



Established 1928

# The Anchor

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

"Obscenity is in the mind of the Beholder".

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RHODE ISLAND COLLEGE

THURSDAY, JANUARY 9, 1969

## THE DONALD PURETZ CASE

by D. SCOTT MOLLOY

On June 17, 1968 Donald Puret received a one sentence letter from acting President Willard which stated, "In order that you might have as much time as possible to make necessary adjustments, I wish to inform you now that it is my present intention not to recommend your reappointment to the faculty of Rhode Island College after the 1968-69 academic year."

Keeping this letter in mind, it is necessary to examine Mr. Puret's career at Rhode Island College. Since September 1963, when he first came to the college, Mr. Puret has received two merit raises and been promoted a year ahead of time to assistant professor. He introduced five courses to the physical education curriculum and has brought many prominent lecturers to the campus. He has served as faculty advisor to several student groups and has also been a member of several faculty committees. Besides some lecturing activity on his own part, he was one of the founders of the Rhode Island College Chapter of the American Federation of Teachers serving as Vice-President (1967-68) and Executive Board Member-at-Large (1968-69). As baseball coach, he scheduled games with nationally ranked college teams while compiling an overall winning record.

### Statements

Over the last several years Mr. Puret has received a number of communications from the administration which impressively attest to his competency as instructor, coach, and scholar.

\*October 26, 1965 from the Dean of the College, Charles B. Willard: "I have received your letter of October 20th indicating an interest in appointment to the Athletic Policies Committee. From what I know of you, I am

sure you would serve very well indeed as a member of this group."

\*November 22, 1965 from the President of the College, William Gaige:

"I want you to know of my own realization of your fine services to the College."

\*January 31, 1966, an evaluation of Mr. Puret in a letter to Dr. Lawrence Stratton from Dr. Fannie Melcer, Physical Education Department Chairman:

"In the three years that he [Mr. Puret] has been here he has completed all the course work on his doctorate at New York University; only his dissertation remains. Academically, therefore, he is the highest ranking of the faculty that this evaluation covers."

"Mr. Puret is the most willing of all the men, and the most reliable in committee work."

"In the intra-mural program he has done far more of the organization of the program than could be expected in view of his .7 formula hours of credit . . ."

"The record of the baseball team before, and since he came, is evident of his ability. In my opinion the time he gives to this sport is comparable with basketball though he gets only three formula hours of credit for it, compared with five given for basketball."

"Mr. Puret has been the most single active member of this department in securing jobs and scholarships for his students."

\*April 11, 1966 from President Gaige:

"I want you to know that I have watched you a little bit over the impossible pile of things that come to me here at the office. I like what I see, and I am delighted to note that your superiors have recommended a merit increment for you this year."



Photo by Scott Molloy  
Mr. Donald Puret of the Physical Education Department

\*April 29, 1966 from the Dean of the College, Charles B. Willard:

"Congratulations on your recent appointment to the Assistant Professorship. You know how highly I regard you as a person, and I know of the fine work you do in the classroom and as a coach."

\*May 27, 1966 from President William Gaige:

"You surely have injected enthusiasm and ability into our baseball picture. . ."

\*October 31, 1966 from Mr. Ernest L. Overbey of the Business Office and later chairman of the Athletic Committee:

"As a member of this committee, I would be very happy to serve with you. I think you could contribute considerably to the committee."

\*December 14, 1966 in a letter to acting President Willard from Dr. Lawrence Stratton, Dean of Administration:

"My recommendation for this position [Director of Athletics] is Donald Puret. Donald is

knowledgeable in athletics and health and physical education, a good organizer, and a good person with whom to work."

\*February 8, 1968 in a communication to Dean Virginio L. Pucci from Dr. Melcer:

Mr. Puret was ranked third from the top in the Physical Education Department by the students. He was voted the best male instructor.

\*March 21, 1968 in a letter to Dr. Melcer from Dean Pucci:

"This is to acknowledge receipt of Mr. Puret's request for sabbatical for the fall semester 1969-70. I would be pleased to recommend to the President that he receive such a sabbatical."

Up to this point Mr. Puret had assembled an impressive record.

Trouble began at an Athletic Committee meeting on April 16, 1968. At the meeting, a number of allegations questioning Mr. Puret's competency as baseball coach were presented by Mr. William Baird. Mr. Puret was not present at this meeting, nor, he maintains, had he been requested to be present. Mr. Overbey, chairman of the Committee said that Mr. Puret had been invited. He was unable to produce any written evidence to that effect.

This Committee, none the less, voted unanimously not to recommend Mr. Puret for the position of baseball coach the following season. Mr. Puret had no chance to defend himself against any of the charges presented. On April 29, 1968 the Athletic Committee did invite Mr. Puret to a meeting to answer these charges. This invitation, however, was given thirteen days after the Committee had already voted on the issue. Because of ensuing legal action by Mr. Puret, his refutation was never given. At the present time he has allowed his rebuttal to be quoted from.

On page three of the minutes of the Athletic Committee's meeting of April 16, 1968, Mr. Baird stated:

"During the April 3-April 6 trip (1968), the 11:30 curfew was reported to be student checked, and there is verbal confirmation that the team did not stay together as a group."

Mr. Puret's typed answer was:

"The curfew, incorrectly alleged to have been 11:30 p.m. was actually 1 a.m. each night. The allegation that the curfew was 'student-checked' is, likewise, not true, for I personally knocked on each door, each evening, a matter which disturbed several students who were thus awakened."

### The Significance

The importance of these two conflicting views is not who is right and who is wrong. The importance lies in the fact that the Athletic Committee gave full credence to the first without waiting to hear the second before voting. This type of action speaks for itself.

This chain of events thus brings us back to Mr. Willard's letter of  
**PURETZ CASE** Page 6

## Boycott Scratched!

After many fruitless meetings with the Food Service administration, Student Senate finally got results by threatening a student boycott. The reprint of the letter from Dean Stratton, Dean of Administration is included in total.

Many of the demands will be handled by the College Food Service Committee. It remains to be seen if the committee can or will, be able to deal with the problems effectively.

Related letter on Page 6

## A Petition

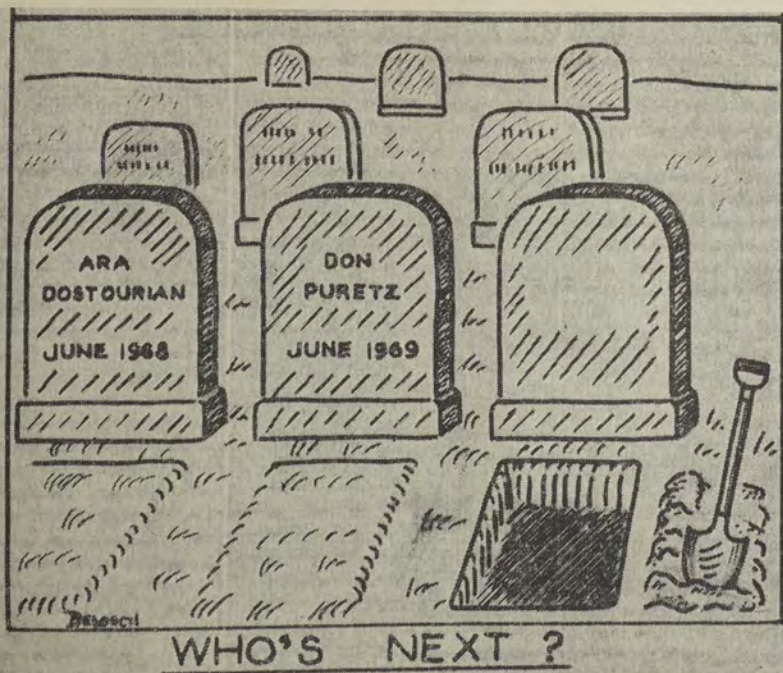
The following petition is being circulated by the Campus Action Committee. It has been endorsed by the Anchor staff and the President of the Student Senate. Today and tomorrow tables will be set up in the games room of the Student Union and in the corridor in Roberts Hall for student signing. Paper and envelopes will be available for short letters to the State Board of Trustees. It is urged that all students take the few minutes necessary to write one of these notes so that appropriate action can be assured.

behind these dismissals are completely unjustified.

Rhode Island College is in trouble. In the last year several of its most dynamic and intelligent instructors have received letters of non-reappointment from the administration. We, as students, feel that many of the facts and reasons

Mr. Ara Dostourian was not rehired because he was considered "non-professional". He is now an instructor at Harvard University working on his doctoral degree. Mr. Donald Puret has received his dismissal notice for such unfounded reasons as, 1) some faculty members did not think that he was the type that should receive tenure; 2) he is said to have "exploited students for personal ends". In no instance, however, has Mr. Puret been made privy to any specifics behind these charges.

Other cases included those of Mr. T. Steven Tegu who has had his salary frozen. Mr. Tegu speaks nine languages and has earned much recognition for his work in linguistics. When he attempted to  
**A PETITION** Page 6





# EDITORIALS

## Action

The petition being circulated by the Campus Action Committee raises again serious questions that have *not* been answered. Do faculty have the right to know the *specific* reasons for their non-reappointment? If Faculty desire public investigation into their dismissal can they have it? Do students have the right to know why a Faculty member does not gain tenure? It is the position of the *Anchor* that if an individual faculty member wishes disclosure of his records, than the individual faculty member should have that right.

