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The Anchor

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Anon.

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RHODE ISLAND COLLEGE

THURSDAY, FEBRUARY 6, 1969

The Strange Case of James Coleman Why Was He Fired?

by PAUL BROWN

James R. Coleman, a popular teacher of English and Humanities, has received notice that his contract at RIC would not be renewed, effective June, 1970. This information came to Mr. Coleman in a letter from Dr. James E. White, chairman of the English department.

It is common knowledge that last summer Mr. Coleman received a similar letter from Dr. Ridgway F. Shinn, the dean of liberal studies. At the same time, both David A. Raboy and Donald H. Puretz received identical letters. These three men all served on the executive board of the RIC chapter of the American Federation of Teachers and were among that group's most outspoken members. After a vigorous AFT protest, President Kauffman informed Mr. Coleman and Mr. Raboy that the decision concerning their dismissal was not final. Early this year, however, Mr. Coleman was informed by Dr. White that his contract would not be renewed.

Dr. White's letter, dated January 7, 1969, began as follows:

I have recommended to the English Department Advisory Committee as follows: that your contract not be renewed effective June 30, 1970 . . . I am forwarding (my recommendation) to Dean Shinn.

My reasons for not recommending renewal of contract . . . are as follows . . .

The reason given by Dr. White concern Mr. Coleman's teaching effectiveness, his professional development, and his productive scholarship.

According to the Faculty Manual: "Teaching effectiveness is the prime criterion in determining the worth of a teacher." (Section 3.3.2) The Manual then goes on to list several other "subordinate" criteria that may aid in determining a teacher's worth, among which are professional development and productive scholarship.

Teaching Effectiveness

Teaching effectiveness is the first criterion mentioned by Dr. White. He said, ". . . there is positive evidence that you stimulate most students in class; this weighed heavily in your favor; (however) there is some evidence, especially in recent months, that your teaching has been slack . . ."

"Some evidence" apparently consists of written evaluations by Mr. Coleman's students. Several weeks ago, requests for evaluations were mailed by the English department to all students in Mr. Coleman's English classes. (Although it is the custom of the English Department to request students evaluations of its instructors, normally a handful of randomly-selected students are asked. No other case is known in which every student of an instructor was queried.) This business was conducted without Mr. Coleman's COLEMAN

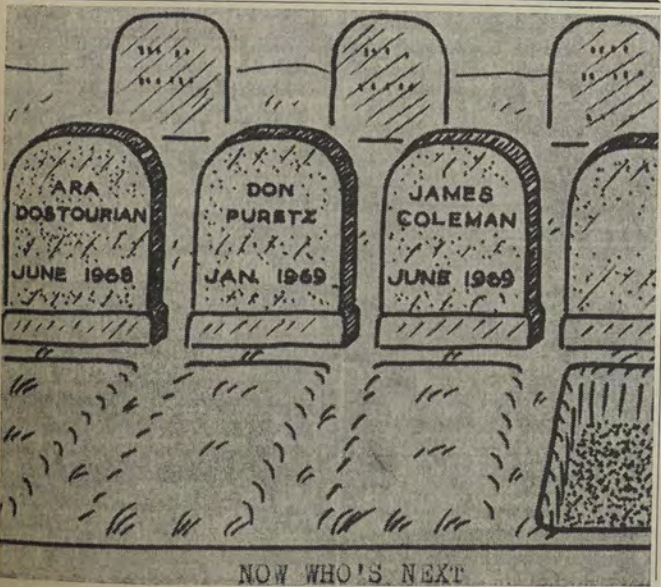
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PURETZ RESIGNS

Donald Puret of the Physical Education Department has left Rhode Island College to take a position at another school. Mr. Puret, who was not to be rehired after this semester felt that it behooved him to take his new job at the present time.

A recent article in the Anchor concerning the procedural and factual aspects of Mr. Puret's dismissal has stirred a heated controversy. His particular case, however, has now been assimilated into a broader attack on tenure and firing policy at the college.

When asked how he felt about leaving, Mr. Puret replied, "I'm sorry to go because I really like RIC and the students here." Mr. Puret foresees a decline in academic freedom at this college resulting in a loss of many of the good faculty. He concluded by saying he was "not leaving out of choice."



A. F. T. Charges Unfair Labor Practices

In a move designed to bring to a halt the "harassment" and "intimidation" of its members, the Rhode Island College Chapter of the American Federation of Teachers has filed a charge of unfair labor practices against the Administration of RIC with the State Labor Relations Board.

Chapter President, Donald C. Averill, in a press conference shortly after the charge was filed said that "the Administration, in a series of actions has sought to discourage membership in our faculty organization and to intimidate present members. The decision to file this charge was taken after the membership was thoroughly convinced that there was sufficient evidence to justify such a charge."

Reading from a papered statement, Mr. Averill cited the actions taken against former RIC faculty members, Ara Dostourian, and more recently against Professors David Raboy, James Coleman and Donald Puret — all of who are or were active in the local AFT Chapter.

Mr. Averill pointed out that Profs. Coleman, Raboy and Puret were sent notices in June of last year, indicating that they would not be rehired after the present academic year. He added, "Not only were these notices unexplained, untimely and lacking in proper departmental participation, but were contrary to official college policy."

A petition was submitted to President Joseph Kauffman, indicating that the dismissals were somewhat irregular, and as Mr.



Prof. David Raboy consults with AFT President Donald Averill

Averill said, "President Kauffman took action in August which seemed to postpone the impending dismissals." In effect, the dismissals notices of the three faculty members were cancelled.

The most recent development was described by Mr. Averill as follows. "On January 7, 1969, however, after a hurried and abnormal departmental evaluation of his teaching competence, Mr. Coleman was notified again — this time by Dr. James White, Chairman of the English Department, that he would not be recommended for reappointment after June 30, 1970. The reason given by Dr. White for not recommending renewal of Mr.

Coleman's contract was 'some evidence' that his teaching has been 'slack' and his refusal to pursue further study for a Ph.D. degree."

Mr. Averill pointed out that although a special English Department Advisory Committee has been set up by the department chairman and requested to make a "normal" evaluation — that such a procedure is of itself, a fiction; that such a committee usually rubber-stamps the recommendation made by the Administration.

"Since the Dean, the one to whom as a departmental group they were responsible, had already A.F.T.

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THE BOARD OF TRUSTEES OF STATE COLLEGES

January 20, 1969

Dear Students of Rhode Island College:

I have read with attention and great interest the letters you recently sent to the Board of Trustees of State Colleges. Time does not permit me to answer each of you individually; and therefore I choose this way of thanking you for your interest in the future of Rhode Island College. I sincerely welcome your concern and assure you of my conviction that the greatest asset a college can have is a responsible and interested student body.

In order to assure you that this matter will receive Board attention, I would like to tell you what I have done:

1. Your petition was sent, on January 13, to all nine members of the Board of Trustees together with copies of the ANCHOR articles of May 15, 1968 and January 9, 1969.
2. Your letters will be shared with members of the Board of Trustees.
3. I have requested that President Kauffman prepare a statement for the Board of Trustees detailing the position of the administration in this matter.
4. Mr. Scott Molloy has been invited to comment on his position at the Board meeting on February 5, 1969.
5. The matter of policy regarding the non-reappointment of non-tenured faculty is crucial to the integrity of the educational program at the college. Further, policy changes in this area would require the full consideration and participation of the faculty through the Council of Rhode Island College. It is my intention to solicit their judgments and opinions on the concerns you express.
6. In its executive session on February 5, the Board will explore with appropriate persons the procedures used with respect to the individual cases raised in letters and the petition. Under no circumstances, however, will the initial discussion of these individual cases by the Board be open to the public.

May I, in closing, point out to you that, in the concept of shared authority in the governance of the College, there are certain areas in which the Board of Trustees would not act without the advice and recommendations of the President and the Faculty Council. The appointment and non-appointment of both tenured and non-tenured members of the faculty is one of those areas.

I hope therefore that you are also taking steps to make the Faculty Council aware of your concern.

Sincerely,
(Mrs. John M. Sapinsley)
Chairman

LMS:MMD
CC: Scott Molloy
President Kauffman

EDITORIAL

Hypocrisy

Dr. Charles B. Willard, in a recent article in the *Evening Bulletin*, has called for more student participation in the governing of the college. Prior to student demonstrations on campus last year, Mr. Willard expressed a similar view in a speech to the academic community.

What, however, has Mr. Willard done to involve students in college government? Granted, there have been several committees on which students have been allowed to serve. But this is as far as it goes. Student power has been extolled and glorified and then shuffled off into some advisory capacity. No real power or position of importance has been given to the students. The supposed death of apathy at RIC has brought tokenism and a paternalistic pat on the back from the administration.

Dr. Willard, in the *Bulletin* story, saw commuting and part time jobs as a barrier to an enlarged student role in college affairs here. He failed to mention that the reluctance of the faculty and administration to give up any of their vested interests is also a stifling factor. Dr. Willard

saw last year's student protest as being anti-apathy as much as it was pro-Dostourian. Again an important factor is omitted. The whole protest was also aimed against the administration because of its procedure in the Dostourian case, and then in the Poretz, Tegau, Raboy, and Coleman cases.

Probably the most galling part of the entire demonstration was Dr. Willard's taking credit for having aroused the student body. He believed that his speech denouncing student apathy helped unfurl the banner of student power. Dr. Willard definitely helped to trigger student demands; but not for the reasons he gives. It was the administration's actions against certain faculty members, not a fingers crossed student participation speech, which caused the uproar.

Until students are placed on the Faculty Council and are given an equal say in tenure and dismissal cases, student participation will remain a farce. We are tired of promises and talk. Let's have action.

BY BECKER



The Anchor

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Letters to the Editor

Dear Editor:

Could you perhaps enlighten us as to the whereabouts of the basketball team? Have they all been felled by flu, or unanimously broken their left little toes, or come out in purple spots, or committed some socially unmentionable crime? Perhaps they have all become Trappist monks or defected to Sweden.

According to the local news media, the RIC basketball team is alive, well, winning like crazy, and garnering national rankings. Yet, as readers of the *Anchor* well know, one does not believe all one sees in the press and possibly the reports of spectacular success could be some insidious play by the capitalists (whoever they may be) to keep us plebians content with our lot or some evil plot by that mysterious monolith known as "the administration" toward some unknown but presumably malevolent end. When the *Anchor*, which is supposedly the paper of record for Rhode Island College, has carried no reports at all on the basketball team since before Christmas vacation, one does wonder whether to believe the evidence of one's own eyes and ears. Lack of space does not seem to be the problem since your last issue was 50% BOG ads. At the time, according to possibly unreliable reports in the *Journal* and on the air, the RIC basketball team was undefeated and had just received high national ranking.

Whether the basketball team has disappeared from the face of the earth or is having its most successful season ever, there is clearly a major news story here. You purport to publish a newspaper and so, please, would you be so kind as to give us the news?

Sincerely yours,
Sally Marks
History Department
* * *

Dear Editor:

Introduction — a senior . . .
Re: Your Heart and Yours
I live here today, at the pinna-

cles of my endurance; Encased in my despair, I stand still in this moment — not wanting tomorrows and wishing the yesterdays away.

