



Established 1928

The Anchor

Vote Proposal
No. 2

"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

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RHODE ISLAND COLLEGE

THURSDAY, MARCH 27, 1969

Senate Finances Vote This Week

Thursday and Friday there will be a special referendum concerning Student Senate finances. The referendum is included on a ballot being held to fill a vacancy on Student Senate. The voting will be conducted in the Student Union from 9 a.m. to 4 p.m.

Due to the number of organizations receiving funds from the Student Activity Fee, the Senate says it is necessary to find an alternative to the present system of allocating monies. At present, each organization presents a budget, and funds are allocated on the basis of need and availability.

The four proposals which the Senate offers on the ballot are:

1. To raise the Activity Fee \$10.00. If this is accepted the Student Activity Fee will go up to \$50.00.

2. Student Funds support those organizations that serve a majority of the students. These are **Anchor, Janus, Helicon, Athletic Committee, Classes, Fine Arts, Theatre, Student Union Board of Governors and Student Senate.** If this is accepted, it will exclude those organizations which are classified as special interest or limited membership. To take effect in 1970-71.

3. Those organizations that are either classified as special interest or limited membership receive a certain percentage of their funds from the Student Activity Fee and a certain percentage from their respective departments, pro-



Senate President Jim Macomber comments on proposals.

viding to accept them. To take effect in 1970-71.

4. Maintain the status-quo, in which case all organizational budgets will be cut.

Senate President Jim Macomber, commenting on these proposals stated that he firmly supports proposal two.

"There is no reason for a group of ten or twenty students to get money from Student Activity Fees to support their particular interest in something as limited as say math, biology or psychology. The Student Activity Fee should be used first for those activities which are open to the entire student body in fact as well as in theory."

Concerning the other proposals, Mr. Macomber said that a raise in the activity fee would provide adequate funds for next year's budgets, and possibly those for 1970-71, but after that the activity fee would continue to rise until the number of organizations supported by Senate is restricted. Proposal three would be workable for the Senate provided that the departments would be willing to subsidize these limited interest groups. Should proposal four be voted, every organization would have their budget cut, for "there simply is not enough money to go around."

Mr. Macomber stated that with the acceptance of proposal two, those activities which are all college would have their quality greatly increased, thereby benefiting the entire college community.

Anchor Stolen

The Anchor, symbol of RIC, was stolen during the night of March 20, 1969. The Anchor was sawed off of its base, then was dragged away. Campus police chief Howard Bryer said that the campus security department was investigating the robbery.

Reliable sources on campus said that this was undoubtedly a pledge task for one of the fraternities, and that the Anchor would be returned as soon as Student Senate President James Macomber issued a statement asking for the Anchor to be returned. Provided their departments are will-



Anchor's Away?

Dismissals Hit By CAC

Demonstration Planned For Friday

CAC To Step Up Actions of Campus Demonstrations

The Campus Action Committee plans to hold "a day of mourning" in honor of the teachers who have been dismissed from RIC on Friday.

Spokesman for the group, Sheldon Mossberg, said that the demonstration would take the form of "a mock funeral."

The CAC was formed earlier this year by several RIC students, and is currently in the midst of a membership drive, which has been termed "very successful" by Sheldon Mossberg. The current membership is around 200 people, with 600 other students pledging support.

The CAC, according to Mr. Mossberg, approved a list of five proposals which they believe would help make RIC a better school. These proposals are an immediate curriculum revision, an end to de facto segregation at RIC, autonomy for student publications, a student voice in teacher dismissals, and support of American Federation of Teachers, AFL-CIO.

Mr. Mossberg went on to explain two of the points. "De facto segregation is very real at RIC.

We have only about 15 Black students here. We believe more efforts should be made to try and get black students to attend."

When asked why the CAC supports the A.F.T. instead of the A.A.U.P., Mr. Mossberg said that "the A.A.U.P. on this campus is a rubber stamp of the administration. It has been an effective force on some campuses, but it is not one here."

Mr. Mossberg also said that the CAC plans "to step up its actions in the area of on campus demonstrations." He also said that the administration was not going to be notified as to when demonstrations were going to take place on campus. "They can read about them in the **Anchor**."

Mr. Mossberg noted that the CAC was going to run candidates for every office in the upcoming student elections. These candidates were going to run on a platform based upon the CAC's five proposals. "We are going to give the students a chance to vote on issues, not personalities," according to Mr. Mossberg. He also added that "the CAC plans to hold rallies to get the students to

vote." He further stated that "the CAC is going to run a type of campaign which will be new to RIC. This program will include debates on issues. We intend to give the students an alternative to voting for a personality. We will give him a chance to vote on issues."

"The students of RIC are not apathetic," according to Mr. Mossberg. "They will get together to work for meaningful change. The students know what is wrong with the school, and they are willing to work for this change. I believe that the idea that apathy exists on the RIC campus is a myth. If the students are given a chance to work for the betterment of the school they will leap at the opportunity. We hope to give them this chance."

Students For Responsible Action Formed

by BERNIE DULUDE

The Students for Responsible Action is a newly formed organization which hopes to present an alternative to the politics of instant change offered by the Campus Action Committee. The SRA believes that change is necessary at RIC and more important is willing to work for that end, however, they are not willing to resort to the tactics of intimidation and threat of force, such as the CAC advocates and has employed.

The SRA has had two informal meetings, attended by some ten students and several faculty. Two of the students are on committees at this College which are charged with investigating and making recommendations for change. They are Alice Gibney, who is a member of Dr. J. Stanley Lemmon Committee on Student Participation and Tony Milano, who is an alternate to Dr. Patrick O'Regan's Curriculum Revision Subcommittee.

The basic belief of the students is that the most meaningful change can be brought about through a vigorous effort to make the existing machinery of change function effectively and as quickly as rationally possible. As their name might suggest, this is responsible action.

It was decided that if the actions of the SRA are to be representative of the student body, their numbers must increase. Petitions will soon be available for students who wish to signify support by their signature. Anyone who is interested in joining the cause of the SRA is welcome to attend its next meeting, this Friday at 3:00 p.m. in Mann 257W.

New Dormitory Regulations

As a result of the recent fire in Thorp Hall, all dormitory students received on Wednesday new regulations concerning the use of electrical appliances. Reprinted below in its entirety, the statement was prepared by the office of the Dean of Students.

According to our existing Dormitory Handbooks, the College has previously stipulated certain regulations to insure the safety of our students. As an outcome of our recent fire, a meeting was held to discuss our regulations and what further action will need to be taken by the College in order to be certain that we are doing all that is possible to avert fire in our Residence Halls.

I wish to make known to you, the following regulations which the College will enforce strictly:

1. Only existing wall sockets in student rooms and suite lounges are to be used. No multiple sockets are allowed because of excess power generated.

2. Residence students are permitted the following electrical appliances: Clock Radio, Desk Lamp, Electric Shavers and Hair Dryers. A Stereo or Phono may be used in the Suite Lounge. These are not to be used in individual rooms and only one (1) may be played at any time.

3. No Television sets are allowed either in student rooms or in the Suite Lounges. Students are to avail themselves of the Lounge television sets when they wish to view a program. I have requested

from Mr. Overbey that the College seek to put a television set in the Student Union and to try to provide a new television set in Thorp Hall since none was provided originally.

4. The following electrical equipment is not allowed in the student rooms or Suite Lounges: Sun Lamps or Infra-red bulbs, Coffee Pots, Toasters, Cooking Utensils and Irons. All ironing must be done in the Laundry room. Coffee or hot water is to be prepared on the hot-plates provided in the Laundry rooms. Any student desiring to have his or her iron must leave the iron with the Dormitory Director. Upon using the iron, it must be returned afterwards to the Dormitory Director's suite.

5. Students will be held responsible to cover the cost of any damage resulting from fire or improper use of an iron.

6. The College reserves the right to inspection of the students rooms and the dormitory lounges at any time in order to be certain that the maximum standards of safety are being promoted.

7. Any appliances or equipment which are not permitted will be confiscated and students will be asked to either sent or take the equipment home.

8. Any infraction of the regulations will result in disciplinary action including a request to leave the Residence Halls.

May I please ask all students to

EDITORIALS

Vote Proposal No. 2

On Thursday and Friday of this week the student body will in essence determine the financial future of both the Student Senate and all campus organizations. Present funds do not meet the needs of all organizations eligible for money from the Student Activity Fee. The Anchor wishes to cast its collective ballot for proposal two, which would give student funds to those organizations which serve the entire college community. We agree with Senate President Jim Macomber that special interest groups should not receive funds from the entire student body, but instead from their respective departments or their members.

Proposal two would give funds to such organizations as publications, theatre, Fine Arts, athletics and the Board of Governors. In order for any and all of these to function at their maximum, the funds must be available. Under the present system of allocations, budgets for these groups

come under close scrutiny, for understandably they require the most money. Most of these budgets are then cut because of the lack of adequate funds. The remaining funds usually prove inadequate to these organizations. Case in point — the Anchor was forced to request an additional \$1355 in order to continue publishing this semester.

Special interest groups do indeed have their place on the campus, and meet the needs of segments of the student body. However, a raise in the activity fee would merely postpone the necessity for the restriction of eligibility for Senate funds.

