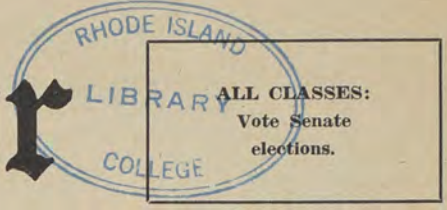




Established 1928

The Anchor



"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

VOL. XII, No. 25

RHODE ISLAND COLLEGE

WEDNESDAY, APRIL 16, 1969

Stunt Nite 1969

by Fran Geary

Hidden talents have bobbed dizzily to the surface once again in RIC's annual Stunt Nite productions. In the scripting department were some cleverly written attacks on almost every aspect of life at RIC.

The seniors' production "It Happened Last Spring" recreated some of last year's major occurrences revolving around the students and the administration at "Rickity U.," including friction among the faculty despite their policy of getting to know the students better, a lady janitor dictating orders to acting President Shillard, the guru-vy Chaplain, Fr. May-not, and oppressed students being required to take the Ball & Chain Oath, requiring them, among other things, to respect and obey the campus police and help them to cross streets. The play ended with the oppressed Student being released from his

shackles during a boisterous demonstration.

"The Rain, the Ark, and Other Things" was the subject of the juniors' play. The attack against the administration centered around Stool Pigeon, sent by the all-powerful "Madame Sap" to spy on "Joah," the commander of an ark which he could not control. Among his subjects were activists, monkeys, the ship's revolutionists, an apathetic turtle, and a pregnant Italian rabbit. One of the main Characters was "Willabee," a proper British officer who couldn't see the problems that surrounded him, and who took literally every command given him. For their efforts the juniors were awarded second place, 15 Anchor points and first place for technical details, which they rightly deserved for their opening tableaux — the characters seen as shadows against a multi-colored background containing a picture of the ark, and for the offstage voice of "Madame Sap," seeming to come from everywhere and nowhere.

The first-place winning production was "Laugh-Out," the sophomores' take-off on the popular television show "Laugh-In." Ed Beirne as Dan and Brian Samson as Dick led the cast in a merry, fast-paced half-hour of short skits, including one in which Dr. Kauffman is rudely accused of having an overdue library book; one-liners — "If Dr. Very married Dr. Small she'd be known as Dr. Very-Small;" a tribute to Donovan — "the only dining center Hitler left open to the Jews;" plus news of the past, present, and future. The play was very smooth and well-coordinated with virtually no stops, thanks to the superb direction of Jeff Siwicki and the technical supervision of Ray Boyer.

The class of 1972 made an excellent attempt at its first Stunt Nite entry. The action centered around Alice and first week in the puzzling confusing wonderland of RIC, where she was constantly confronted by unfriendliness and opposition wherever she went. The central theme was Alice's disruption of the Mad Hatter's Tea Party at Donovan and her trial for this and for her many other "crimes," for example, her failure to wear her beanie. Again, great emphasis was placed on the alleged quality of Donovan's food, a subject of prime importance to all freshmen.

Chosen by the board of judges as the all-star cast for 1969 were: Seniors Joe Sousa as Dean Sham and a Reporter from the "Corn Cob"; and Michael Schiavulli as Miss Hohohehehahawhoza from the academic scheduling office; Juniors Julian Lastowski as the stool pigeon, Ken Barton as Willabee, and Jane Kaminsky as Madame Sap; sophomores Ed Beirne as Dan Rollin and Brian Samson as Dick Marshall; Freshmen Jerry Laporte as the White Rabbit, Colleen Callahan as Alice and Terry Stasiukiewicz as the Queen of Hearts.

Recommendations by Student-Faculty Committee Are Voiced

The Student-Faculty Committee on Student Participation has made recommendations for increased student voice in the governance and affairs of the College. The Committee, chaired by Dr. J. Stanley Lemons of the History Dept. have submitted their second and third partial reports to the College Council and the recommendations contained therein indicate a definite concern for the voice of students to be heard in the functioning of Rhode Island College.

• **The Academic Standing Committee.** Dr. Lemons committee has proposed that first, students be made fully aware that they are entitled to present their case personally to the Academic Standing Committee. Although this is the standard procedure at present, it is not widely known among the student body. Also, the Director of Admissions formerly a member of the Committee, will be retained as a non-voting member, to emphasize the decisions should be made by the teaching faculty. The Director of Admissions is being retained because he has information which is necessary to the functioning of the Committee.

In regards to formal student participation, the Committee decided that due to the unusual times at which the Committee meets and the fact that the judgments made require some professional expertise that, at present, no students should be included on the Academic Standing Committee at present. There is a stipulation in the Committee's recommendation however, which indicates that in 18 month time, the question of students on the Academic Standing Committee will be reviewed.