My search is eluded and shattered. The hardness I wished to escape crawls in to cover my void nakedness. My spirit is alone, a small voice no longer speaks.

My only gifts — my soul, my being — are flung aside for new and tender conquests.

The world has become flashing emotions that never mesh. Words try to end endings that should be beginnings — yours that should be yours'. Good-bye does not say enough!

Epilogue . . . 99, 100, 101, etc. . .
Moribund - oblivion . . . without catharsis . . . 1001 . . .
Sylvia L. Roberts
* * *

Dear Editor:

Some misunderstandings and confusion seem prevalent on campus regarding the College's policy on reappointment of non-tenured faculty members. There are three separate parts to the problem: (1) What is the policy? (2) Is the policy correctly applied in individual cases? (3) Should there be changes in the policy? This letter is directed only at the first of these questions and my understanding of the answer thereto — not that the others are unimportant, but simply that one question is big enough for one letter. Understanding the existing policy provides the proper basis for considering its application or alteration.

Existence of tenure

Certain faculty members have "tenure." This means that they are assured of the opportunity for continued employment here until retirement, unless charges of serious cause for dismissal are stated and proved under extensive provisions for due process or unless the job is abolished under certain extraordinary circumstances such as financial retrenchment. There appears to be relatively little concern about the existing policy in the case of faculty with tenure.

The purpose of tenure is to relieve the faculty member from fear of dismissal for reasons (such as an unpopular political position) which are not professionally valid, particularly violations of academic freedom. The obvious question is: Why not extend the same protection to all faculty? A strong reason presses in the opposite direction, and led to the establishment of a probationary period before tenure is granted.

Probationary period

The existing policy is that, since granting of tenure implies a career-long commitment by the College, such a great is made only after the individual has demonstrated not just competence in his current work but a prospect of adaptability to changing College conditions and a prospect of growth to assume successively greater responsibilities in the work of his department. Such qualities are of course looked for in deciding which candidate to hire to fill a vacancy. However, information available at that stage is seldom sufficient for a reliable prediction of his long-term success, especially in the case of a person with little or no previous teaching experience. Instead, such prediction usually requires observation of his performance here. This is all the more true if the person is still doing further graduate study, as in the case with many junior members of the RIC faculty (whereas universities usually require completion of graduate work before appointing a person to a regular faculty position).

It is to permit such observation that tenure is granted only after a certain length of service. Incidentally, the existence of a probationary period is common in civil service and industrial jobs; however, in relatively routine jobs the probation can be much shorter since prediction of future performance is much easier.

Within this existing policy, there are questions which could be de-

Viewpoint

RUMORS

by D. SCOTT MOLLOY

Ever since the situation over the firing of Mr. Donald Poretz was exacerbated by my article in the *Anchor*, a number of rumors have circulated as to the "real" reasons for that dismissal. These rumors have come from students, faculty, and administrators. This short article will make no attempt to discuss, answer, or substantiate any of the rumored charges. On the other hand, the presence of these rumors highlights a sensitive problem.

Any non-tenured members of the RIC faculty can be dismissed without receiving specifics for their firing. No specifics usually breeds controversy which in turn fosters rumors. The American Association of University Professors embraces and promulgates this policy of no specifics. From their point of view, as well as from the point of view of the administration here, this policy helps to protect the teacher.

When a non-tenured instructor can no longer be promoted because of a lack of position in his department, he may not receive tenure. He thus goes to another university where there are more openings and more chance for advancement.

One other example of as protective nature involves a teacher charged with a serious offense. No specifics in this case saves the teacher's reputation and character.

In the latter situation a dangerous precedent can evolve. Who is to judge whether a teacher is guilty or not? Are no specifics given because they cannot be substantiated? Who is to say that no personal animosity has entered into the decision? If any instructor is to be judged guilty of a legal offense, then a court of law should do the judging. Furthermore, do you save a man's reputation by not using specifics only to pass him on to some other unsuspecting institution? This too is an injustice.

All university instructors should receive written specifics as to the reasons for their dismissals. The teacher who is confronted with charges that are legitimate and that can be substantiated will not contest the decision. A teacher who is unjustifiably wronged will, and should call for an investigation.

Any policy which becomes a breeding ground for malicious rumors is a poor reflection of the institution which supports that policy.

The Mossberg Method

An Analysis

by TONY MILANO

Sheldon Mossberg is the seeker and, simultaneously, the knower of Truth at RIC. He is, at once, the philosopher king, the Overman and Che Gueverra. Whatsoever Sheldon shall assert, shall be known by the name of Truth. Whatsoever members of the faculty or administration shall utter, shall be known by the name of "fascist rhetoric."

Students who are duped by this repressive rhetoric, Sheldon has likened to sheep, who will eventually be crushed and ground to mutton under the machinery of "naked oppression", owned and operated by the *Fascisti* whose scheme it is to perpetuate the cultural *status quo*.

Students who heed the exhortations of the student Mentor shall be grappled unto his spirit and invited, by the Overman himself, to join him in forming the nucleus of a student revolt against the *Fascisti*. In hushed tones these wiser students are invited to attend meetings at which the strategy of revolt will be delineated by Shelley.

Behind closed doors, Shelley speaks to his elite core. Everything that the *Fascisti* have done, are doing, or ever will do is repressive and geared to totally annihilate students, first intellectually and then physically. In order that the students of RIC be saved, the Overman says, the entire system must be destroyed and a new, restructured system must be implemented under the supervision of the *Philosopher-King*.

In simple terms, Sheldon Mossberg is, by his own allegations, seeking student participation in governance of the College. But he shuns any suggestion for student participation on committees when they will be out-numbered by any combination of faculty and administration; he has labeled this "tokenism." Sheldon would have all committees composed of equal numbers of students and administrators and/or faculty members. So, in spite of what Sheldon claims to be seeking what he is actually seeking is not *participation* of students in their academic lives, but complete student control of college governance. But for the sake of fairness, let us give Sheldon the benefit of the doubt and assume

that he is hoping to achieve greater student participation in governance of the College. That leaves only his method to be discussed. As someone who has observed Sheldon and talked with him concerning these problems, I say that Sheldon's methodology is not merely fallacious but reprehensible as well. Based on observation and discussion, this is Sheldon Mossberg's methodology.

As Sheldon sees it, the first step in achieving this change is the cultivation of a broad base of support among the student body, the majority of which Sheldon feels have been duped by the "fascist rhetoric" of the Administration. This should not be taken to imply that Sheldon is especially preoccupied with related to the student body the facts, or the truth; it simply means that Sheldon is aware of the importance of propaganda to the success of his campaign. That the student body be swayed to his side is important to Sheldon because their support will be needed when, not if, a physical confrontation takes place.

Concurrent with his propaganda campaign, Sheldon is alert to the critical events taking place on the campus, events like faculty dismissals, curriculum change, or lack of it, exams, etc. These events which capture the attention of most of the student body Sheldon hopes to use as spring boards. Once a controversy has caused a grumbling among students, Sheldon attempts, with the appropriately slanted propaganda, to convince the student body to join him. Ideally he would have them join him in submitting to the Administration a list of demands pertaining to whatever controversy offers itself. It seems that it matters little what area of the College's structure these demands pertain to, since they are only tools to be used to force a student-Administration confrontation; quite simply, they must serve only to completely polarize the two factions.

By far, the most important part of Sheldon's strategy is the consideration of what to do when the Administration refuses to comply with the demands made of it; that is, how to force the Administration to capitulate. Picketing does not

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Review

STAR!

by JEFF SIWICKI

Producer Saul Chaplin
 Director Robert Wise
 Screenplay William Fairchild
 Photography Ernest Laszlo
 Music Conductor Lennie Hayton
 Todd-AO; Color by DeLuxe - Running time, 172 mins.

A 20th Century-Fox Release

Cast: Julie Andrews, Richard Crenna, Michael Craig, Daniel Massey.

Though unfortunately lacking in the sentimentality, or well, yes, *corn*, which should result from audience identification with a film's subject, and that pervaded the film biographies of George M. Cohan and Al Jolson, *STAR!*, Robert Wise's biopic of stage star Gertrude Lawrence, is quite an entertaining show for the eye, the ear, and if one pays attention to Daniel Massey's lines as Noel Coward, to the mind. But fun should be tempered with understanding.

Mr. Wise quite ingeniously opens the picture by masking off most of the Todd-AO screen and projecting in the center, in standard aspect-ratio, what is supposedly a black-and-white 1940 20th-Fox documentary short on the life of Miss Lawrence. We soon discover that we are actually in a screening room with Miss Lawrence (Julie Andrews) and a Fox official. Miss

Lawrence interrupts occasional glimpses of the short to tell the Fox man, and us, what *really* happened, and this comprises most of the picture. Recounted are Miss Lawrence's beginnings with her father in British music halls, her partnership with Noel Coward in London's "Charlot Revue" of 1917, her successes alone and with Coward on the London and Broadway stages, and her romances with a Jack Roper, Sir Anthony Spencer, and Richard Aldrich. As is customary with many films of this nature, the story concludes several years before the death of its subject, in this case, at Miss Lawrence's marriage to Aldrich.

Of course the musical numbers, as might be expected, provide the highest points in the film, and may best be described by that trite, old adjective which really does fit here —lavish. Of the 17 musical num-

bers, particularly enjoyable are the "Limehouse Blues," "The Physicist," and "Jenny" numbers from the "Charlot Revue," "Nymph Errant," and "Lady in the Dark," respectively, thanks to choreographer Michael Kidd, and of course to the songs of Coward and the Gershwins. But also important is the comic element in writer Fairchild's script which paints Miss Lawrence as slightly whacky lady she apparently was, and supplies Mr. Massey with some highly sophisticated Cowardian wit, which passed right over most of the heads of that Elmwood Theater audience with whom I viewed *STAR!* Ernest Laszlo's Todd-AO photography provides some extraordinarily crisp and brilliant DeLuxe color images. Miss Andrews' Gertrude Lawrence is Eliza Doolittle, Mary Poppins, and Maria Von Trapp —entertaining, but not quite deep enough in character when we consider that the film is a biography, musical or not. More on this later. Daniel Massey, who far outshines "stars" Richard Crenna and Michael Craig, well deserves the Oscar he will be picking serves the Oscar he is up for.

The film's prime fault, which, through major, does not prevent it from being a lot of fun, is that Mr. Wise, Mr. Fairchild, and Miss Andrews apparently could not discover what ultimately made Miss Lawrence "tick," or could not decide on any one motivating force for her characterization. Julie Andrews plays Julie Andrews, which is not necessarily unlikeable in itself, but if we are to "feel" for Miss Lawrence as we did for the subjects of *YANKEE DOODLE DANDY* and *THE JOLSON STORY* (and I believe a biography, literary or cinematic, should aid in this, in addition to cataloguing facts), then those involved in the re-creation of Miss Lawrence's life should similarly have "felt" a definite personality of the subject with whom they were attempting to deal. Miss Andrews, in addition to singing and dancing admirably, does project several personal eccentricities which might very well have been representative of Miss Lawrence, but it is characterization, not caricature, which should be of paramount importance in a picture of this type.

