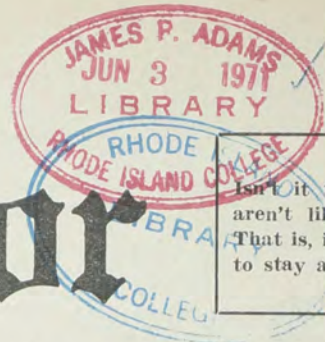




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Isn't it too bad that finals aren't like draft physicals? That is, if you flunk you get to stay alive?

VOL. XLII, No. 27

RHODE ISLAND COLLEGE

Wednesday, May 26, 1971

Dean of Drexel Criticizes Lamarea

Stephen L. Yale, Dean of Students at Drexel University in Philadelphia spoke at 2 speech classes last Thursday on **Speaking Out** and **The Logic of Speaking Out**. Both speeches dealt with personal responsibility and public accountability when one speaks out. Dean Yale during his speeches questioned Joseph Lamarea's "accountability" in re-

gard to his park-in suggestion, calling it a "demagogic utterance" and "irresponsible because of what would happen if people not in my shop towed away cars." Mr. Yale asked if Joe Lamarea could afford to pay for cars being towed and any damages that might occur to them in the process. "He might say this in a dorm, at a party but . . . to say it in public makes it a social utterance and slightly different." Mr. Yale concluded his speech by suggesting that when one speaks in private or public, one should speak as though he or she will never have this chance to do so again.

U.S. Rep. to Speak at Graduation

United States Representative Robert F. Drinan, the first Roman Catholic priest to be elected to Congress, will give the commencement address at Rhode Island College Saturday, June 12.

The Massachusetts Democrat, who was former dean of Boston College Law School, will also receive an honorary doctor of laws degree at the morning undergraduate ceremony.

Because of the large number of students who will receive degrees this year, a separate ceremony for graduate students will be held Friday evening in Walsh Center. The Saturday commencement will take place outside at 10, weather permitting.

Father Drinan, who for the past three years has been editor in chief of "Family Law Quarterly," has been vice president of the Massachusetts Bar Association and chairman of its committee on the administration of justice, as well as that on family law.

He was also a member of the national executive committee of the American Judicature Society and chairman of the family law section of the American Bar Association.

Father Drinan is the author of three books, "Vietnam and Armageddon," published in 1970; "Democracy, Dissent and Disorder" and "Religion, The Courts and Public Policy."

The 50-year-old Boston native, who represents the Massachusetts Third District, was for eight years chairman of his state's advisory committee to the U.S. Commission on Civil Rights.

In 1966, he was elected a Fellow of the American Academy of Arts and Sciences.

Father Drinan, who was ordained a Jesuit priest in 1953, received both a bachelor's and master's degree from Boston College, and law degrees from Georgetown University Law Center. He was awarded his doctorate in theology from Gregorian University in Rome.

He studied in Florence, Italy, before becoming dean of Boston College Law School in 1956.

Nine-Week Summer Session

Rhode Island College will open its first nine-week summer session June 21, with an expected enrollment of 3,100 graduate and undergraduate students.

Dr. William A. Small, summer session director, projected the figure based on early student registration the first week of May and mail registration, which will end June 4.

Classes will run from 8 a.m. to 10 p.m., with three new evening time slots: 4 to 6, 6 to 8 and 8 to 10 p.m.

"The lengthened summer session program" said Dr. Small, "will give the student an opportunity to earn more than the six credits he normally received in the past, which in many cases forced him to register elsewhere for additional desired courses."

In addition to the 200 courses offered during summer session, 21 specialized workshops are scheduled.

Among them: a three-week workshop in practical archaeology which will involve an off-campus dig; a second black studies institute for teachers, a workshop on the aging conducted by the sociology department and the Rhode Island Division of the Aging, and two workshops in industrial education, the first to be held in the state.

The 124-member faculty will be assisted by 23 visiting teachers, including Thomas S. Estes, former ambassador to Upper Volta; Lawrence Fearon of the University of Rochdale in Lancaster, England, and Dr. Raymond Corsini, director of the Family Counseling Center in Honolulu.

A newly-published catalog listing complete information on course offerings is available from the Records Office, Roberts Hall, or the summer session office, Gaige Hall.

Inconvenience:

An Interim Report

By Stephen LaRocque

This article was inspired (some would say precipitated) by a forum session of May 13th called "The Campus as an Eco-System." From the outset, you should know that when people get involved in serious talk about the present state of their environment, they become very gloomy characters. In this case the gloom was visibly augmented by the fact that only two students (as opposed to four faculty members) were present at the forum, on a day when student input was being emphasized.

Another excellent vehicle for gloom is any attempt to speak and think in terms of long-range planning, using statistical predictions that will be fulfilled ten or twenty years from now. Since the future for all public institutions involves increased strain on available resources (material and human) and growth by necessity instead of choice, it's very easy to work up a case of long-range despair; and the key item of despair is in the title of this article. Think of your sitting and standing space, your driving space, your privacy space being pressed, not by modest increases in student population, but by doubling and tripling of numbers, and you'll begin to think in terms of inconvenience.