• **Committee on Academic Honesty.** The essential idea behind

the Committee on Student Participation's recommendation in relation to this Committee is that the composition of the Committee be altered to be most suitable for the individual case ruled on. In other words, if a case involving a student in a particular department arises, the Committee would be comprised of a student from that department, the chairman of that department and the administrative dean under whose jurisdiction the student falls, (i.e. the Dean of Students for undergraduates, the Dean of Graduate Studies for graduate students.) Other members of the committee should be the Dean of the College who will act as Chairman, the Chairman of the Council or his appointee and finally, the president of the Student Senate or his appointee.

• **Student Publications Board.** The Committee on Student Participation considered the recommendation of the Ad Hoc Committee on Student Publications that would be structured to avoid a situation similar concerning alleged censorship of the Helicon two years ago, and which would be composed of both students and faculty advisory to the various publications. Dr. Lemons' committee discussed this proposal at some length, making many and various motions and corrections of motions, but finally the entire question was voted down by a vote of 5-4, and unanimously voted to make no recommendation concerning a Publications Board. The subject is not dead however, as the Student Senate informed Dr. Lemons that they will provide for a Publications Board which is completely student oriented.

• **Committee on Undergraduate Admissions.** In regards to this committee, the Committee on Stu-

dent Participation recommended first that it be expanded from nine to twelve members and that these three additional members be students. The proposed student members of this Committee will participate in all business of the Committee except in discussion of individual cases and will be nominated from the Student Body as directed by the Student Senate and subject to approval by the President of the College.

• **Student Membership on the College Council.** The recommendation of the Committee on Student Participation is that two students be included as part of the structure of the College Council. These two students are included in order to strengthen communication between the Council and the student body. The president of Student Senate and another student, to be selected as directed by the Senate, will serve for one-year terms.

A related proposal to the one above that a standing rule be adopted immediately that these two students be allowed to sit on the council, pending ratification by the Faculty of the original one.

• **Academic Ideas Committee and the Curriculum Committee.** The recommendations concerning these two committees can be spoken of together, because both are concerned with the area of curriculum. The Academic Ideas Committee will be doing essentially what the Dr. Patrick O'Regan's Curriculum Revision Subcommittee is presently doing on a permanent basis. That is, it will receive from any sources as well as develop its own ideas about curriculum, programs and other projects of an academic nature. This committee will be completely new, as no such permanent structure presently exists. It will consist of two persons appointed by the President of the College, four faculty appointed by the Committee on Committees of the College Council, two undergraduates chosen as directed by the Student Senate, and one graduate student as chosen by the Graduate Committee.

Since the Curriculum Committee is primarily operationally oriented, that is, it does not normally oversee the development of curriculum idea, but merely rules on it, it was decided by Dr. Lemons' Committee that student would ultimately be of more value on the Academic Ideas Committee. However, they have recommended that the Curriculum Committee contain two students to be selected on a yearly basis as directed by the Student Senate.

It should be pointed out that the Academic Ideas Committee will not infringe on the Curriculum Committee, but will do much of the leg-work necessary in arriving at a concrete, cogent curriculum proposal.

Students Asked To Comment On Curriculum

As student participants in the Curriculum Revision Subcommittee's inquiry, we are most anxious to establish communication with as many students as possible, but there are 3,000 students and only four of us. However, we feel that, through your assistance, we can achieve this communication expeditiously. We are aware that there are many valuable ideas and criticisms in the minds of students, which have not been expressed, and which may go unappreciated by the committee unless we establish means of communication. With this in mind, we seek your thoughts and recommendations.

As a beginning to this communication, we request that you present a written evaluation and/or suggestions. We are not attempting to limit your comments to letters, etc. and will make ourselves available through formal or informal meetings. The evaluation is intended to serve only as a starting point. It is requested that the focus of your initial comments be the College's general education curriculum. Again, this is not an attempt to limit your comments, but to provide a common focal point for discussion.

Your help is desired, in fact, necessary and will be appreciated. The evaluation may be left at Mann 375 or Room 304 in the Student Union. We request that specific recommendations be accompanied by some explanation of the rationale behind them.

It is your curriculum that is being studied; it is your help that is requested.

Thank you.

Anne Mclee
Bill Swigart
Tony Milano
Leslie Cameron Kelly

Financial Aid Deadline

The Financial Aid Office has announced that the final deadline for application for funds for next September is May 1st, 1969. All students who wish to be considered for one or more of the various financial aid programs available at the college must apply to the Financial Aid Office immediately. Students are reminded that no awards are automatically renewable and that Parents' Confidential Statements must be filed annually.

Due to excessively heavy cutbacks by the Federal Government in its funding of the National Defense Student Loan and the Economic Opportunity Grant Programs, the application deadline will be adhered to. Students applying after that time will be placed on a waiting list in order of submission of completion of all application forms. Part time jobs, un-

der the Work-Study Program will be available and will be assigned as a part of the financial aid award package.

