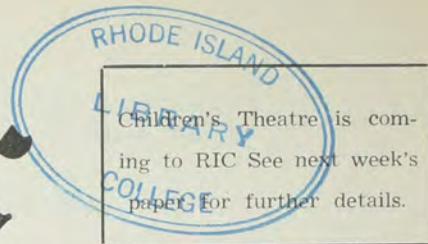




Established 1928

The Anchor



"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

Vol. XLI, No. 22

RHODE ISLAND COLLEGE

WEDNESDAY, APRIL 8 1970

Massachusetts Sigillum Republicae

by Norman Bouley

Presently the Massachusetts legislature is considering a measure which would forbid the armed forces from sending Massachusetts residents in the armed forces into a battle zone without a declaration of war by Congress. At this writing the measure has passed the Senate and the House has amended it so that it would take effect immediately.

Whether or not Governor Francis Sargent will sign the measure will be a matter of practical politics rather than moralistic judgment. The Governor himself stated that there are those in the legislature who see this as a political challenge — urging a Republican governor to come out in strong opposition to a Republican President.

The constitutionality or feasibility of this action is questionable for it challenges the power of the President as commander-in-chief of the armed forces of the United States. It is doubtful that such a measure would be held constitutional by a federal court and it further doubtful that the President would pay any attention to it if it were held valid.

The last major rebellion that Massachusetts engaged in was in 1776 and the state has somewhat subsided as a hotbed of radicalism since then. But this action seems to rejuvenate the Spirit of '76. This measure of the legislature reflects the thinking that has thus far been put forward by what have generally been referred to as "radical peaceniks." Yet, even in Massachusetts the legislature is the voice of the silent majority. It is therefore safe to say that the silent majority is slowing sharing in the views of what have been in the past the radical social elements.

Never since the Civil War has the authority of the Federal Government been so assailed. This measure questions the power of the President of the United States to act as a war leader when there is no "war". It also attempts to establish the boundaries of authority which the states have over their citizens and their lives.

In a more practical sense this measure, whether or not Governor Sargent signs it, — if it passes the Mass. legislature, indicates (or should indicate) to the President of the U. S. the growing discontent on the part of the American people, including the silent majority, over our role in world affairs.

America's role in world affairs has paralleled the rise of the civil rights issue, the growth of our urban problems and the demise of our natural environment. It is indeed conceivable that America could be intently involved in all these areas, but

it has become all too clear (if all too late) to the American public that domestic problems have gone unsolved as a result of our involvement around the world.

The question therefore is whether the President will lead the country in a domestic revival or whether the people will be compelled to map out their wishes and desires to him in a more violent manner.

The silent majority is a convenient device; for when this silent majority becomes vocal the President merely points out that since they are no longer silent it stands to reason that they are no longer in the majority.

The President's first act on taking office was to pack up and leave (on a world tour). Whether this was to soothe a tense world or to get away from home is not clear. The last Republican president was truly a world traveler and the problems we presently have are a holdover from those eight years.

President Nixon would be wise to watch the proceedings of the present Massachusetts Assembly and if the silent majority speaks in the manner it seems destined to, he should well take note.

Coston To Perform

The Rhode Island College Community Orchestra will present its annual spring concert Wednesday, April 15, at 8:15 p.m. in Roberts Auditorium.

Featured soloist will be Mr. Jesse Coston, Instructor in Music at Rhode Island College, and one of Rhode Island College's Artists in Residence. Mr. Coston will perform Maurice Ravel's *Don Quichotte a Dulcinee*, a set of three songs for baritone and orchestra. Mr. Coston, a graduate of Westminster Choir College and the New England Conservatory of Music, has sung in professional choruses under such renowned conductors as Ormandy, Stokowski, Bernstein and Leinsdorf. He has performed numerous opera roles and premiered the *Freedom Songs* of Alexander Pelloquin in Rhode Island.

The orchestra will also perform works by Tchiakovsky, Mozart and J.S. Bach. The concert is open to the public without charge.

**Ecology Day
Is Coming!**

Women Are Key To Future:

Mead Tells Students To Protect Our Planet

New York, March 23, 1970 — Praising the "teach-in" on our environmental crisis planned for university campuses next month as "a call to action," Dr. Margaret Mead urged students to set "protection of our planet" as a goal for their generation.

Writing in the current issue of Redbook magazine, just released, the famous anthropologist called upon young women in particular to "develop new kinds of partnerships with men" which will change the focus of their lives from home and community to "concern for the whole world."

Pre-Registration Postponed

by Bill Harvey

The often frustrating experience of pre-registration will be put off from this Spring until just before the beginning of the next school year, Mrs. Hohenmser, the Scheduling Officer, has announced.

The reason for the postponement is the fact that curriculum revision is not completed and therefore the schedule of next year's classes is still unknown. This has eliminated any possibility of compiling a master schedule in the Spring as has been done in past years.

It is hoped that the master schedules can be completed sometime this summer, possibly in August, and then mailed to the students. Everyone will then complete preregistration and registration at the same time next September.

Rhode Island College will open its six-week summer session June 2, with an enrollment of 3,000, the largest in history.

The session, which will offer 199 undergraduate and graduate courses as well as 24 specialized workshops, is "the most extensive ever planned," according to Dr. William A. Small.

Evening classes will be scheduled for the first time, in two-hour sessions at 5:30 and 7:45 Mondays, Tuesdays and Wednesdays, although the day courses will run Monday through Friday.

The 135-member faculty will be assisted by 21 visiting teachers, including one from Honolulu, Dr. Raymond Corsini, who will instruct a workshop in family group counseling.

Other workshops range from the psychological and social

Recalling that women's traditional role has been that of caretaker, Dr. Mead declared, "It is women's unremitting care for their families and homes" that should serve as our "model" for future conservation.

