor

Freimanis Tribute Praised

Dear Editor:

The Department of Modern Languages of your college has sent me a number of copies of the February 5, 1979 issue of your paper which contained a magnificent tribute to the late Dzintars Freimanis, Prof. of Modern Languages at RIC. We have also received a tape of the entire Service of Celebration.

We want to thank the co-editors and The Anchor staff for dedicating an entire page to Dr. Freimanis. It was done with the finest taste and with consummate skill. It represents the very essence of superb journalism.

We want to thank Dr. James V. Koch for his fine eulogy. We want to thank Mr. Calvin Tillotson for the high esteem in which he held Dzintars, for organizing the Service of Celebration and for the kindness shown to me while at the college on a visit.

As an organist, I can appreciate the music in the ceremony which is so well tape-recorded. The Latvian folk music in that background is something that would have delighted Dr. Freimanis because he loved his native country so

much. Mrs. Alice Pelligrino's vocal rendition of Mozart's "Abendempfindung" was beautiful. The lyrics too, were very appropriate, because Dr. Freimanis was very much involved with German culture and language. We thank Dr. Dix Coons for the plaque and Dr. Majorie Eubank for the reading of Siddhartha. We thank chaplains Creedon and Heath for their participation. Since we received a hand-lettered program of the rituals, we thank Mr. Norman Gendreau for his artistry.

We would like to express our deep gratitude to Dr. T. Steven Tegu for his poetic interpretation of the funeral, the brief biographical sketch of the deceased, and his extraordinary photo montage of Dr. Freimanis and his literary idol, Guy de Maupassant. A finer tribute than this would be difficult to imagine.

I kindly request that you publish this letter in The Anchor so I may thank your college. And once again, our deep felt gratitude.

Vella Melzer & Family
Binghamton, New York

Dear Editor:

On behalf of the American Latvian National League and the Latvian Theatre Ensemble in Boston, I would like to express my most sincere thanks to you for devoting, on Feb. 5, the entire page six of The Anchor to Dr. Dzintars Freimanis, Professor of French at RIC, who died Dec. 25, 1978.

Many thanks to Dr. T. Steven Tegu, the author of the article, and also of the magnificent photograph of the late professor with the image of his literary idol, Guy de Maupassant, in the background.

We would like to express our sincere gratitude to Dr. Calvin Tillotson and the entire Department of Modern Languages as well as to all those who participated in the moving memorial tribute to our friend Dzintars, on January 23.

Sincerely,
Dr. Ilga K. Dinberga
President, American
National Latvian League
in Boston

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The deadline for all copy and advertising is noon on Thursday. Advertising is sold at the rate of \$2.25 per column inch. A 20 per cent discount is allowed campus organizations. Ads in "Free Classifieds" are free to all members of the RIC community. For further information, consult our advertising manager.

All editorial decisions for The Anchor are made entirely by its student editorial board. No form of censorship will be imposed. However, material found unacceptable or unsuitable in their opinion will not be published. All unsolicited material, including letters to the Editor, must include the name and address of the author. Names may be withheld upon request. Views appearing in The Anchor do not necessarily reflect those of the administration, faculty or staff of the college. Unsigned editorials reflect the views of The Anchor editorial board.

The Anchor is composed weekly during the school year. It is printed by photo-offset by Ware River News, 4 Church St., Ware, Mass.

Excerpt From the RIC AFT Newsletter March 16, 1979

The following letter was sent to President Sweet yesterday by RIC-AFT President Averill on behalf of the Executive Committee:

Dear President Sweet:

Recently Dean DeLucia sent twenty-six letters to faculty in the Division of Educational Studies, twenty-one of which were sent to tenured faculty and five to non-tenured faculty. In eight of these letters, the Dean informed the recipient that his/her performance

was found to be minimally satisfactory or unsatisfactory in some respect. The other eighteen

Guest Forum

letters related to the absence of the appropriate terminal degree.

Dean Koch sent eighteen letters to faculty in the Division of Arts and Sciences, eight of which were

sent to tenured faculty and ten to non-tenured faculty. In six of these letters the Dean informed the recipient that his/her performance was found to be minimally satisfactory or unsatisfactory in some respect. The other twelve letters related to the absence of the appropriate terminal degree.

In some cases the Dean had made contact with the faculty

(Continued on Page 8)

Just when you thought
it was safe

CANCHOR

available beginning April 1

Master Propmaker

If you have seen the "horses" in *Equus*, the armour in *Pippin* or the costume of the Tin Woodsman in *The Wiz* you are familiar with the work of Frederick Nihda.

On March 28 the master maker of costume props will be at Rhode Island College to give a lecture—demonstration entitled "Theatre Crafts As Art." He will speak at 10 a.m. in the Art Department in the "design room." At 2 p.m. he will offer a presentation sponsored by the Theatre Department in the Clarke Science Building, room 125. In his demonstration—talk he will discuss the use of fiberglass, latex, foam, moulds and celastic in the creation of costume props.

Nihda is a Canadian who worked at Stratford, Ontario for six years,

three of those years as head of the prop department. Nihda also worked in England on a Guthrie scholarship. He was finally enticed to New York by Ray Diffen where his first project was armour for the premiere production of the Metropolitan of the Metropolitan Opera House, *Antony and Cleopatra*. A few years later he returned to do work for Lincoln Center Repertory Company and several seasons at Stratford, Connecticut, until he decided to freelance. Recent season's projects for Nihda have included masks for *Ulysses in Nighttown*, masks and props for *Nefertiti*, various costume props for *Jesus Christ Superstar* and *Sgt. Peppers Lonely Hearts Club Band* On The

Road, armour for *On The Twentieth Century*, and crowns for *Tannhauser*.

Now like many other professionals, Nihda is also turning to more and more work for TV commercials; a fully-feathered chicken, a yellow dog, a pink cat, a green ape, dancing soda bottles, giant foam rubber fruits for *Fruit Of The Loom*, and a monster that devours Detroit for a candy bar company, a robot that "dials a joke", and facsimiles of the Star Wars robots are among his creations.

The appearance of Nihda is co-sponsored by the RIC College Lectures series Committee and the departments of Theatre and art. There is no admission charge.



Costume prop armour by Frederick Nihda will be among the items discussed when the well-known prop maker gives a lecture—demonstration at Rhode Island College on Wednesday, March 28.

RIC Grads Return From Africa

by Ray D'Antuono
Anchor Staff Writer

Several R.I.C. graduates recently returned from a short stay in Africa. The alumni, who were all students of the French language, worked for the Peace Corps in Franco Phone (French Speaking) Africa. The graduates George McFadden '75, Paul LeBoeuf '72, Ernest Peloquin '75 and Claire DesRosiers, '74, studied under Dr.

Paul Chasse, professor of French, while at R.I.C.

McFadden, who lived in Morocco, worked for the Moroccan Red Crescent, which is equivalent to the Red Cross in the United States. LeBoeuf lived in Mali and taught at the Higher Teachers Training College there.

LeBoeuf said that the average per capita income of most African people in the Franco Phone region is between \$75-\$90 per year.

LeBoeuf believes that in spite of all their problems the African people are the nicest he has ever met.

McFadden said that working in Africa was one of the greatest experiences of his life and that he would return shortly to work on a nature research project.

LeBoeuf said that the main reason many college graduates venture to Africa is to help these underdeveloped countries progress.

Alcohol Awareness Day

On Wednesday, April 4, Rhode Island College will sponsor an "Alcohol Awareness Day" whose goal is to inform the College community about responsible behavior with respect to the use of alcohol. Members of the community will find the activities of the day informative and interesting.

Alcohol use and abuse are sensitive issues, and we are often unaware of its impact on our lives, our families, and those of our students and colleagues. I am informed that the State of Rhode

Island has the second highest rate of alcoholism in the nation.

Finally, since the College is an institution that educates professionals in health education and social service areas, it is important for all of us to be aware of the problems related to the use of alcohol.

Ms. Minuto, Coordinator of Health Education, will soon be announcing the planned activities. I am certain that all members of the campus will benefit from participation in this day.

Sincerely,
David E. Sweet

Curriculum Change

(Continued from Page 1)

Also during the 1969-70 curriculum revision, General Studies seminars were created. These courses were intended to "pull everything together." The committee, however, failed to define "everything," or how to accomplish these objectives.

It was also established that the ADE's (Area Distribution Electives) were solid courses in content and worth retaining in the new revision.

In a document by Francis L. Broderick, an outside observer, the General Studies Program at RIC was analyzed. Broderick's report was submitted to the Director of General Studies in February, 1977. The General Studies Committee in November, 1977, submitted a report to the Curriculum Committee, encompassing Broderick's analysis, and the results of on-campus hearings and discussions.

The report outlined the problems with the current program. It summarized: 1. The program was originally developed and implemented in a campus (if not nation-wide) climate that no longer exists. 2. There now exists a gap between the current courses in the program and the original definition of that program. 3. The governance of the program continues to suffer from inadequacies. (In order to offer enough courses for the ever increasing student population, the quality of these courses has stepped aside for the quantity of these courses.)

In a questionnaire sent out by the Curriculum Review Committee, 370 faculty members, 150 students, and 150 alumni (Class of 1975) were surveyed. The results showed a definite lack of support for the current program.

The proposed general studies requirements are based on a philosophy of liberal education as a broad exposure to ideas. This philosophy has been translated into a distribution of courses which 1. assures that the students come into contact with Western Civilization, Literature, Mathematics, and

Sciences; 2. provides for student choice within the areas of humanities, fine arts, and the social and behavioral sciences; and, 3. exposes the students to problems and issues of contemporary society.

Required courses include: Two semesters of Western Civilization, Humanities, and the Arts literature and philosophy — two courses, fine arts — one course, mathematical thought — one course, natural sciences — two courses, social and behavioral sciences — two courses, theory and application of language — one course, modern world — one course.

Responses to the proposal were submitted by several faculty members. No formal responses were received from students. Dr. Sidney Rollins, professor of Administration and Curriculum, said that in order for someone to get on the committee's agenda, he/she must first submit a two-page summary of their philosophies concerning the new proposal. Rollins stated that no students have taken this route, and approached the committee.