In the past, sufficient funds have been available to meet the needs of most students who demonstrate financial need. This is not true of next year, thus students who apply late will be taking the chance that funds will be expended. **Plan early for next year.** Try to estimate as accurately as possible your expenses for the coming year and if you anticipate financial difficulty make arrangements now. **August will be too late!** As always, you will not be allowed to register in September unless your bill is paid in full for the first semester.

The Financial Aid Office is located in Room 110, Student Center. Applications are available from the secretary at the entrance to the Student Center Lounge.

EDITORIALS

RIC Politics

Political posters have popped up all over the RIC campus, just in time for the spring elections. The candidates, however, may be wasting their time. The Student Body does not seem interested. Three weeks ago only 17.5% of the students bothered to cast a ballot. The election was decided by less than one-fifth of the students. It would seem the Students could

not be bothered to decide who is to represent them. The Anchor feels that this attitude is not healthy for a growing institution. The students should at least appear to care about the school. Apathy can not exist if the students do not give it a chance to begin. Voting is a simple way to become involved. Don't pass it up.

The Anchor Gives Its Support

The RIC campus is undergoing change which has been brought about through the efforts of various groups, students, and faculty. Those organizations seeking change not only ask acceptance by the Administration, but from the students as well. It is general consensus of the Anchor staff that the Anchor lend its support to one of these groups.

It is the stated policy of the Anchor, therefore, that Students for Responsible Action is to be given Editorial support and support through the Forum. It is to be understood that the Forum remains, as

always, a vehicle for students and faculty alike to give their views on any subject. It is further noted that such support of the SRA does not necessarily reflect the views of the entire Anchor staff but rather an Editorial position of the Anchor as a school newspaper.

The Anchor has chosen the SRA because of its efforts to work through the framework of the college in seeking to bring about change in a dignified, responsible manner. And, because of the goals of the SRA and their stated purpose, the Anchor lends them their support.

From "DE TOCQUEVILLE'S AMERICA REVISITED:"
A Graphic Commentary by
Joaquin de Alba

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"Amongst the laws which rule human societies there is one which seems to be more precise and clear than all others. If men are to remain civilized, or to become so, the art of associating together must grow and improve, in the same ratio in which the equality of conditions is increased."

The Anchor

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

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Governor to Give First Official Address To College

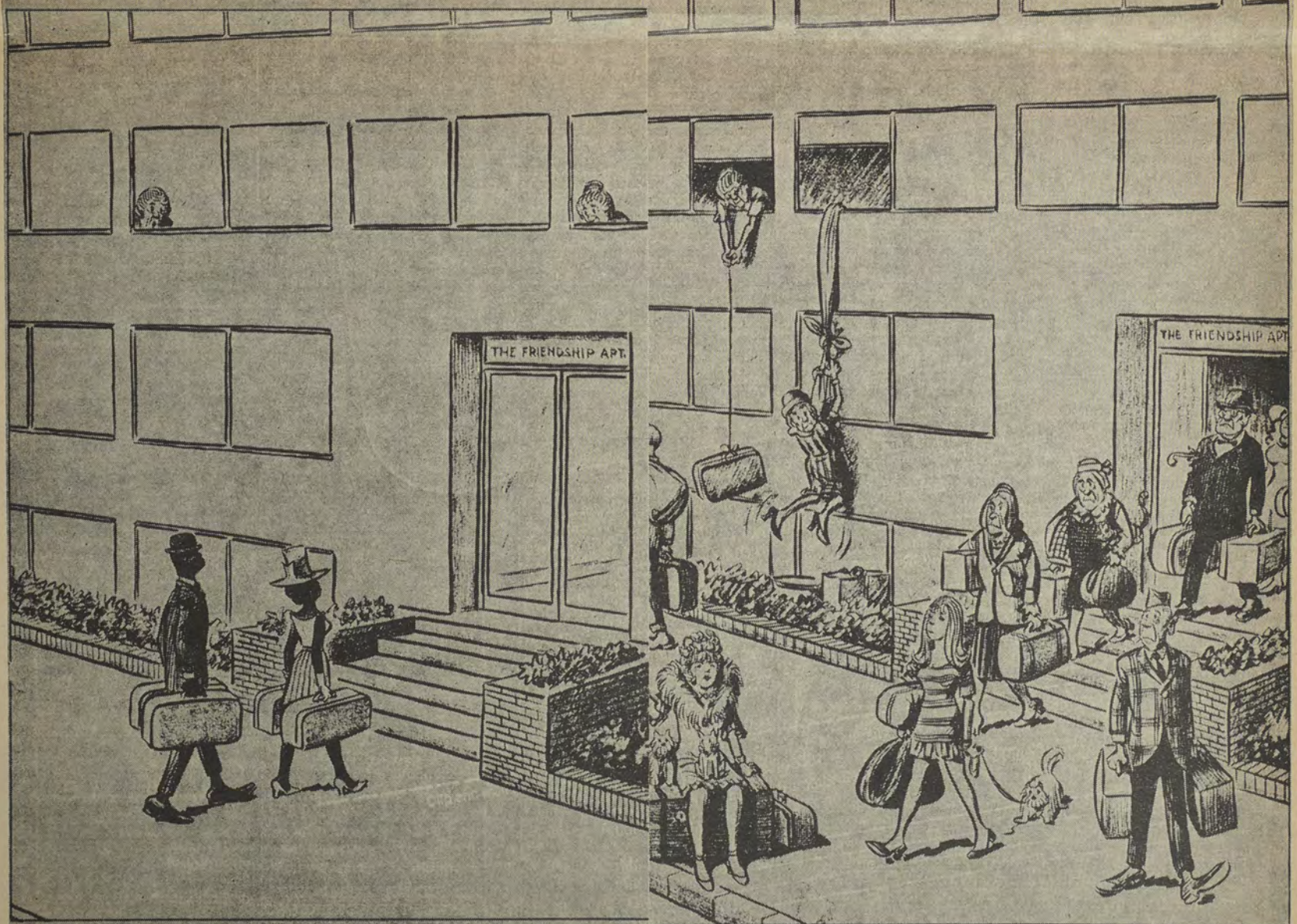
On Wednesday, April 23, Governor Frank Licht will address the College in Roberts' Auditorium at 2:15 p.m. The address will be followed by a reception to be held in the Alumni Lounge. This will be the first time that Governor Licht will have addressed the College in his capacity as Governor of Rhode Island.