"Modern women (although their roles have changed drastically) still are, as women always have been, caretakers of persons and, equally, caretakers of the things that are essential to those they love and for whose well-being they are responsible. "And it is just this — responsible and devoted caretaking — that is the key to the future. It is this capacity to relate things to the needs of many individuals that makes possible vigilance over a lifetime and for generation after generation."

"We are not dealing with a crisis that can be overcome and afterward forgotten," Dr. Mead warned. "What we must work toward, instead, is a way of

thinking that will encourage all men to become the vigilant conservators of their inheritance of earth and air, the waters of ponds and rivers and seas, and all the life of the world."

Women can do this because "they have been conservators without conscious thought, and as in so many other things, usually without the supporting formal rules and ceremonies that characterize men's important activities," Dr. Mead asserted in Redbook.

"Men, even the most careful conservators, have been taught to think about the obstacles to be overcome and how to overcome them and so live in an opener world (than women). But women have almost always been familiar with closed systems and understand very well that survival within them depends on continuing care and continuing performance of these same tasks over and over again."

Housing Policy Announced

During the last two weeks Housing and Dining Contracts and materials have been mailed to prospective residents for the academic year 1970-71.

The procedure for room selection for present resident students will be as follows: 1) Students currently occupying rooms in the dorms have the option of remaining in these same rooms for next year. Students wishing to do so must sign up for these rooms within a designated period of time. 2) Students wishing to change rooms, in the same dorm, will select rooms according to a lottery. Student teachers re-

turning to their dorm will also select rooms at this time. 3) Students wishing to change dorms will select at a second lottery.

No rooms may be selected unless the contract has been signed and returned and all financial obligations from this year have been met by Friday April 10th. (Students who have used part of this deposit in the past, must see that the deficit is made up by this date.)

If anyone does not received their materials, they may get them at the Housing Office. **HOUSING** Page 5

Summer Session Info

problems of urban youth to "Project Eyeopener," which is designed to acquaint elementary school teachers with the "wonders of the land and water of Rhode Island."

At least one workshop will be held 3,000 miles away — in England. Dr. Richard Kenyon will lead a three-week art tour through museums and workshops of contemporary crafts-men in Great Britain.

A highlight of the session will be a Black Studies Institute conducted by a newcomer to the faculty, Dr. William Robinson of Harvard University. In this first such offering on the RIC campus, Dr. Robinson and two colleagues will investigate the contributions of the blacks to the development of the United States, focusing on their evolving political, economic, social

and cultural roles.

Two and three-week workshops will be offered in marriage counseling, sensitivity training, family life and sex education, Dr. Small said.

And students in at least one program will be paid. The 30 persons enrolled in an institute for the preparation of junior college teachers will receive six semester hours of credit as well as stipends of \$75 a week.

This program, being held for the second year on the RIC campus, is federally-funded and will feature a principal lecturer, Charles W. Dudley, president of Newton (Mass.) Junior College, as well as several guest lecturers.

Pre-registration for graduate students will be held April 30 and May 1, with mail registration. **Summer Sessions** Page 2

EDITORIAL

A Legal War?

The Massachusetts State Legislature recently passed a law challenging the rights of a President to send Massachusetts residents into battle without a formal declaration of war by Congress.

This measure, it appears to us, was initiated as a result of the "undeclared" war in Vietnam. It seems that the Massachusetts legislature, along with Governor Francis Sargent, is attempting to determine if the Vietnam "War" is legal.

Who in hell are they trying to fool, the people? We don't care if a war is declared legal, constitutional, valid, or even moral. All the rhetoric and pompous tongue wagging doesn't make a bit of difference. The fact still remains that men are dying. And dying men don't really

give a shit, they die in a legal or illegal war. All they care about is staying alive.

The law then, even if it is declared constitutional by the Supreme Court (which appears unlikely) doesn't mean a damn thing.

Should the law pass, the President will probably find some way around it.

The legislature in Massachusetts are being hypocrites. On the one hand they challenge the power of the President while on the other they appear to agree by their silence, with his painfully slow process of Vietnamization.

We suggest that the problem is not the legality of the war but instead the very fact of the war. We urge legislators in every state to attack the fact not the phantom.

Letter to the Editor

Dear Editor:

On Wednesday, March 4, the ANCHOR printed an editorial, "Thank God for Apathy". The title is surprising; the text has its good but mostly bad points.

Its bad point came in the second half; implying that we have no more apathy on this campus that we need. It is true that there are many students on committees, but comparing this number to the total number of students that belong to our "community", the number of uninvolved students casts a heavy shadow.

I do not believe in "bursting heads" to get things done; but

things do need to get done. True, there are many organizations being set up but how many people are joining them?

"C.E.T." seems to think that the fact that we are a commuter college is a reasonable explanation for the lack of participation we have at our activities. Few of us have no transportation other than that which gets us to and from school: if we tried, we could go to games, B.O.G. Films, Lectures, etc. C.E.T. has a moratorium, we need not worry that we have no apathy on our campus. The moratorium was set up by a very small part of the total student body and administration

pointing out a large majority of apathists. (C.E.T. said, "they are . . . choosing not to act" — I say rather, they are not choosing to act.)

My suggestion is not for head-busting rallies of militants who demand outrageous rights; it is for people who care to help the college be a bit more rounded, and help themselves and others enjoy their being a part of this "community" a little bit more.

The students who don't care to form social and political opinions at this time should think again about the bill, already passed through Congress, that will allow 18-year-old the right to vote: one cannot vote well without a sound basis of social and political opinion.

My first point, that the phrase, "Thank God for Apathy" is surprising, stems from the fact that God did not create man to be apathetic: He created man to help and care about his fellow man. We cannot thank God for apathy; we must blame man.