The Anchor stands firmly behind Senate President Jim Macomber in his support for proposal two. It is indeed time that the Student Activity Fee be used "first for those activities which are open to the entire student body in fact as well as in theory."

Curriculum Revision

An important step in the direction of student participation in the college was taken last week with announcement of the student members on the Curriculum Revision Committee. This committee will study all aspects of the college curriculum, and, most important, define the goals and purposes of the curriculum. A definition has long been lacking in the minds of the students, and thus arises the dissatisfaction with something which serves no known purpose, or at least no accepted purpose.

A statement of the goals and purposes of a curriculum will of necessity be stu-

dent oriented. It appears that the faculty members on this committee recognize this fact and that the student members will play an important role in this task. The administration has evidenced its commitment by its willingness to place students on the committee.

The committee's report is expected in the fall of 1969, and it is a report that the Anchor is awaiting and hopefully and optimistically - hopeful for a commitment to students needs, optimistic its hopes will be realized.

Letters to the Editor

Sirs,

It is with some trepidity that I dare try to contribute to this venerable, esteemed, and highly reliable weekly, but I do so, confident in the fact that by now, nobody is reading *The Anchor* anyway, and that my relative anonymity will remain intact. I must confess my insecurity. After all, what attention could possibly be given to meally moderates when left to compete with a vast array of friendly fascists and gauche leftists? But I do have a proposal to make concerning your Forum. (I feel like the young employee in the Listerine commercials.)

After careful analysis of the articles in your recent Forum, I'm beginning to have serious doubts as to the credentials of the various senators contributing. Pages four

and five of your last edition were hilarious, I'll give you that much credit, but shouldn't such pap be serialized for daytime television distribution? It would make such great soap-opera material. Why don't you run it up the flagpole, and see who salutes?

"Will John ever forgive James for calling our beloved Lorenz a fascist pig?" "Will Paul, Susan, Shelley, and Doris ever become literate?" "Will young Bernie like the Eugene V. Debs of his choice?" Stay tuned for next week's edition of *The Anchor Forum*. It should be a gas.

A. McConnell

To the Editor:

The recent articles in your publication which refer to Mr. K. Lorenz's "On Aggression" show concern over the issue of violence. It is obvious the book mentioned, as well as other similar currently popular ones, serves a need to both writer, whom he represents, and to the reader. Or perhaps suddenly scientific investigation by the public is on the up-swing? At any rate, I would very much recommend that those professors and students who have been impressed with "On Aggression" read the works of Frederic Wertham, M.D. "Show of Violence," and "Sign of

Cain" are excellent works which substantiate his comment, "there isn't one single shred of evidence which proves that man is instinctively violent."

Most sincerely,
Donald C. Smith
Assistant Professor
Department of Art

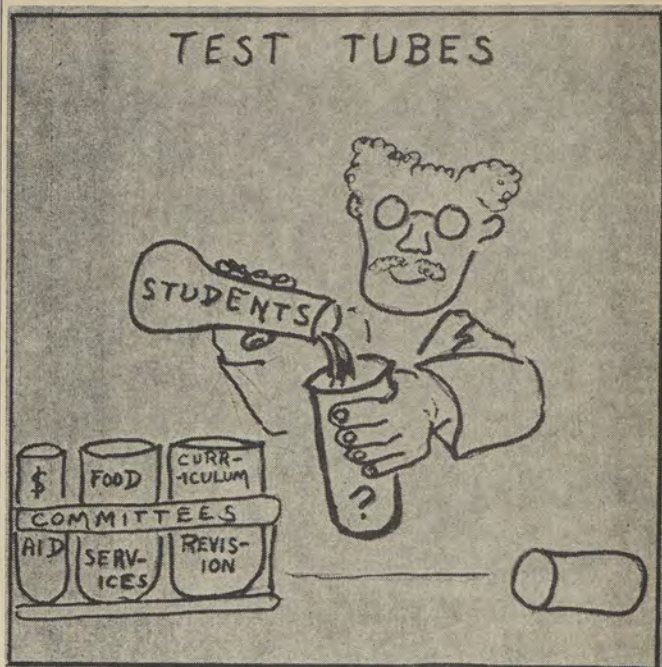
Dear Editor:

This week the dormitory students received a list of regulations from the Dean of Students. These regulations are the result of the fire in Thorp Hall. They state that a resident student may only use a clock radio, desk lamp, shaver, and hair dryer. Prohibited on this list are any appliances such as toasters, sun lamps, and irons. Also specifically outlawed are individual phonographs and televisions. At any time the College reserves the right to search our rooms and for any infractions of these rules there will be disciplinary action.

About a year ago a small fire was started by a dormitory supplied wall lamp which heated up over one of the beds and started one of the dormitory supplied pillows on fire. What I would like to ask is when will our lamps and pillows be confiscated?

Amy Aitkenhead

BY BECKER



The Anchor

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

The ANCHOR, Publications Office, Third Floor, Student Union on the campus of Rhode Island College, Providence, R. I. 02908. Phone: 831-6600 Ext. 471.

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Fee Raise Explained

Effective September, 1969, a fifty dollar raise in the General Fee will be added to the bill for all undergraduate students, to help meet the budget cut caused by the one million dollar slash to the budget of the Board of Trustees. The Budget for R. I. College was cut approximately \$240,000, and in order to absorb this cut without impeding the academic aspects of the college, the fee raise was necessary. In an interview with Dr. Kauffman, he stated "I regret very much the necessity of adjusting the fees. I assume these raises will be effective next fall unless the legislature were to restore some of these funds cut by Governor Licht. I assume they will not."

The actual cuts in the college budget will not affect anything academic or any of the educational services presently available. It will, however, delay capital improvements, and necessitate a cut in the contingency fund.

Dr. Kauffman further stated, "Much as I regret the fee adjustment, and I consider it modest, the alternative of cutting the college's budget seemed to me to be

against the best interests of the students and faculty and the development of the college." He stressed the fact that students qualified for and receiving financial assistance will have this increase reflected in their grants and awards, as will the incoming freshman class. He concluded that the fee raise is "essential for us if we are going to continue to develop the college and its programs."

Senate Allocates Additional Funds To The Anchor

On March 12 the Student Senate allocated an additional \$1,355 to the Anchor. The Anchor, operating on an allocation for seven thousand dollars plus advertising revenue, had run out of funds with the publishing of last week's paper. Expansion of the paper and a rise in actual cost for printing the paper were the reasons given for the inadequacy of the funds.

Last year the Anchor requested nine thousand dollars for the budget this year. This was cut by last year's finance committee to seven thousand dollars, a figure which proved inadequate. An itemized request for an additional \$1,355 was sent to the finance committee. On Monday, March 10, Joseph Sousa, Editor-in-Chief appeared before the committee to explain this request and answer any questions. The finance committee voted to recommend that the Senate allow the Anchor these additional funds and Senate approved their recommendation on the following Wednesday.

CORRECTION

In an article concerning Mr. Wiggan of the Speech-Theatre department, the impression was given that he was dismissed. The statement should have read that he had resigned and that he would be leaving at the end of the year. The Anchor would like to apologize to Mr. Wiggan for the misunderstanding.

ARTS DISPLAY

Coming, Wednesday, March 19 through Friday, March 28, is the R.I.C. Industrial Arts display. Under the direction of John Amalfitano, projects in wood working, architecture, crafts, and power-mechanics, have been set up on the top level of Adams Library. Don't miss this opportunity to view these fine creations, which constitute a tremendous effort by our own colleagues.

Billy Budd: A Unique Theatre Experience

by Nancy Cerep

The Trinity Square Repertory Company's production of "Billy Budd" is not just a performance; it is a creation. Using Herman Melville's short novel as a basis, director Adrian Hall and his cast pieced this drama together using some dialogue and narration directly from the text, a few scenes from another Melville novel *White Jacket*, and some original dialogue and action. The result is more than a play; it is an experience in total theater — a specialty of Trinity's.

One of the important factors contributing to the success of this production as a theater experience is the set. The stage, and at least half of the auditorium itself, is a magnificent replica of an eighteenth century man-of-war. Actors run, dance, shout, and sing in the aisles and everywhere in the theater. During one particularly exciting scene, when the *H.M.S. Indomitable* sights a French frigate and gives chase, sailors charge about in noisy confusion and cannons are fired into the audience with nerve shattering realism. And finally, to bring home the horror and moral implications of Billy's execution, he is actually strung up in full view of the audience and left swinging there for several agonizing moments.

Physical involvement is insured in this production, particularly in the first half. The mind stirring

scenes occur in the second half. The play gives full coverage to the drumhead court and the moral problems involved therein. Billy, representing good, and Claggart, as evil, have clashed. The court scene reveals Captain Vere as the man in the middle who must make the compromise and the choice.

Melville buffs who see the mystery of Claggart's malice as the heart of the novel will be disappointed. This issue is merely suggested in the play. They might also take offence with the addition of some dialogue that implies a homosexual tendency in Claggart. However, these changes might well be overlooked, since the director's stated intent is truth to the author rather than strictly to the novel.