The tradition of a Governors' Assembly originated in 1960 with, the then Governor, John A. Notte. This is, therefore, to be the ninth annual Governors' Assembly at RIC.

Governor Licht has appeared on the RIC campus on various occasions since taking office in January. However, this is to be the first time he will address the entire College Community.

Also, Governor Licht will be installed as an honorary brother of Kappa Delta Rho Fraternity on Wednesday, April 16. Following his installation there will be a program in his honor to be held at 3:15 p.m. in the Ballroom of the Student Union. Cantor Ivan E. Perlman will give a concert at the program. The program is to be open to students and faculty alike and all are invited to attend.

OPEN HOUSING



On Student Power

A.F.T.: Position Paper

The Colleges and Universities Council of the American Federation of Teachers has authorized the release of the following position paper regarding Student Power and Rights. This position paper was prepared by Dr. John Sperling, President of the California College Council, American Federation of Teachers, and Dr. John Galn, Executive Committee of the California College Council, AFT. The policies of each AFT chapter are, of course, determined by the local membership. Accordingly, it is important to point out that the views presented here do not necessarily reflect the point of view of the Rhode Island chapter of the AFT.

STUDENT POWERS

1. Power to Establish Student Government.

Students should have the power to establish a student government of their choosing, subject to ratification and review by the student body.

2. Power to Legislate on Non-Academic Student Affairs.

Student government should have the exclusive power to legislate rules and regulations governing non-academic student affairs such as residence hall behavior, student organizations, student publications, and the use of campus facilities by student groups, except that no student government shall abridge any of the student rights listed below. Such power should include the right to delegate responsibility for specific regulations to the specific group concerned. The student government should also enforce these rules and regulations through an established system of student courts and sanctions.

3. Power to Levy and Expend Student Fees.

The student government should have the power to establish the amount of fees charged to each student for student activities (and such fees should be kept clearly distinct from tuition or special instructional charges.) The student government should also have sole responsibility for appropriation and expenditure of such fees or any other income accruing to the student body.

4. Power to Share in Academic Decisions.

The student government should have the power to establish by mutual agreement with the faculty and administration a means of sharing in academic decisions of the institution. Such power should extend to any disciplinary action taken against a student for academic conduct, and, further, it should extend to grading policies, curriculum decisions, and any other matters directly concerned with the teaching and learning activity of the institution.

STUDENT RIGHTS

1. Right to Freedom of Speech and Expression

Neither student government nor any faculty or administrative person or board shall make a rule or regulation abridging the student's freedom of speech or the press.

Appropriate steps should be taken to exclude and legal responsibility or liability of the Institution for student speech or publication.

When student work on newspapers, other publications, radio or TV stations is undertaken for

course credit, no faculty member should have the power to grade the student's work other than to acknowledge credit when earned.