Denice E. Mitchell

Summer Sessions

(Continued from Page 1)

tion ending June 11.

Other events scheduled for the Providence campus during the summer session include the Governor's School for the Gifted in Arts, the Upward Bound Project, the Henry Barnard Day Camp and an orientation program for entering freshmen.

In addition, Dr. Small said theatre productions, a lecture and film series will be offered. The session will close July 31.

Newly-published catalogs listing complete courses and schedules are available at the summer session office, Horace Mann Hall.

NOTICE:

A number of students who will be married this summer and who missed our March program have expressed interest in a pre-marriage program. If there is sufficient registration another program will be held late in April. Please contact the Chaplains' Office for details.

NOTICE

Freshman quarter grades will be available from your advisor at either of the following times:

12 - 1 p.m. Monday, April 13
1 - 2 p.m. Tuesday, April 14

If your advisor is:

Mr. Pennell S. Eustis Mann 251
Mr. John Wilcox Craig - Lee 103
Mr. Dixon A. McCool Craig - Lee 120
Miss Ellen Mulqueen Mann 258
Mr. J. Eugene Knott Craig - Lee 204
Mr. James R. Cornelison Craig - Lee 205
Miss Joan C. Podris Craig - Lee 224
Mr. Roger M. Parrish Craig - Lee 225

Meet In:

This Week at RIC

Wednesday, April 8 —

3 p.m. Baseball
2 and 7 p.m. Film: "Mandrachola." Mann Auditorium.

Thursday, April 9 —

3 p.m. Biology Colloquium: "Drugs and the Youth Culture," Dr. Alfred Koumans, Amos Lecture Hall, Clarke Science Building.

Friday, April 10 —

8 p.m. Dance: Alpha Iota Delta, Student Center.
Concert: Minnesota Orchestra, Roberts Auditorium.

Saturday, April 11 —

History Colloquium: Dr. Stanley Lemons, Mann Auditorium.

1 p.m. Tennis: RIC vs. Fitchburg (home).

Sunday, April 12 —

3 and 7 p.m. "Les Enfants du Paradis." Student Union Ballroom.

Monday, April 13 —

3 p.m. Baseball: RIC vs. Lowell (home).

Tuesday, April 14 —

1 p.m. Recital: Little Theatre.

WDOM Broadcasting Schedule (91.3FM)

Monday - Friday —

3:00- 7:00 p.m. Underground music including blues, folk and music for the head.

Monday —

7:00-10:00 p.m. Underground River
Boylan's Bomb hits home with blues rock plus the fantastic wit of various assorted hangers on.

Tuesday —

7:00-10:00 p.m. Beauhlahland
You have to hear it to believe it. Hosted by Kingfish Barracuda and Wolfgang P. Gurrstead.

Wednesday —

6:00 p.m. Shakespeare's Plays
WDOM in affiliation with National Educational Radio Network.

Thursday —

6:00- 9:00 p.m. Jack Martin Show
Progressive sounds with sometimes useful commentary by Jack Martin.
9:00-12:00 p.m. Patterns
Folk sounds presented by Ray McKenna.

Friday —

3:00- 5:00 p.m. RIC's Terry Staziak adds the feminine hystique. SEX on WDOM.
7:00-12:00 p.m. Jazz with two Z's
For jazz buffs or beginners. Journey through jazz, Frank Belloni acts as guide.

Saturday —

3:00-12:00 p.m. Progressive sounds hosted by anyone we can get.

Sunday —

7:00-10:00 p.m. The Joint
Scott Allen (RIC's Gary McShane) and Jack Daniels hit you with a little bit of everything.

WDOM is open to requests at 865-2460.

CURRICULUM REVISION

In keeping with the spirit of curriculum revision planned for the incoming freshman class, the students have prepared a proposal for submission and approval to the whole student body and acceptance by the Curriculum Committee. This proposal makes provision for reduced course loads in the area of general education and a lowering of graduation credits in the vicinity of 3-10 cr. hrs. It also makes provisions for eliminating the language requirement and also the physical education requirement. General education will be proposed on an elective basis already existing general education courses.

Copies of this proposal will be available, Wednesday, April 8, at the student union information desk and other locations around the campus. Curriculum revision affects every student, read the proposal and sign the petition if you agree with it. This will be your way of influencing the revision of your curriculum.

HAVE YOUR PAPERS TYPED

Bring us your papers — theses, resumes, term papers — whatever should look its best. We'll type them promptly and accurately on IBM Selectric typewriters for that superior impression. We work from handwritten originals or tapes. Taping machines are available at any time in our office at no charge.

One copy and one carbon

100 lines or less 10c line
100-300 lines 9c line
300 lines or over 8c line

TRANSCRIPTION SERVICE INC.
1053 Broad St., Providence, R. I.
467-3358

THE ULTIMATE EXPERIENCE



Continuous Daily Performances from Noon
Special Late Performances on Fridays & Saturdays at 11 p.m.
Special Group Rates are Available

waybosset st.
831-2122
Paris-CINEMA 2
Downtown Providence

Viewpoint

Skomoroch Warned, As Administrator Uses Illegal Procedure

By Scott Molloy

The case of Peter Skomoroch skidded to a temporary halt two weeks ago when he received a letter from Dixon A. McCool, Assistant Dean of Students. Skomoroch, who was charged with disrupting a February 16 lecture, was told "that a pattern of behavior on your part is becoming evident and that a future incident where a definite disruption has occurred will result in formal disciplinary action." Dean McCool went on to state, "This action would be based on the reported incident your past behavior, and your disregard of warnings."

The administration had charged Skomoroch with violation of the Interim Guidelines on Demonstrations which can carry a penalty of suspension or expulsion.