Many students and student groups, such as Student Parliament, have opposed the committee's having no student input in the proposal. When the committee was formed, there was a vote taken deciding if students should be allowed on the committee. In a vote of 6-9-1, students were not allowed representation on the committee.



George McFadden and Paul LeBoeuf surrounding Dr. Paul Chasse. McFadden and LeBoeuf recently returned from a visit to Africa. Chasse is a former professor of theirs. Anchors Photo Bruce Sumner.



"EINSTEIN" GREETES PRESS ON BIRTHDAY. Rhode Island College student Steven Massarone of Oak Street, Providence got into the spirit of the RIC Physical Science Department observance of the great genius' birthday by dressing up as Einstein and holding a press conference. The "reporter" here was Charles Cole. The pair are members of the Physical Science Club at the college. Einstein's birthday, March 14, was observed by the Physical Science Department with a symposium and a party complete with a cake and the appearance of the "reincarnated" master physicist himself. News Bureau Photo—Dave Zapatka.



The Heimlich Maneuver RIC People In . . .

by R. N. Roy
Anchor Contributor

The Heimlich Maneuver is not something that is taught by Masters and Johnson. It won't help you Disco. It won't even clear up acne. But it may save your life.

The Heimlich Maneuver is the art of removing obstructions — usually meat chunks — from the throat using non-instrumental means. The maneuver is applied to a choking victim by grasping them from behind with your arms around the victim's waist. Then you clasp your hands below the rib cage squeezing in and up several times using the victim's remaining air to expel the obstruction.

This method is considered by many in the medical professional superior to anti-choking devices that are presently available.

Ms. Lucille Whitehouse, R.N., received her master's degree in health education at Rhode Island College two years ago. It was Ms. Whitehouse's research and protests that were important in bringing the public's attention to the dangers of the instrumental means of saving a choking victim.

She is an advocate of the Heimlich Maneuver and opposed to the use of anti-choking devices to aid victims. Ms. Whitehouse has spent several years campaigning to ban these devices.

There is presently legislation to ban these devices in Rhode Island. Sponsored by Rep. Joseph L. Casinelli, D-Providence, it has passed the House by a unanimous vote. It has also passed the Senate

by a 43-1 majority vote. The bill only awaits Governor Garrahy's signature.

There are presently two such devices on the market and on the back wall of most eating establishments in Rhode Island.

The first is the Choke-Saver, it retails for two dollars and, according to Ms. Whitehouse, it can cause serious harm in the hands of an inexperienced person. A report by Dr. Archer S. Gordon, to the Department of Health, Education and Welfare stated the device could cause bleeding by pinching parts of the throat area. The device has an efficiency rating of 20 per cent.

The other device is the Throat-E-Vac, a hand held pump designed to suck up obstructions in a person's throat. The report stated that the device could suck the subject's tongue and — or the mucous membranes of their cheeks up into the mouthpiece.

"I wouldn't want either of these devices shoved down the throats of mine or anyone's children. The possibility of harm is just too great," said Ms. Whitehouse. You only have four minutes to aid a choking victim, before brain damage or death sets in. By the time you've located these devices, valuable time will have been lost. By then it may be too late."

At Rhode Island College, the Throat-E-Vac is located in the Dining Services offices in the back of Donovan. Mr. Vincent Fleming, assistant director of the College Dining Services, demonstrated the basic flaws of the device.

"There is just not enough suction to be effective" said Fleming. "I wouldn't trust the device in an emergency. It's too technical to make it practical. In an emergency, first you would have to locate the device, read the instructions and try to render aid. Most people panic during just such an emergency and to use such a device you would have to be a semi-professional in the medical field. No business could afford to have such a person on the payroll full-time."

Mr. Fleming feels that wherever food is consumed, the Heimlich Maneuvers posters should be displayed and not just where food is served. There are presently two posters located in Donovan.

A campus check disclosed the lack of posters in the campus coffee shop. No posters were evident in the dorms either. But food is regularly consumed in both places.

Mr. Fleming knows how to use the Throat-E-Vac as well as how to perform the Heimlich Maneuver. He recommends the Heimlich Maneuver. He demonstrated it and considers the maneuver far superior to the device.

"About a year ago we had some nurses come in to demonstrate the Heimlich Maneuver so that all of our employees are at least familiar with it," said Fleming. "There is always at least one manager on duty at all times in Donovan and all of the managers have an understanding of how to administer the Heimlich Maneuver."

The seven exhibitors currently displaying work in the photographic invitational show at the Providence Watercolor Club Gallery at 6 Thomas Street in Providence all have connections with Rhode Island College.

In the show which opened on March 11 and which continues through the end of the month are the photographic works of Peter P. Tobia, Charles Batchner, John deMelim, Bruce W. Mielke, Daniel J. Spinner, John R. Andreozzi, and Kenneth Lawson, Jr.

Peter Tobia, RIC College Photographer is primarily a photojournalist. He will be exhibiting pictures dealing with people in humorous situations. He has worked professionally as a public relations photographer, a free lance photographer and as a newspaper photographer for Suburban Newspaper Publications in San Jose, California. He received a B.A. in photojournalism from San Jose University in San Jose, California.

Charles Batchner is in his third year as an instructor at Rhode Island College in the Department of Industrial Education. His experiences in the graphic arts field began while serving and completing a six year apprenticeship program and achieving journeyman printer status. To satisfy his growing curiosity in the field he continued his education at the University of Southern Maine and attended workshops throughout New England.

Presently, his areas of specialization in the graphic arts field are offset and letterpress printing, screen process and photography.

John deMelim is professor of art at Rhode Island College. Because of his preference for mixed media and multiple imagery, photography plays an important role in deMelim's work. His last sabbatical, from Rhode Island College, gave him the opportunity to concentrate on photographic studies.

He specializes in Graphic Design and Serigraphy. He works in a variety of media; acrylic, watercolor, screen printing and welded steel sculpture. He has exhibited widely and is especially

well known in the New England area.

Bruce W. Mielke is an associate professor of mathematics at RIC. He is an active, internationally published researcher in the field of semigroup theory. He has been exhibiting his photographs in Rhode Island, Connecticut and Wisconsin since 1974.

As a photographer, Mielke specializes in capturing the interplay of color, light and shadow on small natural objects. Often using longer than normal lenses, he incorporates the shapes of out-of-focus objects in the overall composition of his photographs. Daniel J. Spinner is a RIC graduate in art education. He earned his B.S. at RIC in 1976 and is currently working on an M.A.T. in art education. He expects to complete his work this spring.

He is teaching at the secondary level in the public school system of Fairfield, Connecticut and has worked in photography for about eight years. He has exhibited his photos in the Connecticut and New York area.

John R. Andreozzi is currently working as special projects manager for a Boston-based company named "The Twigs." In this capacity, he is directing work on the photographic reconstruction and silk screen reproduction of a nineteenth century French scenic mural for the Metropolitan Museum of Art.

Andreozzi has recently begun exploring color in his photographic works. For him the most satisfying images include the play of shadows and planar expanses of color in abstract compositions. He is a graduate of RIC and a former instructor in the RIC Department of Mathematics.

Kenneth Lawson, Jr. is a graduate of RIC. He earned his B.S. in art education in 1974. He also is working on his M.A.T. in art education at RIC and expects to finish the program this spring.

He is an art teacher (junior high school) in the Cranston school system. Lawson has been active in photography for 10 years and has exhibited in the Providence area previously.

The Providence Watercolor Club Gallery is open Tuesday through Saturday from 12:30 to 3:30 p.m. and from 3 to 5 p.m. on Sunday.

History Dept.

Outreach To Begin

Dr. Norman Pyle of West Barrington, R.I., Associate Professor of History at Rhode Island College and coordinator of the RIC History Department Outreach Program delivered the first of nine lectures in a series of outreach lecture-presentations entitled "Great Persons and Significant Decisions in World History." His talk took place on Wednesday, March 14 at Central Congregational Church, 296 Angell Street, Providence. His topic was "Cortes meets Montezuma."

The history department's Outreach Program is open to the public and will continue until May 9. Each lecture will be given at the Central Congregational Church from 11 a.m. to 11:50 a.m. In addition to Pyle's talk the lectures include:

March 21: Mr. Ronald Ballinger speaking on "Henry VIII and His Divorce: The King's Great Matter."

March 28: Dr. Joseph Conforti speaking on "Decision to Delete Antislavery Section of Draft of Declaration of Independence."

April 4: Dr. J. Stanley Lemons speaking on "Teddy Runs for President."

April 11: Dr. Carmela Santoro speaking on "Wilson's Decision to take Vera Cruz."

April 18: Dr. Ridgway Shinn speaking on "Balfour and the Definition of Dominion Status, 1926."

April 25: Mr. John Browning speaking on "Nasser's Decision to Nationalize the Suez Canal."

May 2: Dr. Norman Pyle speaking on "Castro's Personal Revolution."

May 9: Dr. Norman Smith speaking on "Unconditional Surrender and the War with Japan."

For more information call 456-8039.

RIC Students To Intern

The Department of Political Science at Rhode Island College has announced that the following RIC students have been selected to intern in the offices of Senator Pell, Senator Chafee, and Congressman Beard.

Donald J. Stoeckel of 61 Cross Street, Smithfield and Jo-Anne Chevette of 85 Sweet Avenue, Woonsocket are scheduled to spend the week of April 9, in Senator Pell's office. Edward L. Vieira Jr., 82 Seneca Avenue, Pawtucket and David L. Graham of 310 Hawkins Street, Providence will intern in Mr. Pell's office for the week of April 23.

Internships for Senator Chafee's Office for the week of April 9 have been given to Mrs. Sally Whitright

of 61 Dayton Court, North Kingston and Coleen A. Curran of 62 Harrison Avenue, Newport and Browne Hall, RIC.

Michael E. Smith of 108 Serrel Sweet Road, Johnston and Michael Marran, of 67 Wellington Avenue, Warwick are scheduled in Chafee's office for the week of April 23.