2. Right to Free Association and Assembly

Students should have the right to organize and join any campus organization or association which is legal. Such organizations and associations should be allowed to use campus facilities, when such use does not interfere with instructional activities, subject to the following conditions:

- a. submission of its constitution or statement of purpose and a list of officers, if any, and
- b. submission of a standard statement of non-discrimination.

Any question of the legality of an organization or association should be submitted to the proper civil authorities.

3. Right to Objective Evaluation and Review of Academic Work

- a. **Grading:** Students should be assured that final course grades will not be assigned in an arbitrary, capricious, or prejudiced manner. Students should have recourse to a hearing board composed of equal numbers of teaching faculty and student members in order to challenge any course grade assigned to them.

- b. **Student Records:** Student dossiers maintained by the college or university should be open to inspection by the student or any other person he designates. Such records should not be available to any person without the student's permission. Moreover, such records should not contain any materials concerning a student's political activities or attitudes; and a student-faculty board of review should be available to which a student can appeal for removal of any documents he considers improper. The student should also have the right to enter any materials into his dossier in order to rebut, augment, or explain any document in the file.

- c. **Letters of Recommendation:** If a college office maintains student files containing confidential letters of recommendation, the student should have the right to designate an advocate to review such letters, to add a personal statement to the file, and to have any particular letters removed or added.

4. Right to Freedom in All Off-Campus Activities

No rule or regulation of the institution, from any source whatsoever, shall apply to a student's

5. Right to Privacy

Student living in campus or institutional housing be free from any search of or entry into their rooms or apartments except as authorized by a civil search warrant.

6. Right to Freedom From Double Jeopardy

Universities should avoid jurisdiction in any case under civil jurisdiction. When a student is charged with a campus activity that can come under civil jurisdiction if the university or college presses charges, he should be given his choice of civil or academic

jurisdiction. When civil charges are entered by persons other than the institution, the institution should waive any jurisdiction in the case.

7. Right to Due Process

Whenever a student is charged with an academic offense and is subject to university or college penalties, he should have the right to counsel, to confront and cross-examine witnesses, to records of the hearing, and to appeal beyond the hearing board. Ideally the student should have the right of appeal to an inter-college, state, or national board of appeal if colleges can agree to establish such boards.

Rhodes Scholars To Be Selected

Elections to Rhodes Scholarships will be held in all states in December, 1969. Scholars-elect will enter Oxford University in October, 1970. To be eligible a candidate must:

- 1. Be a male citizen of the United States, with at least five years' domicile, and unmarried.
- 2. Be between the ages of 18 and 24 on October 1, 1969.
- 3. By the time of application have at least Junior standing at some recognized degree-granting college or University.
- 4. Receive official endorsement of his college or university.

The stipend of a Rhodes Scholarship consists of a direct payment to the Scholar's college of approved fees, plus a maintenance of \$720 per year, which is paid

Know Your Senator

KATHY MULCAHY

Cranston, R. I. 1971 Sophomore Class, lives on Campus. How long on Senate: 2 years, Treasurer of Gamma Phi Epsilon. Other Activities: Resident Assistant Committee: Senate Committee on Committees Stunt Nite

What do you think is the purpose and goal of Student Senate?

I think the purpose and goal of Student Senate is to represent student beliefs by promoting better student-faculty relations, by increasing campus communication, by initiating school spirit and cooperation and by improving student life.

Do you think that the Student Senate elections are a popularity contest or that the students are fully aware of the qualifications of the candidates?

I think that the Student Senate elections, like many other elections, are a popularity contest. This is because many candidates don't make the effort to meet the

directly to the Scholar.

For further information and an application, contact Dean Rigway F. Shinn, Jr. in Mann Hall, 104E.

The Show Must Go On

Mrs. Mary Agnes (Langlois) Mason, portrayed Miss Mary Rictypical — "a girl in the family way" in Senior Stunt Nite. To those who doubted the authenticity of her pregnancy, the Anchor is happy to announce that Mrs. Mason gave birth to a baby boy the following morning (Sunday, April 13). This close timing almost gave the seniors the award for technical effects. Mother, father (Mr. Guy Mason) and baby are doing well. The Anchor extends its good wishes to the happy family.



people and because most voters don't challenge the candidates to work for their votes. This results in poor voter turnout, an apathetic attitude towards Senate, and irresponsible voting. And in many cases, this causes procedural and organizational difficulty in Senate.

However, we don't have to accept this. Instead, we can promote effective leadership by challenging the candidates to work for their votes and by responsible voting. This is where the election committee and the school paper can help. The election committee can require each candidate to present a platform and schedule campaign events such as debates and rallies. The Anchor can interview each candidate and give full election coverage.

These factors plus enthusiastic candidates promote an election "spirit" which is necessary on this campus. But primarily these factors will enhance the quality of Senate leadership.