Although a case which involves these penalties is supposed to be heard by a College Board on student discipline (RICOL, pp. 28-29.), The Administration ignored this procedure and illegally allowed Dean McCool to act as judge. Faculty members of the American Association of University Professors and the American Civil Liberties Union, supposed watchdogs of student rights on campuses, have failed to protest the administration's disregard of regulations. Only Skomoroch's threat of bringing legal counsel into the affair seems to have saved him from more serious consequences.

Faculty Inaction

Dean McCool's letter, which is a rather muddled job, says that Skomoroch's action did not justify dismissal or suspension. His

conduct did, however, according to McCool "appear to be purposefully interruptive and rude." It should be remembered that Skomoroch's alleged disrupting occurred in the question and answer period, not during the body of the lecture. Can Skomoroch be charged with disrupting a lecture because he asked questions and fired allegations during the period that followed the lecture? As to being rude, which he was, the RICOL states (p.7): "... student expression should be given the widest possible freedom and should not be censored or restrained on the grounds that it is distasteful of embarrassing to those in authority or detrimental to public relations." This statement, as well as the rule on the use of a College Board of discipline, were drawn up by the Col-

lege Faculty Council. But it would be too much to expect the faculty to enforce their paper rules when it comes to a student being penalized.

Implications

Dean McCool stated explicitly that if Skomoroch is ever convicted of disrupting a lecture (again?) he can expect disciplinary action. Judge and jury McCool goes on by saying the disciplinary action will be meted out not only on the merits of a specific case but also in light of past behavior. How can he use past experiences against a student when Skomoroch has never been clearly convicted in those instances? But what matter is right and wrong when a student's rights are involved?

I remember a case where a student felt that she had re-

ceived a grossly unfair grade. When she brought her gripe to a certain administration official, she was told her complaint was untenable in view of the professor's known competency and professionalism. That was the end of her complaint. (Excuse the digression, but it brings out a point.)

So Skomoroch is left holding the bag, or rather we students are left holding the bag. Remember: when attending a lecture never question the speaker too closely because he must be telling the truth. If by some out of the way chance you are in possession of contradictory evidence, do not under any circumstances reveal it; you might shake the foundations of this open-ended educational system.

Minnesota Orchestra To Appear at RIC

In 1903, the Minneapolis Symphony (now the Minnesota Orchestra) — one of the top ten major orchestras in the United States — was founded. Now in the forefront of fine musical ensembles, its rise closely parallels the cultural growth of the great Midwestern states, in which it has played a major role. Noted as one of the most widely-traveled symphonic organizations in the country, it has brought an appreciation of fine music to communities all along an ever-increasing route. Its initial tour in 1906 took it to a few cities near its home area. It now plays annually to some 420,000 patrons at 135 concerts on tour and during its regular season at Northrop Memorial Auditorium on the University of Minnesota campus in Minneapolis.

Among the noted conductors who have helped to mold this exemplary American orchestra are Eugene Ormandy, Dimitri Mitropoulos and Antal Dorati. The present conductor Stanislaw

Skrowaczewski is a brilliant musician, who, in his seven years with the Orchestra, has affixed his own unique stamp on its sound. His emphasis on contemporary music has enhanced its reputation as one of the country's most progressive orchestras.

Skrowaczewski is a former musical director of the National Philharmonic of Warsaw, Poland, and has scored tremendous success in guest engagements throughout Europe and the United States. In 1964, he served as co-conductor with Eugene Ormandy during the Philadelphia Orchestra's Latin American tour. Guest appearances with that and other leading U.S. orchestras during subsequent seasons have added to Skrowaczewski's lustrous reputation.

The distinguished musicians who make up the noted Minnesota Orchestra perform with the united purpose of giving audiences the opportunity of hearing the world's great music played superlatively. In the words of Harold C. Schonberg, music critic of the New York Times, it "remains one of the country's best orchestras."

Review

'Don't Turn The Lights On, We're Just Getting Started'

by Bette Reed

A film showing the joy and happiness of people together and loving one another as people, while the words, "We should be together," blared forth, was the entrance of the Jefferson Airplane at Walsh Gym. The film showed people enjoying life, dancing, laughing and smoking while one single light spotlighted the American flag on the wall. It appeared that many of the scenes in the flick were taken at the festival in Woodstock where the Airplane appeared this summer. The song, recorded previously, urged people to be together against the war.

The film ended and a massive light show of swirling colors, shapes and designs started at the Airplane walked on the stage. If they were trying to give any impression at all, it was one of aloofness as Gracie Slick walked to a microphone casually smoking a cigarette and burst into the song, "We Can Be Together," which had been just played on tape. Sadly enough, the tape sounded better than the actual live performance of the group.

As the Airplane did their songs



— Photo by Bill Carberry

Airplane

including their million seller, "White Rabbit," the crowd gave them an enthusiastic response after each number. Several times Gracie urged the crowd to get up and dance to the music, which they did, but one wondered if most of them did it as a spontaneous reaction to the music or as a result of the uncomfortable seating arrangement caused by the overcrowdedness in the gym.

Gracie Slick was to many a great disappointment. Clad in thigh-high black boots, short black skirt, and a black see-through crocheted top, (which had two strategically placed pockets) she sang song after song, without the feeling she usually portrays. It appeared that she really didn't want to give herself to the audience. Granted she spoke to the people directly in front of her, played with the balloons they threw at her and squashed a peanut butter sandwich into a speaker, but when the song was one where she could have really put some feeling across to the audience, she turned her back on the crowd and sang instead to the members of the group itself. Although Gracie has a nice back, many in the front would have preferred to see her face or at least the

front of her. She did face front one time when someone accidentally turned the lights on and retored, "Don't turn the lights on, we're just getting started."