Review

TERRY

by Jeff Siwicki

Paul Trent, former instructor in the RIC Speech-Theatre Dept., recently revisited the campus with a print of his first trial at film-making, *TERRY*. Though outstanding neither stylistically nor thematically, it does reflect a pretty fair knowledge of film technique (and perhaps the seeds for developed creativity), even if it is, perhaps, too representative of what is being done today commercially and experimentally.

The wordless 45-minute film stars Miss Terry Lee, a charming young actress last seen here with Mr. Trent's stage production of "Born Yesterday," Ken Barton as her boyfriend, and other familiar RIC faces in supporting roles.

We are introduced, in *TERRY*, to a young lady who is removed from the shelter of, apparently, a remote island residence, and finds herself embarking on a journey not only to a larger habitat, but to a new mode of living. The story goes on to contrast Terry's expectations with her ultimate findings.

Though most elements of Mr. Trent's style are routine, what is intriguing is the way he achieves the aforementioned contrast through his unique use of color vs. black-and-white. *TERRY*'s opening, Terry's boat trip, house and job hunting in the city, etc., are filmed in a well-lighted color which extends into her pastoral daydreams of ferris wheels and balloons. One might have expected a change of hues from life to dream, but as has been noted, color is used in the beginning for both real and non-real; black-and-white begins after the dreaming, and becomes representative of "real life" from here onward. Frankly, confused at not being able to distinguish a pattern of color use, I asked Mr. Trent for an explanation, and was told that Terry's life and dreams were equal

ly colorful because she believed, quite naturally, that her expectations would correspond to her experiences, and black-and-white entered to signify that such a correspondence could not, and did not, exist. Whether my confusion resulted from an inattention to detail of mine, or to an esotericism of Mr. Trent's, is open to debate; in retrospect it must be commended as a nice device, especially in a first film.

On the other hand, some of Mr. Trent's effects don't quite come off, from head-chopping photography to an intentional overexposure, which is perhaps too broad an attempt at impressionism (film: Terry's mind). Also, some sequences are inappropriately too long or too short. And almost needless to say, the pastoral dream sequence per se was the product of little imagination; it is a modern film cliché that worked when it made its debut, but would best be avoided now.

Of course the theme of a young person's living in daydreams, and embarking then upon what becomes a shockingly new, realistic life, is one which has almost been trodden into the ground of late from overuse—Terry is actually not much more than a reincarnated Bernard Chanticleer, Benjamin Braddock, or Georgy Girl. But of this we should not make too much. Hopefully Mr. Trent will vary his films to come; if he corrects a few themes with the number of his basic technical faults and heeds his bent toward innovation (e.g., his color use), his future films should prove quite worthwhile.

If Mr. Trent intends to succeed in films, he should best attempt, as he did on a limited scale, to invent rather than to follow film clichés; it appears that he could have the potential for this.

JEFF SIWICKI

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"The spirit of rebellion can exist only in a society where a theoretical equality conceals great factual inequalities."

— Albert Camus

OPEN LETTER

To Dr. Lemon

Dear Mr. Lemons,

In your article on "New Left Anti-Intellectualism," you condemned my supposed practice of annihilation by labeling. You then proceeded to "annihilate" me by labeling me an anti-intellectual. If you did this unconsciously, it is a beautiful example of the schizophrenic attitude of ivory-tower academics. However, if this contradiction was deliberate, you apparently believe that "the end justifies the means." (Muddled Marxism, perhaps?)

See, Dr. Lemons, I too can indulge in name-calling, and this is the only type of reply that your charge of anti-intellectualism deserves. More serious, but equally false, is your claim that I attempt to erase "the whole world of scholarship." Rather, I believe that "the world of scholarship" does not exist apart from the material world, and that scholarly activity cannot be carried on "unaffected by political and social considerations."

How you can deny this is beyond me. Do you seriously believe that the "Pharmacology of Ellagic Acid from Black Walnut" is of no importance to the walnut industry? (Or to the drug industry?) Are you unaware of the vast amount of mathematical and scientific research that is financed by the U.S. military? (And by the drug industry?) Don't you realize that one of the chief results of archeological research is the financial as well as cultural enrichment of art museums? (As a historian, can you claim that even the Louvre could exist had it not been for the expropriation of art works from other countries — a direct result of French imperialism?) No, Dr. Lemons, I do not deny that scholarship exists. I simply deny that it exists in a vacuum.

However, as I am sure you realize, the purpose of my article was not to deny the world of scholarship. Rather, it was a call for direct action in college reform, as opposed to ineffectual chatter between students and administrators. In my article, I stated that "Persuasion and dialogue will be

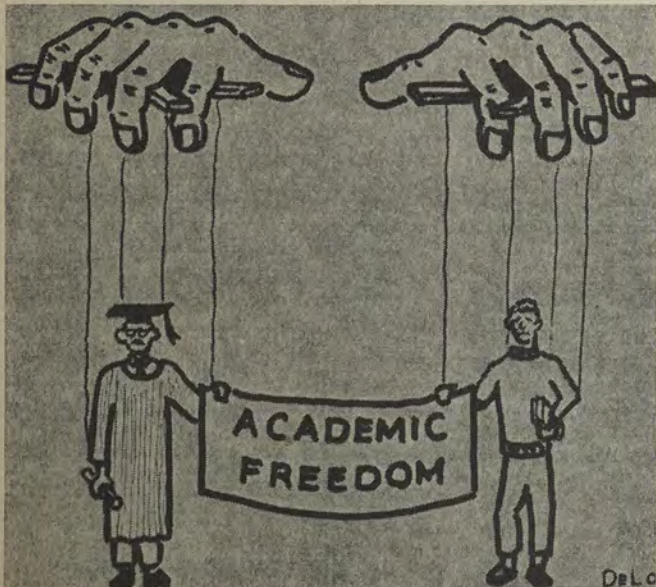
tried many more times this year. Although I am no soothsayer, I predict that they will fail." Well, Dr. Lemons, it now appears that I said quite a bit of sooth. Since the appearance of that article, both Mr. Puretz and Mr. Coleman were fired. Both of them had attempted a course of persuasion and dialogue with the administration, and both of them failed. There is, to say the least, quite a bit of evidence that these men were fired for reasons that had more to do with "political" with "idealistic intellectual goals." This would seem to run counter to your conception of a university. If these men are, in fact, being dismissed for reasons which have nothing to do with scholarship, a person with your views should be leaping to their defense. Instead, you seem to be leaping in the other direction.

If you really believe that the university is a "sanctuary of ideas," you should be defending the right of others to form their own ideas — in other words, academic freedom. If you really believe in this ideal — if your article was sincere, rather than a half-page of reactionary rhetoric — it is time for you to descend from your ivory tower and help us man the (hopefully metaphorical) barricades.

Yours,
Paul Brown

Fine Arts

Misha Dichter, the handsome American pianist who won a great ovation in Moscow for his participation in the Tchaikovsky Competition, will perform here on Saturday, February 15 at Roberts Hall under the auspices of the Fine Arts Committee in association with S. Hurok. Upon his return to the United States, Dichter performed, in a program telecast nationally by NBC, the Tchaikovsky First Piano Concerto with the Boston Symphony Orchestra at Tanglewood, Mass. Students may obtain their tickets with their IDs at the box office beginning February 10 from 10:00-4:00 p.m.



ANCHOR

Why Liberals Are Dangerous To The Student Movement

by SHELLY MOSSBERG

Without examining what liberals are and what they represent, many students believe that people who style themselves liberals (and people who allow themselves to be portrayed as such) are allies in the movement to reform the University. This is a completely erroneous assumption. A liberal is one who often gives the impression of being interested in reform and constructive change but through vacillation and selfish fears ultimately proves that he does not have the courage of his convictions. To preserve his own position (be it teacher or student) a liberal will talk a good game but ultimately lead his supporters down the road of compromise (sellout). Thus, liberals not only obscure issues but directly mislead people and inhibit the process of meaningful change.

Let us first take an example of a liberal faculty member. Case in point: J. Stanley Lemmons, Assistant Professor of History, at first impression appears as a friend of the student movement. His appearance at a recent student forum on curriculum reform-T.V. lectures (etc.), can certainly attest to that. Yet in a recent issue of the Anchor, Professor Lemmons deliberately attempted to mislead the students by espousing the erroneous assumption that a college or university is a "sanctuary of ideas" and that it is "unaffected by political and social considerations".

Professor Lemmons must be living on the Moon. Does he really believe that investigation of "the myriad subparticles of the atom" has no social or political considerations? What about nuclear energy and the "Bomb"? Can Professor Lemmons deny that the creation of atomic and hydrogen bombs has led to the most ruthless arms race in history? Or that the instantaneous death of 80,000 men, women, and children of Hiroshima had no social and political consequences for Japan, and for that matter the entire world?

Liberal faculty members such as J. Stanley Lemmons can only confuse a student who is trying to fully develop his ideas about the

society he lives in. By insisting that scholarship and ideas are not directly reflective of material conditions that exist in society—need of changing, one is in fact crushing the desire a person might have to understand and participate in living. A "sanctuary of ideas" philosophy produces passive consumers who will "fit in" and carry out assignments for narrow-minded idealistic mentors.

What of liberal students? Are they more dangerous to movements for change than conservative or apathetic students? Yes. A conservative student (or conservative faculty member) will immediately take a position against change an apathetic student (or apathetic faculty member) will usually not take any position and hence not participate in a struggle for change. On the other hand liberal students will often mislead students by initiating a movement for change and then be the first ones to sell-out. Case in point: A favorite tactic of college administrators is to set up a committee (this not only silences a protest movement but gives students the false idea that they are participating in administrative affairs). The committee is the "Administrators Aspirin", the cure all for every problem that occurs in a college or university. When the issue of the Donovan Dining Center took place what happened? A Food Services Committee was created. Meanwhile, the food is no better, most of the female help still do not wear hairnets, and dogs continue to run loose. What about the two-day boycott of classes last year? (An idea conceived by noted campus liberals) Was Ara Dostourian rehired? No! Was there a change in firing practices at R.I.C.? No! Were students allowed to participate in administrative decisions? No! Does the Administration still continue its Union purges, its sleight-of-hand politics? Yes!!

Liberal students often maintain an elitist attitude. At Campus Action Committee meetings one hears the refrain over and over; "The majority of students don't care, so we'll propose our changes without

their consideration or participation". These liberals and pseudo-revolutionaries are blind to the fact that the reason many student movements across the country have failed is not because the students weren't militant enough, but because they did not have at least tacit support of their peers. (One basic reason for this is that they failed to communicate their ideas to the student body). A first step is for liberal students to realize that they are not carrying out reforms for themselves. A second step is the realization that only a fool would proceed towards revolutionary changes without a broad base of support.

Photographer Gives Exhibit

by BILL KEACH

The exhibit of photographs by Lee Romero, Providence Journal Bulletin photographer, sponsored by the Rhode Island College Art Department and held in the art gallery of Adams Library three weeks ago was well attended and well received by the college community. Mr. Romero's pictures were excellently laid out according to location and subject, giving the viewer a chance to compare many different kinds of people in a wide variety of situations.

Represented were Hippies, straight people, old people, young people, poor people, students, Mexicans, Negroes; people loving, and hating, expounding and exploding, people acting for the camera and people caught by the camera being themselves; the whole scene was beautiful.