In the specific case of Assistant Professor of Health and Physical Education, Donald Puret, the *Anchor* feels that not only are the charges placed against him unfounded and unsubstantiated, but are unjust. It is a sad commentary on an institution where "free" ideas are supposed to exist, that a group of faculty members could arbitrarily blackball another faculty member just because they do not feel he should be given tenure, or because they do not like his ideas. The charge that Mr.

Puret has "exploited students for personal ends" is quite serious and for the sake of justice must be factually proven or discredited.

What's needed is *not* a sad shaking of the head with the hope that the situation will clear itself up. Obviously only a fool would believe that. What's needed is initiative and ACTION on the part of students and student leaders.

In endorsing the petition of the Campus Action Committee, the *Anchor* suggests: 1) The Student Senate immediately begin a thorough investigation of the charges placed against Professor Puret. 2) Student Senate propose to the Council of Rhode Island College immediate creation of a Student-Faculty committee to study all aspects of tenure proceedings, including disclosure of faculty dossier, with the ultimate goal of giving students a *real* voice in hiring and firing of faculty. 3) That the student body not remain docile, but actively and consciously participate in this struggle for Truth.

## More Sex, Less Violence!

Believe it or not, there has been some grumbling by the more conservative members of the student body about the Humanities Class production of *Lysistrata*. It was apparent that most of the persons attending through the presentation was amusing, if embarrassing. We will grant that many of the words used were usually generally spoken only in intimate situations. That does not mean that the major-

ity of the persons were not only familiar with the sexual terminology, but have had occasion to put it to good use.

We want to compliment the cast on what, for most of them, must have been a very difficult script to perform seriously. There is little doubt that it was the most interesting lecture of the semester. It is our opinion that Greek literature was meant to be spoken rather than read and analyzed, so let's have more of the same.

## Letters to the Editor

### STUDENT POWER IN R.I.C. FOR WHAT? more and better food?

It was very encouraging to see that the students of R.I.C. had finally overcome their apathy and decided courageously to boycott classes (now this has been called off) to emphasize the importance they give to this urgent problem which is the very essence of life: "The importance of better quality of food at R.I.C."

At least, we students, in R.I.C. have a sense of values, and we certainly have a sense of priorities as well. We can recognize an issue of importance when we see one!

After all what is College education all about? Isn't it intellectual discussion on vital issues? And what better preparation for an "intellectual discussion is there, than a "Good meal", eventually presented by topless waitresses.

You think I am not serious? Come now! Let us be true to one another. If we like it or not food is a vital issue! Exactly! How can you think with an unsatisfied stomach. It is not by being unsatisfied yourself that you can rationally discuss the problem of dying children in Biafra. A few others killed in Vietnam? What's the difference! It is only after having a good meal that you can free your mind to others problems. And, there are so many problems nowadays. The more problems, the more good food we ought to have.

It is important to develop a sound sense of judgment on important issues and not to make a "Salad" of all these problems.

To be practical, I have some suggestions for the meals at Don-aven center. For example, I would love to have added to the menu some hors d'oeuvre like "filet mignon à la Brigitte Bardot, pommes de terres à la Parisienne and maybe some refined wines from "La bourgogne" and few other things. . . !

As far as the administration is concerned, I have the feeling that in the past they never took us really seriously, but I am sure now that they are confronted with such a serious matter, they will not have too much of a choice but to do something about it!

You see, that is what Student Power is all about????!

Mario Amiel, Senior

### Dear Mr. Sousa and Miss Rooney,

Although I have not seen nor heard from either of you in several weeks I assume you are still alive, well and co-editing the *Anchor*. Therefore this letter which, I trust, will be taken in the spirit in which it is intended. Not being one to inhibit freedom of the press, I also believe that even administrators should be permitted to express themselves freely as well.

I have been out all this week with the flu and just received a copy of the December 19 *Anchor*.

The front page "analysis" by Mr. Mossberg is an unbelievable piece of fiction filled with error and distortion of fact.

The Council of Rhode Island College, with duties and powers regulated by the Board of Trustees, received a **last minute** request from the Student Senate on December 11, requesting that January 2 and 3 be added to the Christmas Recess. Although it was contrary to Council rules, the Council placed this item on its agenda and passed such a motion with the stipulation that the two days must be made up before the beginning of the second semester. Because of the complications involved in changing a college calendar, the Council also voted to direct its Executive Committee to work with representatives of students in making up the two days. In no way did the Council "move for the creation of a joint Faculty-Student Committee."

With due difference to Mr. Mossberg's modesty ("I wanted to serve on the Committee in order to make sure that the students received a just decision") he only stayed at the meeting for one-third of the time we met. He only had one suggestion and was close-minded about all others. He wanted to avoid making up the two days which was the precise condition set by the Council in its vote.

The Secretary of the Council had stayed up most of the night

BY BECKER



## The Anchor

"An independent student voice." Published by the students of Rhode Island College. The editorial opinions expressed on this page are solely those approved by the editorial board of the *ANCHOR* and do not necessarily reflect the views of Rhode Island College or the Board of Trustees of State Colleges.

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## Coming to R. I. C.

Friday, Jan. 10 — Basketball at Westfield State at Westfield 8:00 PM.

Saturday, Jan. 11 — Basketball at North Adams State, at North Adams 8:00 PM.

previously, trying to work out the various alternatives for making up the two days. These various alternatives were distributed to those present.

Mr. Mossberg's constant use of terms such as "deceit", "acting like fascists", "suppression" and the like make interesting projections. To use such language in the context of wanting two additional days for Christmas Recess, without any **quid pro quo**, strikes me as being ludicrous.

As a front-page story, I find the Mossberg "analysis" a sad commentary on the truth. Thank you for permitting me to tell you why I think so.

Sincerely,  
Joseph F. Kauffman

### Dear Editor:

I would be the last one to deny Mr. Mossberg his little bit of fun or to wish to curtail in any way the increased opportunities for self-indulgence afforded him by his enviable position on your staff. However, upon occasion it becomes

necessary in the interests of the College as a whole to separate the fun from the record of events and to ensure that the latter is kept straight. I write on behalf of the Executive Committee of the Council of Rhode Island College to make the following observations concerning the meeting of the Executive Committee with representatives of the Student Body held Friday, December 13, 1968.

(1) On December 11, 1968, as a result of the Council's decision to alter the 1968-69 calendar the Executive Committee of the Council of Rhode Island College was charged with the responsibility of making up the two days that were now to be included in the holiday recess. The Council's resolution was as follows:

"That following the holiday recess, classes resume on January 6, 1969, and the Executive Committee is directed to work with representatives of students in making up the two days before the beginning



## Official College Notices

JANUARY 3, 1969

The College Curriculum Committee has directed that the following information be communicated to the students of the college:

At its meeting of October 16, 1968, the College Curriculum Committee received and discussed a letter from Katherine Wright, Secretary of Student Senate, requesting an increase in the number of credit hours for student teaching from nine to twelve. It was agreed that the Curriculum Committee would request Dr. McMahon to meet with Katherine Wright and interested students to discuss the situation. Dr. Willard was also directed to meet with the students.

Within the week after this meeting, I met with James Macomber and Katherine Wright and communicated to them the interest of the Curriculum Committee in the specific problem raised and the desire of the committee to have students and faculty work together in finding a satisfactory solution to the problem of establishing a proper balance between credit and time required for student teaching. I told these students that Dr. McMahon met with Mr. Macomber and efforts were begun to gather a group of students. hTe students were named by Mr. Macomber on December 5, 1968, and a meeting has been called by Dr. McMahon for January 8, 1969.

Charles B. Willard  
Vice President for  
Academic Affairs

### CREATIVE DRAMA COURSE

A new course in creative dramatics and theatre for children will be offered next semester (Spring 1969) which was not included in the Master Schedule:

Speech 309: Theatre for Children — 3 credit hours  
Mann Auditorium-Monday 4:15 — 6:30.

The course will be taught by Dr. Raymond Picozzi who has just returned from a sabbatical in England where he studied the use of creative drama in British schools.

The course may be included in a speech-theatre minor, as an elective for a master's degree in elementary education, or as an elective in any undergraduate curriculum. No prerequisite or previous experience required.

Moyne L. Cabbage, Chairman  
Department of Speech  
and Theatre

## Senate Report

by CANDY PEZZERA

Since the Senate had decided to boycott the Donovan Dining Center's "food," all students were urged not to patronize the Dining Center until certain specifications were met. These specifications included a dietitian on campus, hot meals, buffet as the standard meal on Saturdays, and an annual review of the director's contract. Proper authorities will be asked to sign a contract to the effect that these conditions will be observed and followed consistently.

The Senate allocated \$500 from the "Emergency Fund" for the purpose of buying meals for all students having a meal ticket. However, the boycott has been averted and a committee appointed to examine the complaints.