The music was, at the most, hypnotizing, and you felt drawn to the Airplane. However, the music came too loud and the voices were drowned out in many of the songs by a very loud lead guitar. If they could have turned the guitars down, the audience would have heard some great voices portraying some beautiful thoughts instead of great music and distorted voices.

The crowd leaving the concert was one of mixed emotion. There was not that general feeling of happiness that usually follows such a performance. It was due to many things. Some people were in obvious discomfort due to the positions they were in during the concert; others did not like the heavy sound and others were generally disappointed by the emotion the group failed to get across. Yet there were a great many people who really enjoyed the music and were soaring on the sounds of the music. But whether or not you enjoyed the show was your state of mind and the sounds you enjoy. Next Week—An interview with the Jefferson Airplane.



— Photo by Bill Carberry

Airplane audience

Treat yourself to a quality British pen...

the Mable fountain pen by Osmirroid

superb old-fashioned quality...

at an absurd old-fashioned price!

ONLY \$3.00

Available at your college bookstore.

On Teachers Situation:**STILL MORE . . . Thoughts****To the Anchor:**

I would like to point out some inaccuracies and omissions in Dean Shinn's account of the dismissals in the English Department.

I was **not** notified in December that there would be no position for me at this college next year. Quite the contrary. I was assured verbally in December by a leading member of the English Department curriculum committee that I had nothing to worry about, that I needn't be concerned over my one-year contract because "we're all on one-year contracts," and that I should not apply for another position. I was also encouraged to put my name in for an opening here in Milton and the Seventeenth Century. Although it was definitely known well before this time (as Dean Shinn's statement indicates) that the curriculum revisions would eliminate several positions, the committee said nothing whatever about this effect at departmental meetings. I was actually invited to a group interview in Dean Shinn's office, together with three other colleagues, during which I was asked how I liked the college, if I had any complaints, would I like to stay, etc. and was told that the college would be hiring forty new faculty.

It was generous of Dean Shinn to inform us "well in advance" of March 1 (the actual date was February 11) that we are on the way out, but had I been told as early as his letter implies, I would certainly have attended the December MLA meeting at which most of the hiring in my profession is done. I would also have had two additional months to get together with other colleagues and students and prepare a defense of our common interests, a consideration which I am sure weighed more than lightly in the decision to grant us the boon of such an early notification.

What the "temporary" instructors received in December was a letter stating that only three "temporary" positions would be available next year, and inviting us to apply for three additional openings in areas of literature before 1800 for which we felt qualified. Our contract terminations must be seen in the light of the following facts: a) there are openings in English at the assistant professor level, one of which is in an area of my competence; b) several candidates have come here for interviews, one of them only four months closer to the Ph.D. than I am; c) the college stated in writing last December that there would be three "temporary" instructorships next year, only two of which have been filled. Presumably, the college is committed to filling the third one from among its present staff, since Dr. Estrin and Vice-President Willard have now stated in writing for the *Anchor* that we will be given first consideration for any positions at the instructor level. d) Dr. Willard has also acknowledged, in writing, in a memo to all Deans and department chairmen, that the terms of our employment were vague.

Since the college has admitted this much, and since it is obvious that openings exist, I call upon the administration to rectify its mistake and fill those openings from among its present staff of qualified teachers. Only this action would begin to repair the damage that has already been done to our personal lives.

Stephen T. Butterfield

Dear Anchor:

I am writing in regard to Mr. Butterfield's letter *Anchor* (March 18). He has brought up six very valid questions. I've discussed these questions with many people and not one of us has been able to find answers.

The administration should answer these questions themselves before they dismiss these "temporary" instructors. It's upsetting to think that any teacher who is liked by the students should be fired. It seems the only way for an instructor to become "permanent" is to be disliked by his students.

It is clear to see that student evaluations were useful in determining who stays and who doesn't. Any teacher having a low rating is here to stay. Why did the Senate bother to sponsor evaluations since they obviously had no effect on the administration? Well, one good thing about the evaluations is that students will get to pick the highest of the low rates.

Paulette Lefebvre
Member of
executive board '73

Dear Editor:

I am an English major who had the good fortune of joining one of Mr. Butterfield's sections this 1970 semester. I have found him to be the best instructor I have this semester and who I probably have had this year. He is open-minded, and his classes are always extremely interesting. It is not one of those classes one sleeps through. One learns interesting facts during the entire fifty minutes spent there.

I have to admit that I am not familiar with the other instructors who will be leaving. However other students who have been instructed by several of them tell me that they are also highly regarded.

Mr. Butterfield raised some very important questions in his letter to the *Anchor* (March 18 Issue). Why couldn't curriculum revision take in mind present faculty? If the student body shows they favor certain instructors, shouldn't they be retained? Why weren't letters of assurance sent to the English instructors that they would be contacted first if vacant positions occurred under the new curriculum?

It is my belief that student desires have been ignored, concerning this issue and that something should definitely be done about this. Just exactly what are the facts, Dear Administration? and couldn't you try a little harder to keep these better faculty members here? Why give some of our most potential members to another school?!

Respectfully,
Janice Becker

**An Open Letter to those Who Urge
"Keeping the Faith"**

by Charles S. Cushman

Mr. Butterfield and I have pointed out in the past two issues of the *Anchor* that the positions we, and no doubt others, were hired to fill were purposely made vague. The letters written by Drs. Willard, Shinn, and Estrin for public consumption have attempted to say otherwise. But what they have publicly stated in unison is at odds with a memorandum recently sent out (March 25) to all chairmen and deans by Dr. Willard.

This bulletin, which is printed in full below, is an admission that our claims are valid. It is done, of course, behind the administrative veils since such an admission, if made known to the student body, would bring into question the credibility of other administrative statements made in the *Anchor* and the *Providence Journal*.