The best thing about Romero's work is its honesty. Much of the photography being done today shows too much of the photographer and his techniques (i.e. distortion, awkwardly contrived juxtapositions, and obvious manipulations of the subject) and too little of the quality in the subject that the photographer should be trying to capture; Mr. Romero, for the most part, seems to have avoided this. After selecting his subjects he has photographed them in a straightforward manner and left the interpretations to his audience.

The art department and Mr. Romero deserve our thanks.

PROFICIENCY EXAM

On Wednesday, February 12 the History Proficiency Exam will be given in Conference Room 2 in Adams Library at 7:00 P.M. Successful passage of this exam will earn full credit for History 202 and 203 (American History). Application forms can be obtained at Mr. Lemons' office, Mann 300, or from the history department secretary. All students should apply by February 10.

LYSISTRATA

To the ANCHOR Forum:

This letter is in reference to a comment on LYSISTRATA in the January 9 issue of the ANCHOR, by Miss Jane Frazer.

I regretfully admit I did not attend the performance of LYSISTRATA, however, I have read the play and am well informed on its context and significance. However, this is not the issue involved here. Miss Frazer considered LYSISTRATA a "bad dream". Evidently this play for a moment brought her out of the dream world in which she most obviously lives.

College, Miss Frazer, is an experience which is intended to

broaden your range of knowledge, and allow you, through this knowledge, to scrutinize your own morals and values. It is quite clear by your parochial-school statement on marriage and yrocreation, you are not giving yourself a chance. Also, who is qualified to label any work of literature "good and beautiful".

So WAKE UP Miss Frazer and look behind the obscenities of LYSISTRATA, and in general try to expand your high-school values. You will be a better student and person for this!

Sincerely yours,
Linda DiFazio '69

FORUM

Gone But Not Forgotten

Lyndon Baines Johnson has stepped down as President of the United States. Tired and worn from his years in the White House, Mr. Johnson has received much sympathy from the nation in recent months. His job has been arduous one; he has done his best.

This type of sympathetic attitude makes it a little easier for the President to leave office. It also makes it a little easier for any new President to anticipate a warm outgoing when he too steps down. The trouble is, the President may worry less about his actions, knowing that in the end, his countrymen will still respect him.

The following three quotes are indeed slanted representations of Mr. Johnson's career, but they point up many inconsistencies. Mr. Johnson may be tired and old but this never prevented him from changing his tune when appropriate.

"I hate war. And if the day ever comes when my vote must be cast to send your boy to the trenches, that day Lyndon Johnson will leave this Senate seat to go with him." — unsuccessful bid for the Senate, 1941, Texas.

"No part of the aboved described premises shall ever be conveyed or in any way transferred, demised, leased or rented to any person or persons of African descent; provided that this clause shall not prevent the employment of such persons as domestic servants and providing customary accommodations for them." — conditions in deed for land sold by LBJ in 1945 in Austin, Texas.

Our one desire — our one determination — is that the people of southeast Asia be left in peace to work out their own destinies in their own way." — Whington, August 10, 1964.

An Exposition On "Professionalism"

by J. STANLEY LEMONS

"Professionalism" must qualify as the great scare word of 1968-1969. Students are raised to confused anger by the mention of it; and some faculty through ignorance or malevolence, agitate the students about it. Most faculty are perfectly aware of what it means to be a professional scholar, but some chose not to be one and resent being forced to measure up to college and university standards. They are the sort who want the prestige, pay, promotions, and perquisites of being a college professor without meeting its standards; and when they are judged as deficient by their peers, they cry "foul!" Still other have not gone far enough to understand, and they feel threatened.

The fact that Rhode Island College is an ex-teachers college compounds the problem. For years such institutions all over the United States were generally thought to be second-rate places where second-rate professors went. However, Rhode Island College has left those days behind and raised its standards and expectations. Individuals who might have been acceptable as faculty ten years ago would not necessarily meet the higher standards. Yet, some of the old habits of thought linger; we still have those who at this late date say that this is a "service institution" and as such the doctorate is unnecessary. Those voices come from those who can no longer measure up or those whose thinking is still wedded to Rhode Island College of Education. To take their counsel would be to condemn Rhode Island College to an inferior status with little hope of improvement. One would have to apologize for attending or teaching here.

What, then, do we mean by "professionalism" in college? "Pro-

fessionalism" is being professional, of following a profession. While this seems tautological, the meaning can be unfolded by discussing what it is to a professional scholar. If I use myself, I am suggesting that my experience is more or less typical, not exemplary. It is simply that I know me best of all. And, I will talk about the historical profession for the same reason.

John Higham, a prominent American historian, has said it well: "A profession is, among other things, a body of individuals with a particular skill, who by cooperative action establish and maintain their own standards of achievement instead of obeying some external authority." To become a professional scholar one usually begins by working his way through a graduate research degree, leading to the Ph.D. in most cases. This same competence can be demonstrated through publications, papers, lectures, reviews, symposia, and the quality of students produced by one's teaching—all of which meet the critical approval of scholars. A professional historian is one who through study, research, writing, and teaching comes to understand the particular skills that constitutes the historical discipline. This discipline includes techniques, tools, philosophies, attitudes, and information. The standards are set by one's peers in the profession and are qualitative standards.

One must understand that the world of scholarship is a qualitative universe, where quality counts most heavily. It is not a natural democracy in which decisions and directions are determined by a one-man, one-vote plebiscite. Because the scholastic disciplines are nationwide, even worldwide, and because they involve thousands of individuals, various tests have evolved among scholars themselves

The Functions of A University

by D. SCOTT MOLLOY

A number of articles have appeared in the Forum recently concerning the functions of a university. Some have depicted the university as a "sanctuary of ideas" while others view it as a microcosm of our society complete with political alterations. Theoretically, the university is supposed to be the "sanctuary of ideas", but realistically it is both sanctuary and political boiling pot. To deny the university its academic role is to deny its existence; to deny its political function is to deny reality.

An assistant director of admissions at Purdue University recently stated the goals of that institution. "The parents of our students don't want their sons and daughters going to institutions like Columbia, Berkely, and Antioch. Our students are here to learn a profession. They are not trying to solve the problems of the world. That can wait for another day."

This man's isolationist philosophy is fine except for one small

detail: will the problems of the world wait for him? What happens when a Negro family moves into the middle class neighborhood? What happens when his daughter comes home pregnant or his son is caught smoking marijuana? Perhaps another son will be drafted and sent to Viet Nam.

Purdue University may wait to solve these problems some other day outside the scholarly confines of the college; but beware! When those shrugged off problems do come knocking, they will knock with the expositiveness of Watts, Chicago, and San Francisco. Purdue's nickname is the Boiler-makers. If the attitudes and goals of that university are what the admissions director says they are, then the school must produce real good boiler makers.

In one of the articles that appeared in the Anchor the following quote was included. "Could it be after all that their only real ambition is power over all decisions related to academic policies within the university." Now, the

crux to understanding this quote is knowing who the pronoun "there" refers to, faculty, administration, or students. The author was referring to militant students, but anyone of the three groups could have fit easily. The reasons that students become militant is due to the fact that the faculty and administration do hold the power over most decisions in the university.

It would be nice to have "intelligent discussions" between the opposing factions, but first define intelligent discussions. The Russian and the Czech leaders had these types of talks, yet the Russians controlled the country and set the rules of the talks. The administration and the faculty hold power on the campus and likewise set up the guidelines for any discussions. Many piecemeal concessions are planned well in advance regardless of the outcome of the talks. Only a student body ready to back its demands with whatever means they have at their disposal will succeed in attaining their goals.

This latter paragraph does not condone the violence and rampage at Columbia and Berkely. It does, on the other hand, call for more student action. Indefinite strikes will cause the power groups to see the light much faster than any "intelligent discussions" will. One does not play poker without money or a good hand. By the same token, students will never achieve their rights by using the administration's game rules or by not utilizing their own power.

Politics is an integral and equal part of the university scene. Equal and integral, along with scholarship, but neither superior or inferior to it.

so that one may more easily judge the progress and interest of the student. Among the multitude of degrees granted in the United States are B.A., B.S., M.A., Ed.M., M.A.T., M.S., Ph.D., Ed.D., Th.D., M.D., J.D., D.V.D., and so forth. Attainment of a certain degree is a sign to the world that one has met certain minimum standards in terms of information and competency in the tools of the profession. It does not matter what degree one has gotten (we can all

think of the Ph.D.'s who do nothing and people with one or no degree who do plenty); a person is judged by what he produces — by the quality of his production.

My B.A. degree involved four years of course work and 128 credit hours. My M.A. was thirty hours and the equivalent of one year of course work. (Is one really qualified at that point to turn out people with the B.A. when he has only one year of work beyond

LEMONS

Page 8

BY D. DELONCH

As BASEBALL COACH FOR R.I.C., MR PURETZ COMPILED AN OVERALL WINNING RECORD AGAINST NATIONALLY RANKED TEAMS.

MR PURETZ HAS BEEN ESPECIALLY ACTIVE IN SECURING JOBS ... AND SCHOLARSHIPS FOR HIS STUDENTS.

DESPITE HIS IMPRESSIVE RECORD, MR PURETZ WAS DISMISSED FROM THE R.I.C. FACULTY (ALONG WITH OTHERS) FOR REASONS THAT ARE COMPLETELY UNJUSTIFIED!!

"IN MEMORIAM" MR. DON PURETZ

"... Tens of millions of Americans are, at this very moment, maimed in body and spirit, existing at levels beneath those necessary for human decency. If these people are not starving, they are hungry... they are without adequate housing and education and medical care. — Michael Harrington

Travel

MEXICO

by **D. SCOTT MOLLOY**
PART 4

One weekend we took some of our friends who worked in the restaurant to their homes 120 miles up the coast. I had a special reason for going: there were some ancient ruins, supposedly untouched, that we could visit. The road there ran beside the sea, and the view was beautiful. Often there were long stretches of beach with no people in sight.

At some places, armies of crabs would cross the road to search for food in the fields and underbrush. The usual collection of horses, pigs, and cows lined the thoroughfare. The road eventually turned to dirt just as we approached the town. Hot and thirsty, we went to quench our thirst.

We stopped at a little shop that sold fresh fruit drinks of all sorts. For one peso (eight cents) you could buy a huge glass of cantaloupe juice, freezing cold. I had, time and again, freshly made orange juice cut and squeezed while you waited. Ice shavings were then added.

We stayed at one of the kid's house and ate a strange assortment of foods. The next day we headed for the ruins. Not being a professional archeologist, I brought such sundry articles as screw drivers, a hammer, candles, and other specialized equipment.

This road was a real winner. Dirt, ravines, and boulders everywhere. When we turned off this main road to the secondary one, I quivered. I don't believe horses could have made it. We went four miles until the puddle I crossed started coming in the back seat. That was the only time our Plymouth ever stopped. From there we went on foot.

The vegetation along the way was really thick and green. We came to Cheque's father's plantation of bananas, coconuts, and oranges. It was shady and moist there, but the rest of the land was eroded and dry. Sudden rain storms would create vast stretches of mud which soon turned to hardened crust under the blazing sun. It was a hard living for the people.