The individual actors are extremely well suited to their roles. Timothy Taylor is absolutely charming as the Handsome Sailor. His bright blue eyes, golden hair and quick smile shine with goodness and innocence. Brad Sullivan as Claggart need only glare at the trembling sailors and one can read the evil in his heart. Clinton Anderson as Captain Vere is as kind and stern and ambiguous as Melville intended.

This very original production is a strange potpourri of bustling, booming, singing, dancing, dramatic action, and narration; yet the result is a thoroughly interesting play that excites the senses.

Faculty Promotions Announced

At their meeting of March 10, the Board of Trustees of State Colleges, upon the recommendation of Dr. Kauffman, approved the following faculty promotions:

From Associate to

Full Professor

Dr. Kenneth Lewalski, History
Mr. Angelo Rosati, Art

From Assistant to

Associate Professor

Mr. Paul Anghinetti, English
Dr. Donald Averill, Philosophy
Miss Rita Bicho, Music
Dr. Paul Chasse, Modern Languages

Mr. John DeMelim, Art
Mr. Henry McCutcheon, Biology
Miss Patricia Moore, Physical Education

Dr. Norman Pyle, History
Dr. Norman Smith, History
Dr. Raymond Smith, Music
Dr. William Small, Elementary Education

Dr. Jeanette Tamagini, Counselor Education

From Instructor to

Assistant Professor

Mr. Louis Boisvert, Henry Barnard School
Mrs. Grace Ervanian, Henry Barnard School

Mr. Anthony Giardino, Audio-Visual Services
Mr. Barry Green, Physical Education

Mr. William Kiley, Mathematics
Mrs. Shirley Mulligan, English
Mrs. Mildred Nugent, Henry Barnard School

*Mr. David Raboy, Social Sciences
Mr. John Taylor, Physical Education
Mr. Robert Viens, Physical Science

*In its section concerning Promotion of Instructors, the Faculty Manual states:

"If the instructor is not to be

reappointed he must be informed at least three months in advance of termination, except that at the end of his third year, if it is known that the instructor will not or cannot be promoted at the end of the fourth year, the instructor must be informed of this fact before he signs his fourth year contract.

Any instructor who remains through the fourth year with the assurance of reappointment at the end of that year, must also be assured of promotion to an assistant professorship effective at the beginning of the fifth year."

In a statement to the ANCHOR, Dr. Kauffman noted that Mr. Raboy had not been told before he signed his contract for the 1968-69 year that he would not be promoted and thus, in accordance with the Faculty Manual, at the end of this, his fourth, year he would be promoted from Instructor to Assistant Professor.

Applications For R. I. C. Up

The number of applicants seeking admission to Rhode Island College this fall is close to 13 percent over the same time in 1968 according to a report released today by Frank A. Bucci, director of admissions at RIC.

Formal application procedures have been completed by 2,177 candidates thus far as compared to 1,922 at this time last year. The increase is both in the number of high school seniors applying for the class of 1973, up 9 percent, and the number of transfer applicants, up 20 percent.

The majority of applications are for the elementary and secondary education programs. New aca-

Review

"Lizzie Borden"

by Jo Coleman

Those attending the Spring Dance Concert, last Friday and Saturday night, were treated to an excellent program of entertainment. The outstanding presentation of the program was an experiment in combining medias in the double treatment of "Lizzie Borden," choreographed by the program's Artistic Director, Fannie Melcer. After a very effective telling of the story of Lizzie Borden through traditional modern dance, the essential elements of the story were recreated in a combination of dance, film and sound. The counterposing of the dancing figures of Barbara Aiken and Carol Berti, in the roles of the Borden sisters, against Dr. Melcer's close-up color film of the two — often matching the dancers on stage carefully with their image on film, at other times separating the two media and running them at juxtaposition — was a very successful experiment and demonstrates the great potential for innovation which dance has always shown.

The set and costuming recreated what is now the legend of the Massachusetts maiden said to have murdered her mother and her step-father with an ax. The first sequence was austere, effective dramatic narrative while in the second there were vivid simultaneous assaults on the senses through the addition of motion pictures, tense bursts of electronic sound, a background of taunting children's voices ("Lizzie Borden took an ax and gave her mother forty whacks. When she saw what she had done she gave her father forty one"), and the appearance on screen of the actual ax and bloody head.

The Spring program offered a further example of innovation in dance with "Today's Folk" in which three pairs of partners danced brief, light sets interpreting the moods and lyrics of the on-stage folk singer, Ken Lyon, his twelve-string guitar, banjo, and kazoo. As with the use of film in "Lizzie Borden," this use of a "live" but unexpected entertainer from another art and craft heightened one's sense of both dance and folk performance. While this might have interfered with the very distinctive and concentrated quality of traditional modern dance, as part of a program they were successful and rewarding.

There was, in another presenta-

tion, something of the same effort to enrich dance through use of another craft and art. But "Brave New World" was less successful. Gene Hall choreographed this dance and did succeed in bringing a quality of stylization with the figures moving like automatons, formal and mechanical, and the dancers' bodies thrown in shadow on the background. The dance was characterized by a series of very carefully controlled formal patterns and figure arrangements. The objection, if one is to be made, would be to the choice of literary material for adaptation to dance. Last year, Hall chose *Medea* for a formalized, ritualized interpretation; and again this year he has selected material which lends itself to a symbolic formality. The dance was laid out with very considerable skill, but lacked excitement. As with *Medea*, so with Huxley's novel; they can be rendered or interpreted or adapted but cannot be translated into something quite unique and original before our eyes. Thus we miss one of the particular contributions of modern dance: to be able to witness construction and creation.

"Encounters" was the offering presented by Guest Artist Clay Taliaferro. Judy Roberts — who also performed an excellent lead role in "Brave New World" — danced the lead with him. They gave the audience a sense of the joy of dance. The idea of a Guest Artist seems an excellent one, enhancing a program which has already established itself as the most professional annual offering at Rhode Island College, and should be continued. Taliaferro also choreographed the dance in a manner conventional but effective. In a portion of "Encounters" Part III, two other male dancers from the troupe, Fennessey and Finley, did a particularly effective series of movements in unison.

"A Plum, a Pear, and a Pomegranite are Fruit" was a lovely,

lyric, fluid, brief piece offering a contrast to the rest of the program and giving a quality to the program which would have otherwise been missed — lovely girls with an extremely graceful, fluid movement of bodies and colors.

Lighting, staging, and most of the music background were professionally handled. The dancing throughout was very good, some of it exceptional especially those who have been with the troupe in past concerts (Barbara Eno, Barbara Aiken, Nancy Nielson, Kevin Fennessey). William Finley is a particularly fine addition to the troupe working very well as part of the pattern in a group and with fine, distinct presence when dancing a special role.

"Time +7" was repeated from last year and possibly ought not to have been. It seemed to have lost some of its impact even for the dancers.

The Rhode Island College Dance Company is perhaps the one outstanding activity of the college. All schools seem to have more or less competent ball teams, all produce plays of some merit sometimes, all have some academic standing, although, as with RIC, often not much. But no small college in the country is able to create a dance program of the consistent quality of this one. It is quite remarkable.

**"TO SUCCEED
YOU MUST
SPEED READ"**

See

**Mrs. H. W. Williams
STUDENT CENTER
Room 206**

Senate Report

The possible fate of at least 11 campus organizations will be decided by the RIC student body according to action taken at the last Student Senate meeting.

Overtaking a previous action which had excluded several "special interest" organization from Senate Funds after 1970, the Senate voted to place the issue of access to funds by groups before the student body in a referendum set for this week.

According to a projection of funds requested as opposed to funds available, the Senate predicted that the current allocations practices would not be sufficient in coming years.

Four alternative proposals will be on the ballot which is scheduled for Thursday and Friday from 9 a.m. to 4 p.m. in the Student Union.

The campus organizations which face a possible end of funding by student senate are, the art club, the biology club, the Chalktones, the choir, the debate club, the math club, the dance club, the psychology club, the ski club, the

veterans association and the wind ensemble.

In other Senate action, April 23, 24 and 25 were set for the election of senators for 1969-70. April 23 from 3-4 p.m. has been set aside for students to meet senate candidates in the ballroom of the Student Union.

In discussing the closing of the night program at the Walsh Center, the Senate voted to ask Mary E. Mines, chairman of the physical education department to reinstate the evening recreation policy. Poor support on campus had been given as the reason for cancellation.

Also debated was the issue of payment for editors of the *Anchor*. The senate was in general agreement on payment in principle but offered alternatives such as a Student Senate scholarship of monies for the special talent funds to direct salary payments. No action was taken.

Paul Orlando, representing the sophomore class and Linda DiFazio from Thorp Hall have been elected to the Senate.

ANCHOR

Before you can commit yourself you must know
and understand the issues.

SRA Challenges CAC

The newly formed SRA has challenged the CAC on the points outlined in the CAC petition. The SRA contends that the allegations by the CAC are totally false and/or misleading. It is the purpose of the SRA to make the student aware of these inaccuracies and to offer them an alternative to the irresponsible actions of the CAC.