Students have asked questions in regard to the Dining Center. How is the \$500 spent? It is spent on food, labor, supplies, and replacements. What is the distribution? Less than 50% accounts for the food cost. The cost for supplies and labor is greater. Is money lost on the food services? Yes (for the previous year \$30,000). Is the Dining Center a separate entity from the snack bar? Yes. What are the reasons for the increase in individual food prices? The complete meal price is too low. Also, trays are left on the tables which means extra help has to retrieve the trays. Can other methods of purchase be made? Only through the state purchasing office. Is it possible to break contracts? In the past merchandise has been refused. What about meal ticket alternatives? We are too small to have both a five day

and a seven day plan.

Eileen Regoli asked if we had the right to see where our money goes by looking at the books. Dean McCool said that anyone has the right to do so.

The faculty council was discussed. It was mentioned that student representation should equal the faculty council. This would deny the purpose of the Student Senate, and the whole system would have to be revamped.

The I.F.C. sent letters to the campus fraternities and sororities that are recognized by the college asking them to join the national affiliation. The Senate has tabled the matter.

There will be a general boycott of classes January 13 and 14. The only exception would be if an exam or final exam is scheduled on either day. These two days were appointed by the faculty council in which students must make up since it would mean an inconvenience for dorm students who would be required to travel on New Year's Day.

It was reported that certain books sold in the bookstore had a 40% mark-up over the retail price. A committee has been appointed to oversee the running of the bookstore.

The Constitution of Gamma Phi Upsilon has been accepted by the Senate.

The Janus staff was granted permission to solicit extra patrons.

The Senate agreed to allocate \$650 to the college choir for a future performance.

Michael McKenna has resigned from the Senate.

# MACBETH

by BERNIE DELUDE

If you prefer your Shakespeare traditional, chances are you won't dig Trinity Square's high-octane production of the Bard's tragedy, *Macbeth*. The Repertory Company tries some new-fangled things with the play and at least breaks even for the attempt.

Of all the fangles, perhaps the most striking is the set. It consists of a sprawling maze of staging, replete with ramps and stairways, extending on both sides of the auditorium and crossing over the stage.

In addition to this monolithic structure, the stage area itself was enlarged. An apron was added to the stage proper (which, somewhat ironically in this brand new version, was a feature of some Elizabethan theatres) and to the apron was appended a runway extending well into the middle of the auditorium. This kind of format is as far away as you can get from the traditional prosedium stage arrangement and would logically, lend itself to much action — a very dynamic interpretation of the play.

The problem is that the Director, Adrian Hall used the format not wisely, but too well. It seems

too, that the multifarious activity, not to mention the myriad of other technical devices, tended to obscure the thrust of the play; that the focal point — the predicament of Mr. & Mrs. Macbeth was diluted by the entrances and exits from all quarters of the auditorium, by dialogue exchanges with characters separated by half the room, by cannons being suspended from the ceiling to signify the ghostly apparition of the witches.

Although an artistic objective was intended, it seems that it was too much of a good thing. (The program notes read in part, "This production is an attempt to establish a more dynamic relationship between audience and actor. Therefore feel free to turn around or stand should action occur behind you that you wish to see.") Sitting close to the rear of the auditorium, I did not have to turn around or stand and had a pretty fair vantage point of the activity. Nonetheless, I got the distinct impression of a message coming in loud, but not particularly clear.

The cast performed admirably, particularly Richard Kneeland and Katherine Helmond as the Macbeths. Fine characterizations were also turned in by William Cain as

Macduff and James Gallery as Banquo.

Some of the things attempted worked — and worked well. One was the very amusing scenes with the witches which provided the comic relief of the play. Played by James Eichelberger, Robert Patterson and Marguerite Lenert, those wierd sisters cavorting about the auditorium cackeling their strange sayings, provided a welcome relief from the grimmer aspects of the play — murder, guilt and retribution.

An absolutely masterful stroke was what was done with the ghost of Banquo. He appears to Macbeth just after his untimely demise at the hands of murderers (throat cut) wearing a white robe and sporting a dagger. He then proceeds to mimic the method of his passing. The spectre seemed to put Macbeth uptight, and did as much for me. Actor Gallery passed the dagger over the already gaping wound on his neck, and unobtrusively squirted a red substance all over the front of the white garment. It was most effacious.

It stacks up like this. Trinity is to be applauded for the attempt in making *Macbeth* really swing and as it stands it is not a bad performance, but a little restraint goes a long way.

## Veterans Organize

As of December 10th, a new on the college campus. This organization is officially known as the RIC Veterans Association. organization came into existence

The purpose of the organization is basically straightforward in that it is to protect and secure the interests of all veterans on this campus.

The reason for the organization is also straightforward. We feel the veteran is basically the forgotten man on campus. His problems are unique in the sense that there is a great transition to be made from military to civilian life and when he enters college life those transitional problems are further increased. At the present time there is no organization on campus that is really able to fully understand the problems of this new college veteran. At this point this is when the Veterans Association will be able to step in and help this veteran. Being veterans ourselves we will be able to understand, sympathize and in every way be able to help him in his transition.

Another factor involved is that the veteran is coming here has a definite goal in mind. He has no use for all this run-around that all freshmen and transfer student are exposed to. He wants to be able to get an education as soon as possible and find the most direct route in attaining his goal. This is also where the Veterans Association can help him.

Overall then we as an organization feel that we can contribute greatly to the college community life.

At the present time we are working on our constitution and to be recognized as an official organization of the school.

Therefore we urge all veterans to come and join us as soon as possible. Contact Paul Bonvouloir Student Mail.

## MEXICO

PART III

by D. SCOTT MOLLOY

Mexicans who live near the sea depend a great deal on the ocean for their food. Small one inch crabs that can travel over the sand at a fantastic rate of speed are boiled and eaten. Fish of all kinds are caught for soups, mixtures, and frying. Some of the braver youth would catch sea turtles using only ropes and their swimming prowess. They would swim 100 feet off shore, dive under a wave, and attach a slip knot to a turtle's leg. How they ever saw the turtles or got the noose around them is beyond me. These turtles were over two feet long with heads as big as one's hand. Dolphins and sharks could be seen further out in the Pacific but no one ever bothered them.

Our host, Cheque, who caught the fish for his restaurant in the lagoon, woke me very early one morning. It seems the salt water of the ocean had seeped into the fresh water of the lagoon and caused a mass migration of fish towards the shore. It was quite a scene. People of all ages armed with nets, clubs, and their hands caught numerous types of fish that morning. Huge shrimp filled the buckets. By afternoon the fish had again disappeared and the phenomenon I had witnessed would not occur for several more years.

Mentioning that phenomenon makes me think of another one we had experienced — earth tremors. One night as I was walking towards the beach, the ground began to rumble and shake. I thought Judgment Day was at hand. The earth shook for only thirty seconds, but in that short period of time I felt a great amount of despair. There was no

place to run or hide. That same tremor was a major earthquake in Mexico City and killed quite a few people as it toppled concrete structures with ease. Panic is easy to understand.

The area around Acapulco is one of great economic contrasts. In the center of the city plush hotels beckon tourists to the gentle water of Acapulco Bay. These hotels offer not only swank surroundings but also provide their guests with jeeps, separate swimming pools with each room, and private bars. A few miles from this opulence the traveler meets the real Mexico. Houses which are literally built of sticks, stones, and tin can dot the hillsides. The majority of people live without benefit of electricity, running water, or bathroom facilities.

Even with this material deprivation, the Mexican people remain quite perceptive to world occurrences. They knew all the candidates in the U. S. presidential election and who stood for what — they were also quite aware of our social problems. The three question I was asked time and again, not only by the educated but by the poor and uneducated, were: Why are we in Viet Nam; Why do we hate Negroes; and why do we allow our leaders to be assassinated? I'm sure my answers, or more correctly my explanations, were never satisfactory. One man drew me an interesting diagram, and although I do not necessarily agree with it, it is worth showing.

Luther King  
Bobby Kennedy  
John Kennedy

Our foreign image is surely a tarnished one.



"Indeed I tremble for my country when I reflect that God is just, and that his justice cannot sleep forever."  
—Thomas Jefferson

## Tuition At R. I. C. To Be Over \$1,000?

Representative George Newbury of Newport plans to initiate legislation at the next session of the general assembly in order to drastically raise tuition at all the state supported colleges. He believes students should pay as much as 60 or 65 per cent of their education; but would also temper these increased rates with a widened loan and scholarship program. He cites the need for austerity in the state budget as the prime reason for his move.

Mr. Newbury's proposal is in direct opposition to the drift of state supported education, especially in this state. Legislation in this area over the last few years has attempted to eliminate fees rather than raise them. Other states, California in particular, have kept their rates low.

Mr. Newbury reasons that his scholarship and loan program will "improve the educational picture" and allow more needy and deserving students to attend college. This bit of logic is way out of line. The tuition rates at the college make it possible for a student to earn the needed amount of money during the summer or at work part time during the semesters. The present rates make it quite possible for all qualified people to attend college. Any hardship cases are eligible for scholarships and loans now. The delegate's legislation would only place a greater number of people in need of scholarship aid.

Any large increase in fees would have a prohibitive effect on prospective and presently enrolled students. This type of action would signal a return to early twentieth century education-

al policies. College would be for the affluent and the gifted alone. The general public would be denied the benefit of higher education. In this day and age, our political system must depend on a highly educated public, not an elite minority.