We never were really able to dig the land; instead we pried out appealing pieces of pottery and rock. Soon we had several small figurines and some obsidian arrowheads and tools. One feels a strange sensation finding an article several thousand years old. Your cosmology can only widen and wonder.

After a few miles and many artifacts, we headed for a cave, high on a hill, almost inaccessible. The natives said Aztec treasure was buried there.

(to be continued)

Coleman

(Continued from Page 1)

knowledge, and the results of the evaluation have not been revealed.

Wishing to know if Mr. Coleman's students did feel that his teaching was "slack," the **Anchor** asked two of Mr. Coleman's classes to submit short essays giving their opinion of him as a teacher. Unlike the evaluations submitted to the English Department, these essays are available at the **Anchor** office and may be read by any interested person.

The results of the evaluations are as follows: three of the students who responded did not concern themselves directly with Mr. Coleman's teaching effectiveness, but rather expressed doubts about the validity of the English department's evaluations and the justice of the decision to dismiss Mr. Coleman. Of the remaining total, 80% were enthusiastically in favor of Mr. Coleman. For example, one student wrote, in a typical evaluation:

Mr. Coleman's teaching is of the highest quality — his method is that of stimulation; that is, he allows the student to form opinions, evaluate and judge, thereby giving the greatest respect to the intellect of the student. Most teachers "inform" the student of the way things are, only to have the student regurgitate this information on exams. Mr. Coleman is not . . . in this . . . class . . . Rather, he is to be included with the greatest teachers . . .

Apparently, "some evidence" of Mr. Coleman's "slack" teaching consisted of the testimony of a small minority.

As one freshman wrote, "One cannot help but think that the school is down on Mr. Coleman."

Professional Improvement

Dr. White's letter goes on to state: "You categorically reject further pursuit of the Ph.D.; this, clearly, offers no support to you . . ."

When asked if this were true, Mr. Coleman replied that it was, and went on to explain his reasons. He stated that he felt that the Ph.D. "was a dry bone. It undermines teaching as a prime value and prevents the intellectual development of teachers and students."

He went on to state, "Most of my colleagues do accept the necessity of the Ph.D., not in order to become better educated but in order to avoid being harassed and penalized in their academic careers for lack of that professional totem." It is worth noting that Mr. Coleman has completed nearly eighty hours, or over three years, of full-time graduate work, most of it in English literary history.

Is the Ph.D. really required at Rhode Island College? Dr. Thomas Howell, who is Chairman of the Philosophy Department, possesses a Ph.D., and is one of the few RIC faculty members who publishes consistently, was asked his view on the Ph.D. as a requirement for retention.

"Nowhere does the Faculty Manual state that a sufficient reason for non-reappointment is failure to pursue a Ph.D. . . . Many faculty members do not have a Ph.D. degree and will not get one, even though they are now pursuing the degree. No one may know when one of them stops or fails. In the past, they received tenure and promotion regardless," said Dr. Howell.

Mr. Coleman was asked if teachers were always required to get the Ph.D. to teach at RIC. He replied: "They are not now required to do so. When we are hired, they express hope that we will get the Ph.D. Recently, they have said to me that I am required to get a 'terminal degree.'"

When asked to clarify the difference between a Ph.D. and a "terminal degree," Mr. Shinn, dean of liberal studies replied that a "terminal degree" in a field such as English is a Ph.D. (This is surprising since about 70% of the teachers at RIC do not hold Ph.D.'s.)

When asked if Dr. White's opinion was the same as Dean Shinn's, Mr. Coleman replied, "Dr. White's position has been indistinguishable from that of Dean Shinn."

I always thought this was unfortunate because Dr. White is not an administrator; he is still a teacher, and his contact with students should have taught him the folly of attempting to enforce reactionary demands on large groups of people."

Productive Scholarship

The third criterion mentioned in Dr. White's letter of dismissal is Mr. Coleman's lack of "productive scholarship" — academic publications, books written, etc. Mr. Coleman had this to say about the "productive scholarship" issue:

"It is essential that people develop and charge and enlarge their knowledge and their skills. But in practice here at RIC the productive scholarship requirement is largely a phoney issue. It is a tool to use against teachers whom, because they are independent, or radical, or, maybe, incompetent, they want to dismiss."

Although exact figures are not available, it is widely known that few teachers at RIC publish to any great extent, and virtually none have published books. Dr. Shinn stated that he would consider the writing of a book a sufficient substitute for the attainment of a Ph.D.

In Mr. Coleman's own department, at least four people apparently have been granted tenure who do not possess the Ph.D. None

of these four have written books. **Other Reasons?**

"The three areas mentioned above," wrote Dr. White, "were the only ones considered in the recommendation not to renew."

At this point it might be wise to mention Mr. Coleman's political ideology. In teaching literature, Mr. Coleman follows a viewpoint of historical materialism. However, he makes his bias quite clear to his students and at no time insists that they agree with his views.

As one student wrote in his evaluation: "Most important is Professor Coleman's intellectual fairness. Although one's opinion differs from his, that opinion is respected. And the drive that produced the differing opinion is encouraged. Professor Coleman takes care not to injure the intellectual self-esteem of the student."

One would hate to believe that Mr. Coleman is being dismissed because of his political views, particularly since RIC is supposedly committed so strongly to the ideal of academic freedom. However, after a Humanities lecture in which several of Mr. Coleman's students presented a (largely critical) panel discussion of the theories of Karl Marx, several faculty members claimed that Mr. Coleman had "brainwashed" his students.

This charge was vigorously denied by both Mr. Coleman and the students themselves. Despite Dr. White's statement of the reasons for Mr. Coleman's dismissal, several members of the English Department have privately expressed the belief that Mr. Coleman's left-wing views had more to do with his dismissal than did his teaching ability, failure to pursue a doctorate, or lack of publications. Of course if this is true, it is a flagrant abuse of Mr. Coleman's academic freedom.

No mention has been made in any official statement concerning either Mr. Coleman's political beliefs or his AFT activism. Nevertheless, it must be remembered that three out of the four non-tenured members of the AFT

COLEMAN Page 8

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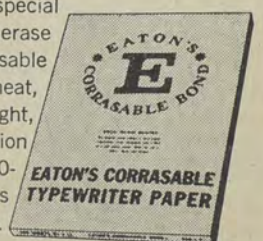


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An Invocation to a Demi-god: In The Beginning

ERNEST C. ALLISON
English Department

We are not gods. Our hunger is human, and turnips, not ambrosia, must satisfy. We lack, besides, the Olympian view which on a clear day no doubt permitted the gods to see forever. Ours, contrarily, is the clouded vision. We look back, and down the darkness our eyes can make out none of history's guiding gestures. History is always around a bend, a lamp only unto her own feet. More, we are not even prescient. Which road into the woods leads to the brighter land? We stand before them all, watch each disappear in shadow, and we know that we do not know.

But it is our very humanity that makes us almost gods. Through the faculty of hope we can at least look forward to tomorrow. That is why in January, in the beginning of this new year, we remember the Roman Janus, divine spirit presiding over beginnings, the far-seer whose eyes, turned both behind and before, looked down the corridors of yesterday and tomorrow, perceiving the wise choice. We, too, in our human way, can do that. This is not a paradox, even less so a contradiction in terms. Though, looking back, we seem to find little in history that points the way, hope, looking ahead, intuitively teaches direction. What, then, may we hope for the coming year?

Problems lie already in disorder at our feet, thrown there in the past, forbidding offerings. The future urges us to pick them up, rough stones, and out of them to fashion things of worth and beauty. We can create though we are not gods. Why have we been so tardy, so inept?

Because in the past we have raised false issues. "Curricular change," "student representation," "administrative due process," and "student unrest" are not issues; they are merely the names we have given to some of our currently demanding problems. The issues lie within.

To solve our problems we must get at the issues involved. And it is sad to have to conclude that we have shown little disposition to define them. We have responded, not to the issues that should unite us in a common search for the better way for us all, but to the problems which have divided us along the lines of prejudicial self-interest. We have flouted logic in doing so and have praised passion.

It is not a question of the theory of logic as understood by the philosopher; what we have stubbornly avoided is the logic taught by all human experience — that the necessary discipline of rational thought, of the laws of reason, must guide us: clear definitions, careful delimitation, discovery of assumption, the study of implication, laws of evidence and laws of proof. We have behaved this past year (or more) as though such laws do not exist.

But since they do and since rational minds have everywhere accepted them as one of the few means at human disposal for coming anywhere near to the truth, I hope that this year we can collectively entertain the following question: "What are the most fundamental issues facing this college?" Now it seems to me that they are such issues as:

1. What should be the limits of a student's participation in the academic affairs which shape his own life? Or,
2. What is the validity of the evidence used in supporting decisions on a teacher's rank, retention, salary? Or,
3. Is it lawful for employees of a public institution of higher learning to defy the wishes of the citizenry of the State that empowers it by charter.

4. When does freedom of speech become intolerable, if ever?
5. Should a collegiate institution, in itself and by its own activities, both promote and be a revolutionary agent for social reform?

With these few examples of issues, do we rest now on something solid? I think not. I believe the rock lies farther down. For the issues that will test our capacity as builders — and not on sand — lie deeper yet than we have so far driven. I believe they are these:

1. What are the sources of our problems? Where may they be found?
2. What agency will be empowered to locate present problems, define them and set up organizational machinery to deal with them?
3. Better still, what agency will be directed to search out the problems that have not yet come to the surface and take providential measures?
4. How can we frame in concert the appropriate questions?
5. What assumptions, if any, can we mutually agree upon, and what do we together take to be

any problem's implications?

6. Where is the data that must be gathered and what agency will cooperatively gather and analyze it?
7. Will we permit the inquiry itself to point its own way to its logically inherent conclusions and are we willing to follow them?
8. Lastly, are we in good faith willing to accept the prevailing view, still reserving to ourselves the right to work constructively within that view for better solutions?

I believe these may be some of the most important issues facing us in this new year. Each of course may divide us; rational minds and hearts of good-will do not necessarily arrive at identical conclusions in matters of legitimate debate no matter how reasonably conducted. But the College (by which I mean all of us) will be able to go forward confidently toward reasonable conclusions if political considerations do not motivate our decisions. On the other hand, if political motives do prompt decisions, then all is lost anyway. The struggle is not (or should not be) for the autocracy of power but for the democracy of truth. If we do not close ranks in this struggle and courageously follow her, all is a stupid alliance with the hosts of illusion.

Let me confess. Up to this point I have purposely avoided speaking of that one issue which should most concern us, the one issue most difficult for us to face. It will require that we all look objectively at ourselves and we may not like what we see; it may require that we alter our collective personality and that may require a humbling admission of our past errors. It may require regeneration.

It is the issue of **civility**, and it troubles me and moves me deeply. We have not been a very civil people in our dealings with each other. One would never suppose, listening to our arguments or reading what we print, that we espouse those forms of dialogue which bespeak the civilized man, that demonstrates (if Webster is right) that we are not barbarous, that we have had "training in the humanities." We have not been **courteous**; we are not **respectful**. We are seldom as **gracious** as we should be, and not always **refined**. Yet those are the synonyms for civil behavior.