PAUL ORLANDO

Providence, R. I., Sophomore, Sophomore Class, Lives off Campus How long on Senate: Just Elected — March, Other Activities: Vice Pres. — BOG Student Counselor, Football Club, Debate Society, Pledge KDP.

What do you think is the purpose and goal of Student Senate?

Senate should be the spokesman of the student body in all matters of college affairs and the college community. The goal of Senate should be to bring the understanding of student ideas into the college community.

What is your opinion of the present system concerning the hiring and dismissal of faculty?

Since you are asking for my opinion I present my own objectives. The present system of hiring and firing of faculty is, at this time, somewhat inadequate to this college community. Namely because the teachers at our campus have no representative body to heal misunderstandings and disagreements with the Administrators. Also, it is of definite concern to the students that they have a significant say in the system. Both recommendations must be incorporated as soon as possible.

RHODE ISLAND AUDITORIUM SATURDAY, MAY 17, 1969

CORA PROMOTIONS PRESENTS

One show only at 8 PM

the JIMI HENDRIX EXPERIENCE with NOEL REDDING



Tickets: \$3.50, \$4.50, \$5.50

Tickets at Rhode Island Auditorium and Auditorium Agencies: Avery Piano, Providence; Beedems, Fall River; Carters, New Bedford; Sports Dugout; Woonsocket; Thompson-Forbes, Newport. Mail orders: Please enclose self-addressed envelope, make checks payable, and mail to Rhode Island Auditorium, 1111 North Main Street, Providence, Rhode Island 02904. For information call (401) 751-6000.

Senate Report

by Candy Pezera

The main subject, introduced by Julian Lastowski, discussed was possibility of pass-fail courses not in major or minor fields. Senate moved to send a resolution to the College Council asking them to review the possibility of instituting a pass-fail grading system for general education and elective courses which would be done on an optional basis. Freshmen would get their credits, but these credits would not affect their cumulative indexes.

Dean McCool received a letter from Mr. Nacci in reference to custodial services for dances held in the Student Center. In the letter Mr. Nacci stated that there was a "need of a great number of hours to restore the Student Center after the dances." Janitorial services figure out to \$126. Jim Fitzsimmons added these costs for conducting a dance:

- \$125 — band

- \$100 — police
- \$10 - \$50 — refreshments

The total is about \$400. The senate said that it would be cheaper to run a dance off-campus. However, it is illegal to advertise an off-campus dance which is scheduled the same night as a dance on campus. Senate unanimously voted to invite Mr. Nacci April 23 to discuss the problem.

Until the rear parking lot of Weber is repaired, the lot in front of the Union will be utilized by dorm students. The reason is that parking on the west side of the street leading to Weber is prohibited since it is considered a fire hazard.

Since Thorp Hall is still without an intercom, Senate has decided to take action. If the dorm doesn't receive its intercom within two weeks and is in operable condition, Senate will buy an intercom and bill the administration.

Paul Chevigny To Lecture On Misuse of Police Authority

Paul Chevigny, author of the recently published book "Police Power," will speak at Rhode Island College Wednesday, April 16, at 2 p.m. in the auditorium of Horace Mann Hall.

Mr. Chevigny, a staff attorney with the New York Civil Liberties Union, will be sponsored by the Committee on College Lectures. A question-and-answer period will follow the lecture.

Mr. Chevigny will discuss the problem of misuse by police of their authority, including a documented "pattern of arbitrary arrest, physical abuse and lying in court" attributable to some New York City policemen.

A Pantheon book published in January by Random House, "Police Power" is based on a two-year study of police practices conducted by the New York Civil Liberties Union.

Mr. Chevigny acknowledges that the police work well, and credits

the New York City Police Department for their "relative openness and fairness" in authenticating cases described in the book.

However, the author argues that there is an excessive number of instances of policemen harassing individuals who annoy them, using firearms recklessly, injuring persons in custody, lodging false charges and then lying in court to make them stick.

The central cause of police abuses, according to Mr. Chevigny, is the conflict between the demands of society and the restraints of the law.

"The court asks the police to enforce the law. Society asks for a different thing — to get the undesirable off the street. The policeman is in the middle," the author has said.

"The saddest thing is that police abuses create a disrespect for the law and encourages crime in the streets and riots."

Collective Negotiating Heralds New Academic Trend

The distinct possibility of another collective negotiations election at Rhode Island College this spring is part of a larger trend toward collective negotiations in our nation's colleges and universities. In December of 1968 the faculty of the City University of New York designated a collective negotiations agent in an election of national significance. Never before had there been a collective negotiations election at a major American university. With elections imminent at New York University, Long Island University, the State University of New York, the New Jersey State Colleges, and the California State College system, the consequences of that vote have extended far beyond the boundaries of New York.