Daniel T. Fanning of 68 Forbes Street, Providence and Charles Kelley of 155 Nelson Street, Providence will intern in Congressman Beard's office the week of April 9. Manuel Rivera of 32 Arnold Avenue, Cranston and Stephen E. Murphy of 166 Capron Farm Drive, Warwick have been selected to intern in Beard's office for the week of April 23.



RHODE ISLAND COLLEGE Department of Music

Announces:
SCHOLARSHIP AUDITIONS
Wednesday,
April 18, 1979

Beginning at 2:00 P.M.
Roberts Hall, Room 138
Music Talent Scholarships (all instruments and voice). Special String Scholarships.
Contact Dr. Robert Elam, Chair for an audition time
(401) 456-8244
Rhode Island College
Department of Music
Providence, Rhode Island 02908



EXHIBITORS: Checking slides on a light table are four of the seven photographers whose work is currently on display at the Providence Watercolor Club. All connected with RIC the four are (l-r) Bruce W. Mielke, Peter P. Tobia, Charles T. Batchner and John deMelim. Three other photographers also connected to Rhode Island College are exhibiting in the invitational show. News Bureau—Dave Zaparka.

Mummenshanz

by Dave Cross
Special Contribution
to the Anchor

"Masterful," "Silently Terrific," "Superb," and "A whole lot of fun," say the critics. These are just a few of the apt descriptions proclaiming the presence of the Swiss mime-masque troupe MUMMENSHANZ.

The three-member company gave another of their impressive performances in Roberts Theatre on March 15th before a standing-room-only audience, a fact almost as unique as the performance itself. The ingenuity and creativity of the three young Europeans who comprise the troupe make themselves known from the moment one looks at the program handed out at the door. It is composed of a series of hand-drawn pictures. What follows is a succession of the zaniest "skits" or "acts" that will keep you chuckling and roaring with laughter for the next two hours.

Mummenshanz is different. Rather than abide by the rules of classical mime, Mummenshanz takes off on a tangent of imaginative illusion. Using a

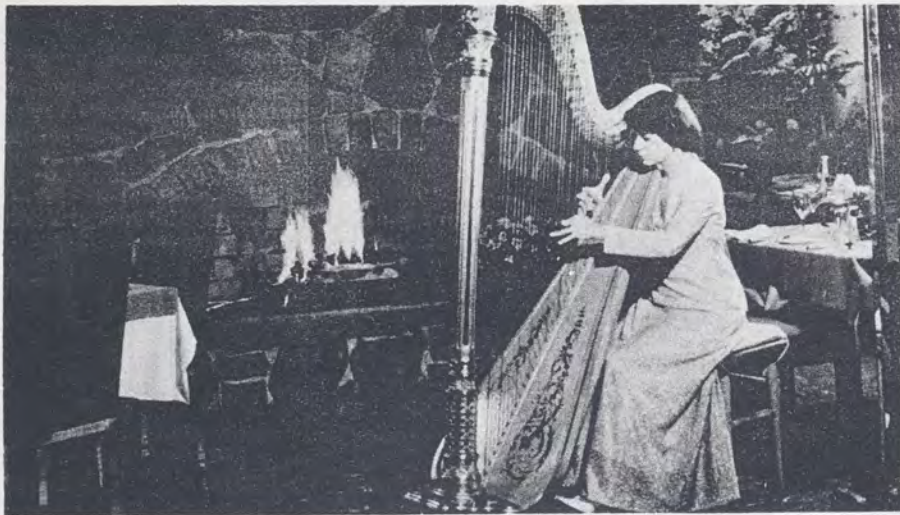
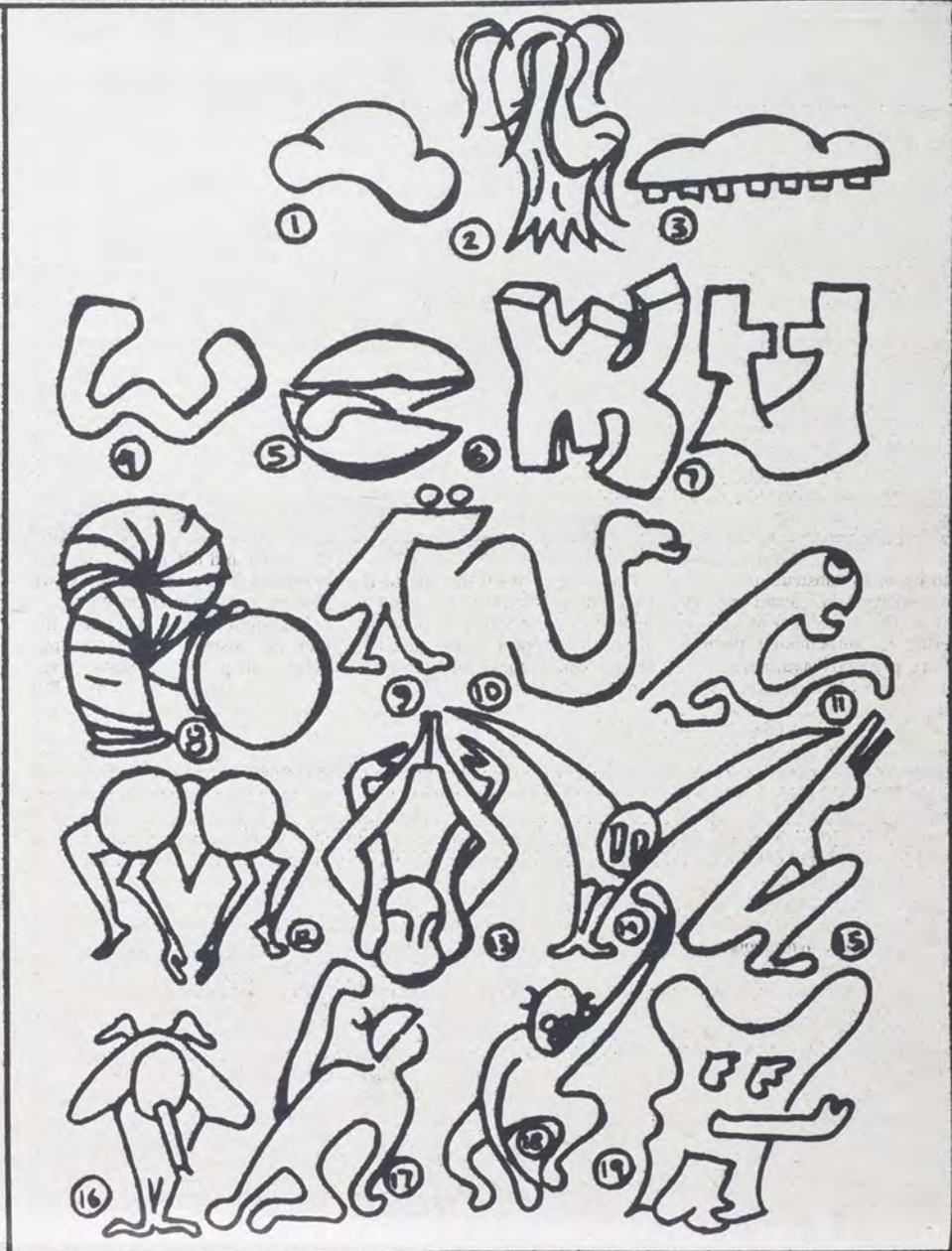
veritable truckload of props (handmade to boot), the artists transform themselves into a grab-bag of creatures rolling, tumbling, pulsating, and throbbing all over the stage. A giant jellyfish, a big green-tongued clam, toilet paper beings, and four-legged forms of life from outer space keep your attention riveted, your imagination wandering and your admiration complete.

Mummenshanz consists of a trio of talented individuals who show their faces only at the end of their performance. Andres Bassard and Bernie Schürch, the two male members of the troupe, studied mime together at the Jacques Lecoq Theatre Mime School in Paris, France. Floriana Frassetto joined the company after meeting Bassard and Schürch at the mime Festival at Avignon, France. The three have gone beyond the confines of classical mime in the search of "something very human," as Floriana Frassetto stated in the program.

To sum up Mummenshanz all one can say is: to see them is to believe them, but enjoy them. You will.

Arts

Arts



Harpist Anne-Marguerite Michaud

RIC Orchestra

Claude Debussy's *Prelude to The Afternoon of a Faun*, the *Concerto for Harp and Orchestra* by Alberto Ginastera, and *Symphony No. 7 in A Major* by Ludwig Van Beethoven will be performed by Rhode Island College's Orchestra in spring concert on April 2 at 8:15 p.m. in the college's Roberts Hall Auditorium. The orchestra will also perform on April 1 at 2 p.m. at Fogarty Memorial Elementary School in Gloucester. Both performances are open to the public and free of charge.

Dr. Edward Markward, associate professor of music at Rhode Island College will conduct the program.

Guest harpist for the concert will be Anne-Marguerite Michaud. She

has studied hard since 1959 when she was seven years old. As a student of the late Marcel Grandjany, chairman of the harp department at the Julliard School, Ms. Michaud has performed many of his original works. She was first harpist of the Julliard Concert Orchestra.

Since 1975, she has participated as solo harpist at the Newport Music Festival, Newport, R. I., and performed in the opening season of the Newport Opera Festival, July 1978. She is currently a member of The New Music Ensemble of Providence, R. I. Ms. Michaud is on the teaching staff of Brown University, the University of Rhode Island, and Rhode Island College.

Baker Brings Life to Philharmonic —

by Lori-Ann D'Antonio
Anchor Reviewer

There are, undoubtedly, people who will label classical-style music "boring" or "lifeless"; however, had any of them been present at the March 17 R. I. Philharmonic Orchestra concert, they would have come away with a drastically different opinion.

Robert Hart Baker was the Philharmonic's guest conductor for this performance. The ease he exhibited in controlling the orchestra is remarkable for a man who is only 25 years old.

Baker holds degrees from Harvard and the Yale School of Music, and has studied with several renowned composer-conductors, including Leonard Bernstein.