Behind all those words is the awareness that man is not a brute any more than he is a god. Any animal can snarl over bones on the floor, but man, who can sit at conference tables, should not talk with his mouth full of angry and embittered charges. Can anyone deny that to our opponents our mood has been one of ill-will? Our speech has been intemperate, acrimonious. We have adopted satire, embraced ridicule. Our stock-in-trade has been sarcasm: the mocking word, the sardonic laugh, the bitter jest, the arrogant insult.

Our intellectual life has debased our humanity, making us brutish. Our complaining has appealed to personality and our silence has begged the question. We have accused others with labels and defended ourselves with slogans. We

Official College Notices

PLACEMENT

Recruitment Schedule*

- Friday, Feb. 7 — Bronxville Public Schools, N. Y. (elementary and secondary).
- Monday, Feb. 10 — Pawtucket School Dept. (all levels and areas).
- Tuesday, Feb. 11 — Broward County — Ft. Lauderdale, Fla.
- Wednesday, Feb. 12 — Pawtucket School Dept. (all levels and areas).
- Thursday, Feb. 13 — Westerly School Dept.
- Friday, Feb. 14 — Stonington, Conn. Public Schools.
- Monday, Feb. 17 — Oxford, Mass. Public Schols (all levels and areas).
- Tuesday, Feb. 18 — West Warwick, R. I. School Dept.
- Wednesday, Feb. 19 — Los Angeles, Calif., Public Schools.
- Thursday, Feb. 20 — Rowland, Calif. School District (near L. A.).
- Friday, Feb. 21 — Glastonbury, Conn. Public Schools.
- Friday, Feb. 21 — Providence School Dept. (elementary only).

*To register for Placement and to sign up for an interview, please see Miss Paine in Room 114 of Roberts Hall.

Appointments for registration should be made two days prior to the recruitment date.

JUNE GRADUATES

Position openings from Rhode Island as well as other states, are on file in the Placement Office, Seniors of any major are invited to come in and screen our listings.

Nancy H. Paine
Placement Counselor

Letters

(Continued from Page 2)

bated but are outside the scope of this exposition. Perhaps the length of the probation at RIC should be changed. The criteria for decision on granting tenure could be clarified; but since this decision is basically a prediction of future success in a very complex situation, it is a matter of judgment rather than of applying some formula. The possibility of establishing a modified form of tenure during the later part of the probation is superficially attractive, but on closer examination there are difficulties.

Non-reappointment

The present system makes a distinction between dismissal and non-reappointment. Faculty contracts are issued for a year at a time, corresponding to the state's appropriation cycle. "Dismissal" means involuntary separation from the job before the expiration of the contract or, in the case of faculty with tenure, at any time before retirement. Dismissal can only be for demonstrated cause and after specified due process. "Non-reappointment," as distinguished from dismissal, occurs if the College does not offer a new contract to succeed an expiring contract of a non-tenured faculty member. Only the latter of the two types of separation is in question.

Basically, there are two possible types of policy on this: (a) it may be considered that a person once appointed to the faculty has thereby acquired some "rights" to the job and should only be separated from it for demonstrated and specified failure, or (b) it may be considered that when a contract expires then (unless otherwise agreed, e. g. by tenure) nei-

have been obscurantists, asking almost none of the appropriate questions and oversimplifying the answers. We have equated the loud voice of demand with constructive thought. We have sought out neither reasons nor facts. We have behaved as though every question has only one possible answer, as though conclusions could not possibly differ in weight or value, as though **DEMI-GOD** Page 9

thers party has a continuing commitment to the other, and the previous holder of the job is in competition with any known or potential outside applicants. It is (b) that is the policy at RIC, subject to a specified length of advance notice. As stated at the beginning, I shall not attempt here to argue the merits of the alternatives, but rather indicate some salient arguments on both sides, to help in understanding the issue.

Alternative (a) has the advantage of decreasing the danger of improper adverse action. It has the disadvantage, in practice, of inhibiting the elimination of mediocre persons who avoid flagrant deficiency but also make relatively little positive contribution.

Alternative (b), that exirpation of contract throws the position open competitively (generally with preference to the incumbent if other things are equal) has the advantage of greater incentive to achievement above the minimum, and a broader field for selection, at the expense of decreased security to the incumbents. Within this alternative, there are variants in how much explanation is given the incumbent if he is not reappointed. The existing policy is that since decision is essentially a matter of judgment, only the decision and not the reasoning need be stated, the same as for unsuccessful candidates for a vacancy. This does not appear to forbid the giving of reasons at the College's discretion, but that has not usually been done. Another variant is that the decision would be at the College's discretion but should be explained to the individual for his guidance in improvement (not as required justification for the decision); though attractive in principle, experience is reputed to have shown that this tends to generate more heat than light.

I hope that this summary of the existing policy on reappointments, as I can understand it, may contribute to a clearer understanding of what the argument is about. Doubtless there will remain differences of opinion — but, hopefully, more rational opinion — about the merits and application of the policy.

Philip M. Whitman
Professor of
Mathematics

S M T I

PRESENTS IN CONCERT

Gary Pockett and the Union Gap

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Letters

I am not in the habit of writing letters to Editors of the college variety, for I feel the generation gap to a great degree.

Yet, because I reacted strongly to a recent article, The Donald Poretz Case, I would like to commend the Anchor for its efforts in attempting to retain young, involved teachers in the R.I.C. faculty. For in looking back, I regret, that during the years that I worked on the Anchor staff, I accepted without protest the fact of many inept teachers, an outmoded curriculum, inadequate equipment, and poor physical conditions at the college.

I hope the Anchor continues with its concern to have stimulating teachers instruct R.I.C. students. For individuals and that includes students have a "fundamental, instinctive need for a degree of personal mastery over their lives and their environment." And I think the interests of the college community and the interests of the students can both be served by the student having a degree of determination in who his teachers are.

Sincerely,
Eva Levine Schaffer, '42

Mossberg

(Continued from Page 3)

seem to be so effective as it used to be, and here at RIC it has shown itself to be seasonal. Sins are next in the order of effective methods of bringing college administrations to their knees, but as political "one-upmanship" would have it, this method too has evolved to something considered more potent. The tactic which is presently in vogue is the forceful, and indefinite, occupancy of a campus building, while destroying parts of it, or its contents. This tactic serves two purposes: first, it brings the crisis to the attention of the mass communications media. Secondly, if the Administration refuses to capitulate, they are forced to call in the "pigs", after which all protesting students will unite in shouts of "police brutality." And by the time the splinters, bricks, and glass have settled, and the adrenalin has slowed, everyone will have forgotten that the "Sheldon Mossbergs" got exactly what they sought — a physical confrontation with the Administration. And even if the Administration should succumb to Mossberg's tactics, does it mean that this is the only way that change could have

Coleman

(Continued from Page 6)

ceived simultaneous letters of dismissal — the odds against which, according to a statistician, are 1,000-to-1. It is thus highly probable that Mr. Coleman's union activity had some bearing on his dismissal.

Also peculiar was the procedure followed in Mr. Coleman's dismissal. It is customary that recommendations for non-reappointment are made by the department chairman and forwarded to the appropriate dean. When he was interviewed, Dr. Shinn confirmed that this was the custom. When asked if this procedure had been followed in Mr. Coleman's case, his reply was, "Oof course."

However, in a letter to Mr. Coleman, dated July 31, 1968, Dr. Shinn stated "... it is presently my intention not to recommend your continuation on the faculty of Rhode Island College after the 1968-1969 academic year ... As a matter of regular procedure, I will

been brought about?

This then, is Sheldon Mossberg's methodology: to polarize the students and Administration and bring about change by force.

ask your department chairman through normal departmental channels to review your status and make a specific recommendation." Dr. Shinn made this statement over six months before Dr. White had forwarded his recommendation.

The End

Most of Mr. Coleman's colleagues were notably silent concerning his case, despite a great deal of evidence that he has been an effective member of both the English department and the humanities program during his four years at RIC.

He has received two merit increments during that time, which require positive evidence of entitlement. Concerning one of these merit raises, Dr. White wrote to Mr. Coleman: "When I recommended you for a merit increment with your last contract, I did so because I felt you deserved it. You worked hard and well in the humanities program, preparing the syllabus for 1967-1968 during the summer of 1967, without pay ..."

Among the silent was Paul W. Shinetti, chairman of the humanities program, who declined to comment on Mr. Coleman's work in the program. The members of the Humanities Steering Committee, on which Mr. Coleman served also declined to comment.

Several members of the English department were contacted and also declined to comment. When asked for an interview, Dr. White responded, in writing, as follows:

In response to your request to talk to you for Anchor publication about "Mr. Coleman's being

fired," I will say only that I believe that personnel recommendations are highly private matters and that it would be as indiscreet for me to speak publicly about them as it would be to speak publicly about a student's grades.

The Beginning?

The case, however, is far from closed. On Wednesday, January 29, the RIC chapter of the American Federation of Teachers filed an unfair labor charge against the administration with the State Labor Relations Board. The AFT charged that the administration is trying to discourage membership in the AFT and is harassing its present members. In a press statement, Dr. Donald C. Averill, president of the RIC chapter, used Mr. Coleman's case as a prime example of this administrative harassment.

On his part, Mr. Coleman says that he has no intention of going anywhere. When asked what he planned to do, Mr. Coleman replied: "What is there to do other than support necessary change?"

Certainly I am not going to sit in the lap of those who have not changed in the last ten years and listen to their sweet nothings. What I plan to do is to teach and study and join and encourage all sorts of progressive things."

"In this society, the people who recognize the necessity for change and are progressive are not on the top; they are on the bottom. So I will identify myself with them and try, that way, to be progressive myself."

Lemons

(Continued from Page 5)

them? Would you agree that upon completion of your freshman year in college you should be qualified to teach high school? The Ph.D. degree required 78 hours of course work (nearly all seminars) which took three years of steady application. One had to earn at least one-half "A's" in all courses, and one "C" was considered a failure and would bring dismissal from the program. But that was only the bare minimum. While doing all of that, one had to pass two foreign language examinations and prepare for the "general examinations," which in my case required a historical, historiographical, and bibliographical knowledge of five "fields." A "field," for example, was United States History, 1877-Present; another was American Social and Intellectual History (from beginning to end). A working bibliography was thought to be at least 100 books in each field. After passing this, only then did the dissertation come. The dissertation was to be my demonstration of the ability to apply the critical, analytical, and literary tools learned in four years of graduate study. In every course and at every step of the way, qualitative judgments were being made by scholars. Earning the doctorate was simply the affidavit to the general world that I was certified by the faculty to have met the minimum standards of professional training and scholarship. Let me emphasize: all that had been done to this point was preparation. To be a professional scholar I would have to continue. I would have to engage in further scholarly investigation and present my results to my peers for judgment. Such could be done by articles, reviews, books, papers, lectures, symposia, and teaching.

While a college professor is a "teacher," he is a whole lot more. "Teaching" is only a partial description of his total profession. A college professor, a scholar, is not even primarily a "teacher" — he is a historian, a sociologist, a physicist, a mathematician, a geographer. To put it in a personal way: I am a professional historian who is teaching in college. I am a member of the historical profession, whose arts and canons I learn by climbing the qualitative pyramid to the Ph.D. and by actively engaging in the process of writing and teaching history.