In turning to some hard figures, the legislator cites a figure of \$2,100 as the cost to the state per student at U.R.I. Computed at Mr. Newbury's rate of 60 or 65 percent, the new tuition rate would be from \$1,260 to \$1,365. Add to that room, board, books, and other supplies and the figure soars to way over \$2,000. Of course, some students are commuters, especially here at R.I.C. Even so, a commuter here will be faced with a fee of over \$1,000.

Mr. Newbury, fortunately, has a solution to this. If a student teaches or works for the state for five years after graduation, the total due on the loan might be halved. Five years, however, is a long time, and a two or three thousand dollar balance is still a lot for a young graduate.

In summing up, it would seem more feasible for Mr. Newbury to take his austerity program to a more lucrative and applicable section of the state budget. His action against present tuition will prove more deleterious than beneficial to the state in the long run. If he does insist, though, in raising rates, it will be necessary for the students and faculty of all the concerned institutions to take preventive measures. Certainly this is an area where students, faculty, and administration should join together to keep the college open

**TUITION**

Page 8



What's the matter with the food preparation?

# ANCHOR

## New Left Anti-Intellectualism

Charles McFadden wrote a rather interesting essay in the Forum which pointed out the essential anti-intellectualism of some of the faddish leftism today. As if this were not sufficient, Paul Brown then proceeded to give a written demonstration of it on the very same page. If one wants to know what McFadden is complaining about, simply read Brown's "reply."

Several aspects of the Brown article illustrate the incompatibility of his view and methods with the true purposes of an institution of higher learning. First came the typical tactic on annihilation by labeling: hang a label on something and it becomes, by definition, bad. Brown used a current favorite — "idealistic." It is clear from the text of the essay that whatever is "idealistic" is automatically undesirable. What is not clear is that "idealistic," as used, is a bit of jargon from some sort of muddled Marxism which Brown is probably being fed by a muddled mentor. The opposite of idealistic in this context is "objective." So, Brown annihilates that of which he does not approve by calling it "idealistic," and shows approval by calling something "objective." By having all sorts of little definitions, one simply avoids the necessity of thinking very much or at all; and one becomes completely the prisoner of his assumptions. (Another example of annihilation by labeling often used is that of denouncing something that one does not like as "fascist." Students may be excused, in part, for this confusion since some members of faculty propagate notions like "objective idealism is fascism.")

Another example of the anti-intellectualism of the Brown essay flowed easily from the first. Once he had denounced the "idealistic" concepts of the university, he swiftly presented the reader with a set of over-generalizations and a massive over-simplification. Because he has a poverty-stricken idea of what a university is, he dismisses the notion that it is a sanctuary of ideas as being "idealistic" or unrealistic. Instead the university becomes a "direct reflection of the society it is designed to serve" and a preparatory institution for training personnel. The whole world of scholarship is away in a flash; and one is left with two antagonistic forces, the students versus the administration. They are polar forces: the one, by definition, is radical and the other conservative. Sometimes this may be true, and sometimes it is not true; but it is, at best, a sweeping generalization and a gross over-simplification.

Brown's anti-intellectualism is rank when one considers the role of the scholar and scholarship. Much of what Brown so grandly dismisses as unreal really does exist. One cannot annihilate it simply by denying its existence. The university really is a sanctuary of ideas. It really is the home of scholarship in the modern world. And, men really do pursue idealistic intellectual goals unaffected by political and social considerations. The anti-intellect-

ual is the one who tries to politicize the world of scholarship by invading its sanctuary and denying that the sanctuary exists. Not all professors use their classrooms for the purpose of propagandizing their disciplines for their own sake and for the sake of an abstract ideal of Truth.

What do you suppose a scholar is doing when he tries to decipher the picture language of the Mayans, or learns Linear B, or Egyptian hieroglyphics? Why does he study the ancient Hittites, or try to find out if iron-making was discovered in the Balkans or in Turkey? Why does one learn musicology or read Herodotus and Thucydides? Why do scholars probe the universe with telescopes, study the genetic language of the cell, investigate the myriad subparticles of the atom, undertake Biblical studies, translate the Dead Sea Scrolls, study Medieval French literature, dig up dinosaurs, and investigate the savages of New Guinea? Explain the political significance of such scholarly studies as "Pharmacology of Ellagic Acid

from Black Walnut," or "The Kinetics of the Reactions Involved in the Reduction of Mercuric Perchlorate by Hypophosphorous Acid?" Why do men devote their entire lives to the investigation of pre-historic man, the study of glaciers and deserts, and the learning of the life cycle of the hermit crab? Just what do you think they are doing? A simplistic, anti-intellectual view of the university has no place for art, music, and most of the scholarly disciplines.

I think McFadden made the point very well that scholarship is the first casualty of an anti-intellectual assault on the university. This was exemplified at Columbia, for example, in the burning by students of a professor's book note and manuscript, the labor of over nine years. Brown's little essay simply emphasized this all the more; because what was left out of this analysis of the university? Scholarship — a principal reason for which a university exists.

J. Stanley Lemons  
Assistant Professor of History

## VOMIT!!

ON WED., JANUARY 15th THE STUDENT BODY OF R.I.C. WILL BEGIN ITS SEMI-ANNUAL RITUAL OF REGURGITATION. STUDENTS WILL BE REQUIRED TO BARF INTO BLUE BOOKS MASSES OF FACTS, DATA, THEORIES, ETC. THAT HAVE BEEN DRUMMED INTO THEIR HEADS OVER THE PAST SEMESTER.

IN HOW MANY COURSES HAVE STUDENTS CONSCIOUSLY PARTICIPATED IN THE LEARNING PROCESS? IN HOW MANY COURSES HAVE STUDENTS CHALLENGED THE POSITION, IDEAS, POSTULATES OF THE INSTRUCTOR? IN HOW MANY COURSES HAS HE BIAS OR POINT OF VIEW OF THE INSTRUCTOR BEEN HIDDEN BY A CLAIM OF "ACADEMIC EXPERTISE" AND THE POSE OF "OBJECTIVITY"?

Examinations work in direct opposition to the improvement of education through participation of students for the following reasons:

1. They are competitive, and thus foster the attitude of individuals working at cross-purposes to each other, rather than aiding each other toward common goals beneficial to all.
2. They are repressive because in most cases they force students to cram a mass of facts into their heads, for the sole purpose of a glib 2-hour performance that is beneficial to no one.
3. They are intellectually stifling and hypocritical in that they foster regurgitation of facts rather than analysis of concepts (Thus is blatantly obvious in the case of IBM-type exams which often force students to pretend that there is one correct answer to complex problems.
4. The basic hypocrisy is that they exist to support a repressive grading system and for no other reason.

In addition to their blatant negation of educational values, exams are academically harmful to individuals because they influence final grades out of all proportion to the amount of time expended on them. They encourage cramming rather than learning and place emphasis on speed (and, for some, on "speed") rather than careful and thoughtful analysis. By means of carefully selected question, they distort history and knowledge and greatly limit the student's freedom of expression within the realm of a particular subject.

WE MUST RADICALLY ALTER THE IVORY TOWER MISCONCEPTION OF EDUCATION AT R.I.C. TO ALLOW FOR ACTIVE, CONSCIOUS PARTICIPATION OF STUDENTS IN ALL ASPECTS OF THE INSTITUTION. A FIRST STEP IS FOR STUDENTS TO ANALYZE THE OPPRESSIVE AND HYPOCRITICAL RITE OF EXAM TAKING.

DURING THE FIRST WEEK OF THE SECOND SEMESTER THE CAMPUS ACTION COMMITTEE WILL HOLD SERIOUS OPEN DISCUSSIONS TO ANALYZE AND SEEK MEANS TO ABOLISH THE UNJUST EXAMINATION SYSTEM. ALL COMMENTS WILL BE WELCOME — IF THEY ARE IN THE INTEREST OF THE STUDENTS — AND ALL STUDENTS WHO HAVE NOT TOTALLY RESIGNED THEMSELVES TO INTELLECTUAL STERILITY AND ACADEMIC REPRESSION SHOULD ATTEND.

CAMPUS ACTION COMMITTEE



# FORUM

## Liberal Education; Definition & Dilemma

Interview with Dr. Bains  
by Ann Acker

**Q. What would you consider the aims of education and how can they be achieved?**

A. Education in any society serves specific needs of the dominant class or "employers" in that society. Hence the goals of education are determined by the needs of the dominant class and not by some abstract ideals or ambitions of anybody. In American society traditionally the emphasis in education has been to prepare students for employment and to equip them with some technical skills; consequently students leave colleges, lose interest in intellectual matters, and start working for the capitalist system. This type of education does not fully develop the human resources of American society and it perpetuates the ethics and values of the dominant bourgeoisie. A liberal education, on the other hand, should be focused on the development of human resources in the context of social change and development. Only those educators can contribute to liberal education who are very much aware of the politics of change in American society and are willing to look at the acquisition and growth of knowledge as a social and not a mental activity.