Other developments are equally significant. As of 1966 only two states, New York and Rhode Island, had granted collective negotiation rights to faculty engaged in higher education. Since that time sixteen other states have passed similar legislation. Last year at the national convention of the American Association of University Professors, over one-third of the delegates voted in favor of collective negotiations. Last month, in a major policy reversal, the National Education Association announced that it would seek collective negotiation rights for college and university personnel. Developments such as these indicate that we are on the verge of widespread changes in representational systems in higher education.

Faculty Councils

In general, there are two systems of representation which college faculty can use to bring about changes in their conditions' of employment. Of the two types, faculty councils are currently the most common.

Faculty councils are the least defensible system from the standpoint of effective representation. Their major deficiencies include the following: (1) they include administrators, a fact which inhibits and restricts faculty initiation of action on important matters (2) they are dependent upon their employer for funds and facilities, a factor which inhibits aggressive representation of faculty interests (3) their organizational structure is subject to approval by college administrators and boards of higher education (4) they make no provision for appeals outside the structure of the institution (5) they increase the possibility that faculties will lack experienced full-time representatives who advocate the wide variety of supporting services and personnel needed for effective representation (6) they provide less protection against arbitrary and unfair employer action than the vast majority of employees under contractual collective agreements.

It should be further noted that college councils provide not so much the actuality of faculty governance, but rather its illusion. They do not exercise independent powers of legislation in that their decisions are not binding upon college presidents and boards of higher education. Rarely, if ever, do councils make a recommendation on policy to a board of higher education over the protest of a

college administration. In revolving door fashion, recommendations for change are referred back to committees when not supported by the ever-present college administration, or else they are not considered important enough to be pressed for approval.

Moreover, it is simply not prudent to exclude the possibility that an issue may arise in which faculty opposition to administrators may be determined desirable. Budgetary or political pressures often require even the finest college administrators or trustees to take action contrary to the deepest convictions of the faculty. Furthermore, no matter how highly we regard the individuals who at any particular time are administrators or trustees, these persons may change. They may leave; they may retire; they may die; they may become injured. In short, an effective representation system is one that minimizes the personal factors.

Some college professors are, of course, content to play such an elementary role in educational decision-making. Others even defend their subordinate role. Increasingly, however, college professors are considering themselves competent to take a real part in determining the personnel policies under which they work. The AFT seeks to strengthen faculty councils as instruments of all-faculty government in the academic policy areas of curriculum, scholarship, and student activities. But councils do not offer available solution to the problem of faculty representation on conditions of employment.

Negotiating Agents

Negotiating agents of the faculty are the most defensible system of representation. As previously noted, the legal right to choose a collective negotiations agent was granted the faculty of Rhode Island College by the legislature in 1966. A collective negotiations agent has more than the right to be heard. Under collective negotiations procedures, a board of higher education would engage in give-and-take negotiations over conditions of employment with the collective negotiations agent.

A collective negotiations committee would make proposals that expresses the concern of the faculty at meetings with a board of higher education. All faculty members would be invited to contribute proposals for the consideration of the designated representative of the faculty. Through a process of give-and-take at the collective negotiations table, areas of agree-

ment are defined, areas of disagreement are narrowed and finally eliminated. The Board and the collective negotiations agent reach final, bilateral agreement on conditions of employment. Or, alternatively, despite many meetings and good faith and earnest efforts to reconcile differences, areas of disagreement remain, and the parties may come to an impasse, with neither side willing to make an additional concession. At this time any differences of opinion would be resolved by outside impartial arbitration to an educationally-oriented agency mutually agreed upon by both parties, such as the American Arbitration Association.

The justification for collective negotiations is the written agreement reached by participation as equals. Through collective negotiations the faculty has an enhanced role in decision-making.

Collective negotiations are based upon the premise that effective partnership in the operation of a college or university is a right and not a favor. Instead of impinging upon the powers of boards of higher education and diminishing the leadership functions of a college administration, collective negotiations, properly conceived and properly implemented, means the enhancement of both of these. There will be new roles, to be sure, to which boards of higher education and college administrators, and faculty must orient themselves. But these will be greater roles, not lesser roles.

The emphasis on the positive contributions of collective negotiations is necessary because many people believe that collective negotiations is chiefly a reaction to ineffective college administration. This view simply is not true, often a college administration is all too effective, while faculties have bought a false sense of security by accepting a subordinate position. The legal entitlements being granted to college faculty in institutions of higher education both attest to, and encourage a growing maturity of college and university teachers, and their fuller understanding of shared responsibilities.