The difficulty that has emerged at Rhode Island College has been the willful unwillingness of certain faculty to accept the standards of their peers, coupled with the almost total ignorance on the part of the student body as to what constitutes a professional scholar or how one gets to be one. The student has little more than his high school background and teachers by which to judge college professors. The principal "external authority" which threatens the standards of the scholarly professions at Rhode Island College today is its own students, who are abetted by some faculty who tend to be qualitatively deficient. If the student perceives the qualitative nature of scholarship, he will understand why the experienced faculty could think far less of the competence of a member than students who could judge on little more than stage presence and vitality. Furthermore, it should be clear why members of faculty must constitute the ultimate judges of their peers. Such judgments are qualitative judgments from standards learned through advanced study, research, publications, and teaching experience. One acquires the standards by active work in the "craftsman's shop" of the profession.

by J. Stanley Lemons

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Demi-god

(Continued from Page 7)

solutions to problems never involve mong conflicting but equally valid principles. We have behaved as though intellectual modesty is without virtue and there is none at all in spiritual humility.

Denying men dignity, we have bred fear and suspicion. We have hurt people and then have become angry at their reluctance to "co-operate." We have asked others to see things only with our eyes, blinding ourselves to their legitimate vision. After solidifying our oponent in his position and entrenching ourselves in our own, we have glared at him across this intellectual No Man's Land.

I do not believe the point needs documentation. No one will want for supporting evidence if he cares to look for it. Most of us can find it within ourselves.

II

I admire in Robert Browning that view of the Self's social purpose which he suggests in his line from "Prospice": "I was ever a fighter, so, — one fight more . . ." Therefore let no one assume that these observations upon our conduct are an appeal for pusillanimous opinion, timid debate or emasculated comment. Not at all. I proclaim the virtue of tough-mindedness, of protest, and I admire activists. I believe too that much that can be accomplished through the dynamics of group action. I believe further in the efficacy of passionate conviction as rhetorical armor in the struggle against wrong; I believe that untruth is an enemy that must first be beaten in his own chosen arena, the minds of men. And that this warfare is fierce and to the end. But I believe also that the peace that follows victory over ignorance or lies — injustice, force, oppression — is a true measure of the struggle's worth. That peace is civilized man's highest, most noble, condition. From it flow all truth, all beauty, all justice, all love.

In the end, what we believe and what we practice must be two sides of the coin sovereign in the kingdom of the mind. What is more hypocritical than to proclaim individually or as an institution, the virtue of truth and then to lie, to praise beauty and cultivate ugliness, to advocate justice and act unjustly, to use the mind's voice in speaking love and with the heart to feel contempt? We all have seen them, the little cars pasteled over with delicate flowers, a rosebud bobbing one the antenna, advertising love down all the highways in the land. Yet if the heart at the wheel is hateful, what we feel will not be the soft brush of love-petals on our skin but the savagery of steel ripping open our screaming flesh. We believe either that man has inherent worth or he does not. In either case, let us at the very least be honest and open about it and line up our practice toward him with our conviction. Disraeli once put the question of his day in these terms: "Is man an ape or an angel?" Then, answering himself, added: "I, my lord, I am on the side of the angels." I am afraid that I take a much darker view. Man mostly crawls on earth but sometimes when he looks up with his mind he can ascend to those high circles where sit in a gathered whiteness truth, beauty, justice and love.

No, we are not gods nor even

what the arch-Transcendentalist thought we were — gods in ruin. But neither are we "a beast that wants discourse of reason." Is it then visionary to look behind at what we have been and forward to what we may be? Let us give ourselves over to the exercise of that hope that makes us demi-gods.

I am heartened in this hope by the news that students and officers of the administration sat down in dialogue and decided that "instead of the boycott . . . a college food service committee will be formed to study the conditions in the campus dining center." The committee, composed of students, faculty and administrative personnel will, if it is rightly motivated, prove again that man does not live by bread alone.

There is in *Moby-Dick* a curious chapter titled "A Squeeze of the Hand" in which Melville describes the whaleman's task of kneading the spermacetti which, like a sort of soft and lumpy wax, had to be worked by the hands until it became properly lined, "a sweet and unctuous duty." While working so, something mystical happened to Ishmael. Melville has him say:

" . . . I squeezed that sperm I myself almost melted into it; I squeezed that sperm till a strange sort of insanity came over me; and I found myself unwittingly squeezing my co-laborers' hands in it, mistaking their hands for the gentle globules. Such an abounding, affectionate, friendly, loving feeling did this avocation beget; that at last I was continually squeezing their hands, and looking up into their eyes sentimentally; as much as to say, — Oh! my dear fellow beings, why should we longer cherish any social acorbities, or know the slightest ill-humor or envy! Come; let us squeeze hands all round; nay, let us all squeeze ourselves into each other; let us squeeze ourselves universally into the very milk and sperm of kindness."

I end with Melville's voice, but include my own as an urgent echo of his hope.

A. F. T.

(Continued from Page 1)

made a negative decision in the case of Mr. Coleman there was, of course, little probability of the Advisory Committee making a normal evaluation. More probable was that the loyalty of the departmental group to their Dean was being tested, or that the departmental group was bound to take the Dean's reason as a major and sufficient reason and support it," Mr. Averill said.

Mr. Averill made reference to the fact that only last year Mr. Coleman had been granted an "outstanding performance increment" by the same department chairman who was now asking that his contract not be renewed.

In regards to Mr. Coleman's refusal to pursue further study for a Ph.D. Mr. Averill said, ". . . it is common knowledge that over two-thirds of the faculty of RIC do not possess a Ph.D. degree. Many of them are not actively pursuing graduate work leading to a terminal degree. In addition, there are several professors who after originally pursuing the Ph.D., discontinued their studies for one reason or another. Nonetheless, they have been placed on tenure and have received promotions. Further,

Should 18 Years Olds Be Allowed To Vote?

Probably the question that has received the most publicity in the last few years is, "Do 18 year olds have the right to vote?" The younger generation claims the affirmative, their reason being: The Vietnam War. These people claim that if a person is old enough for the draft and to possibly die for his country, than this person is old enough to vote.

The establishment is split on the decision of changing the voting age. Former Governor John Chafee, President Johnson, President-elect Richard Nixon, Senator Eugene McCarthy and Governor Nelson Rockefeller are a few in favor of lowering the age.

A large portion of law makers feel that 18 is still a tender age and this 18 year old individual

can't make a valid judgment on politics. These legislators use the college riots (those at Columbia and San Francisco State) as proof that students are reactionary and immature.

Those politicians in favor of lowering the age raise the point, "How can these students (those 18-20) be immature for political life when they work for political or the party. These legislators cite that the students who join the Young Republicans, Young Democrats, Students for McCarthy, are educated young Americans concerned about politics.

Recently the New York Times published an article that stated,

a national drive by students was started for the purpose of lowering the voting age to 18. The headquarters for the campaign is located at the University of the Pacific at Stockton, California. The organization is called "LUV" — Let Us Vote. The national chairman is Indiana Senator, Birch Bayh, with entertainer Joey Bishop as honorary chairman. Joey Bishop started a national drive for the campaign on his December 20, 1968 show.

With such backing LUV now needs student support for a show of strength. Interested students contact LUV headquarters University of the Pacific at Stockton, California.

Administrative Jargon

Many students have noticed that university administrators talg differently from other people. (Linguistic eccentricity is a sociological phenomenon that often develops in self-contained groups having little meaningful contact with the majority of the population.) Accordingly, we are pleased to announce the publication of the following glossary, which may serve as a student guide to administrative jargon.

CONSTRUCTIVE: Adjective, used with "approaches," "proposals," etc., (especially those of students and faculty) that are unlikely to change the status quo. e.g.: "A constructive approach would be to appoint a committee to look into both sides of the problem and recommend solutions."

POSTIVE: (1) polite, showing deference to established authority, (2) inoffensive, as in "a positive suggestion."

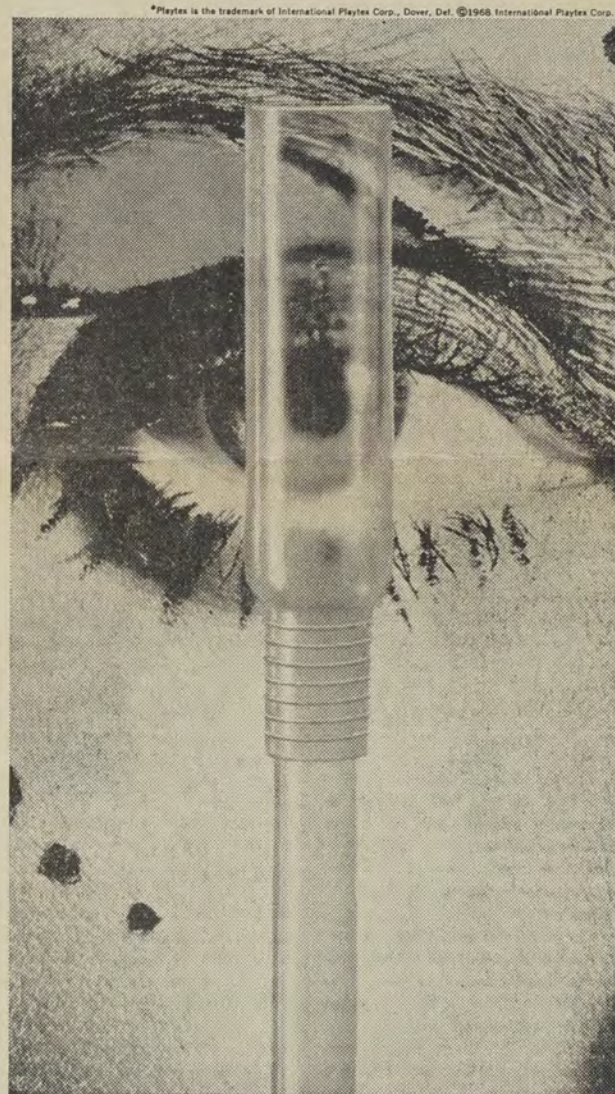
RESPONSIBLE: ineffectual, as in "responsible action."

(Reprinted from *Words & Comment* Vol. 3 No. 3, a student publication of Trinity College, Dublin.)

there are no specifications to the effect that the Ph.D. is required for retention. The Ph.D. is not listed as a criterion for continued employment in any official statements. "Teaching effectiveness" is described as the 'prime criterion' at Rhode Island College." He added that there was evidence that Mr. Coleman's effectiveness as a teacher had not been given proper consideration.

The real reason for Mr. Coleman's impending dismissal, Mr. Averill contends, is the objections that the Administration has toward the AFT and the right of collective bargaining which it seeks for the Faculty. It is, de facto, the actual cause for Mr. Coleman's non-reappointment.

Mr. Averill made it explicitly clear that the AFT wants no Administrative chicanery about 'new' reconsiderations, or any "Rubber-stamp" committees, but rather wants the harrassment and intimidations of membership to cease and the immediate rehiring of Prof. Coleman.