**Q. How would you distinguish knowledge as a mental rather than a social activity?**

A. Idealists who dominate American universities believe that knowledge grows out of a man's mind. They can be compared with the intellectuals of the Renaissance who were defending scholasticism and the Ptolemaic universe against the rise of science. They condemned instantly any upholder of the Copernican universe as a

subversive. The same thing is happening now in a large number of American colleges. Professors who received "mental" education want students to work for grades and not to examine seriously the social implications of education; these are also the professors whose claim to "learning" depends on their degrees, and not on their commitment to knowledge as a social activity. Looking at the records of these professors, we discover that they repeat in classes what they find in idealistic books, and do not make an effort to develop knowledge any further.

**Q. What are the characteristics of a good teacher?**

A. In liberal education only those teachers can be considered good who introduce their students to crucial problems in the subject they are teaching, who stress solutions of problems in teaching and not memorization of a certain amount of information, who relate research to needs of social change as against the preservation of the status quo, and who take knowledge seriously in the sense that they read and write studiously. If students are not introduced to basic, crucial issues in a subject, they begin to feel that their duty is to take notes copiously like a good stenographer and to reproduce them in the examination. This is one of the reasons why so many students feel so dissatisfied with instruction and are recognizing the fact that their teachers have sold out to the establishment and have ceased to be the agents of intellectual development through teaching.

**Q. Are RIC students capable of benefiting from your notion of liberal education, and are the RIC**

**EDUCATION** Page 7

**TO: "The Anchor" for your "Letters to the Editor" column: Dear Editor:**

I am sorry that Mr. Bob Faris takes his failure to be cast in "Our Town" so badly, and that his search for answers as to why has led him to misconstrue procedures that were completely democratic, except to his "prejudiced" (through an understandable lack of objectivity) eyes.

"New talent" is not only welcome in the RIC Theatre's productions; we are constantly in search of it, knowing very well that any "talent" we find and develop will ultimately graduate in four years. I might add that "talent" is not a commodity we insist upon — or even expect. Only professional drama schools can do this. We're perfectly satisfied with a much lesser degree of ability to perform and grow in a role.

On a campus of 3000 there must be many who would be capable of doing a creditable job in our productions. We only wish they would seek us out so we would have more actors from which to choose. We could use many more that we have, and do not ourselves endorse the use of the same people over and over.

Not one of the students who tried out was, as Mr. Faris suggests, "overlooked." All were read in at least one role, most in several. And if a role for which they particularly wished to read was not asked of them, they were requested to let us know, so that we might listen to them in it.

It does not take more than a couple of minutes to see whether or not a student has any ability. Those who were not asked to read more than once or twice had demonstrated that they were not

what we were looking for this time. There was neither time nor need for them to read further. In the short span of four hours we had to cast a blend of 31 actors; and this meant a gigantic shuffling about of those whose readings had shown workability, in order to find what roles they could do best. It was for this reason that these people were read over and over.

The "chosen few" Mr. Faris mentions couldn't be further from what he believes. When we said try-outs were open and that no role was pre-cast, we meant it. One of the major reasons for the coice of "Our Town" was its large number of roles which would give the **Greatest number of new students** possible an opportunity to work and train with us. We went out of our way to give new people a chance wherever possible. The result, listed below, may surprise you.

Our cast of 31 (with students doubling in some roles because we did not have enough actors to fill them all) contains only **one** student playing a lead who had done so for me previously. Its other **four** leads went to: two complete newcomers, one I'd not used, and one who'd played a bit role for me several years ago. Similarly, the smaller roles went to **one** student who had performed in a small role for me last year and to **17** newcomers.

Furthermore, students who had played leads admirably in past productions I had directed read for this show, and were surpassed by newcomers in completely fair and open competition. The newcomers received the roles. They were leads — one of them the most coveted role in the show.

We do regret that we were forced to call upon faculty for two of the male roles. But we simply ran out of students who could do

them with any of the degree of credibility necessary to match the rest of the cast. The ratio of men to women on the campus has presented us with this problem before. Not enough men try out to give us, through the law of averages, as many men with "lead" potential as women. However, only when we have exhausted all possibilities do we turn to others to fill roles in what we feel should be all-student productions. I believe this is the same policy that other performing groups on campus follow.

I might add here that there remains one small but excellent male role open which a faculty member has agreed to help us by doing but which we still feel a newcomer could do well, if we could find the right person. Anyone interested in trying for it should contact me or our stage manager, Arlene Beauchemin.

I think it should be clear by now that there was no prejudice in the casting of this play. All RIC Theatre members were encouraged to try out, students who do not attend meetings but who have indicated their interest in working with us were sent notes asking them to join us and read, and posters around campus announced auditions to anyone else who cared to take part. From those who appeared we, as the above information will show, cast fairly.

I am not writing this letter to "attack" Mr. Faris — merely to set him straight on what happened. And I hope he will view my explanation as a learning experience. May I constructively suggest that the next time he — or anyone — feels he has been treated unfairly, he discuss the situation with the person(s) involved and obtain the facts, before he jumps to conclusions.

Ella Smith  
Director

"An easy victory will cost little blood, a difficult victory will cost much blood. In any event, the result will be victory."

—Captured Vieg Cong Guerilla

## "New Talent"

## Comment On Lysistrata

Dear Sir,

Even now, six hours after it happened; I can hardly believe it really happened . . . it seems like a bad dream.

On Mondays, we Freshman have a collective lecture in Mann auditorium from 1 to 2 o'clock and this is repeated from 2 to 3. This is a compulsory lecture for those of us who have Humanities 103 on our schedule. Today we were subjected to a Greek play, approved by the department and under supervision of a qualified staff member, that was not only in appallingly bad taste but offensively obscene! Our parents are making sacrifices to pay high tuition fees in order to send us to college where we prepare for the future with courses supposedly geared to inspire and elevate the students. In the Humanities course we're studying we learned that the Athenians were conquered not only by superior strength of Sparta but undermined by their own moral corruption. A play of the sort presented today can do nothing but degrade the dignity and beauty of marriage

and the conjugal act used the way God intended . . . to assist in the procreation of souls created to adore God. Coming as it did in the season when we are preparing to celebrate Christ's birth, the play has left a bad taste in the mouths of many of us . . . of those of us who want to courageously resist the tides of human respect that laugh at and degrade what some of us have been trained to hold sacred.

I protest this play on the part of the many who were present and have not done so. We hope that there will not be a recurrence of this type of "entertainment" — we don't want it! What has happened to our potential to produce the "Good" the "beautiful" — the pursuit of excellence? moral as well as intellectual.

I hope you will print this letter. It will find an answering agreement in the hearts and minds of many of your readers.

Season's Greetings to you and all the Staff.

Yours sincerely,  
Jane Frazer, '72

Apparently a few (or perhaps many) RIC freshmen are indignant that Lysistrata was presented by three sections of Humanities 103, during a required lecture period. Unlike many others, who found the play a delightful lecture period. Unlike many others, who found the play a delightful change from the usual Humanities lecture, these students evidently found it "obscene" in dialogue, plot situation, and presentation.

I could refer to the absurdity of defending Aristophanes on a college campus. However, this alone would not placate many who were critical of the RIC production. For Lysistrata (especially when one sees it before reading it) can be shocking on the stage. Many who could not object to having to read the play would object to having to attend its performance. However, we must remember that Aristophanes wrote his plays to be performed. He didn't foresee that more than 2000 years after his death, harried students would be reading him — in two or three page segments sandwiched between efforts to get a term paper

topic and efforts to get a date for Friday night.

Of course there is a difference between the ancient Greek audience and the RIC audience. The students here were required to attend — required in that they had been told that one half of the final examination will concern the material covered in the Monday

lectures, so the problem is: Should a student be "forced" to sit through a play which he finds morally objectionable? In answering, I'm deliberately sidestepping the question of whether or not any required attendance at the lecture periods is justifiable. My answer is that if the students can be re-

**LYSISTRATA** Page 7



What do you mean "No Sex? ! ! !"

Photo by Al Tanner



## Puretz Case

(Continued from Page 1)

June 17. Ironically, Mr. Puretz received another letter that same day from Mr. Willard stating that he would not be retained as baseball coach, due in part to the recommendation of the Athletic Committee.

Before delving into the facts and reasons concerning Mr. Puretz's dismissal, it is pertinent to quote from a letter from his department chairman Dr. Melcer, dated June 22, 1968:

"By this letter I recommend Mr. Donald Puretz for tenure in the Department of Health and Physical Education at Rhode Island College. His academic training, and the devotion and energy he has shown in his teaching, clearly entitle him to tenure. Other letters of recommendation elaborate in the evidence upon which I base this statement."

### Reasons for Dismissal

Although Mr. Puretz was given no reason for his dismissal in writing, he was invited to see Mr. Willard for those reasons. On December 20, 1968, Mr. Puretz spoke with Mr. Willard at the latter's office. According to Mr. Puretz, Vice President Willard gave him two reasons for his nonreappointment:

1) Certain faculty members reported to Mr. Willard that Mr. Puretz was not the type they would like to see receive tenure.

2) Mr. Puretz "exploited students for personal ends." Mr. Willard agreed that he had made these charges, but because of the principle of non-disclosure in such cases, he could not say if there were other reasons involved. Mr. Puretz said that these two reasons were the only ones he received.