The SRA maintains that the proposals or accusations made by the CAC are vague and without adequate substantiation. The SRA therefore, wishes to make known the truth behind each of the five points outlined by the CAC:

CAMPUS ACTION COMMITTEE

Are you aware of the de facto segregation at RIC?

Aware of the censorship of student publications?

Are you sick of taking too many too shallow courses?

Are you fed up with having your evaluation of teachers ignored and perverted? Are you angry about exploitation by the Bookstore? Do dorm curfews and regulations interfere with your social life?

JOIN

CAMPUS ACTION COMMITTEE

To assist and support united student action

THE CAMPUS ACTION COMMITTEE STANDS FOR:

1. Immediate curriculum revision — Pass/fail grading for required courses
2. — Institution of a 12-hour course load
3. End of de facto segregation at the college
4. Autonomy for student publications (No Advisors)
5. Student voice in faculty dismissal
6. Support of American Federation of Teachers, AFL-CIO

THE CAMPUS ACTION COMMITTEE OPPOSES THE OPPRESSION OF STUDENTS IN ALL AREAS OF COLLEGE LIFE

POINT ONE

Though enticing, the proposal for "Immediate Curriculum Revision" which appears on the document circulated by the Campus Action Committee, bears close examination. The petition is designed to inform the student of the CAC's goals; yet by making very general statements, does not give a clear picture of precisely what the CAC is seeking. The two areas mentioned under this point of curriculum — a pass/fail system for required courses and institution of a 12-hour course load — are ambiguous as they are stated and have a number of consequences which the CAC neglects to mention.

One disconcerting issue should be mentioned before proceeding. It is the business of immediacy. The CAC seems to have overlooked the fact that change within a bureaucratic institution is a laboriously slow process which requires a vast amount of work. To speak of instant change, to borrow from the Good Book, to speak with the tongues of angels and men and

have not charity; to toil like a galley-slave to realize those changes is far more realistic and the most direct means to achieve them. It is assumed that the Campus Action Committee is fully prepared to make such a contribution.

If, however, the CAC plans to employ some extra-institutional means to get curricular reform, they have again neglected to mention what those means are.

In relation to the proposed pass/fail system, several points needs clarification. If one were instituted, such as the CAC suggests, would it not invalidate necessarily, the entire system of quality points, and cumulative indices which are associated with the present letter-grade system? Under pass/fail, there would exist no viable to plug into the formula presently used to arrive at a student's performance rating and academic standing — his cumulative index. Why then does the CAC specify 12 credit hours or any number at all? Presumably they have the details all worked out, but they have kept it to themselves.

A few remarks about the present system before we proceed further. Implicit in the letter-grade system is the assumption that performance, grade-wise is an accurate measurement of learning. Most anyone who has danced on the academic stage will tell you that this is not necessarily true — that the system is far from being completely reliable. Similarly, the ranking aspect of the letter system — that a student with A's has learned more than a student with B's, is also not necessarily true.

These things point out the inherent weakness of the letter-grade system; that it is not necessarily a valid measurement of a student's actual learning. The letter system does this by displacing the value from learning itself and places it on competitive performance. Although performance ideally should be commensurate with learning, this is not always the case.

The merit of a pass/fail system lies in the fact that the emphasis is placed on a student's learning as it is assessed by his instructor. In both systems the individual teacher makes some kind of evaluation of the individual student, but in the pass/fail system evaluation is not formed on a mathematical basis. This points out the sensitive, if not crucial area of the pass/fail system; whether an instructor can validly assess a student's learning on a non-objective (numerical or arithmetic) basis. It is safe to say that, because the pass/fail system lodges the value in education where it ought to be — on learning — it will benefit the student with high-motivation. This is not to say that such a student would not do "well" under the letter system, but because the learning he has gained from a course will be translated numerically which precipitates the displacement of value I have mentioned, the system adds a dimension of pressure for performance which in no way actually serves

learning and may even be a detriment to it.

Unfortunately, the student with little interest in learning, one who wants to get by with C's, will perhaps find it more difficult under pass/fail. Since he cannot or will not gauge his learning himself, but is content to let his C's speak for themselves, he will be robbed of this comforting feedback. Also, since he will probably be a confirmed "coaster" or marginal worker, his professor, if he has anything on the ball, will give him a grade of Fail.

I was wondering what the CAC means by a pass/fail system for required courses? Are not the entire 126 or 128 (depending in which curriculum you reside) required in one way or another? Although we don't know, we must assume that their pass/fail system will be an all or nothing proposition. Giving them the benefit of the doubt, let us applaud them. A partial pass/fail system would almost be fated to function poorly; indeed when one was instituted at Brown University recently, that proved to be the case. The question is whether there will be pressure for grades or none at all. It would take a student of celestial motivation to really work hard and learn in a pass/fail course, while he has to get-a-grade in another. Realistically speaking, the student would be working against such a bastardized system if he gave equal emphasis to courses under both systems, when only performance is really important in one. It is not impossible, in this best of all possible worlds, to find students with a desire to learn a subject so much, it hurts, but they are few and far between. In order to allow the system to function ideally, it must be universally employed.

As I have mentioned before, the proposal for a 12-hour course load is somewhat unclear. Once again, some other information must be filled in. It could mean almost any possible combination of number of courses between 1 and 12 and a corresponding amount of credit hours between 1 and 12. More probably, however, the Campus Action Committee is speaking of four courses, with the traditional 3 credit designation. The statement is a muddled attempt to say, it seems to me, that RIC students should not have to make so many preparations — take different subjects — in one semester. It matters little what credit designation each course is given. The problem as I have said, is one of preparations.

The present figure of successful credits earned for graduation averages out to about 16 per semester, or a little better than 5 preparations. Under the CAC system, each student would be required to make only 4. Since it has been said that the magical number of 126 (or 8) credits is inordinately high here at RIC (which amounts to some 42 different preparations), the CAC is to be lauded for what they almost said, the reduction of that figure to some 32 preparations.

The value of a reduction in preparations per semester is relatively simple. If a student does not have so many courses to work on, he ideally, will be able to concentrate more on the four he has. Each educational experience will be a fuller one — the student would sacrifice diversity of learning for intensity of it. I'm sure the CAC meant to say this, but it must have slipped their mind.

Bernie Dulude

POINT TWO

During the latter part of the week of March 17th, the Campus Action Committee circulated a statement of their goals to which they asked that students sign their names thereby giving support to the CAC's goals.

One of those points, an end to de facto segregation, is probably one of the most irresponsible charges ever laid against Rhode Island College. Segregation simply does not exist at RIC whether it be de facto or otherwise. But what is even more appalling than the charge of de facto segregation is the fact that a number of students distributing the statements did not know what de facto segregation is.

Simply stated, de facto segregation, is a form of integration that falls somewhat short of full legal recognition. That is, full integration of public institutions by population ratio does not exist. The charge made by the CAC then amounts to something of this nature: the negro population of Rhode Island constitutes between 2 and 2½ per cent of the entire state population; based on this figure RIC should have a negro population of between 2 and 2½ per cent. There are approximately 3,000 undergraduate students enrolled at Rhode Island College, therefore, based on the population ratio of blacks to non — whites in the state, there should be between 60 and 75 negro students enrolled as undergraduates at RIC. The fact remains, unfortunately, that there are considerably less than 60 negro students enrolled at RIC.

It is quite possible in face of the numerical facts involved, that some person or persons could say that de facto segregation does exist at Rhode Island College. But to do so would be and is a totally irresponsible statement.

As was mentioned previously, the Negro population of the state is between 2 and 2½ per cent. Of that 2 to 2½ per cent 80 percent live in the city of Providence. Within the Providence school system 22 per cent of the students enrolled at the elementary level are negro, 11 per cent of the students at the high school level are negro and of all the students in Providence slated to graduate this June there are only 147 blacks amongst them of which only 42 are in a college preparatory course. In other words there are not enough eligible graduating negro students to meet the minimum requirement for Rhode Island College, not to mention U.R.I. and R.I.J.C..

But there is another consideration which also must be made before you can charge de facto segregation, and that is a failure by the administration to racially balance the school.

Consider, then, the state sponsored pre-matriculation program which involves the three state supported institutions. Persons in this program are promised placement in one of the three state institutions plus full scholarship funds. Above and beyond that, R.I.C. has established a special scholarship fund for 20 additional students. Besides the pre-matriculation program there is also the Upward Bound program. Through this program Rhode Island College in conjunction with the federal government works with the students in the high school, with R.I.C. offering assistance to 30 more students than the quota set by the Federal government.

It would indeed seem somewhat prudent that the Campus Action Committee do a little investigating before they start flapping their mouths and putting their pens to paper. The final say in any struggle to attain student recognition rests with the students, and it would certainly behoove you (the students of R.I.C.) to think twice before you sign your names or give support to the obviously irresponsible and bogus statements of the C.A.C. Gary Randolph

POINT THREE

It has been alleged by the CAC that the Anchor is a censored, non-autonomous newspaper. These allegations are totally false and without foundation.

There appeared in the March 13 issue of the Anchor a letter of resignation from the Forum staff who are, incidentally, the leaders of the CAC. The letter contained an "obscurity" which was printed in full. If there had been censorship the word would have been deleted. To print the word was, at the least, poor taste. However in order to end the myth of censorship the letter remained in its original state. It must be realized that to some readers such words are offensive and are not a necessary part of a college students vocabulary.