March 25, 1970

To: Deans and Department Chairmen
From: Charles B. Willard
[His initials follow.]
Subject: **Contract Specifics**

Current complaints of faculty notified of non-retention indicate the need for us to be as clear and specific as possible in our written contracts to newly hired faculty. We must make sure that the contracts give precisely the terms and limitations of the appointment. Of course there should be understanding between the department chairman and the faculty member at the time the terms of the contract are agreed upon, so that the written contract will reflect all agreements.

I ask that each department chairman in submitting recommendations for appointment to his dean include all pertinent specific details. In the instance of temporary appointment, please indicate:

1. The fact of temporary appointment.
2. The inclusive dates of the term of appointment.
3. Rank.
4. The specific reason for the temporary appointment, e.g., to fill sick leave vacancy, to fill sabbatical leave vacancy, to take care of student overload for one semester.
5. Rate of academic year salary.
6. Information on education and experience common to all contracts.

May I remind you, too, that on contracts for new faculty who are expected to continue, it is essential that the time granted towards tenure for previous service be included. The **Faculty**

Manual provides the standards for determining this time.
CBW/mmk

This is not so much a request that future contracts be clarified (chairmen, being chairmen, should know how to conduct hiring procedures) as it is a chastisement for their having taken liberties with people's contracts in the past in order to better meet budgetary necessities and departmental needs. To give due credit to Dr. Willard, however, his request at least will be of value for those to come. Yet what about the college's obligation to those whose lives have already been disrupted on account of these admitted ambiguities? It would seem only right that those who have been misled should be reinstated, that Dr. Willard's statement should be retroactive.

Perhaps the agnostic *Anchor* editors will find in Dr. Willard's closed letter facts enough for them to take a stand. If they expect the administration to publicly retreat from a commitment to such an expedient and exploitative device as the "temporary" instructorship, they will have to continue sitting on their fence for a long, long time. Where it is profitable for some to continue keeping the faith, how can we expect them to clean up the mess their faith has put us into if we do not first take the initiative?

But if more is needed to convince you, let us examine some of the ambiguities and discrepancies that exist between one of the administrative statements made (they were purposely all alike anyway) and what, in fact, is the truth.

Dr. Estrin, after he refers to the effects of curriculum revision (forty fewer sections), says in his letter, "Therefore, the Department will not have positions for those people" appointed to "temporary" contracts. If this is the case, (1) why have two new people been hired by the English Department and (2) why is the Department seeking to hire a number (six?) of others?

In the next sentence Dr. Estrin writes that "each of those instructors knew at the time of his appointment that he was on a one-year appointment . . ." Every non-tenured faculty member is "on a one-year appointment." But one has verbal assurances of a longer stay if he performs satisfactorily. Mr. Butterfield, for one, was told so; and Dr. Willard's statement bears him out.

But Dr. Estrin's sentence continues: "Each of the instructors knew . . . that he was filing in for a member of the Department who was away for the year . . ." Yet the facts are otherwise for how can nine teaching units hired to "temporary" contracts

physically fill in for only six teaching units who are on leave? The following have "temporary," fill-in appointments: (1) Mrs. Norma Francis, (2) Mr. Richard Bedrosian, (3) Mrs. Judith Mitchell, (4) Miss Judith Katzin, (5) Miss Mary Lyons, (6) Mrs. Jean Price, (7) Mr. Stephen Butterfield, (8) Mrs. Elizabeth Resnikoff, (9) Mrs. Mary-Lou Schenck, and (10) myself. Since two of the above (Nos. 3 and 9) have part-time teaching loads, consider them as comprising one substitute unit. The following are or have been on leave during the academic year: (1) Mr. John Salesses and Dr. Lillian Bloom (the former was on leave the fall semester, the latter is on leave this spring; together they comprise a one-year leave), (2) Mrs. Sarah Frerichs and Dr. James White (same qualification as the preceding pair), (3) Mrs. Shirley Mulligan, (4) Mrs. Carolyn Lenz, (5) Dr. Nancy Sullivan, and (6) Mr. Winfield Scott. Apparently the English Department has a low aptitude in mathematics. What about the extra three "substitutes"? Not only has the Department forgotten that instructors are people but they have also made three units into non-entities.

Then comes Dr. Estrin's grand conciliatory gesture: he has written a nice "letter of reference" for "every instructor who has asked me to do so." Some gesture! Some consolation! But for him to allude to this formality also serves to remind all of us who might speak out that, since one is greatly dependent upon letters of recommendation in his enforced migrancy, such a letter should be in our practical consideration before we choose to act. In other words, "Keep the faith, baby, and move quietly and in an orderly manner through the revolving door."

Those who urge others to keep the faith, who have as their end the stability of "what is" and the obvious flaws therein contained, they are the "obstructionists." Those who should be considered "loyal" are those who believe in the possibility of change, of improvement, of justice, and accordingly act.

A final note: It has just come to my attention that, because of what has happened to Mr. Butterfield, many influential members of the graduate faculty at the University of Massachusetts will now advise their graduate students seeking positions against applying to the English Department at Rhode Island College. I am concerned for the reputation of my college: I wish more faculty in my department and more students were as well.

Charles S. Cushman

To the Editor of the Anchor

As a student and a member of the college community I feel compelled to answer the letter — viewpoint — of Mr. Steven Butterfield. I shall proceed point by point in reference to his letter in the last issue of the *Anchor*.

First, the college rank is "instructor"; "temporary" is a modifier, explicit in intent.

Second, in discussions with faculty members one learns that all contracts are for one year, all therefore "temporary" until tenure is granted.

Three, where was Mr. Butterfield all year? Even the least aware freshman entering the college in the fall had to become cognizant of the curriculum revision. Meetings and hearings, reports and criticisms have been publicized to the students and faculty for months.