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Grapplers Upset Lowell

After coming off a successful road trip to New York, the RIC wrestlers pulled an upset victory over the defending N.E.S.C.A.C. Champions, Lowell State. Prospects for the championship were heightened for RIC, which finished second last year in the tournament. It all started in the 115 lbs. class where Capt. Manny Venhaterio picked up 5 points on a forfeit. Ken Whorf followed with an 11-3 decision over last year's 115 lbs. champion Larry D'Errico of Lowell in the 123 lb. class. As the score would indicate, Kenny had complete control of the bout and came close to pinning several times.

At 130, Dennis Cooney also went against a New England champ in German and although he was pinned very late in the third period, he showed guts, poise and determination. At 137, Boy Bayha lost by a pin in the second period. Beaver generally wrestles at 130 and going against someone heavier gives added advantage to greater weight.

Paul Silva picked up 5 more for RIC with a forfeit at the 145 lbs. class. This was the start of a spdt by RIC. That ended after they had gained 20 points, putting the match out of reach for RIC.

At 152, Robbie Haigh registered the fastest pin of the year when he surprised his opponent at 00:31 in the first period for 5 point pin. This made the score 18 to 10 in

favor of RIC.

In the next match, Al Johnson came out and upset Lowell at the 160 lbs. class. Al won by a pin in the first period giving RIC the points it needed to take a commanding lead of 23 to 10. Kenny Smith at 167 put the finishing touches on the match and put it away when he registered his second straight pin in the second period. This made the score 28 to 10 and put RIC on top to stay.

At 177, John D. Eurco lost by a pin but looked better then he has all year and is improving steadily toward the N. E. final where he will be a determining factor for RIC.

John Badway went up a weight class to wrestle at 191 and lost on a decision 9 to 3 against last year's champion in that class. John is plagued by injuries to both his wrist and knee, but still gave a more than respectable bout. In the heavyweight class, Frank Lynch gave warning that he must be recognized with in the finals by pinning in his 2nd league competition.

Outlook

By the victory over Lowell Tech and Lowell State, RIC has only Boston State and Plymouth State to face in league competition. The prospect for RIC's first championship appears to be extremely good. In defeating Lowell State, RIC has taken over as the major force in N.E.S.C.A.C. Wrestling.

Southern Trip

by A. B.

For the first time in the history of this institution, an RIC hoop squad has entered the Carolinas for regular season games. During the exam lay-off, this year's Anchorman team played three games in North Carolina, and it would seem that, based on the team's success in the south, more trips down the East Coast can be expected in coming seasons.

This road jaunt began on January 23rd at Walsh Gymnasium and after two brief road stops, the team arrived in Williamsburg, Virginia early that evening. After a solid night's rest, the team toured historic and scenic Williamsburg, the capital of Virginia which was founded in the late 1600's. Most of the athletes enjoyed the impressive collections, gardens, buildings and craft shops. In Williamsburg the group then left the quaint, old city and continued on to Salisbury, South Carolina, arriving there in the early evening. After eating and practicing for nearly an hour, many of the team members explored the campus of the all-Negro institution. The athletes were on their own Saturday and many altered their normal eating habits, trying the chitlings and black-eyed peas, hominy grits and crinkled steak offered in N. C.

The game that evening was played before 3,000 of "the finest fans I've ever seen" said coach Baird. The fans cheered and sang, all 3,000 of them, and "sang so well in fact, that at one point I found myself concentrating more on the music than on the game" he continued. Here the team encountered an DIC alumnus, Mr. Matt Salemi and his wife, Mr. Salemi, a career Air Force colonel of the class of 1940 came over to the team bench to talk with Baird

and some of the team members. RIC won this one 90 to 89 in an action-packed thriller.

Sunday morning the team left Salisbury and moved on to Cullowhee for a game with Western Carolina University. The University is nestled in a picturesque valley of the Smokey Mountains and here the team found time to browse in the stores of Cherokee, North Carolina, part of an Indian reservation. A planned trip up into an inner mountain range was canceled because of a recent snowfall. The Anchormen stayed on the campus Sunday night in the senior-junior men's dormitory, and found the food to be excellent. After loafing most of Monday, the team ate their pregame meal complete with roast beef, scrambled eggs, tea, and toast. The game that evening was another close one, and again the Rhode Islanders prevailed, this time 96 to 92. This game though, attracted a loud, vociferous audience and the Anchormen, employing a stall near the end of the second half were greeted with catcalls and yells of "high school," in the long, southern drawl typical of North Carolinians. The end of the contest was somewhat marred by penny tossing threatening fans but all members of the team left the gym in safety. The team slept on campus that night and traveled to Durham, Tuesday morning for the game with North Carolina that night. That game was the first disappointment of the season for the Anchormen, who played a tough club down to the wire only to lose 77 to 70. The team slept at a Holiday Inn on Tuesday night and started home on Wednesday, getting as far north as New York City that evening. Here some of the players visited with their families either in New York or nearby New Jersey.

Anchormen High In Nation: Fitchburg Next

by Art Breitenstein

The Rhode Island College Anchormen, with 16 games gone by the boards, find themselves in an enviable position as far as the National Association of Intercollegiate Athletics is concerned. The team, in the N.A.I.A.'s most recent ratings, is listed 19th in the college division polls.

The Anchormen are 17th in team offense with a 96 point average, 4th in the country with a winning margin of 23.3 and rank 9th nationwide in rebounding.

RIC captured victories 12 and 13 in North Carolina before losing its first game on the final leg of that road trip. The team opened down south against Livingstone College and with Wilson and Huelbig netting 38 points collectively, the squad barely escaped the Blue Bears, winning a thriller, 90 to 89. RIC was up 48 to 44 at the half, but this lead didn't last long and both teams traded leads and tied several times before Jerry Suggs banged in his own rebound with less than 30 seconds left on the clock. This bucket proved to be the clincher for the pressed Rhode Islanders.

The Western Carolina game was another of the same mold. The Catamounts, starting men at 6-10, 6-9, 6-8 and 6-7, proved to be exceptionally accurate long shooters and this game was a close one right to the end. Neither team was able to mount a lead of more than a half dozen points at any juncture in the game, and as the teams traded baskets and fouls, the fans grew boisterous. As RIC finally established a small lead in the waning seconds, fans began throwing pennies at the Anchormen bench, accompanying them with the appropriate derogatory catcalls. Minor scuffles marred a

fine, clutch performance by both teams and several questionable calls by officials gave RIC fans concern in this game. Wilson and Huelbig again provided the Anchorman with the scoring punch, combing 27 field goals and 10 free throws for 64 points. Sultzter, Wilson and Jordan did a fine job in the rebounding department, against stiff competition.

The losing North Carolina effort was another game like the first two. The Eagles were fast, tall, and most of all, were able to capitalize on RIC errors. The Anchormen, obviously tired after playing two games, both screamers, in the previous three days, could not connect on passes, cash in on floor shots, or convert their attempts from the charity stripe. For the first time this season, RIC was out-rebounded by the southerners 65 to 61 and the under-dog Rhode Islanders shot miserably from the floor, 34%. Jerry Suggs was a big man in keeping the game a close one. He collared 19 caroms to give him 40 ribbies in his first three games, quite a showing.

Last Friday night saw the Anchormen, back in familiar surroundings, soundly beat the Gorham College Huskies, by a score of 105 to 69. Rick Wilson was high man for RIC with 21 points, Bill Adams had 15 for Gorham. Sultzter was top rebounder again with 10 followed by Wilson with 9. Every man on the Anchormen squad scored in this one, the "Bandits" getting 31 collective points. This contest was an NESCAC game and increased RIC's league record to 9 wins without a loss.

Saturday night, the Anchormen went to work again, this time on Newark State College. This game looked like a mismatch with RIC enjoying a 32 point lead at one time. However, the Squires were

not intimidated by Wilson, Huelbig and Co., and promptly whittled away at the RIC lead, eventually narrowing it to 12 points. Jim Marino had 33 for the visitors as three of his teammates also chipped in with double figure scoring. Wilson and Huelbig had 60 of the Anchormen points and again, big Art Sultzter dominated the boards with 15 rebounds.

An estimated 1300 fans watched Friday night's game and nearly 1200 returned Saturday to see the Anchormen. Saturday's game was by far the most exciting with freshman Rick Wilson dazzling the crowd with crazy drives and those beautiful 18 foot jumpers that he hits off the backboards, Sam Jones style. He is quite a one to watch, squirming his way in to the basket for many of his points. He loves to drive and on a one-on-one situation, is nearly impossible to stop. Rick, in tandem with Ray Huelbig, floor-general of the team, puts on a show worth seeing. Huelbig, not as fancy as Wilson, but just as deadly from the floor, has been giving up many opportunities to score lately, passing off to men with better shots, rather than shoot himself. His fall-away jumper is his trademark and is thrilling to watch.

Just 5 games remain on the regular season schedule and three of these are at Walsh. The Anchormen play here on Valentine's Day against Westfield State. This is a re-match, the first game going to RIC in an 86 to 84 contest. February 17th finds SMTI at RIC and the 19th, RIC plays host to Salem State. No definite post-season plans have been conceived as yet, but the Anchormen are almost assured of berths in both the NESCAC and NAIA championship competition which may be played here.



SPORTS



On The Sidelines

by ART BREITENSTEIN

The Anchormen are back home after a long trip to North Carolina. And they're glad to be here. Art Sultzter's stomach is just recovering from the hominy grits and the 1800 mile bus ride. Les Jordan is thankful to have escaped the clutches of those wild southern belles and Ray Huelbig finds the pain of his game-encountered bumps and bruises is just beginning to ease. George Hoyt is 11¢ richer thanks to the crowd at Western Carolina and Mike Creedon is happy to be alive, if one can believe the game account dutifully broadcasted by Jim Norman.

It seems that the team, accustomed to a gentlemanly, "do-you-mind-if-I-shoot?" type of opponent ran up against three, tough slam-bang squads. Back home when you were knocked down, accidentally of course, by an opponent, he helped you up. In North Carolina, if you were floored by your foe, he generally stepped on you to gain the advantage of an additional six inches in height. Nearly all the southern teams had a hight advantage over RIC as it was, in fact North Carolina started the contest with personnel at 6-10, 6-9, 6-8, and 6-7. Such tactics were obviously unnecessary and were probably employed to throw a scare into the Anchormen. And the strategy worked. Rick Wilson was a fearful for his personal safety that he

took crazy, off-balance shots. And sunk them. Ray Huelbig was so intimidated that he refused to hold the ball at all for fear of an attack by the opposition or the crowd, he wasn't sure which. So he threw it up as fast as he could, at North Carolina. Thirty points. Jerry Suggs however, undaunted by the terror tactics of the southern teams and their fans, made his debut in an RIC uniform in fine style. He just wasn't experienced enough to realize that his team was out-classed, and under-sized. So he captured 40 ribbies (rebounds that is) in his first three games and sunk his team's final field goal in the Livingstone contest. That gave the Anchormen a total of 90 points in that one. Livingstone amassed 89.

All in all the trip was a good one. The Anchormen ran their unblemished record to 13 before succumbing to a North Carolina College squad that had hight and shooters but most important, was able to cash in on RIC miscues, and there were many of them. Turnovers for the Anchormen were at a season high and the New Englander's foul sniping was simply that, foul. The RIC squad was sluggish and tired and who could blame them after playing 3 games in 4 days and not one of them offering the team breathing room til the final buzzer.