A further statement of non-censorship is best known to the former Forum staff itself. At no time did they undergo censorship of ideas or personal feelings which were demonstrated in their articles. This fact has obviously slipped their minds. They seem to be as free-wheeling with their accusations as they are with their vulgarity.

The allegation of non-autonomy is equally as much of a joke. The Anchor, like all other organizations who receive a Senate allocation, is required to have an advisor. The Advisor's role in the particular organization is defined by the organization itself.

The Anchor's advisor is a non-voting member of the Editorial Board and is called upon only for advice concerning the mechanics of the paper, or of a story, and in

FORUM

Responsible action is the key to success.

Power Is The Ability To Act

by Julian Lastowski

Student government at Rhode Island College is a myth. Neither does it represent the students nor govern anything. The simple reason that it can not represent the students at the present time is due to a lack of serious considerations of the problems that we all share. No one can honestly claim to represent anyone if the problem under study is not recognized by the majority. Neither Senate nor Campus Action Committee have come to grips with the concerns of the entire student body. We must find the problem before we can solve it.

Yet, what can students do even if they have agreed that a problem exists? The proposals that were made by student committees and student-faculty committees from last year were fleetingly discussed then conveniently forgotten. Why? Perhaps, the powerlessness of Senate stands out as one of the primary obstacles of change, for, right now, if students come to Senate for action, there is precious little done. Or one can point to College Council which chooses to discuss economic improvement of the faculty while it delays consideration of student initiated proposals for a responsibly run campus. It seems as if the faculty would prefer to have a college without students. However, there is a change on the way; some faculty members are concerned and are working for progress.

Anchor's Away

by Richard Beaumier

As spring arrives, the efficiency of the campus police department at dispensing little blue parking tickets is on the increase with the dawn of each new day. No sooner has a vehicle been parked in an out-of-the-way space, off the side of the road, than the campus police appear with ticket-in hand.

After evaluating such a great accomplishment as this, however, there is still a question which stands out in my mind. What has happened to the campus police department's efficiency at protecting our campus? Only a few weeks ago there was a recurrence of a rather unfortunate incident at Adams Library. Last week the Anchor, our school symbol, was stolen from in front of Walsh Gym. It is, however, forgivable that the police department did not take notice to the theft's occurrence. After all, the theft only required four hacksaw cuts through solid steel bars and the presence of enough manpower, and a large enough vehicle to cart the anchor away.

On the lighter side of things; I'm glad to see that the campus police are living up to their name, "The Keystone Cops" as they cruise about campus in their antiquated truck as the original "Keystone Cops" did in their time. If we only could procure Charlie Chaplin, Jr. as dean, I am sure our police department would move on to bigger and better things.

Power is the ability to act. Therefore, if Senate or students (they should be the same — sharing goals, working as a unit) want to gain power, they must act. Few are calling for revolution that entails destruction of property, but we all must see that a revolution to destroy the burdensome bureaucracy and the lethargy that we condone should be our goal. Pointless criticism is a scholastic device used to count the number of angels that can dance on the head of a pin; words are not the cornerstone of progress. We, as students, do share problems, but these common bonds have failed to unite our efforts. Unity in student action is essential. Do we really want to be constructive and full members of the college community?

If we want to imagine that we are rational adults, then we must assume the rights and responsibilities of social man. This campus is our society. The changes must come from us. How can we claim to ask for change if we do not change ourselves, if we do not accept the challenge to think and institute change? Four years of classes have never made anyone socially responsible; knowledge is futile unless it is used. The cake of a degree can never substitute for the bread of intellectual and social growth. We are the historical children of revolution but who among us would dare say, "Give me liberty or give me an F."

But what am I trying to say? Words are not a solution because the words of students are cheap these days. The reality of an insensitive power structure ignores angry letters of protest and dissipates noble ideals in the quagmires of committees. So the end of all the fine dreams and plans is upon us unless we challenge. We must challenge each other to formulate a plan of change, (Ira Magaziner did it, so can we.) We must challenge those people who will stop us by asking them to debate our issues and rights not their powers of authority. Therefore I challenge everyone to work together for progress.

**Support
and
Work
For
The
SRA**

by Tony Milano

In recent months, a lot of the normally complacent dust here in sleepy hollow has been raised by the dismissal of several non-tenured, "popular" instructors. Every letter of non-reappointment that the administration has sent has brought the cry, "Save the oppressed faculty" from the Campus Action Committee, allegedly a student voice. More recently, the campus action committee has been joined in its crusading by the AFT who accuse the administration of "union busting tactics." Yet the alleged purge by the administration has continued and there seems to be forming a credibility gap of Johnsonian proportions and nobody knows who to believe; "nobody" includes not only most students, but probably a good number of faculty as well.

Aside from the question of who is telling the truth, whether or not the administration ought to have the right to do what it has been doing, whether or not students ought to have a say in the hiring and firing judgements of the administration, there is a much more vital question which students ought to be asking themselves; Is this the way that we students, we who have not participated in our education to the fullest, ought to seek increased involvement? The consideration of this question will, as questions are wont to do, lead to the consideration of many other matters, and to the realization of many of the facts of our academic lives.

One such fact is that we who are seeking more involvement cannot realistically begin our search in simply "any ole place." Not realistically. Rather we should begin by seeking a greater voice in areas that are undeniably, and indisputably, vital to students. Students must set a priority of issues; students must not hop blindly from issue to issue for their sheer propaganda value.

I submit that the foremost item on such a priority list is the issue of curriculum revision. There is no problem more vital to students; there is no area that needs, indeed fairly cries for, more, much more, involvement on the part of students. Education no longer seems relevant to students because the structure of education, curriculum, is no longer relevant. But a revitalization of curriculum, by students and for students, will not merely serve to make education more relevant to modern students; rather it will affect many, if not most, of the other aspects of the college. Curriculum revision, responsibly participated in by students, will to a very large extent determine whether or not students' lives will continue to be ruled by a letter of the alphabet; whether or not they will continue to submit to periodic regurgitation; whether or not they will con-

Curriculum Change: An Implication

continue to absorb information and never be free to think their own thoughts; whether or not anyone will ever ask them if they care what they read; whether or not this college will continue to be known as a "teacher's college" that doesn't quite make it as a liberal arts school; **whether or not the college is staffed by a capable faculty.**

To explain precisely how curriculum change will affect all these aspects of the College's personality would require an extensive discussion, but since faculty hiring and firing is so much in the foreground of everyone's thoughts it would seem that the connection between faculty and curriculum warrants closer examination. To do so, that is, to illustrate how faculty will be affected by curriculum, it will be necessary to presume some changes in curriculum which have not as yet taken place. But which are nonetheless possible.

To begin, colleges expect that their faculty be scholastically productive, that they keep abreast of their field, but what mechanism do they have to assure that this happens? If the curriculum, and thereby the requirements and the goals of a particular course within that curriculum, never change how do you force the instructor to modify, up-date, etc. his approach to the course. What you do get is an instructor bringing to class time-yellowed notes, or source books that should have been burned ten years ago. You will say, "A guy like that is the kind that ought to be canned" and maybe he would be. But maybe he wouldn't be. If he "minds his own business" and doesn't "make waves," he has a good chance to become a department head. Then "professional productivity" becomes a mockery.

On the other hand if curriculum were constructed of more plastic than structural steel and keyed more to the more contemporary needs of the student, an academic hypocrite such as the one described above would be annihilated; he would no longer be able to breezily enter a classroom with his carefully prepared (in 1909) notes and simply render them, carefully interspersed with contemporary jokes and asides to show that he is not a stuffy pedant, and dismiss the class. What he will be able to do, indeed be forced to do, is read what is now a beautiful bible of euphemisms, the College Catalogue, and discover what he is supposed to be doing. If an instructor finds that he cannot work in this situation he will leave, without ever being fired.

To go a step further, suppose that through curricular revision such time-subject controlled classroom lectures were abolished, except in the fundamental, and prerequisite courses; the class room is no longer a one-sided horror

show for the student where outdated experiments or interpretations may be offered as the last word. No pertinent thought of any merit would be squelched by the excuse of expedience. An instructor's success in such a situation depends not simply on raw knowledge and an ability to read, but also his ability to deal with people, more specifically students. Also, a student's success in this situation is no longer based on his ability as a stenographer; rather it will be contingent on his ability to read and think (that's a thought), and bring all the insight he is capable of to bear on the learning process. Here again, many instructors may find this situation intolerable and exit, post haste.

The fact that is illustrated by these, rather hastily offered, examples is that by building a curriculum that is elastic enough to allow for changes suited to the needs of students, which are, of course, subject to change, you are forcing the professors within that curriculum to change. You see, there is a great deal of difference between requiring, in the Faculty Manual, that an instructor be "professionally productive" while permitting him to work within a structure that doesn't even require that he think any longer and showing him that the curriculum is changing, hopefully progressing, and that he must, to avoid an intolerably uncomfortable teaching situation, progress with it.