Also acquainted with Bernstein is Betty Allen, the soloist for this evening. Allen, a widely acclaimed mezzo-soprano, gave her all to

each piece that she sang. It was with the evening's first piece, the overture to *The Barber of Seville*, which was originally composed by Gioacchino Rossini for another opera, *Elisabetta Regina*, that Baker exhibited his personal flair as a conductor. The piece revealed that Baker, unlike some conductors, does not need to demand attention from the orchestra or audience, but rather appeared to coax the musicians into giving their best to the piece. The audience was taken with the overture, due to its variety and flair.

Variety and flair were also exhibited in Dvorak's *Zigeunermelodien* (Gypsy Songs). Allen sang the seven short songs in the original German, and the English texts were provided the audience. Allen's diction was clear and clean, with intense feeling put into every phrase.

Allen also sang two Negro spirituals, *Oh Glory and His Name So Sweet*. Her voice carried as much feeling as in the *Zigeunermelodien*, but she let her hands express some of the deeper emotions.

While conducting *Variations on a Theme by Haydn* by Brahms, Baker displayed his versatility and capacity for conducting a contrapuntal piece. The energy he displayed was combined with the same "coaxing" quality exhibited in the Rossini piece.

Although Richard Strauss is best known for his *Also Sprach Zarathustra*, his *Tod und Verklärung* (Death and Transfiguration) played this evening was written by Strauss to depict, musically, the struggle between life and death in the mind of an old man. This work is effervescent, and Baker did it justice in this

performance. His flair for conducting was most evident here. Baker was most impressive, however, when conducting his own composition, called *Tumbling Day Songs*. The lyrics were collected from American poems, and the music was inspired by the short story "Tumbling Day" by Ray Bradbury. Allen's voice gave the perfect amount of life to the lyrics, which depict an old woman who unburies her lover after he has been dead for many years. The music fit the lyrics as well, and was especially tender in the first movement.

Baker's composition was not, however, the most important part of the concert; his ability to bring the Philharmonic to life was. In Robert Hart Baker, the best of two eras are combined to make him an excellent choice for the Philharmonic's music director.



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Make checks payable to: RIC Student Union.

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RIC Performing Arts Series

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LORIN HOLLANDER

CLASSICAL PIANIST

TUESDAY, APRIL 3

8 p.m. — ROBERTS AUDITORIUM

"There were cries of 'fantastic' and 'unbelievable' from an incredulous audience that had risen to its feet ... to listen to his clean, accurate and dramatic playing is a rare musical experience." — Toronto Star

GEN. ADM. — \$5

Fac./Staff — \$4

RIC Stud. — \$2

Other Stud. — \$3



Roberts Box Office

Opens Wednesday,

March 28

10-4 Daily.

For More Information Phone
456-8144.

RIC AFT

(Continued from Page 2)

member prior to receipt of the letter. However, in other cases, in both divisions, the faculty members received the letter without the courtesy or benefit of any personal contact by the Dean.

Although some letters were specifically related to the faculty members' evaluation or status, many appeared to be form letters which did not apply in any particular way to the recipient. When faculty performance was involved, they merely indicated that the recipient was being addressed because he/she received a poor evaluation by the department chairman which suggested that his/her performance was poor, or that the student ratings indicated poor performance, without stipulating which factor was pertinent.

If the purpose of the letters was to stimulate improvement and positive change, our administrators demonstrated a lack of good judgement if not just plain arrogance. Surely, they could have predicted the reactions of faculty accurately and taken a different course. Although our Deans are somewhat inexperienced, the least they might have done was to confer with faculty before taking action. Certainly, they could have avoided any communication which resembled a form letter. The fact that copies of these letters possibly are in the various faculty members' official personnel file makes the process even more questionable.

One of the problems which emerges from this experience is the use of student evaluations by higher administrative officers. According to a number of faculty who have served recently as department chairmen in the Division of Educational Studies, the student evaluation form used in the Division has been suspect from the beginning. The instrument is of such questionable validity and reliability in measuring teaching effectiveness, that it could hardly qualify for more than informal use. However, we now find it to be an instrument of formal application in the most important facets of professional life. For shame!

The RIC-AFT finds the approach taken in this matter to be distasteful and grossly in-

(Continued on Page 10)

SPRING '79 COURSES INCLUDE:

Aikido
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Voice
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LAST WEEK TO REGISTER

FOR INFO 456-8189

Classes begin the week of April 2.

Registration:

Student Union Room 304,

Monday-Friday 10 a.m. to 6 p.m.

Last day to register: Friday, March 30th.

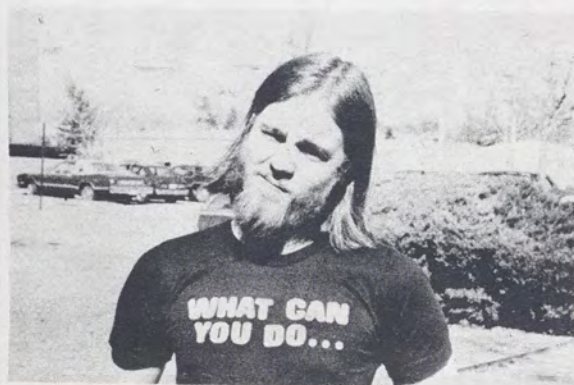
The following is a special supplement paid for by Student Community Govt., Inc.

The views express the attitude of Student Community Govt., Inc.

that the proposed curriculum change is definitely not in the best interests of students.

Student government urges students to read the supplement carefully.

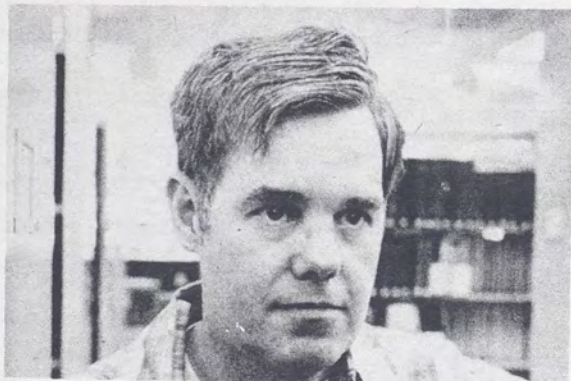
What do you think Curriculum



Doug Kirkpatrick



Pete Pallcin



John Murphy



Sue Lacroix



Therese Ciesinski

For this supplement the Inquiring Photographer asked "What do you think about the proposed curriculum revisions?" Because many people were not informed about the proposed changes, information was given by the people taking the survey. A sincere attempt was made to supply the respondents with accurate information.

Lawrence Quinn '79 — "They should get rid of the General Studies program. Credit—no credit option should be kept. Students should not be forced to take other courses."

Stephen Holmes '81 — "General Studies should stay, they shouldn't take anything away that they gave us in the first place."

Kathy Dempster '79 — "I don't think that they should drop the credit—no credit option, it gives you the opportunity to take courses that aren't in your major."

Sue Lacroix '81 — "I think that we are getting a well-rounded education in the present General Studies program, but if there is a good reason for change we should be made aware of what it is so that we can decide whether we need it or not."

Michelle St. Laurent '81 — "I think it's better having the General Studies program, and the option of which courses you want to take in each area, instead of having to take assigned courses."

Debbie Kirkpatrick '82 — "I wouldn't like it because you should have the credit—no credit option."

Larry Conte '80 — "I don't think it's worth the while. It will be like going back to high school again."

Julio Contreras '80 — "I think they should add it to the General Studies program."

Verra Sepe, Norma Spaziano — "We don't know enough about it to make a comment. It hasn't been made known to us."

Pete Pallcin '79 — "I think the proposed curriculum change has potential. There are certain practical matters to be considered and re-evaluation of intent is necessary. If we change anything, we must change it in order to bring about an orderly progression of more changes. Each change should provide a new stimulus for more changes. Change must bring better conditions for students."

John Murphy — "Before a decision is made as to the nature of the curriculum some effort should be made to determine the preferences and values of these who are affected by it. Each of the groups on a college campus, administration, teachers, and students have their own set of goals and if there is ever to be any sense of general satisfaction, all groups have to be considered before the decisions are made."



Bob Hayes



Patrice Gousie

about the proposed Revisions?



Lawrence Quinn

Lilian Engel '80 — "I don't agree with it because it's too restricting. People should be given more responsibility at the college level."

Doug Kirkpatrick '82 — "This is a state school where they sell degrees, not educate people. The curriculum is nonsense. The changes that need to be made right now are much more deep than the curriculum."

Therese Ciesinski '82 — "I'm not crazy about the ADE's as they are now, but the new curriculum would be worse. There should be some compromise to satisfy both parties."

Lisa Ethier '80 — "I think the General Studies program should be changed, but I'm not sure that this new system would be the correct alternative. As far as credit—no credit goes, it should stay."

Brian Howe '79 — "I think that the new curriculum would provide boredom and contribute to the delinquency of incoming freshmen."

Patrice Gousie '81 — "I feel that the new curriculum does not allow enough freedom of choice for the student. Our present General Studies program is probably not the best but at least it is not as restrictive."

Kevin Gatta '79 — "The new curriculum change will limit the students' time much more than the General Studies program."

George Harrington — "I feel that the curriculum at present is sufficient. The new proposal would be unfair as most students are here for a particular degree because of their particular interest. It is our money and we should be allotted more time to pursue our area of interest and development."

Eileen Perry — "I don't agree with requirements at any college. Students should be able to choose courses that correlate with their majors. The major thing that bothers me is the fact that the curriculum committee proposed this without the consent of any of the students."

Lisa Brett — "I think that this proposal to change the curriculum stinks. And the way the committee went about it stinks."

Cathy Janicki — "The new proposal for the change in curriculum is really bad — it was formed without any student representation and is just about gone through without half the campus knowing about it. It should be reconsidered."

Pat Quinn — "I feel that anyone who wants to take more general studies courses and abolish the credit—no credit system is nuts."

Diane Connors — "Credit—no credit was great! You can't lose."



Kathy Dempster



Vera Sepe

Norma Spaziano



Kevin Gatta



Steven Holmes



Lisa Ethier



Debbie Kirkpatrick

An Open Letter To The RIC Community

Within a few short months, the Special Curriculum Review Committee, a sub committee of the College Curriculum Committee, will move in favor of drastically changing the General Studies program to one that is much more conservative and in certain areas deficient to the students of Rhode Island College.