Mr. Puretz charged that Mr. Willard gave him no specifics with these reasons, i.e., no places, dates, or individuals were mentioned. In a written statement to this reporter, Mr. Willard wrote, "I detailed the reasons underlying the judgment that I was required to make. Mr. Puretz requested that I make specific charges against him. The making of such charges does not seem proper to me under the present circumstances and I shall not make them."

Mr. Willard, in not giving specifics, followed the policy of the American Association of University Professors regarding nonreappointment of non-tenured faculty members. In their handbook, **Academic Freedom and Tenure**, the following declaration appears:

"We could not agree that if reasons are given for the nonreappointment the institution assumes a burden of demonstrating the validity of its reasons. . . . unlike the tenure teacher, he [the non-tenured teacher] does not as a probationer have what can be considered a claim to his position, and it would thus seem unreasonable to compel the institution to account for this exercise of its prerogative, much less to carry the burden of justifying its position." (p. 137)

It might be added here, that this policy is highly regarded and often adhered to, but in no way is it a binding dictate to any administration.

In one sense, this organization's policy aims at protecting the instructor by not having charges made public or formal. In another sense, however, the lack of specific charges allows unfounded rumors to spread unchecked, often prov-

ing more detrimental to the instructor's reputation than if the charges had been printed. Any teacher who was dismissed due to reasons which would prove embarrassing if revealed, would not take the risk of contesting a non-reappointment decision. It would seem that the A.A.U.P. needs to renovate its policy.

### Scholarship and Teaching

What the whole Puretz case boils down to is several things. Both Mr. Puretz and Mr. Willard agree that the dismissal had nothing to do with academic or teaching qualifications. Mr. Puretz is now finishing his dissertation for his doctoral degree at New York University, is working on his M.A. degree in Sociology at the University of Rhode Island, and has recently had a research paper accepted by the National Association of Health, Physical Education, and Recreation for presentation and publication.

The two reasons we know of for his dismissal seem to be poor explanations for losing a man of Mr. Puretz's calibre.

Another reason suggested for Mr. Puretz's dismissal is his membership and activity in the A.F.T. Several other members of this group have received dismissal letters from the previous administration. Mr. Willard denied any such persecution in this organization. Certainly, charges would be difficult, if not impossible to prove.

### Inconsistencies

Mr. Puretz's department head maintained, even after Mr. Willard's letter of dismissal, that Mr. Puretz deserved to be given tenure. As late as March 21, 1968 Dean Piucci was recommending that Mr. Puretz be given his sabbatical leave next year. What happened between March 21 and June 17, other than the Athletic Committee's unsubstantiated recommendation? Only the Administration knows. The local Providence paper, which conducted two long telephone interviews with Mr. Puretz, has never been heard from.

The Puretz case follows administrative action against Ara Dosturian, Steven Tegu, James Coleman, and David Raboy. There would seem to be little optimism that these types of occurrences will cease. Even Mr. Puretz is unsure of what happened. He summed it up rather pessimistically, "I think Rhode Island College may not be ready yet for active faculty who do not hold that the maintenance of the status quo is sacrosanct."

**ANCHOR**

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## Humanities Students Perform Lysistrata

It would be unfair to judge a play performed by a group of students as an educational experience by the same criteria one would criticize a performance by a formal theatre group.

Suffice it to say that the production of Aristophanes' comedy **Lysistrata** by students in the Humanities sections of Prof. Charles Cushman, though amateurish from a theatrical standpoint (missed lines, hammy overacting etc.), captured the irreverent spirit, the bawdy life-blood of the play.

It was obvious that the performers enjoyed the high-spirited nonsense (the plot is a bit unlikely) of the play as much as the audience did. Fun for them to do and fun for us to watch.

Though the majority of the cast had little or no acting experience, for the most part they handled the earthy dialogue well. Standouts in this respect were Linda Kozun as Lysistrata, Barry Caito as the Athenian Commissioner and Bert Barette, all of whom seem least bothered with articulation problems and the "filthy" dialogue. One of the better scenes was the one where the heated pleadings of Cinesias in the pursuit of the lovely Myrrhina, played by Lorraine Pitt, were met with utter failure. The unrequited lust and frustration of Cinesias, pointed out the age-old predicament of womanless men.

It was Prof. Cushman's first attempt at directing, his virgin offering so to speak, and he called

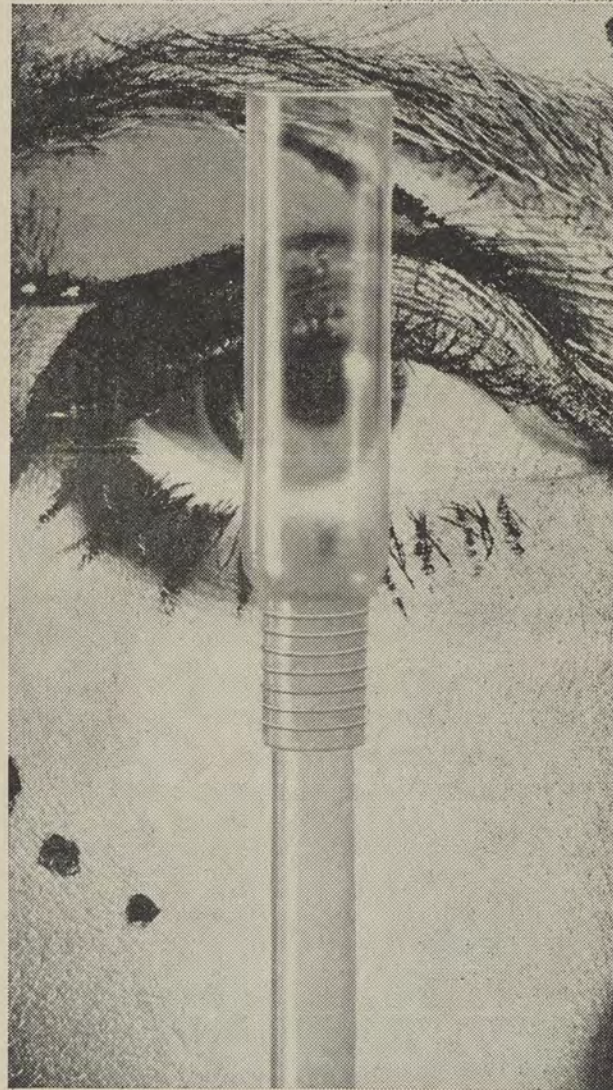
the experience "one of the greatest thrills of my life." Students, he felt, would get much more out of the play by performance than by merely reading it. He believes that it is fallacious to merely read Aristophanic comedy and not perform it merely because of the hairy language (and the Donald Sutherland translation, assigned by the department is hairier than most) and furthermore that performance would emphasize more strongly the anti-war theme of the play. The play is not so much about sex, so much as it is about the stopping of the senseless war between Athens and Sparta. An interesting tid-bit was the transformation of the contemporary anti-war slogan — make love, not war — into "make Aphrodite, not Mars."

What is important about the performance of **Lysistrata** is that

both the students involved in it, as well as the audience, know where Greek comedy is at — much more so than if they had listened to dozens of windbag professors deliver long-winded lectures about it. It's simple; there's no way to learn about theatre — comedy or drama — than to do it.

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## A Petition

(Continued from Page 1)

teach Spanish and Portuguese, free of charge, to the local longshoremen, he was told by the administration that his action would bring "disgrace upon the teaching profession at R.I.C." Two other teachers, Mr. James Coleman and Mr. David Raboy also received letters of non-reappointment last June but has their cases temporarily overturned by the new administration.

The most frightening aspect of this situation is that other teachers who are not involved in any of the aforementioned cases are beginning to find the atmosphere alien to academic freedom, and are therefore seeking new jobs elsewhere. The taxpayers of Rhode Island have just allocated a large sum of money for building purposes at Rhode Island College. Unless the present situation is rectified, this money may build empty shells devoid of all dynamism and personality. The young and challenging instructors will have left for more liberal institutions.

This petition does not ask the reader to believe our side of the story only. What it does ask, is that you, the taxpayers, and the friends, alumni, and students of Rhode Island College, request to hear both sides of the story, complete with facts. Our side of the story can be heard at the school newspaper (The Anchor) office in the Student Union. If you want to help, please write to the Board of Trustees of State Colleges, 199 Promenade Street, Providence, and ask for an investigation of this situation. Help us to keep a vigorous and progressive faculty.

Sincerely yours,  
Campus Action Committee  
RtarociaETAOINETAOI



## Education

(Continued from Page 5)  
 faculty capable of providing that education?

A. By and large, students are open-minded and would take liberal education seriously, if it were provided by RIC. We should remember that we condition them to accept certain type of education and, therefore, cannot blame them for being confused and puzzled about their courses. On the basis of my personal experience in one department at RIC, I would be willing to suggest that sadly enough a large number of the faculty is not competent enough to guide their students in the field of English and American literature. The reason for this is not that they don't have Ph.D.'s or some kind of higher degrees, but that they are isolated intellectually or academically from the most up-to-date work in the subject and don't understand the direction in which literary studies are going; this means that they cannot overcome this isolation unless they become "active scholars. What is happening to most students is that they have to receive instruction from intellectually backward teachers who spend more time in criticizing students than in improving their own competence in an academic subject.