This is the manner in which students ought to seek to influence the type of faculty that the College employs — by seeking and exercising their indisputable right to participate in curriculum change. While it may not be as direct as some other courses of action, it is every bit as effective and much more lasting.

**Vote
Proposal
No. 2
On Senate
Finance
Referendum**

SRA

(Continued from Page 4)

matters of liable. The policies of the paper and its content is totally up to the Editorial Board. The paper is, therefore, what the students want it to be. If this is not autonomy then perhaps the CAC's next task should be to rewrite Webster's.

Joe Sousa

POINT FOUR

The student body has a powerful voice in faculty dismissal — or the potential for one if we choose to exercise it. What is needed is a well-coordinated process of evaluation by which all members of the faculty, and not a random sampling of a vulnerable few, are evaluated by their department chairman and departmental peers on their competence and by their students on their effectiveness.

The present method of evaluation is, at best, slipshod. All departments must be coordinated, all basing their evaluations on the same criteria. Neither faculty nor students can afford to leave these evaluations to whimsy or allow them to become arbitrary. Decisions must be made as to the structuring of this process. Are evaluations to be anonymous? Are they to be mailed? Are they to be distributed by the faculty or by the chairmen? Is an independent student evaluating process feasible? Each of these questions should be weighed and answered by students and faculty alike. Mutual cooperation between students and faculty should result in a workable system of evaluation from which the college community will benefit. Rather than demand a voice in faculty dismissal (a negative proposal if ever there was one), we should capitalize on those opportunities already open to us to broaden the plane of our involvement through responsible action.

Alice Gibney

POINT FIVE

The conflict confronting the teachers of Rhode Island College concerning faculty governance had its genesis in the Fall of 1967.

Public Speaking Contest

On Thursday evening, May eight (8) the R.I.C. Debate Society will conduct a persuasive speaking contest. Any R.I.C. student who wishes to compete should contact Professor Philip C. Joyce in Mann 118E, by April 15th. The contestant should choose a persuasive topic on whatever subject he believes in deeply and would like to persuade his audience to act on his point of view. The speech should be presented from five to seven minutes. A cash prize of \$50.00 will be awarded to the best speaker, along with a handsome trophy.

Prizes will not be limited to the top speaker. Trophies and correspondingly appropriate cash awards will also go to the second and third place winners. Moreover, the speaker chosen as the most accomplished by the audience will receive a bonus cash award.

There off campus public speaking judges will decide the winners of the Persuasive Speech Contest. Be sure to sign up for the Contest through Professor Joyce prior to April 15.

At that time the American Federation of Teachers, an affiliate of the Afl-Cio, announced its intention to seek the status of exclusive collective bargaining agent for faculty members. This situation was viewed by some faculty members as a threat to faculty participation in the governance of the college and the "collective bargaining" philosophy of the Federation seemed to stress a negative rather than a positive faculty-administration relationship.

In response to the AFT challenge, the Committee of Concerned Faculty was formed. This committee attempted throughout the 1967-68 academic year, to convey to the faculty the notion of what may be called individual responsibility and individual bargaining rights. It is the contention of this committee that the interests of faculty members are best served not by an exclusive collective bargaining agent but rather by the individual initiative of faculty members and through established bodies such as the Council of Rhode Island College.

On March 21, 1968, in response to a request made by the AFT, the State Labor Relations Board supervised an election in which the AFT challenge was defeated in a 140-90 vote. The fact that 62% of the faculty registered negative responses would seem to indicate a strong disapproval of union methods and philosophy.

The AFT has pledged that it will again attempt to gain exclusive collective bargaining rights for the faculty after the required year has lapsed. Meanwhile, that organization has engaged itself in a campaign to win additional support for its cause. Whether the AFT will win in any other election it requests is not clear since the Committee of Concerned Faculty has made a commitment to continue functioning as long as necessary to inform faculty members of the merits of individual bargaining rather than collective bargaining.

Cynthia Moniz

Proposed Increases In Student Participation

The Rhode Island College Council received the first partial report from the Student-Faculty Committee on Student Participation at its meeting March 12. The unanimous recommendations called for student membership on a variety of administrative and Council committees as well as clarification and streamlining of certain committees. Adoption of the recommendations will require either a faculty referendum in those cases where the by-laws of the Council are to be altered or administrative action in other instances.

The Committee on Conditions and Services, a Council committee designed to investigate and seek remedy and improvement for students and faculty regarding physical facilities and campus services, will require approval by referendum. This committee, presently composed of six faculty members, is to be altered to have two students, two faculty, and one administrator. Likewise, the Committee on College Lectures will

have equal numbers of students and faculty in addition to a chairman appointed by the President of the College.

Students have asked to have a voice in determining policy for the library, the Student-Faculty Committee recommended an advisory committee composed of three students, four faculty, and the Director of the Library. This recommendation can be carried out by administrative action. The Honorary Degrees Committee, a select committee of four members to aid the president in considering candidates for honorary degrees, is to be altered to replace one faculty member with the president of the senior class. The Student-Faculty Committee felt that the committee had to be kept small because of its sensitive nature, retain the necessary continuity (faculty members serve three year terms), yet include a channel for student suggestions. Finally, two administrative committees dealing with college convocations are to be merged into a single Policy-Mak-

ing Committee for Convocations and the membership will include equal numbers of students, faculty, and administrators.

The Student-Faculty Committee on Student Participation is continuing its deliberations and will submit further reports and recommendations concerning such matters as the publications board, curriculum committee, academic honesty, and faculty evaluation. The Molloy petition to the Board of Trustees has been referred to this committee and constitutes part of its business. Students and faculty should be aware that the charge from the Rhode Island Council creating the Student-Faculty Committee was such that it could consider nearly any appropriate proposal on student participation, and the committee members would welcome written proposals. These can be given to any of the members. They are Professors, Robert Comery, Stanley Lemons, Eugene Perry, Robert Viens, and Philip Whitman; and students, Kenneth Doonan, Alice Gibney, Charlene Hall, Richard LaFazia, and Jayne Rooney. Other channels include proposals sent via the Student Senate or the Rhode Island College Council.

Who's Who in American Colleges and Universities

Five Seniors from RIC have been named to Who's Who in American Colleges and Universities. They were elected by the Sophomore, Junior and Senior classes. They are (l-r):

Virginia Paterno

1. Class Senator 3
2. Omega Chi Epsilon 1-4
3. Homecoming Queen Candidate 3
4. All-College Girl Candidate 4

Angela McIlmail

1. President of RHO Iota Chi 4
2. RIC Theatre 4 (Portrayed

Honey in Virginia Wolf)

3. Officer in R.I.N.E.A.

Ann Sullivan

1. Class Secretary 3, 4
2. Omega Chi Epsilon 1-4
3. All-College Girl Candidate 4

Jayne Rooney

1. Anchor
2. Ad Hoc Committee on Student Participation

Steven Jennings

1. Class President 2
2. BOG President 3
3. RIC Theatre 1, 2
4. Modern Dance 1, 2, 3

Community Services Committee

A group of Rhode Island College students, led by senior Alicia Le Clair, are working to organize a Community Services Committee on campus. Similar committees exist at Brown University and at the University of Rhode Island.

Several of the students active in the formation of this committee have been working as Big Brothers or Big Sisters for Progress for Providence. It was through Mr. Robert LaVallee, a neighborhood supervisor for the agency, that they contacted the existing groups at Brown and URI, to discuss the organization of such a group at RIC.

The students have begun by conducting a survey of RIC students, preparatory to presenting their proposals to Student Senate and President Joseph F. Kauffman of RIC. It is hoped that the Committee will become a standing committee of the Board of Governors by September of 1970, when active recruiting would begin.

Additional information is available from members of the present committee: Ronald Arsenault, Valerie Donofino, Janet Wallman, Nancy Jones, Maureen Sullivan, Gerald Long.



SEND A MOUSE TO COLLEGE FOR CANCER RESEARCH

Only 27c will send a mouse to be used in research to help in the fight against cancer. Don't be a rat! Do your share to help in the fight.

Make your contributions at the Student Center Caf.

Sponsored by Alpha Iota Delta

The Dirty, Tangled Web We Weave Or How To Keep The Right Hand From Knowing The Left

What started out to be a simple exploration of the lack of towels at Walsh Gym turned into a bureaucratic nightmare.

There have been complaints on the part of the students and the faculty about the towel situation for years. It was written about in the ANCHOR about two months ago. Naturally nothing has been done. This time instead of merely gripping about the situation we decided to tackle it in a more scientific manner. We first talked to Miss Mines, head of the Physical Education Department, who gave us the information that the towel supply has been late and inadequate for at least the past eight years. At the same time we brought up the related subject of the filthy condition of the men's locker room. The supply of towels apparently was the responsibility of the contractor, Central Linen Supply. The condition of the locker room was the responsibility of the housekeeping department.