The new proposal deals mainly with the issues and topics of mathematics, social and behavioral sciences, as well as the more comprehensive courses of Western civilization and modern World. Also this new proposal, for some uncanny reason, singles out the student as a direct cause for the failure of the present General Studies program, rather than singling out the administration's lack within the program itself to administer it faithfully and fashionably to the students it serves.

We, as students, can learn in a classroom setting only what we are exposed to by the Curriculum placed before us. I say to the administration that it is not the students' fault that the General

Studies program is a failure, if it is one at all.

Rather, as professional teachers you created the General Studies program and as students we are only products of that program. If you feel as professionals that the General Studies program is a failure, then the fault is with you, not with the students of this College.

The entire Special Curriculum Review Committee Report as of January 1979 is nearly 60 pages long, some of the more specific observations are as follows.

It would increase the number of credits needed for graduation (thereby limiting the number of electives), limit the choice of courses in each area, eliminate credit—no credit option and place upon the student a very rigid curriculum.

More specific observations made by Student Parliament were:

1. That the requirement of two science courses would be an additional load to nursing, science and health majors, who already have a large number of science courses.

2. The required courses in Fine Arts will discriminate and punish untalented students.

3. The increased number of credits could reduce drastically or possibly eliminate the number of electives that special education, elementary education and nursing majors may take since the number of electives allowed in these majors is less than three.

In closing, I ask all students to join forces and to fight this proposed system until we defeat it on all counts. We must not subject ourselves once again to be put under the thumb of the present administration and thus yield to their wishes, for if we do we will only show that we have no backbone to fight for what we feel is just and in the end we are all sovereign rights as students will inevitably be relinquished to the hands of the administration of this College.

Sincerely,

Vincent P. Calenda
Member of Parliament
and student representative
to the College
Curriculum Committee

combined with the German concept of graduate education with its emphasis on research and scholarly production. The Renaissance ideal of liberal education preparing a well-rounded, versatile individual is integrated with the Reformation idea of a college education preparing a member of a learned profession. American democratic ideals translate into colleges being expected to admit students from varied backgrounds, to prepare students for vocations, whether prestigious or not, and to serve the community.

Some institutions of post-secondary education have chosen to emphasize clearly a single purpose, but many have attempted to respond to and incorporate several different purposes. Currently Rhode Island College fits this latter model, that of a multi-purpose institution. The various goals are to be met by different portions of the students' total college experience.

The recommendations which follow are for the general education component of the undergraduate program. They are not intended to provide professional training, nor depth of knowledge in a specific field, nor competency in the skills of basic literacy. They are intended as a core program for all undergraduate students.

A liberal or general education, defined as a "broad varied exposure to ideas," is considered essential for several reasons. First, it gives students a wider view of life than that which they will have gained from their own experiences, a broader perspective for interpreting events and categorizing new knowledge. Second, it extends the range of informed choices available to students, both for the immediate selection of an area of specialization and for the future determination of interests and pursuits. It also provides a common framework for communication, as students engage in advanced course work and as they interact with others whose specifications differ from their own. The basic purpose of the liberal education program at Rhode Island College is to broaden students' perspectives and to increase their ability to process information rationally.

The goals of the study of specific fields of knowledge, and the rationale for the way in which subject areas and courses have been categorized, are given with the description of each element of the proposed general education program. None of the components

Arguments Against Curriculum Change Abound

James Coleman, director of Admissions, said that "the new curriculum with its increase in the number of required areas and since it will probably limit the number of electives available to students, will hurt us (the RIC community). Older students need greater flexibility in course time. They have set ideas on why they want to return to college and what they are going to get out of it."

The new curriculum, which is being proposed by the Curriculum Review Committee, will eliminate the Colloquia and Seminar courses in the general studies area, it will also eliminate the option of credit—no credit. Students will be required to take twelve courses from the major departments, limiting the number of options that students traditionally have had.

guarantees complete or even in-depth familiarity with or understanding of concepts, ideas, content, or dimensions of human experience. The proposed general education program equals approximately thirty per cent of a student's program at Rhode Island College. Each component of the general education proposal equals approximately five percent of a student's program. Viewed realistically no one component guarantees more than an acquaintance with general areas. However, majors, programs, and curricula can support general education by providing emphases on communication skills, historical perspective, ethical concerns, modes of expression, and logical analysis.

The Committee agreed, early in its deliberations, that a college education should ensure that the person who completes the experience should have attained some reasonable, well-defined objectives. We understood that the institution can only provide the content and structure of the education and that ultimately it is the student who integrates and assimilates those experiences in whatever way is useful and meaningful to that individual student.

The statement of educational objectives therefore occupied the initial stage of our discussions. We concluded that a student's educational encounter at the college level, culminating in a bachelor's degree, has certain implicit qualities which can be identified and, to an extent, provided for in the structure and content of the institution, that is to say, in the College Curriculum. While there are clearly many "learning experiences" that may occur while the student is in attendance and many of these may have far-reaching value and importance, the Committee viewed the Curriculum as part of, and not the totality of, the experience. The curriculum as we view it refers to the specific planned experiences related to the educational mission of the College. Hence, our attention focused on what the institution can provide in a systematic and dependable way through the description of objectives and a plan for meeting those objectives through a set of courses taught by a faculty with the relevant professional expertise.

We sought to recognize the institution's resources and the limitations of those resources. Clearly the two major elements in any educational enterprise are its students and its faculty. As we worked our way through the many considerations relating to the content of the curriculum, we felt it our responsibility to attempt to design a curricular arrangement that would assure the highest quality of general education for the student commensurate with the number and distribution of the Faculty. It was our view that to the

Each department has offered their views on how they feel the new curriculum should consist of. Dr. Ben McClelland, professor of English, has suggested a proposal that "would give the student a broad set of learning experiences in the major academic disciplines, but should, as well, provide a period of study focused on a single academic specialization." Unfortunately, says McClelland, "the proposal is formally dead."

The problem with the Curriculum Review proposal, states McClelland, is that it has "no clear mandate among faculty and overwhelming opposition from the students."

Other amendments and suggestions have been submitted by Faculty members in the Department of Philosophy and Foundations of Education.

extent that it was academically sound and reasonably practicable to do so, we should design a curriculum that could be implemented with minimal disruption to the Faculty.

The Committee also saw the student body as comprising (a) those who need remedial work in one or several areas, (b) those who are prepared to do regular college level work, and (c) those who are prepared to do superior work in one or many areas. In our view the College already has ways of identifying the first of these groups of students and has also made some provision for dealing with individual students in appropriate ways. The third group is not easily defined and is therefore not readily identifiable. The Committee expresses its interest in and encouragement of further development of honors programs. These should be expanded where possible in departments, but also we urge the development of an honors program in the general education portion of the program.

The Committee concentrated its efforts on the development of a general education curriculum that would apply to all of these students but which could be modified in ways that seemed proper to meet the special needs of individual students. The program, which includes several specific (Core) requirements and a variety of optional (Distribution) requirements, reflects the Committee's belief that such a program most nearly enables the College to provide a quality liberal undergraduate education to its students and to do so with an efficient use of the institution's resources. It also matches the curriculum format most people agreed is desirable in response to our survey.

When the Committee found general agreement about the desirability of a liberal education to be defined on a college-wide basis, it undertook the task of describing the qualities expected as the result of a college education. We tried to answer the following questions: What results or outcomes should one expect of the college education? In what ways should the student be 'different' or 'better' for having been through the degree program at Rhode Island College? What abilities, competencies, knowledge, and habits of thought are the mark of the college graduate who is liberally educated?

The Committee identified eleven objectives or 'outcomes' that it considered necessary accomplishments of a liberal college education. An examination of pertinent literature on college curriculum design and of examples of college programs which include liberal arts and science requirements indicated that our stated objectives are similar in scope and ambition. In this section we will enumerate and explain those objectives.

On Student Input

Since I have been a student at R.I.C. it has been apparent that it is only a minority of the students who care about what is going on. Either students are afraid to be involved, or they come up with an excuse, like they don't have time or some such nonsense. The fact that the Curriculum Committee was allowed to operate without a student representative, shows that the faculty on this campus feels that they can do as they please without an outcry of anger from the majority of the students.

I would like to support the students who are fighting this report and who are fighting against the wave of apathy which is sweeping this campus. Members of the Student Parliament are not afraid to make their views known. Tom Pavelka, the President of Parliament has acted as a spokesman who has not been afraid to make his views known.

The members of "The College Media", chiefly "Forum" and "the Anchor" have attempted to handle the issues on this campus and have given the students a chance to voice their opinions. Unfortunately, these voices have not been heard. If they have been heard, it is a certainty that no one is paying attention.

opinion

In a speech in 1958 then Russian Premier Nikita Khrushchev said, "I will bury you!" If there is no response from the students, the same may be said by the Curriculum Committee. That will be the first step in burying the rights of the students.

John E. Kokolski
(John Kokolski is the Anchor's Business Manager.)

Excerpts from the Curriculum Proposal

The proposed general education requirements are based on a philosophy of liberal education as a broad exposure to ideas. This philosophy has been translated into a distribution of courses which (1) assures that the student comes into contact with Western Civilization, Western Literature, Mathematics and Sciences; (2) provides for student choice within the areas of humanities, fine arts, and the social and behavioral sciences; and, (3) exposes the student to problems and issues of contemporary society. The courses, taken as a whole, also provide for exposure to the tools necessary to fulfill the outcomes of education which the Committee has identified. The structure and content of these requirements are consistent with the views of faculty, students, and alumni as shown by their responses on the general education questionnaire.

In contrast to these responses, the general education questionnaire results showed very little support for retaining the current General Studies Program. Some of the probable negative factors contributing to this lack of support have already been identified: changes in the campus atmosphere that have taken place since the program started, lack of an identifiable relationship between courses and program

objectives, and governance problems associated with course content and faculty participation. Another often expressed criticism of the current program has been that, although the program offers the opportunity for students to study a variety of areas, there is little if any assurance that a particular discipline will be studied and no assurance that students will have had any common experiences as the result of their undergraduate education. This is seen as a deficiency under the usual definition of a general education.