**Q. What type of demands should students make on the college in order to better their intellectual future?**

A. First of all, they should distinguish intellectually "passive" teachers from the "active" ones, and should carefully examine the outlook underlying a teacher's lectures. They should support the "active" instructors against the "passive" ones. Secondly, students should participate immediately and diligently in determining the emphases, biases, and "selectivity" which goes on in a particular course instead of yielding the initiative to their instructors. Thirdly, they should work hard, do their home work, and confront teachers on crucial issues in a subject. Fourthly, they should oppose oppression in the classroom; that is, they should base their respect for teachers on the competence of these teachers and only that. What is alarming at RIC is not that some students are horrified at the education they get, but that so many students act timidly and do not see the implications of poor teaching for their own future and for the future of their country. The most valuable thing students can do for RIC is to demand satisfactory instruction in class room, and full participation in the development of policies governing their social and intellectual lives as students.

**Q: Is there any one basic intellectual issue in colleges you would like to identify?**

A. One fundamental issue in knowledge today is the struggle between idealism and materialism. Idealism in various forms is a serious threat to learning in every subject and is being promoted by people who are opposed to social change. Materialism is a scientific world outlook which has brought about significant changes since the Renaissance all over the world. Every student should try hard to understand the epistemologies of idealism and materialism and should try hard to understand the epistemologies of idealism and materialism and should expose idealism in all forms in the class room.

## Letters

(Continued from Page 2)  
 of the second semester."

(2) In accordance with this charge and aware that there was little time, the Executive Committee hastily met with representatives of the Student Body, the Scheduling Officer and the Dean of Administration in order to discuss any proposals which would carry out the intent of the Council action. In deciding upon any one proposal the Executive Committee had to bear in mind the whole undergraduate program, afternoon and evening classes (comprising both undergraduate and graduate students), both faculty and student commitments which might

## Lysistrata

(Continued from Page 5)

quired to attend lecture periods devoted to Materialism, Idealism, Aranke, Plato, Greek tragedy, and Greek art, they can also be required to attend a period devoted to a performance of Lysistrata. To study the culture of Classical Greece and to ignore Greek comedy is to ignore a significant part of that culture.

Certainly an effective way of studying drama is to see it performed. For an amateur production comedy is almost always a better choice than tragedy. Lysistrata at RIC was effective; Oedipus Rex might have been disastrous. The actors in the RIC Lysistrata were true to the spirit of Greek comedy. For Greek comedy was bawdy not only in dialogue and plot but also in the gestures and the grotesquely padded costumes of the actors. Also a more euphemistic translation than the one used would have been more acceptable but less in keeping with the spirit of Aristophanes.

Some people might accept the play as indicative of the Greek character but still object to its actual performance on the grounds that it is pornographic and that it does not treat sex with due reverence. But obscenity is so often in the eye of the beholder. For better or worse, sex is, and always been, everywhere a subject of humor. This is not to say that it is not a subject to also be treated with dignity. To laugh at Lysistrata is not necessarily to deny the sanctity of sexual relations between a man and a woman who love one another. The preservation of chastity does not come from shunning all mention of vice. An excessive revulsion from a reference to sex in literature can be a sign of maladjustment. The person who can never laugh at sex probably has as great a problem as the person who never laughs at anything else.

Lysistrata is not mere strip show humor. It is a clever play with satire thrusts at certain social attitudes. Throughout the play Aristophanes reminds us of the discrepancy between our declared values and beliefs and our real values and beliefs. In connection with this, his specific targets are many, among them the reasons for war, the existence of government meddle, the role of women, and the value placed upon sex itself by both men and women. We should be able to see a relevance between the society satirized by Aristophanes and our own. His presenting his satire in the covering of a racy dialogue and a preposterous plot was due mainly to the conventions of Greek comedy.

Katherine Hilt  
 Instructor,  
 English and Humanities

have been made many moths ago, and the total effect on the final examination schedule.

(3) The Secretary of the Executive Committee drew up three alternative proposals which at first sight appeared to provide a workable solution. The Scheduling Officer had in dependently prepared yet a fourth. After the Chairman of the Council invited everybody to be seated he read the charge from the Council and immediately invited the President of Student Senate to make any proposals which would enable the Executive Committee to submit a recommendation to President Kauffman. The only student proposal was in effect an invitation to set aside the Council's action and to proceed as though the acceptance of the Council's resolution was a matter of individual decision. This of course was not in the power of the Executive Committee to accept or recommend.

Sincerely yours,  
 John Nazarian  
 Secretary  
 Executive Committee  
 Council of Rhode Island College

Dear Editor:

While reading D. Scott Molloy's criticism of Mr. Borst's annual humorous message to the student body I encountered a problem similar to the one faced by the critic: How deeply should the piece be read. Should it be read on the literal level in which case it would be a ridiculous outburst on the part of the critic or should it be read more deeply? If I choose the latter then this is a good attempt at a parody of the epic forum. When the subject is grass (the kind you walk on) and all the powers be (government, prestige and the expanse of the universe [Beverly Hills to Providence]) are brought into play, this surely must be a mock epic which someday may rival "Rape of the Lock."

I read Scott's article on the same level that he should have read Mr. Borst's letter, the literal level. No psychoanalysis of Mr. Borst was called for in reviewing his letter. D. Molloy's words show two problems which are becoming more prevalent in college students today. The first is an inability to take criticism. Mr. Borst's point that students walking on the grass ruins it is so obvious that it is ridiculous for anyone to argue it.

The second problem is an inability to comprehend what one reads. When Mr. Borst says he is "... a taxpayer of considerable more importance ..." (Molloy's quote) he does not mean his individual importance as a personality. The statement is concerned with the proportion of taxes a college Chemistry professor pays compared to the amount the average student contributes, a subject definitely connected with one's salary. With a correct interpretation of the statement the critic could have deleted the three paragraphs in which he discussed who pays associate professors' salaries.

In short, the criticism "made a mountain out of a mole hill."

Mr. Borst's letters enhance the value of the issue in which they appear. I encourage Mr. Borst to write more often because we need someone to point out the less than earth shattering problems that exist. Instead of the philosophical situations which are usually discussed, it's pleasant to have someone point out a problem for which there is a solution.

Robert E. Maitland  
 Class of '69

## Food Services

*Ed. Note: The following letter is in regard to student protests pertaining to the Donovan Dining Center.*

\* \* \*

**FROM: Lawrence M. Stratton**  
**RE: Food Services**

This will summarize the conclusions reached at our meeting on Thursday, January 2, 1969, concerning food services. The group reached these conclusions following a review of the student memorandum entitled "Boycott of Donovan". It was agreed to recommend to the president the establishment of an all College Food Service Committee which would make specific recommendations by May 1, 1969.

1. In accord with the students' memorandum every effort will be made to see to it that there are no:

- a. bugs in the food
- b. hair in the food
- c. dogs in the dining area
- d. food served after being dropped on the floor
- e. pies or bread served moldy
- f. dirty utensils
- g. women without hairnets serving or preparing food

The most difficult item to enforce which is listed above is the one concerning dogs in the dining area. Mr. Overbey will communicate with the campus police chief and ask him to seek the cooperation of the local dog warden to try to keep dogs off the campus. Mr. Payne will find out, following Mr. Overbey's inquiries, who he should call directly if and when a dog enters the dining area.

2. Food will be cooked thoroughly and served hot.

3. Because of the economics involved, it was agreed that the question whether an alternative meal plan should be provided, will be referred to the proposed College Food Service Committee.

4. Mr. Overbey will provide the students more information on how their dining center money is spent. He will make this information available to Mr. Macomber and Miss Hall, who in turn will inform the appropriate parties.

5. Whether or not an annual review by representatives of meal ticket holders of the director's contract is necessary, will be discussed by the proposed College Food Service Committee. It was agreed that such a review is not necessary if food services improve.

6. The question of the employment of a dietitian will be taken up by the proposed College Food Service Committee.

7. Buffets will be the standard Saturday night meal.

8. Every effort will be made within the budget so that there will be enough of the advertised meal to last through the entire dining period.

9. Desired foods suggested by the dormitory food committees will be served and the menu will continue to be reviewed by the dormitory committees with Mr. Payne.

10. Whether or not dormitory students will be required to hold meal cards will be an item for consideration by the proposed College Food Service Committee.

11. Whether or not it is financially possible for the snack bar to remain open until 7:00 p.m. on week days will be studied by the proposed College Food Service Committee.

It was agreed that the proposed College Food Service Committee should consist of a member from each of the dormitories, one student-at-large, a faculty member, a member of the staff and two administration members. Members would be appointed to the committee by the president. So as to get the committee moving as quickly as possible recommendations are to be submitted to the dean of administration who in turn will present all recommendations to the president. Since such a committee will take about two weeks to be formed (although every effort will be made to act faster) the members present at the January 2, meeting will serve as the College Food Service Committee in the interim.

It was agreed that the boycott scheduled for Monday, January 6 will be called off. The student representatives, Miss Hall, Miss Cooper, Mr. Macomber and Mr. Smith will take appropriate steps to notify the students.