For a start we contacted Mr. Ricci, the manager of Central Linen. He states that his company has lost an estimated \$1400 over the past 10 years due to lost towels. This does not make much sense, but there is no provision in his contract for the college to pay for missing towels. This loss has been absorbed up till now by the overall contract with the college which runs about \$50,000 per year. In September of 1968 the school year started with a fresh supply of 400 towels. The daily record of exchange indicates a present shortage of some 300 towels or more. The policy of Central is to exchange a dirty towel for a clean one, and in theory about 300-400 should change hands daily. If they are available. Students have pulled fast-ones with phony ID Cards, which may account for a few of the missing towels. However, when there is a special sports event there is no direct control of the count. In passing, it should be noted that the housekeeping department supplies the woman who pass out towels and does some small cleaning jobs at Walsh Gym. Due to Union and Civil Service obligations, she must take a coffee break at 9:30 and go to lunch from 12:00 to 12:30. This has caused much trouble in the past because she was not available when she the majority of students were passing through the gym. In any event, Mr. Ricci contends that the towels are probably in the lockers and that he will recover most of the 300. He also stated that no other linen supplier would want to do business with RIC under these conditions.

To follow the maintenance problems, we talked with Mr. Moniz, head of the housekeeping department. This job involves trying to control and coordinate persons who are not only Civil Service employees, but have union protection as well. For the most part the jobs do not pay much, so they attract persons who of a semi-reired nature. He was troubled about the lack of cleanliness at Walsh. The towel woman is charged to his payroll, but she only does cleaning of the women's toilets for about an hour a day. He has no control over the time

she goes to lunch and apparently is unable to place a person in this job to cover her lunch period. As far as the cleaning of Walsh we come to a different kettle of fish. The Federal Government apparently has an interest in this through the "work study grants" to deserving athletes. It is not the direct responsibility of the housekeeping department to maintain cleanliness at Walsh. It falls under the Athletic Department. They have the services of 5-6 students who are to clean some each day, and then to give the place a good overhaul twice a week. Sometimes this schedule is interrupted by sports events or weekend activities. The housekeeping department is required to furnish a supervisor for the twice weekly clean up, however he cannot give orders to the student workers. In other words, he doesn't do anything, and he is powerless to control the help. We learn that the housekeeping department is responsible to clean the place on weekends by special request, we are not clear what facilities are provided for this extra job.

To complete the circle we came back to where we started, the Physical Education Department and this time Bill Baird, Athletic Director. It appears that he is directly responsible for the student cleaning job. This is rather a ridiculous job for an athletic director to have to oversee, considering his many other duties, but it appears to be a requirement of the Federal Program. Exactly how the supervisor from the housekeeping department fits in here, we can not report. As far as the towel situation is concerned, it would appear Mr. Baird is indirectly responsible for towel count and replacement. This is an equally ridiculous job for a person in an executive position. There does not appear to be any control of towels handed out after towel room hours, so it falls back on Mr. Baird. He states that during the hours of 11:00 to 1:00 some 500-600 students pass through the gym each day. For this population they need a towel inventory of about 1500.

There are two solutions to the towel problem, for one, the student can supply his own. The second provision which seems to have the most merit, involves a proposal that Mr. Baird has had "in the works" for some time. That is to charge each student an athletic fee, for this he would receive a towel and nylon net bag at the beginning of the year. He would be able to have the towel and his equipment washed weekly, or more often as required, by a commercial washer and dryer on the premises. In this case the school would own the towels and if the student did not return the towel at the end of the year it would be automatically deducted. Instead of a woman to pass out towels, he would have a man to take care of the equipment room, pass towels and run the washing equipment. This seems to be a sensible arrangement which would also get athletic equipment cleaned periodically.

In the meantime, it would appear that the P.E. student should bring his own towel and broom.

Curriculum:

Total College Experience

Dr. Patrick J. O'Regan capsulizes curriculum as "the student's total college experience. "The informal experiences as well as the formal." But the present program is future-orientated; its a big 'meantime', while the student's informal experiences are in the 'now' dimension. The student has no definition, is not acknowledged, and is dealt with in terms of potentiality — while he is living 'now.' It is this dichotomy that causes the 'irrelevancy' feeling. This seems to me to be a hell of a way to deal with people."

It is the task of the Curriculum Revision Sub-committee to improve that condition. A letter from president Kauffman's office formally states the charges of the committee:

1. Determine faculty and student views and ideas on goals and purposes of undergraduate curriculum (probably to be accomplished in the spring of 1969.)

2. Develop a statement of goals, a set of operating principles for curriculum design, and a set of boundary conditions for the size of the total curriculum and for appropriate segments, and several alternates, internally consistent models for general education or common studies.

3. Present recommendations, hopefully in the fall of 1969, for the decision by the Curriculum Committee, the Council of Rhode Island College, the President, and, if necessary, the Board of Trustees on the goals, principles, boundary conditions, and a model for general education.

The Committee does have a fourth charge, which is to estimate the impact of its recommendations on faculty needs, space, etc.

Working with Dr. O'Regan toward the fulfillment of these charges are six other faculty mem-

bers: Mr. Ernest C. Allison, Dr. Archie L. Buffkins, Dr. Raymond W. Houghton, Dr. Kenneth Lewalski, Dr. Eleanor McMahon, and Dr. Russell Meinhold. Students working are A junior from Liberal Studies, Bill Swiggert and a sophomore from Professional Studies, Anne McLee. Leslie Cameron Kelly and Tony Milano will serve as alternates. The Committee is presently meeting weekly but will meet daily for six weeks during the summer.

Bill and Anne are equally as convinced as Dr. O'Regan that there is need for scrutinizing the present curricular program and they hope to bring the Student's point of view to the Committee.

Asked her reasons for volunteering for the committee, Anne said, "There is a gap between what the College is offering and what is needed and Bill and I, through meeting with as many students as possible at formal meetings or over a cup of coffee, will be able to represent students."

In response to the same question, Bill answered, "It seems to me that educational experiences ought to be relevant to the society that students come from and will return to, between fact and value, and between life and education. College begins and ends with people, but that idea has been perverted. I'd like to help change that."

According to Dr. O'Regan, the students will be largely responsible for tapping the student body for its ideas, feelings and opinions. Bill and Anne have been given mail boxes in Mann Hall, room 375 and encourage students to drop them a line, for, as Dr. O'Regan states it, "A faculty committee without students would basically waste its time."

Dr. O'Regan added that, in addition to students and faculty, al-



Dr. P. J. O'Regan



Anne McLee



Bill Swiggert

umni, and some areas of the public resources would be tapped in the Committee's seeking of information.

"There is information in all these areas, but there is more in some than in others.

"The information we gain from these areas will aid us in discovering what's behind the mood that leads to the screams for change, and, in turn, the supportive rationale of the present curriculum. Before seeking any solutions we've got to clearly identify the problems."

To illustrate what he meant, Dr. O'Regan focused his attention on the general education curriculum. "What's behind the idea that everyone should have a taste of everything? It seems to me that some of the philosophy behind this curriculum is unanalyzed and unrefined. For example, presently we offer the same course to attempt to satisfy three student motivational levels; you have the captive student who takes the course only to satisfy general education requirements, the student who doesn't know if he's interested or not and wants to investigate, and you have the student who takes it as the first course in the series toward a major. The Committee has got to discover the rationale that supports something like this."

In summary, Dr. O'Regan said, "Our curriculum has to be able to respond to different students, even different generations of students — if it doesn't it's a disservice to the students."

Dissent and Urban Crisis

by RUDOLF E. HERZOG

In the continuing RIC Leadership and Community Action Workshop Lectures, Donald E. Walters spoke at Mann Auditorium last March 13, from 2-4 p.m. Mr. Walters' topic was, "The Function of Dissent and Urban Crisis." During the lecture Walters ran a film entitled, "Time Is Now," a controversial movie dealing with the American Black's plight in gaining freedom.

The film, narrated by Ozzie Davis and Rubie Dee, two distinguished Black actors, explained a struggle of an angered race and the strength of a patience people waiting for full citizenship. Mr. Davis stated that "the white has always looked down at the Negro. In the beginning the Negro was forced to this country and ever since then been tormented and mistreated. The white man forced the Black people to wear a public mask of lies. The white race showed the Negro as a happy carefree individual while deep inside these people were broken up."

The Black race turned towards religion and God to escape their problems. Little by little the Negro started to revolt, Mr. Davis said, "The black man could not hold on with a faked smile, . . . must break out from subjugation, aggression and living in poverty."

A race began to realize how much they were being used and wanting a better life for their children. To have a better chance in the world and possess the living necessities of the other people.

Mr. Davis felt that the revolt began in Montgomery, Alabama in Dec. 1955 when a negro woman riding in a bus refused to give her seat to a white man. This latter triggered off a negro boycott to the city's transit line. This revolt showed that the Black people were tired of segregation, it was now or esle.

Miss Dee stated the Black people now have the power to change the times with their votes. These votes bring power and with power comes respect. Both the blacks and the white need to know about Black Beauty. The past with its blood and sorrow can't be our tomorrow.

After the movie Mr. Walters expressed that the problems of the negro is "Profound of today's problems." The now or else demands make the crises of today. The cure is uncertain, the disease maybe deadly. History is repeating and when diagnosing an illness of a subjugated race one finds it to be "deprivation of dignity." Fever of human passion hurts both sides but changes must be made on a gradual basis.