Even though there are successful aspects of the current program, on balance the Curriculum Review Committee feels that the proposed general education requirements answer the criticisms of the current program, are more in keeping with the commonly held idea of a general education, and are consistent with the opinions and wishes expressed by faculty, students and alumni.

Philosophy And Objectives

Higher education in the United States has been influenced by a variety of sources, with the result that many American colleges and universities present an amalgam of programs and purposes. Often, the English concept of undergraduate liberal education with its concern for the development of ethical judgment is

The following is Student Government's letter to the Curriculum Committee Dec. 12, 1978

To The Curriculum Committee:

Student Parliament, as of their December 6th meeting, has charged the Executive Council of Student Government to formally state Parliament's dissatisfaction with the proposed Curriculum revision.

Student Government has stated at both meetings and in public that before a drastic revision is proposed, a complete evaluation of the General Studies Program as students, the General Studies program has suffered continuously from a lack of commitment and direction by the college. We believe it is a lack of good judgement to merely eliminate a program because of a failure to effectively manage the program by a continuous revision and updating the process.

Student dissatisfaction is not only directed at the proposal itself, but is also against the way in which this proposal was formulated. It is our understanding that the Curriculum Committee has violated the rights of the students to participate in this decision making process by voting down the motion to have students on the Curriculum Committee. Not only are we talking about the questionable quality of the proposal, the lack of acceptance by the committee on student participation, we are now also registering concern about the time chosen for these hearings to take place. This week, as you are all aware, is the final week of classes. Students are unable to fully address the issue at this time.

It is our intention that in the best interest of the college community, you table making a decision until the time when reasonable public notice can be given.

Attached to this letter is a document which originated with the Student Government's STUDENT REVIEW OF ACADEMIC POLICY AND PLANNING COMMITTEE. This document highlights the basic reason by which Student Government is opposed to the Special Curriculum Proposal.

Sincerely yours,
Executive Council of
Student Parliament
President Thomas Pavelka
Vice President Lisa Corsetti
Treasurer Michael Marran
Secretary Catherine Calore

I. Statement of Purpose

The following statement is a direct reaction to the "Report of the Special Curriculum Committee" (hereafter referred to as Report) dated Nov. 24, 1978. While this statement in no way pretends to speak for the entire R.I.C. Community, it does reflect the views of many. As a member of the Student Community Government, I have attempted to organize the various opinions into one coherent package for the purpose of presentation to the Curriculum Committee. In doing so, I must first apologize for the fact that the statements contained herein are basically negative. We are not seeking to demean the hard work of the members of the committee, but we must explain how we feel. This report, having reached its peak of distribution during the week of Dec. 4-8, barely gives time for response to be presented for the Open Hearing on Dec. 12. Bear in mind the impossibility of our composing in less than a week, an alternative to a proposal which qualified educators have been drafting for almost a year. We recognize that we have neither the time nor the ability. Therefore, we are somewhat limited to expressing why we feel that implementation of the proposed program would be a detriment to the type of education now being offered at R.I.C. We offer not an alternative program, but rather constructive criticism and ideas concerning the proposal. In doing so, we ask that you consider carefully our carefully considered statements.

First of all, it is important to note that the most recurrent and certainly the loudest objection to the Special Curriculum Committee Report lies not with the program, but rather with the procedural policy of the Committee itself: the fact that too little student input was invited. According to the records of the committee (pg. 3, Report) there were no meetings or hearings to which students were invited to express their views. Page 15 of the Report further explains that 150 students were randomly selected to receive questionnaires, 69 of whom responded. It is regrettable that the committee has chosen to blatantly ignore the valuable resource of students who, by virtue of their experience with the General Studies Program, have knowledge and opinions concerning their studies.

II. The Present General Studies Program

A foundation point on which we can all agree is that the General Studies Program is definitely in need of revision — students and faculty alike have been vocalizing this need for quite some time. We are all interested in making these improvements, but not at the expense of the valuable assets which the present General Studies Program has to offer.

Perhaps the greatest strength of the General Studies Program lies in its Plan A Colloquia. In these courses, the student-teacher ratio is at its lowest, allowing the students a very personal experience with college-level work and life. In such an intimate setting, students are encouraged to participate and articulate their thoughts and ideas. A sharing of knowledge and self takes place. Professors can devote much more of their time and their selves to students here than is possible in a normal classroom situation. A small group of students from various majors, each bringing with them their own individual personalities and methods of expression, is an important

environment for the Freshman student, especially in a largely commuter college.

It is all too easy for students to fall into the trap of "attend class, take notes, go home." In G.S. Colloquia, communication begins and develops, in some cases friendships are established and, in every case, a sense of community and of belonging to that community is established. The individual student, then, through his relationships with the resources which are his fellow students and his professors, is carried to a recognition of himself to be one of his greatest resources.

But we have not come here to argue Philosophy of Education, but rather the methods of education. Let us move on to a discussion of the proposal at hand, the "Report of the Special Curriculum Review Committee."

III. The Proposed Course of Education

In reviewing the course of education proposed by the Special Curriculum Review Committee, we have found a number of problems and the possibility of even further problems. While we applaud the goals and objectives of the committee, we fail to see how many of these goals can be achieved through the proposed curriculum.

(A) History of Western Civilization

Let us take the first section of the Report: the History of Western Civilization (or "If this is Tuesday, this must be the Renaissance"). Consider the practical application of such a course. To require all Freshmen to enroll in Western Civilization will necessitate offering as many as 17 to 20 sections of it each semester. If Western Civilization is to be taught solely by the History Department, as implied in the "Report," and not as an inter-departmental program as is suggested in the Broderick Report, then it will demand an incredible amount of time and manpower from that department and undoubtedly result in sections being taught by professors who have little or no interest or, more importantly, expertise in teaching the course. We foresee then, that there will be a number of sections of Western Civilizations being taught by and to reluctant draftees. This does not provide a totally productive educational environment, and certainly represents no improvement over the present G.S. Program.

Also, in offering a subject so broad as the History of Western Civilization as a six credit course opens a path to a complaint that far too much information is being crammed into one course. Arguments will soon arise to increase Western Civilization to an eight or 10 credit course. While to teach Western Civilization for only six credits may lead to the exclusion of much more information, to broaden the course would lead to the exclusion of other areas of study. Simply, we rob Peter to pay Paul.

(B) Humanities and the Arts

We feel that this proposal and its accompanying recommendation shows the best argument in the Report. Furthermore, since it actually increases the amount of coursework required in the area — from two ADE's to three courses — it goes farthest in achieving the educational philosophy espoused by the Report in whole.

In sum, we find nothing critically wrong here, and move on to the remaining sections.

(C) Mathematical Thought

The rationale for the study of Mathematical Thought is that such a course, "students would gain sophistication in the handling of quantitative relationships, would refine their intellectual powers in the areas of clear and precise thinking, and thus be able to deal more assuredly with an increasingly quantitative and data-oriented world" (Report, pg. 44). Once again, an admirable goal, but not one which will be achieved by its accompanying recommendation. Requiring all students even if they are "only" Freshmen, to take one of these low level courses would simply insult most of them. As they are, these subjects are not constructed for the needs of the general student body, but rather for those who have mathematical deficiencies. These courses are generally filled either by those students, or, quite frankly, by students who are looking for the old "easy A." We do, however, recognize the need for mathematical proficiency and in response to this basic need, we suggest that a mathematical competency test and subsequent program be administered on the entrance level, much like the existing program for writing skills.

(D) The Natural Sciences

One of the most of repeated objections to this section of the proposal comes from the Science majors themselves. The cry has been that to require students who major in the sciences to take two additional courses at the lower level would be cruel and inhuman punishment. Consider the amount of time that a student will devote to these subjects with which he is already all too familiar, which could conceivably be spent in pursuit of a more rounded education. The student whose course of study is largely comprised of scientific material would most likely prefer the freedom to pursue some studies in the humanities for his own fulfillment (and possibly his sanity).

Furthermore, introductory courses in Physical and Biological Science courses are widely taught, and in fact, required in most high schools. Assuming that our incoming students will have met the requirements of admission, they will at least have done some studying in the Physical and Biological Sciences, and should, at this point, be allowed to choose whether or not they wish to delve further into these areas.

(E) Social and Behavioral Sciences

The major problem with this section is basic. The rationale insists that a student take a first course with a "broad perspective on man as a social animal," followed by a second course with a narrower focus. At first glance perhaps this may make sense, but considering the stipulation that these two courses be in separate disciplines, the argument loses its cogency. Why a broad approach in one discipline and a more narrow approach in another? How to choose which approach for which discipline?

(F) Theory and Application of Language

Once again we find pertinent goals within the rationale and, once again, we feel that these goals cannot be met by the recommended program. It is agreed that "The ability to understand language and the use of language to express ideas clearly, efficiently and meaningfully ought to be central to the educational endeavor." However, we simply do not feel that any one of these courses alone will provide "an understanding of language structure, both natural and artificial, of the formality of language and of the applications." To offer such a grab-bag collection of nine courses and require that the student make one random choice will not fulfill these goals. One might as well allow the student to continue with the right to choose electives, offering him a wider variety of more substantial courses. It has been suggested that Philosophy 205 and Computer Science 101 might be removed to section 3 and that this section be eliminated entirely.

(G) Modern World

Finally then, after the student has waded through these 30 credit hours of general education, he enters the "Modern World." The Modern World consists of one course, from either (a) "Foreign Culture Courses" or (b) Contemporary Global Perspectives." If, of course, may be an advanced level course.

This section of the proposal is also too ambiguous. While it does offer definitions of the two categories, it does not offer any specific information about the courses to be developed for these categories. Section A seems to offer us a plane ticket to another country and culture; section B would buy us a subscription to Time magazine. We cannot approve of this section of the report for it fails to give a clear idea of the courses involved.