Join the
Anchor Staff
for
1969-70

Dr. Victor Gioscia To Lecture On LSD, Cybernetics & Social Pathology

On Friday, April 18 at 11 a.m. in Mann Hall Auditorium, the College Lecture Series will present Dr. Victor Gioscia of Adelphi University. Dr. Gioscia's topic will be "LSD, Cybernetics, and Social Pathology." Dr. Gioscia has earned degrees in philosophy, sociology, and psychology. He currently holds a joint appointment at Adelphi University as Professor of Sociology and Philosophy. Dr. Gioscia also has had extensive ex-

perience as a psychiatric case-worker and is affiliated with the Psychiatric Clinic at Roosevelt Hospital in New York. His presentation should be of special interest to students of the social sciences and others concerned with the relationship of drugs to modern technology and socio-psychic phenomena. Dr. Gioscia will also meet informally with faculty and students at 1 p.m. in the Student Union Ballroom.

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Official College Notices

GOVERNOR'S ASSEMBLY

Governor Frank Licht will address the annual Governor's Assembly on Wednesday, April 23 at 2:15 p.m. in the Auditorium of Roberts Hall. Following his talk the Governor will answer questions from faculty and students. There will be an informal reception in the Alumni Lounge after this assembly.

I urge all students and faculty to attend this assembly, both to honor the state's chief executive on his first official visit to the campus, and to participate in this unique event.

Joseph F. Kauffman
President

PLACEMENT

Recruitment Schedule*

Monday, April 21 — Penn Mutual Life Insurance Co.
Tuesday, April 22 — Portland, Maine, School Department
Thursday, April 24 — Diman Regional Technical High School
Tuesday, April 29 — Bureau of Indian Affairs

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

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

Nancy H. Paine
Placement Counselor

FOREIGN STUDENT ADVISER

Mrs. Martha Ballinger has accepted appointments as Foreign Student Adviser at Rhode Island College effective immediately. In this position, Mrs. Ballinger will provide educational advisement to undergraduate and graduate foreign students, provide personal counseling services to all foreign students at Rhode Island College, develop programs, organizations, and special facilities for foreign students, and assist foreign students in finding sources of financial aid.

Charles B. Willard
Vice President for Academic Affairs

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PLACEMENT

Recruitment Schedule*

Friday, April 11 — Warwick, R. I., School Dept.
Monday, April 14 — Jamestown, R. I., Public Schools
Monday, April 14 — Bishop Hendriken High School
Monday, April 14 — Stamford, Conn., Public Schools
Monday, April 21 — Penn Mutual Life Insurance Co. (sales and sales management — males only)
Thursday, April 24 — Diman Regional Technical High School

Tuesday, April 29 — Bureau of Indian Affairs

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

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

TEACHER CORPS

Applications for the Teacher Corps are available in the Placement Office.
Nancy H. Paine

STUDENT SENATE ELECTIONS

APRIL 23, 24, 25

9-4 Wednesday and Thursday
9-12 Friday

Outdoors in front of Donovan Dining Center

VOTE!

VOTE!

VOTE!

ID's required

Debate the Issues

All candidates are invited to debate the issues on
Tuesday, April 22, at 1 p.m. in the Student Union Ballroom



DON'T MISS!

JUNIORS



DON'T MISS HAVING YOUR YEARBOOK PORTRAIT TAKEN!
SIGN UP NOW!

First Floor, Student Union

This Week at RIC

APRIL 18 - APRIL 19

*Open to the public.
**Open to the public, admission charged.
All notices for the weekly bulletin must be received by 10 a.m. Tuesday.

EXHIBITS

***Paintings by Angelo Rosati**
One man exhibit by RIC professor of art opens Monday at 3 p.m. with a coffee hour and continues through April.
Art Gallery, Adams Library

***African Art Objects**
from the collections of Marion I. Wright and Dr. Edith C. Becker will be shown through April.
Main Floor, Adams Library

Wed., April 16 — 12:15 p.m.

***Speech Dept. Lecture**
"Does Presidential Campaigning Make a Difference." Dr. Robert G. Gunderson, professor of speech at Indiana University will speak. Ballroom, Student Union.

2 p.m. — ***College Lecture Series**
"Police Power" Paul Chevigny, New York City Civil Liberties Union attorney and author, will speak. Auditorium, Mann Hall.

3 p.m. — **Baseball vs. Barrington College.** Home.

3:15 p.m. — ***Kappa Delta Rho Concert.** Cantor Perlman will give a concert in honor of Gov. Frank Licht, their new brother. Ballroom, Student Union.

7:30 p.m. — ****Delta Kappa Epsilon Lecture.** The Rev. Daniel Egan, "The Junkie Priest," will speak. Auditorium, Mann Hall.

Thurs., April 17 — 2 p.m.

***Chaplain's Series.** Screening of student produced films. Ballroom, Student Union.

Sat., April 19 — 1 p.m.

Baseball at Westfield State (2). Westfield, Mass.

4 p.m. — ***Contemporary Music Workshop.** "Soul Music Analysis" ten individual groups will be featured. Auditorium, Roberts Hall.

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