Anchormen vs. Snow

During spring vacation, on the first three days of April, the RIC baseball team will take the field for the first time in New York against N.Y. Tech., St. Francis of Brooklyn, and C.W. Post. As the time draws near there are several more unknowns concerning the team's preparedness than usual.

Most of the unknowns have little to do with the capabilities of the players. Most of them are, in fact due to the snow, which is only beginning to permit us a glimpse — and a soggy one at that — of the baseball diamond.

Asked how this inconvenience has affected the preparation of his players, coach Dave Stenhouse said, "Evidently it was simply impossible to have the field cleared mechanically, so we've had to make due. But I'm very pleased with the attitude of the squad."

For the past five weeks, the squad has been working in Walsh

Gym which caused no great problem for the pitchers, but made fielding and batting practice, of the usual sort impossible. But coach Stenhouse has "made do" and used whiffle balls for batting practice. Since most of the snow has begun to melt, and when the weather has cooperated, the pitchers have been working outdoors to get their arms accustomed to the weather.

Saturday coach Stenhouse decided that it was time that everyone get outdoors, so in the upper parking lot by Walsh he held batting, pitching, infield and situation practice.

Expressing his views on the practice, the coach said, "This practice might have cost us about fourteen balls, but we had a good work-out and we got our money's worth. I learned a lot today."

Asked whether or not he felt the team was ready for its first game he said, "I've got confidence in our pitching, so if we can hold up defensively, I'm optimistic about our chances."

THE CRUCIBLE

A Readers' Theatre presentation of Arthur Miller's play, *The Crucible* will be given on Wednesday and Thursday evening, March 26 and 27 at 7:30 p.m. in Mann Auditorium. There will be no admission charge.

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Bob "Beaver" Bayha; Athlete On The Go

by CHARLY TOTORO

The time worn cliché of "Busy as a Beaver" takes its own special meaning here at R.I.C. In athletics Beaver Bayha is the personification of that cliché, for he is a three-letter man, a rare individual at R.I.C. in Cross country, Track, and Wrestling.

"Beaver" was graduated from Warwick Veteran's Memorial High Schools in 1965. That senior year saw "Beav" be placed on the 1964 Cross Country All State team. The following spring the Beaver showed the quality, that makes him an asset to any team he is on. This quality has been labeled intestinal fortitude, "guts" and desire; this writer prefers courage for that quality. I had the pleasure of being on the same team with the Beaver, when on courage alone a young man who due to injury was having trouble walking but came from behind to become the Class A half-mile champion; the young man was Beaver Bayha.

Bob, who hopes to graduate from R.I.C. in August, "unless the National Guards have something to say about it," started his college career at Southwest Missouri State. He transferred to R.I.C. during the 66-67 academic year. In the fall of 67 Beaver was

fourth man on the NESCAC and NAIA District 32 Championship Cross Country team. "The Beav" takes pride in pointing out that that team was the first team to qualify for Kansas City.

The same type of courage that has made him a prominent factor to any team he is on, drew him to R.I.C.'s wrestling squad. In his first year The Beav earned the Most Improved Wrestler Award which is given by the members of the team. He also tied with Robby Haigh for the Most Aggregate pins last year.

This season, in only his second year of wrestling, though he posted a 7-4 record, The Beaver was undefeated in his regular weight class of 130, while being at a somewhat strength disadvantage at 137 where he didn't fare quite so well.

When asked to compare wrestling and track or cross country The Beaver agreed that there are many similarities but cited these differences. "Wrestling's harder, in that you have to make weight and you can't eat. In wrestling you're supposed to be thinking all the time, in Cross Country you're not supposed to."

"Right now, I guess I'd say I like wrestling more that track because it's newer; the other I've been doing for eight years. But

I like both sports because even though they don't get big crowds, they go against big name schools; Assumption, Bradies (in track) U. Mass., and Central Connecticut (in wrestling)."

In 1967 Beaver was 17th man in the Conference Championships, however this year he fell off in his performance, when asked what he attributed this to, he flatly stated, "I lost interest, it wasn't a team."

I know well what Beaver Bayha means, for I ran here at R.I.C. with him when we won it all and posted a thirteen and one record, and I ran with him on a high school team that posted a record nearly the opposite. Beaver can get a lot out of a losing season as long as losing is taken equally by the whole team. Every team needs a guy like Beaver Bayha and every guy like Beaver Bayha needs a team.

To a young man entering his last intercollegiate season at R.I.C., Congratulations, Good Luck, and Thank You, from a personal stand-point, and as a self-appointed representative of R.I.C.

Fugitives and ZX Tigers Lead Intramural Basketball

The Intramural Basketball season is now in its fourth week. Thus far there have been few surprises and it appears unlikely that there will be any major upsets this week either. The two favorites in League A, the Fugitives and the ZX Tigers, are in a stall-mate for first place with both clubs sporting undefeated records. These two clubs will not face each other until the last week of the season, at which time the league titlist will be decided. The smart money seems to be going to Zeta Chi.

League B is a much more balanced league, though supposedly weaker, and the race here appears more exciting at this point. The dirty Dozen II has a precarious one game lead over four other teams which are tied for second. The Dozen has yet to face most of these clubs and the results of these games should prove extremely interesting. The faculty entrant, the Fat Cats, has shown surprising strength thus far and may just prove to be the team to watch.

After enjoying spectacular realized their Impossible Dream of a league championship, the Hornets have immediately settled into the more familiar surroundings of the cellar and appear likely to remain there.

STANDINGS

League A		League B	
W	L	W	L
ZX Tigers	3 0	Dirty Dozen	3 0
Fugitives	3 0	Fat Cats	2 1
Esso bees	2 1	Kappa	2 1
Imperials	2 1	Delta	2 1
Swingers	1 2	Apostles	1 2
Wrens	0 3	Gat's Meow	1 2
All Freshmen	0 3	Hornets	1 2
Sigma	0 3	Pussy	1 2

SPORTS

Recreation Program Temporarily Dropped

To the 2,950 of you who didn't know you had a recreation program, or pretended you didn't know, please note you no longer have it. To those fifty or so of you who used the facilities, take heart, the stoppage is only short lived.

The recreation program, which is run by the Physical Education department has been stopped for the remainder of this school year. Due to Mr. Poretz' leaving, which left the department understaffed, and to relatively poor attendance, department chairman, Miss Betty Mines saw fit to drop the program. Miss Mines said when contacted, "We had thought of dropping the program before on the basis of the poor attendance. It is not financially sound to run a program, for an average of ten students. Then when Mr. Poretz left our first obligation was to our classes."

In speaking with Mr. John Taylor, the director of the now defunct program, was a bit pessimistic about its revival, "It will be dropped tentatively, and probably won't get going until we get more dorm students, and perhaps a mens dorm. Our off campus trips, though expensive have been highly successful. The Phys. Ed. department would like to maintain the program, but we can't get the support. We've never been able to get girl dormies down here, but they don't seem interested in any of the activities we offer."

Mr. Taylor gave figures to show the plight of these recreation program. Day time sessions were picking up a daily average of eight students using the facilities. Nightly sessions soared to an average of 15 students a night.

Miss Mines, however stated that when the staff is brought back

to regular level the department will give the program another try. Most likely such phraseology means, that we students have another chance to make the program go.

Mr. Taylor has taken this situation before Senate and proposed the following solutions:

1. That the Board of Governors in conjunction with the Phys. Ed. department continue off-campus trips.
2. All groups and clubs of a recreational nature pull together to help take up the slack.
3. Find space near the dorms where a surface could be paved and baskets put up for outdoor basketball.
4. Look into the possibility of constructing the paved area so that it could be frozen for skating in the winter.
5. Look into the possibility of reduced rates at Triggs for students, i.e. to have them yield their identification cards to play at a reduced rate and then get the cards back when finished.

Whatever the final action is, it seems to be in the hands of the students, for it appears that should a revitalized program begin in September '69, and meet with the rousing lack of enthusiasm (The writer refuses to use the very appropriate, but over used word "apathy") that the past recreation programs have, then a very worthy program will be lost to R.I.C. permanently.

DO YOU CARE?

Dorm Regulations

(Continued from Page 1)

help us in our difficult task of enforcing these regulations. Most of you are aware of the fire we had recently, and how fortunate we were that the damage resulted to the building and not in a loss of life. These rules are for your safety and I trust that you will appreciate our concern and help us to make for safe living in the dormitory halls.

The Dormitory Directors will be making inspection prior to the Easter Recess. You are asked to please take home with you all those articles which would be in violation of these regulations.

Thank you.
Dorothy R. Mierzwa
Dean of Students

On Wednesday evening these regulations were discussed at the Student Senate meeting and because of the dissatisfaction of dormitory residents, a Senate committee was formed. Resident Assistants from all dorms and the executive boards of the dorms have met separately and in an inter-dormitory meeting to discuss these proposals and draw up a set of viable alternatives. Two representatives from each dorm, together with a Senate representative will meet later this week with the administration in an effort to make these proposals more acceptable to dorm students. The residents main complaints stem from the fact that these regulations were set up arbitrarily without consulting the students. The dormitories are also going to ask for an independent investigation of the existing electrical facilities in each dorm, and that the final report on the causes of the fire in Thorp be made public.

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