IV. "Excellence for a New Era" or Mediocrity from the Good Old Days?

Among the complaints we have received regarding the Report is the attitude of the committee itself. It seems from the tone of the background information provided in the Report, that the committee approached the revision of the G.S. Program with an enormous chip on its collective shoulder; namely, the manner in which the present G.S. Program came to be. The climate of the 60's is referred to rather condescendingly as a nuisance, and the committee seems to say that now that those voices for change have been pacified and are long gone, we can get back to "business as usual." We contend, however, that there is no going back.

We agree with the Report that "issues have diminished, giving rise to a new set of circumstances today." The society of the 70's has regressed, for though a cliché, the 60's were years of discovery of self — of "doing your own thing" and "of relevance." But is this fact, that society has degenerated into a sameness and near-narcissistic behavior a rationalization for us to lower our standards? We say emphatically, NO.

And our major proposal for the general college requirements goes back to what was said at the opening of this statement and brought out in the Broderick Report: that a concerted implementation of the present G.S. Plan A Program would not only provide the general, extensive liberal arts education the review committee insists on (and correctly perceives is lacking at R.I.C.) but also would provide the flexibility we insist on. Energies would best be spent on re-promoting the present program, and increasing the percentage of students taking the Plan A option. This could best be accomplished by better explanation sessions to incoming freshmen and their advisors as well.

Our orientation here has been to maintain that the student is an individual and should be dealt with as such. We reaffirm that the educational process cannot "go back," but that it must continue in a positive move toward the future. While the rest of the society may be retreating into another age, let us continue to excel, propelling ourselves toward the future. For we face a future in which our very humanity will be tried. Let us be prepared, having graduated persons, who, through their knowledge of their own individuality and the individuality of others are aware of their humanity, and therefore will be able to cope and function as vital parts of our society.

Respectfully submitted,
Anne M. Walsh, M.P.

RHODE ISLAND COLLEGE CURRICULUM COMMITTEE

Reception Date:
Addition date: 11-18-77
Supersedes: Replaces Existing General Studies Program
Recommendation: Revision of General Studies Program
Originated by: General Studies Committee, Peter E. Prinsello, Director of General Studies

Catalog citation (a): In departmental listing, pp. 99-101, insert revised description of program. Course listings, p. 278, insert revised descriptions of General Studies Colloquia and Seminars; delete description of G.S. 150. Plan B. Colloquium.

Impact on existing program: None.

Impact on library resources: None — No anticipated foreseeable impact.

Impact on faculty: Some new courses may be developed by academic department. Faculty presently teaching G.S. 150 will no longer do so.

Departmental action: Approved unanimously by General Studies Committee — 11-18-77

Dean's action: E.A. ????. Date: 11-21-77
Graduate Committee action: Not applicable.

Other significant notes:
THE GENERAL STUDIES COMMITTEE PROPOSES THE FOLLOWING:

1. Abolish G.S. Plan A and Plan B. Retain Plan C.

2. Rename Plan C, to wit: CLEP Option.

3. Establish a single General Studies Program for all students (except those who elect the CLEP Option) as follows:

2. General Studies Colloquia to be taken in the freshman and/or sophomore years. These colloquia will be modeled after present Plan A colloquia, but will carry no Area designation.

5. Area Distribution Electives (ADE). One to be taken in the Area of the student's major, but not in his major discipline. Two to be taken in each Area outside the Area of the student's major. No two ADE's to be taken in the same discipline.

1. General Studies Seminar, normally to be completed by the end of the student's sixth semester. Seminars will carry no Area designation.

Definitions:
1. The General Studies Program
The General Studies Program is a group of courses designed to provide each student with a familiarity with the heritage of his civilization and others, an appreciation of and facility with his own language and others, an acquaintance with the major disciplines outside of his own major field, and the intellectual and communicative skills needed to deal constructively and efficiently with the issues of the Twentieth Century.

II. The Colloquia

General Studies Colloquia consist of small groups of students studying a specific topic along with their professor. Colloquia are concerned with ideas, themes and problems within particular disciplines, though they may involve more than one discipline. Frequent oral and written reports are required. Skill in oral and written communication is a necessary condition for the successful articulation of ideas and conjectures about their implications. The Colloquia place a particular emphasis on the development of these skills. Individual and creative expression are encouraged.

In the Colloquium the ideas which are discussed are associated with some basic theme. A set of readings serves as a basic source through which the student may inform himself for both written and oral presentations on the significance and/or inter-relationship between different aspects of the theme. The instructor is not there simply to lecture, though some lecturing is an appropriate way to bring in the information required for an intelligent discussion; nor, is the student there simply to listen. The instructor's interest lies more in investigating various ways of looking at things than with the more detailed informational dimensions of the topic of the Colloquium. This does not mean, however, that there will not be a significant amount of "content" in the course.

III. Area Distribution Electives (ADE's)

Area Distribution Electives are generally introductory courses in individual disciplines. They should contain a component which explains and emphasizes the assumptions and methodology or procedures used in acquiring and/or applying knowledge in particular disciplines. ADE's carry no prerequisites, and carry the designation of the departments offering them. Individual academic departments will be empowered to designate courses as ADE's.

IV. General Studies Seminar

The General Studies Seminar is meant to be the culminating experience in the student's General Studies program. It is not to be taken until all other General Studies requirements have been met. In the Seminar, students with various majors study, discuss and write about a specific topic or theme. Students are expected to contribute insight and information on the topic from the perspective of their major field, and to garner insight and information from the fields of their classmates. Each student is expected to complete a research project related to the seminar topic. A major share of the student's grades will be based upon his research project.

V. General Studies Areas.

Three Areas are defined for use in identifying courses offered by academic departments as ADE's:

Area I — Humanities. This includes Art, Dance, English, History, Modern Languages, Music, Philosophy, and Communications/Theatre.

Area II — Mathematics and Science. This includes Biology, Chemistry, Mathematics, Nursing, Physical Science and Physics.

Area III — Social and Behavioral Sciences. This includes Anthropology, Economics, Education, Geography, Political Science, Psychology and Sociology.

OBJECTIVES

G.S. Program Objectives

1. To introduce students to important areas of learning and human concern which may include but which also extend beyond their major field of interest.
2. To cultivate the skills of analysis, criticism, and communication; that is, to improve students' abilities to read, write, think and speak effectively.
3. To develop the independence of mind which grows out of making judgments based on specific information.
4. To cultivate a sensitivity to the language and literature of various disciplines.

G.S. Colloquia Objectives

1. To provide the students with the necessary content material to form a knowledgeable context in which to study the theme or issue(s) that the course will consider.

2. To provide an opportunity in a small group setting for each student to become personally engaged in discussion and to allow small groups of students to interact with each other as well as with the instructor.

3. To upgrade the students' skills of reading, analysis, criticism, speaking and writing through frequent, well defined assignments, both in and out of class.

4. To evaluate in an ongoing and vigorous manner the skills listed in No. 3 above, so as to identify areas in need of remediation and encourage further development of those skills.

5. To develop skills and attitudes helpful to the students in their other courses of study.

G.S. Seminar Objectives

1. To provide the students with the necessary content material to form a knowledgeable context in which to study the theme or issue(s) that the course will consider.

2. To study the application of knowledge from one area to problems in another by applying the problem-solving procedures of various disciplines to the problem posed in the seminar.

3. To integrate the student's previous courses in the context provided by the seminar.

4. To improve skills of oral and written communication and expression.

Rationale for Revision of Present Program

Seven years ago, a new General Studies Program was developed at Rhode Island College to replace a required humanities program. The General Studies program consists of a block of eight courses, some of which are specifically General Studies colloquia and seminars, and others selected from the areas of the Humanities, Mathematics and Science, and the Social and Behavioral Sciences. The program was conceived and implemented in the midst of the unrest generated by events flowing from American involvement in southeast Asia. It was an attempt to retain and reinforce the traditional values of liberal education as well as to inject a sense of the new values of immediacy and self then being strongly articulated. The rhetoric of the program was perhaps more enthusiastic and promissory than was warranted. There was some difficulty in selling the program to faculty who had a vested interest in the defunct humanities program. Compromises had to be made in order for the program to get started on time. New courses that were designed to mesh with and augment the program were never developed by many departments. Standard introductory courses were used instead. The Plan "A" version of the program, heavily weighted with small colloquia, which was to be the overwhelmingly larger track, withered to a mere 10-15 percent as a result of the lack of colloquia; the low faculty interest in attempting a non-traditional type of course; and the poor reputation suffered by Plan "A" as the track for "brains."

Plan "B," designed only as an interim measure until Plan "A" would take wing, has, like Topsy, "just grown" into the great bulk of the program.

Faculty from every department on campus participate in the General Studies program, some with great enthusiasm, others under protest. There are and have been some notably successful courses offered in the program. It has not been a total disaster. Nevertheless, it is not what it says it is, does not deliver what it promises, and has no uniform, clearly understood identity. No two people quite agree on what the program should do, is trying to do, or is accomplishing. Students, as well as faculty, despite the efforts of four General Studies Directors, are confused about the program. They do not understand its objectives and do not feel they are benefiting by it. The program has to be changed.

Some things have already been done. An internal debate on first premises of the program was begun in January, 1976. Rhetoric describing the program has been simplified. In the winter of 1976-77 an NEH consultant was brought in to examine the program from a different perspective. After a series of campus-wide forums this semester, it is our judgment that given present resources, a single General Studies program retaining the strengths of both Plan A and B as well as maximum feasible choice for students is our best option.

The General Studies Committee is agreed that, although the recommendations contained herein will substantially improve the present General Studies program, they will not create a program of general education, as the term is commonly understood.

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RHODE ISLAND COLLEGE

**STUDENT
COMMUNITY
GOVERNMENT**

ELECTIONS COMMISSION

The nomination and filing period for the 1979-80 Student Parliament elections will be Monday, March 12th through Friday, April 13th.

Petitions and information will be available in Student Union 200 between 10 a.m. and 3 p.m. on the above dates.

Run-off elections will be April 25th if necessary.

Elections will be held for the academic seats listed below as well as representatives for:

Performance — matriculating students: One (1) seat

Residence halls: Four (4) seats; one (1) seat per hall.

Graduate students: Two (2) seats.