Four, on reading the faculty manual (not a sacrosanct document, but available to anyone — even a student to read on request) which all faculty receive at the beginning of the year, one learns that in item 3.7.2 that a faculty member who has "served as such for three years may... be granted a leave of absence for the purpose of pursuing graduate study" and in item 3.7.5 that "A member of the faculty who has served as such for at least six years at the rank of assistant professor or above may... be granted a leave" designated as sabbatical leave. Obviously, no first year instructor is granted or considered for leave; neither is any faculty member guaranteed leave. Should someone have "told" him this when it was clearly stated in writing in a manual all faculty are given and requested to read?

Five, one sympathizes with his "human" problems, but these are his problems and ones that anyone might face when "temporary" employment ceases.

To answer the questions he raises:

1. If any curriculum had been designed to accommodate faculty and not to meet the intellectual needs of students there surely would have been hell to pay from the student body. The new curriculum, in theory at least, will make "full use of talents and qualifications of present faculty," although obviously no guarantee of making "full use" of all the present faculty could have been made before knowing what the new curriculum would be. Priorities — the students and change from the archaic — not the keeping of temporary faculty were considered.

2. Decisions to retain and discharge logically also involve priorities. Look at the list of English department members. Ask some questions about tenured members. People on tenure cannot be discharged without cause and investigation of charges. Compare and contrast those without tenure. Even if it were granted that all non-tenured people were equal, logically those hired who consented to and accepted one year fill-in appointments and who have only been here one year would go first. Life is life.

3. The students "desire to retain" teachers (how many stu-

dents?) cannot be a basis for curriculum revision. Repeat.

4. What is professional security? No non-tenured instructor is guaranteed security. What job guarantees security? Again, the official rank is Instructor, the adjective "temporary." And the March 1 requirement (stated in the Willard letter) was met. Further, **no instructor is ever** on permanent appointment, for no instructor (anywhere) receives tenure.

5. What point is there in issuing a "yes, we'd like to have you if we had a job but we don't" letter? Even Mr. Butterfield says this would be humoring the instructors. To what purpose?

6. The students have had a voice in the new curriculum determination; on the Curriculum and Curriculum Revision Committees. But the mass of students have been negligent in their responsibilities — asking questions after reports came out and without reading them. To my knowledge all departments on campus have curriculum committees for working on changes. The English department has both a faculty and student committee. Decisions have not come "from the top" in the departments but have been based on committee recommendations. And perhaps faculty like students have not always read proposals or the curriculum committee report. And, about student comment — why not ask the student committees if they have been disregarded. I don't think they have; of course, not all student comments will be followed, since no one can win all of the time.

Further, if all revisions were "democratic" (does he mean pure democracy?) then we'd never get revisions. How many students vote in student elections? If RIC students can elect a dog to a governing position what would they do with the curriculum? But if representative democracy means anything then the revision operated within logical limits. Representatives — faculty and students — worked on it and voted on it. And really, not everyone will be fully satisfied all of the time.

Finally, what "control over the material conditions of their own lives" does Mr. Butterfield practically suggest. Students and faculty both were asked for clear suggestions for the curriculum. Few responded. Both were asked for responses to proposals. Few read the proposals. A lot complain without knowing what they're complaining about. If "material" means money — well, we're all bound, if not self-employed, to conditions set by employers, whether in a factory, a store, or a college. When we accept the conditions of employment we acquiesce to those who have set them. Factory workers, secretaries, cooks, engineers, etc. — anyone who accepts "temporary" employment knows what the term means: when the need is over the job is over. One would think college professors would understand the meaning of the term. Students know what it is to be "laid off" or to "lose" a job when employers have stipulated that a job will last only so long. It's not pleasant. A lot of things in life aren't pleasant. How pleasant to think

that we would be guaranteed an A for a course because we did a lot of work, to think that a freshman in a senior seminar should get an A because he spent as much time as a senior (perhaps more experienced and knowledgeable). Everyone has to be evaluated, but evaluated on the basis of what the demands are that have been stipulated.

It seems that on this campus people are being too much concerned with "us" and too little concerned with "they". "They" (those who administer — that's their job) are not necessarily the enemy. "They" have to make decisions based on need, money, qualifications, etc. They have their boundaries set for them. They may not like to make the decisions they do (who really wants to non-reappoint (fire) someone? Temporary is temporary. I'm sorry someone has lost a job. But please, let's not confuse issues. Nothing unethical has been done. There is no one out to make people unhappy. No one has been misled. It's a question of supply and demand; the

English department is supplied with more people than the demand, someone has to go.

Something else — I'm beginning to think that faculty ought to fight their own battles. In too many places, not just RIC, whenever a faculty member has a gripe he goes to the students. Isn't it being overdone?

Sincerely,
Joe Alunni '71

Housing

(Continued from Page 1)

Dates and times will be published.

Students not presently living in a residence hall, but who would like to should submit a written request to be placed on the waiting list. These individuals will be notified when a room is available. They will be considered after incoming freshmen requesting a room have been accommodated.

We Want You To Join Our Church
As An

Ordained Minister

And Have The Rank Of

Doctor of Divinity

We are a non-structured faith, undenominational, with no traditional doctrine or dogma. Our fast growing church is actively seeking new ministers who believe what we believe; All men are entitled to their own convictions; To seek truth their own way, whatever it may be, no questions asked. As a minister of the church, you may:

1. Start your own church and apply for exemption from property and other taxes.
2. Perform marriages, baptism, funerals and all other ministerial functions.
3. Enjoy reduced rates from some modes of transportation, some theaters, stores, hotels, etc.
4. Seek draft exemption as one of our working missionaries. We will tell you how.