All present felt the meeting was fruitful and that there will be continued efforts to improve the food services.

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## Kirkpatrick Speaks On Espionage

On December 19, 1968, the former executive director of the Central Intelligence Agency, Lyman B. Kirkpatrick on the invitation of Dr. Herbert Winter spoke at R.I.C. Having worked for the C.I.A. from its conception until 1965, Mr. Kirkpatrick spoke with great authority on "The Role of Espionage in International Politics."

The C.I.A. was created under the National Securities Act of 1947 and was the first permanent U. S. espionage organization. Previously, the U. S. had operated on a part-time espionage system which existed only during war. The director of the C.I.A. is responsible directly only to the President for the gathering and formulating of information and the projection of this information into ideas of future international activities. The presentation of the information to other governmental departments, however, is equally important. At least this is what Mr. Kirkpatrick indicated. The availability of the C.I.A.'s data and ideas to all parts of the bureaucracy seems to enable the system to work at a more effective level. Mr. Kirkpatrick showed much concern for the workability of the system.

In discussing spies, the Brown University Political Science professor stated that good spies are hard to procure and not long lived. He also said that Americans because they are Americans make bad spies. As far as spy training is concerned, he mentioned that

no "Espionage 201" course exists. A situation breeds its own spies rather than men or women being "sent" to spy.

Mr. Kirkpatrick covered the topic well and yet seemed to some extent to find espionage a hoax in that time and money are wasted on easily obtainable information. Whether or not this is true, Mr. Kirkpatrick's familiarity of subject and strength in speaking gave a very business like atmosphere to his former employers "activities."

## Women's Intramural Basketball

The results of the second week of play:

Tournament A	
The Plague Revisited	4-0
The Backboarder's	3-1
L. A.'s	2-1
Sigma Mu Delta	2-2
The 7-Ups	1-2
Omega Chi Spsilon	0-3
Ben Barbarian's Girls	0-3
Tournament B	
Rho Iota Chi	3-0
The Quart Club	3-0
Uncle Kenney's Kids	3-1
The Buds	2-1
The Know-nos	1-3
Theta Lambda Chi	0-4

## Tuition

(Continued from Page 4)

financially for all. There will have to be a concerted effort to contact other legislators through letters, phone calls, and if necessary through a large demonstration at the State House to exhibit support against Mr. Newbury's proposal.

D. Scott Molloy

## Who Are Cornelison, Knott and McCabe?

For the most part, the incoming freshmen haven't even heard, let alone seen these individuals. To you unfortunate people, let me clue you in.

James Cornelison, Donna Lee McCabe, and Gene Knott are the RIC counselors. They stated, in a recent interview that, "the purpose of our counseling service is to help the individual to function effectively within his own unique frame of reference and to help him in realizing his full potential. We attempt to do this by sharing with him our understanding of his situation from a psychological perspective."

To help the individual "function effectively" the counselors use data obtained by test interpretation, sensibility, group work, self-exploration of personal problems, academic concerns, supplying career, vocational information and goals.

The counseling offices are located in the lower end of the Student Center, rooms 100-102.

All three of the RIC counselors agree that their job is different than the high school counselor. Reason being that high school counselors are more directed to

the administration making sure seniors have all the required courses. While deals directly with student affairs.

Here are some of the counselors' opinions about their job.

Gene Knott: "Specifically counselors . . . are more directed to personal matters, matters of administration are not a college counselor's domain. Whereas they seem pretty much to monopolize the time of the high school counselor. College counselor I guess you could characterize . . . as one who does provide a cathartic relationship in many cases for adjustment . . . a whole array of experiences that are hitting the individual at this age or stage of life. Problems that are specific to college like itself, academic and living conditions."

James Cornelison: "I think the counselor's first responsibility is to the student and administration secondly."

Donna Lee McCabe: ". . . the counselor has to make a choice on who gets priority, the student comes first."

James Cornelison: "Counselor . . . is someone who you can trust, that won't squeal on you."

Gene Knott: "The counselor's role is focalizing on the individual growth . . . for the first time in most cases this becomes surely an individual concern . . ."

One thing should be made clear, the counselor keeps his or her sessions with the student to themselves. The counselor may, on occasion, confer with one another on a problem but names are never mentioned.

Therefore counselors are more of a friend who should be sought often, more than once in awhile not just an occasional visit.

Our RIC counselors would like to know the students and reduce the fear and discomfort of college. The problem does not have to be a major one, just some problem the student would like to talk over. One thing should be brought out; counselors are not head shrinkers. "They wish that the student comes to the point where he can make his own decision," —James Cornelison.

Students wishing to see the counselors can do so by making an appointment with the counselor's secretary.

The counselors invite any student that desires to be in a group discussion program (to begin next semester, one hour a week) to leave their name with the secretary.

Rudy Herzog

## Viewpoint

### Non-Conformists Beware

by DAVID N. BLODGETT

Other than the flu, my one major encounter over the holidays was a very pertinent discussion with my brother-in-law. This family rapport may seem unusual, but he had information of vital interest to me.

He is one of a group of college deans and similar administrators who are studying in a doctoral program at the University of Illinois. They observe the operation of administrations of various colleges and compare personal experiences. The significance of this build up is the fact that there appears to be a growing consensus among educators about academic freedom.

Freedom is a two-faced word, whether it is applied to a college or not, in that it implies the right to personal determination. Academic freedom for some centuries, has implied the right to hold certain idealistic positions with some immunity within the group. Forgive the qualifications "certain" and "some", but we want to differentiate between naive and rabid variation of the freedom theme.

Enough of the definitive double-talk! What's the point!

The point is that the academic community is a thing of the past, if it ever existed in the first place. More than that, lines are being drawn by educators, invisible and personal, over which a student may not cross. The penalty for academic idealism is to be calculated beforehand. It would seem that individuality could be felt or expressed with safety in a college situation. Caveat emptor! (Trans: buyers beware)

What has caused this rupture of academic principle? The answer is: the student application of civil law to a previously sacrosanct order. At one time, particular in the U. S., students didn't riot. They didn't seriously question the organization of higher education.

If a teacher used his position of privilege badly, students griped, but no one took him to court. It's no longer true that a teacher can be a petty dictator under the mantle of an academic community. So it follows, that it is no longer true, that a student has any SPECIAL STATUS to be non-conformist.

This may not be news to the majority of students who have never tasted the fruits of non-conformity. But for the student who voices a counter opinion in a class room, the one who espouses a cause for the sake of having the other side heard, or one who demonstrates, or the few who write for a campus paper, BEWARE.

Teachers used to be as hard to organize as farmers. They tend to hoe their own plot, in their own way. The evaporation of the ephemeral "Academic Community" can drive them together. Why should education be any different than ditch digging? If the members don't have special rights, then they assume the same pecking order of all business. This means that the subordinate (student) who steps out of line, gets penalized. How? Simple! Grades, evaluations and job recommendations.

Speaking as a qualified expert, who did private investigations for business firms, I am in a position to say that a teachers recommendation will carry enormous weight, with business, military and other academic situations.

The ANCHOR recently published a letter approved by the A.A.U.P. regarding disclosure of student information which should be regarded as private. How can you expect a teacher not to retaliate in the most effective and the least involved manner? GET IN LINE YOU SIMPLE MINDED ICONOCLASTS! LET'S ALL CONFORM. Why take an unnecessary risk for the sake of an idealistic principle that is no longer recognized?



## Rambling with Uncle Eli

This week your Uncle Eli would like to do two things. First of all, I would like to remind all of you of the Uncle Eli — Nephew Len Graffiti Contest which is still on at the information desk. This contest is open to all students and faculty members who would like to contribute this type of literature to the needy RIC campus.

The second thing which your Uncle Eli would like to do is predict what will happen in 1968. Now that 1967 is over, I think that this should be done at this time.

1. Mr. Ara Dostorian will be rehired because the students will have complete authority to rehire him. 2. Mr. Donald H. Poretz will be rehired for the same reason. 3. Dr Charles Willard will remain president of RIC. 4. There will be no panty raid at RIC in the fall semester. 5. The prices in the RIC book store will be the lowest in the State. 6. President Johnson will win in November after being unopposed in his party. 7. The GOP will win big in Rhode Island but a Democrat will win the post of Attorney General. 8. Gov. Chafee will get his income tax program passed. 9. The State will accept a new constitution. 10. The food in the dining center will be great. 11. Mayor Dayley will win "The Most Congenial Host of the Year Award." 12. The Russians will invent the telephone. 13. Uncle Eli will not write for the Anchor. . .

This week's U. E. Award goes to the people of the world for their never ending battle for truth, justice, and the "American" ideal . . .

Maybe the war in Viet Nam did not end last year, but we must do more than pray that it end this year — — — piece.

The Student Union schedule for the period from January 13 through February 2 will be as follows:  
Jan. 13 - Jan. 23: Regular Hours  
Jan. 24 - Feb. 2: 9:00 a.m. - 5:00 p.m., Weekdays and closed Weekends.



Christmas week the RIC Industrial Arts Club delivered baskets of used toys to several childrens institutions including St. Aloysius Home. The members collected the used toys and repaired them on an assembly line basis.

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