APPORTIONMENT COMMISSION

Academic seats have been apportioned by discipline, and departments grouped into the following constituencies:

Constituency 1: Humanities: Four (4) seats.

Constituency 2: Mathematics and Sciences: Six (6) seats.

Constituency 3: Social Sciences: Six (6) seats.

Constituency 4: Education: Four (4) seats.

Constituency 5: At large: Five (5) seats.

Academic seats may be contested by students having a major, minor, or concentration in a department.

ELECTIONS COMMISSION

Lisa Corsetti, Chairperson

Track Team Looks to Another Fine Season

by Justin Case
& Dave Radcliffe

Coach Ray Dwyer and his assistant John Grilli announced the appointment of three captains to the 1979 Track team last week. Kevin Gatta, Dan Fanning and Jim Scanlon will lead this year's squad.

Kevin Gatta (Johnston) is a 1975 graduate of Johnston High School where he had an outstanding Track career. He has been a member of the Cross Country and Track teams at RIC since his freshman year. Gatta is a member of the Student Athletic Advisory Committee and is on the President's Advisory Committee at Rhode Island College. Besides this, he is a member of the Art Club

and in his senior year majoring in Art. Gatta was recently named to Who's Who Among College Students in America. He holds the school record in the half mile, quarter mile and quarter and mile relays.

Dan Fanning (Providence) is also a senior and a 1975 graduate of La Salle Academy. He ran Cross Country for three years at RIC and sat out this past season, only to join the Track team for the fourth year. Fanning is a member of the Athletic Advisory Committee and is employed on campus by the Athletic Dept. and Publications as Student Supervisor. He is a Political Science major and has been selected for an Internship Project in Washington, D.C. with

Congressman Beard. Fanning holds two records on the team in the Quarter mile and Mile relays.

Jim Scanlon (Providence) is a 1976 graduate of La Salle Academy. Scanlon has just completed a highly successful Wrestling season for RIC. He has been a member of the Track team for two years previous. Scanlon is a member of Student Parliament and participates in the Financial Aid and Audit Committees. He is also a member of Kappa Delta Phi Fraternity, and a third year Business Management Major. Scanlon throws the discus and javelin for the squad's Weight Team. Scanlon broke the discus record for RIC last year and most likely will repeat it again in 1979.

The Anchor Softball Team

is ready for any
and all challenges.

Inquire Anchor Office.

SPORTS

To the Editor:

Dear Mr. Ratcliffe:

We are disappointed to find that someone whose name begins with "Rat" would involve himself in yellow journalism. We the "Bad

Rats" have only eight team members. Seeing as the "squaws" have suffered greatly in the scoring department this season, we pulled back our big guns and thus

the 1-0 score, a victory resulting. If anything has slipped by, it was your latest intramural news story.

Sincerely,
The "Bad Rats"



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IN DONOVAN DINING CENTER

FRIDAY, MARCH 30

8:00 - 1:00

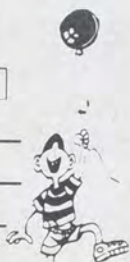
\$2. with RIC id

\$3. gen. adm.

Mixed Drink and Beer

Free Classified

lost & found ☐ wanted ☐
for sale ☐ personal ☐



for sale

1973 Mazda Rx-2, 54,000 miles. Good condition. Cassette tape deck, new shocks, new exhaust system. Will be ready to sell at semester end. Asking \$2100 firmly. Call JoAnn at 467-8336.

FREE: One female Alaskan Malamute, 2 years old. Good house pet, loves people, has papers and all shots. Call 461-0024 or 941-6727.

Jogging sneakers, tennis sneakers. All sizes, styles, brands. Save 50-75 percent off regular prices! All first quality merchandise. Call 739-8266 after 1:00.

Sterling silver rings. Over 30 styles. \$3.00 each or 2 for \$5.00. Sized genuine sterling. Call 739-8266 after 1:00.

1971 Ford van, excellent running condition, sunroof, swivels, \$1295. Stew. 765-0458.

1978 Honda Express Mo-Ped. Great gas saver — only 300 miles on bike. \$275. Glenn, 456-8136.

personals

To Janice: I've admired your beauty from afar, and want to take you to the Spring Formal. Love, Frances.

Dino's Girl: Life is a Cabaret ol' chum, but dance warm-ups in Disco pumps? Signed, The Clandestine Mailman.

Peachy: Rappaccini's Daughter could beat you without sweating. Meetcha onda courts. Signed, Young Goodman Jock.

Sue: a swarm of angry Northwestern birds are circling Centerdale chirping, "We don't like Cocoa Puffs."

Hey Guys: It's time to replace the rain shoes up in the ceiling. Signed Women.

Yack: Sorry you didn't get P-I-G. We really wanted you to walk to Suite A. Signed Piggies.

Jason's Jester: You belong on a stage. It's leaving in ten minutes. Love, Mini HaHa.

To Boo Boo: I love you and all the free time we spend together, love forever oob oob.

Topogigio: Let's flemenco until dawn then some quiet inquisition. Ole? OK by me. XX The Conquistador.

Alan: If yours was the last car on earth you couldn't drive me home. You might give my dog a lift though. Sorry, Mr. Bill.

Sweetv: Next time it's pulled up, keep it in. At least until after we leave. J and J.

Sweetv: Next time you get a wedgy make sure you keep it in. J and R.

To the girls of Kappa PO: Thanks for the shoulder to cry on. Congrats to your new found freedom. Love always from the Kid in the corner.

Hey Brat: Ow Wa Ya?? You'll feel better if you stop taking my parking space and give me your nose. From: Pousty No. 1.



Guest Forum

(Continued from Page 8)

considerate. Faculty deserve better treatment!

We insist that since the evaluation of faculty for recommendations for salary increments, promotion, and tenure will not be completed until you and/or the Board of Regents takes action, that similar letters do not originate from the Office of the Vice President for Academic Affairs, and that the letters written by the Deans be withdrawn.

Sincerely,
Donald C. Averill, RIC-AFT
President, for the
Executive Committee
Jason Blank
Thomas Lavery
Joyce Reisner
Earl Stevens
Sylvia Zaki
Neil Gonsalves
Howard Munzer
Robert Salhany
Robert Young



Crossroads Talk Wednesday

An illustrated talk will be given on March 28, Wednesday afternoon, from 2:00 to 4:00 (free period) in the Gaige Hall lounge. This talk will feature the impressions of Vince Stuart who participated in the 1978 Operation Crossroads Africa program in Ghana. The slides would be enjoyable to anyone interested in Africa and particularly to those who would like to participate in the Crossroads program. Will you be the one to go from RIC next year?

Richard Lobban
campus representative
of Operation Crossroads Africa

RIC Students for Life announces that there will be a hearing held by the Senate Judiciary Committee on March 28, at 2:30 p.m. concerning a bill that has been introduced in the State Senate requiring consent in abortion. It states:

a. The physician must inform a woman inquiring about an abortion of the physical nature of the embryo or fetus at the time of the proposed abortion.

b. The physician must inform the woman of the possible immediate side effects and the possible latent side effects that may result from the abortion.

c. The woman, after being informed, must be allowed a 48 hour waiting period before an abortion can be performed.

Anyone who is interested in the passage of this bill is encouraged to attend and it is possible to testify at the hearing.

For further information, contact Cheryl Prococini at 456-8362.



CAMPUS CRIER

What Your Read Here Is Official
(and it might also be important)

FASHION SHOW: Thurs., March 29th in the Student Union Ballroom. Fashions from You Babe Fashions, 2211 Mineral Spring Avenue, North Providence. Hair and Makeup by Hair Freedom Cutting Salon, 1257 Hartford Avenue, Johnston. Models from Third Curriculum Modeling course. Admission \$1.00 at 7:30 p.m. FREE refreshments.

The Handicapped Awareness Organization and the Office of the Dean of Students are sponsoring a three day exhibit of telephone equipment for use by handicapped people. The exhibit will run from April 2 to April 4, 1979 in the South Dining Room of the Faculty Center. The hours will be from 10:00 a.m. to 4:00 p.m. Monday and Wednesday and from 10:00 a.m. to 8:00 p.m. on Tuesday. The following equipment will be on exhibit: phones for impaired speech; phones for impaired hearing; headset amplifiers; tone ringers for the hard of hearing; lamp indicators for visual indication of phone ringing; electronic larynxes; touch-a-matic phone (one button dialing); speaker phone (hands free use of telephone); single-button telephone (for use by a person who is not able to hold a hand set); tele-class service (teaching device for the homebound student); portable conference telephone (teaching device from the classroom to the homebound student); a telecommunications system for the deaf (TTY) which is a display of equipment to enable deaf people to communicate by use of the telephone.

The above equipment (with the exception of the TTY) is being supplied by Robert Carroll of New England Telephone Company. The TTY equipment is being provided by courtesy of Edward Maderios of the Rhode Island TTY Service Center. For further information, please call Dixon A. McCool, Rhode Island College, 456-8061. Please come and join us.

WANTED: ANCHOR WRITERS

THE ANCHOR currently needs sports writers, features writers, news reporters, and investigative reporters.

Apply Student Union, Rm. 308.

RIC Four Hall Programming

presents

SPRING COTILLION

Friday, April 6th 7-12:30 a.m.

Hearthstone Inn, Seekonk, Ma.

band: Malloi

"distinctive entertainment"

\$8.00 per person

Tickets sold in Donovan 12-1 p.m. 5:30-6:30 p.m.

Buy your tickets early!



RIC PROGRAMMING

presents



WED. MAR. 28



**Wednesday
Night
Series** featuring

**McCarthy
Richards
Band**

in RATH
8 - 1 a.m.

SUN. APR. 1

presented by
RIC SPRING
FILM SERIES

**"THE SPY
WHO
LOVED ME"**

**ROGER MOORE
as
JAMES BOND
007th in**

7:30 & 9:30
Gaige
Auditorium
.75 w/ RIC id
1.25 gen. adm.

TWO GREATS

for the
price of 1 !!



8:00-
1:00am



Friday, March 30 in Donovan

Beer and Mixed drinks

\$2. with RIC id

\$3. gen. adm.