Enclose a free will donation for the Minister's credentials and license. We also issue Doctor of Divinity Degrees. We are State Chartered and your ordination is recognized in all 50 states and most foreign countries. FREE LIFE CHURCH — BOX 4039, HOLLYWOOD, FLORIDA 33023.



POOL DRIVE

APRIL 11

For Children's Center

Downtown Providence, Midland Mall

HELP NEEDED — if interested contact Jean Powers, student mail. — WE NEED \$20,000.00

Help us get rid of the Peace Corps.

The ultimate goal is simple. To help the emerging nations get to a point where they no longer need our help.

We may be the only government agency whose official policy is to eliminate itself.

If you are a senior education major and minor interested in getting rid of the Peace Corps, see the Representative who will be on campus for Career Day, Tuesday, April 14.

The winner

Action's her game. She's ready to go; to be a part of what makes life fantastic. And you can bet Tampax tampons are part of that life. Internally worn Tampax tampons. For comfort. For action. For the winner.

DEVELOPED BY A DOCTOR
NOW USED BY MILLIONS OF WOMEN
TAMPAX® TAMPONS ARE MADE ONLY BY
TAMPAX INCORPORATED, PALMER, MASS.

Lowest Price On Gas

Vinnie Duva's Esso Station
435 MOUNT PLEASANT AVENUE

SAVE 3¢ A GALLON

ESSO REGULAR at 30.9
ESSO EXTRA at 35.9

SAVE — — SAVE

**BLOOD, SWEAT
AND TEARS**

**IN CONCERT... SUNDAY, APRIL 19th,
3:30 to 5:30 at Meehan Aud.
Brown University, Providence**

all seats five dollars

Tickets available at door, or by mail:
c/o CONCERT COMMITTEE
BRYANT COLLEGE
154 Hope Street
Providence, R. I. 02906

Tickets will also be sold at many
campuses throughout the area.

Look for B.S.&T. posters on your
campus for more information

Sponsored by Bryant College

"Have You Seen The Little Piggies..."

(George Harrison)

By Brian Mulvey

Sitting in Donovan, watching wasteful people, talking to them, talking to various people in a position to do something about it, and through various reactions to my "letter to the editor" a few weeks ago. I think I've come to the root of the problem — a combination of attitudes.

First, there's the "freeloaders" principle (this seems to crop up when you start talking about a table for the unusual food) the theory being that "no one is really that hard up" (actual quote). "These people are just to cheap to buy food" says these poor sheltered holders of the "freeloader" philosophy. It's sad to say, but some people are that hard up. Get away from your little cliques and go find out for yourselves. Maybe you can't see it but, truthfully, when was the last time you looked.

Second, there's sympathy for Donovan Dining Center maybe losing money (no need to mention who was the most sympathetic). The holders of this belief say that no one would buy what you could get for nothing. For many reasons this doesn't hold. If, in fact, the person isn't too proud to use the table, it's doubtful he could get exactly what he desired, because a hot meal wouldn't even be there. Also, regulations of who eats from the table by those near it could prevent a lot of this. Also,

I believe it would save the Dining Center quite a bit. The way it is now, every time one eats something for nothing (through meal card holders, or other meals), it is costing the Dining Center double. First, the fact that it wasn't paid for, and second, the fact that the same food has just been thrown away somewhere else. If that food being discarded could have been put to use, the Dining Center would not be paying for the other food that was taken.

Dear Donovan: My plan saves money!

Next is the problem of people bringing food to the table to feed friends. Beside the fact that it is done now, and the meal card holder is only taking what he deserves, has paid for, and no more, this would probably not even have to happen. Seeing how much food is wasted now, I would bet that no food would have to be intentionally brought to feed someone. That table would be so stacked with edible food that by the end of the day you would still be throwing it away in disgusting amounts. Then there's the beautifully selfish attitude, "If they can get it for nothing, why should I buy it." 1. What would "they" get? Probably donuts and salads and pies not very nourishing, but enough to be filling. 2. You pay anyway, my dear. "Under the absentee meal system, meal card holders can get a four dollar

meal (at regular prices) for about \$2.00. A meal which probably only cost \$1.50 apiece, even if every possible card was used. And what isn't used is thrown away and believe me, holder of misguided mind #4, you are paying for that.

The last point is the saddest one, in my opinion. It sort of overrides and is mingled in the rest and is aimed particularly at dorm residents. It's the attitude that allows waste at all — privilege. "I paid for it, it's my privilege to do what I want with it." This is true, to a point. No privilege could possibly justify the amount of waste that occurs daily, however, you have the right to use it, but you don't have the right to abuse it. I'd just as soon see so many people not take the food in the first place as to leave it on a table. Out o fhabit, you fill up your plates, whether you're hungry or not, and walk away leaving a full plate. Please learn the value of food. Please take only what you fully intend on putting to use.

So, in conclusion, since all other attempts have failed, I go directly to you to solve your own problem. There will probably be hassles in setting up an unused food table, but it will be done. Watch for a sign on a table somewhere, or simply word of mouth, but most important of all, work for a change in attitude.

See Europe This Summer

FLY PAN AM 747

THREE GREAT FLIGHTS

#1 June 9 — September 1, Only \$235.00
Boston — London — Boston

#2 August 11 — September 7, Only \$192.00
Boston — London — Boston

#3 August 11 — September 8, Only \$196.00
Boston — Paris — Boston

Open to students, faculty, staff, alumni and families of the three state colleges.
A 10% deposit reserves your seat. Seating is limited, so write or call today for your contract.
Tours also available from \$5.00 a day
Trips arranged by Alysworth Travel for the Rhode Island College Board of Governors.

Write or call: BOG European Flights
Student Union, Rhode Island College
Providence, R. I. 02908 — 831-6600, ext. 475