There are, of course, many aspects to the inconvenience that could await us in the near future, and some are not directly under our control. The appalling amount of waste that a college generates obviously taxes landfill and sewage treatment facilities, but we may not notice that our disposal activities have overburdened these systems until some of the uglier forms of associated health menaces come back to haunt us. In such cases we can usually point with justification to some other source of the mischief, for example, our quaint custom of combining storm and municipal sewer systems, which often necessitates dumping raw sewage into waterways when rainfall exceeds a given limit. As you can readily see, a very ugly form of inconvenience threatens to catch up with us; however, in this case, just as others helped create the problem, others will share the consequences.

But we also create many of our own inconveniences on the college campus, and we're very efficiently laying the groundwork for our future frustration. Consider our various modes of transportation. Now we have decided (or it has been decided for us) that RIC is a commuter campus. It might be reasonable to expect that students at a commuter college would be fairly efficient in the business of commuting; unfortunately, it isn't

so. In fact, it would be hard to imagine a more disjointed, costly, self-frustrating commuting system than the one we are currently pursuing with all the misguided energy available.

Whether I can persuade you to accept that statement depends upon your views concerning the present state of the activity known as American driving; I personally regard it as a social and economic disaster. Our cars are flimsy for the most part, with bumpers that fail to give protection on impact, even at 5 m.p.h. They burn fuel by an extremely inefficient method — explosion — and give off pollutants from incredibly overpowered engines that waste oceans of gasoline. They are manufactured by companies that have been insensitive to pressing needs for improved safety design and which have been brought to court on charges of conspiracy to delay implementation of pollution control improvements. They are exorbitantly insured by companies that

settle claims in erratic fashion, then raise their premiums. And they are operated by drivers that are, for the most part, badly tested and even more badly re-examined (if at all). About the only efficient aspect of our automotive circus is that we manage to kill off 50,000 or more of age to kill off 50,000 or more fellow drivers each and every year.

I doubt that I would be able to bring you to my point of view about all these characteristics of automobiles; however, I will ask you to agree with me that one American car, with one American driver in it, represents a demand for space, I will further ask you to agree with me that a car with no one else but the driver in it is a car with space wasted. The reason isn't important, but the fact is. Almost every car made has at least two, probably four, and possibly six places for passengers; therefore a one-passenger car has wasted space. Agreed?

Now, when space is taken up
INTERIM Page 3



"... we're very efficiently laying the groundwork for our future frustration."

Letters to The Editor

Dear Editor,

My failure to understand the difference between tenure and classroom competency forced me to write this letter. It seems to me that classroom ability must not be sacrificed for the salvation of outdated tenure. In particular I wish to address myself to the non-renewed contract of Doctor James Mignard.

There is no finer professor with fresh freedom-gear ideas than he. Unselfishly he offered, and continues to offer, an air of independent thinking in the classroom. His office — even his home to some — has provided help in needed times.

I see this situation as an obliteration of the idea of student-gear courses. He rejects the structured classroom and the subject-oriented course, both of which are hindrances to the student, yet still exist here at Rhode Island College.

It was never my intention to slight those professors who have met the needs of students. My only concern is that professors who have the student's best interests in mind remain on this campus.

Sincerely,
Kathleen Colaluca

* * *

Dear Editor,

I am taking this opportunity to congratulate the winners in the recent Senate and class elections, and to thank the members of the class of 1974 for their support in re-electing me to Senate. I see next year's Senate as possessing a golden opportunity to institute many of the changes that students have requested, and I hope that all members will take it upon themselves to work towards achieving these ends. I know that I will try to the fullest to help bring about these changes, and I hope the efforts of my fellow Senators will be as dedicated.

Sincerely,
Senator Class of '74
Harry Roll

Class of '73:

I wish to thank all those who voted for me during the recent class elections.

As your senator, I will work my hardest to represent you in Senate; and I am looking forward to hearing any suggestions or comments you may have.

Again, thank you.

Sincerely,
Janice Mattson
Senator-elect
Class of '73

Dear Editor,

I wish to take this opportunity to thank the members of the Class of '74 for their vote of confidence in the recent Senate elections. I also wish to congratulate all other elected class and Senate officers in the hope that they will take a **positive** and **active** stand toward student government at Rhode Island College.

I look forward to a productive year as Senator from the Class of '74 and as Chairman of the Board of Directors of Board of Governors. I call upon all members of the college community to CARE about RIC and what goes on within its walls.

Lastly, I wish to thank the President-elect of Senate, Joe Lamarca, for his confidence and trust in me during the past few months. I am sure that he will provide the necessary leadership in giving Senate a position of respect on campus that it is presently lacking.

Respectfully,
Larry DiRocco
Class of '74

The Final Exam Jitters

(Copyright Newsweek, Inc., May 24, 1971).

Psychiatrists have long known that one good way to overcome a patient's anxiety about a dreaded future event is to get him to act out the situation he fears will in advance of the reality. Now a psychologist at the University of Rhode Island has applied much the same technique to students confronted with the imminent reality of final examinations — an event which for some can produce butterflies in the stomach, feeling of inadequacy, spells of dizziness and concomitant failure to do as well as they could in their exams. In the process, this benefactor has discovered that he can literally frighten some students out of their final-examination jitters — and just possibly onto the dean's list as well.

Dr. James Prochaska, 28, conducted his experiments on a group of 61 students, all of whom appeared afflicted with extreme anxiety at the prospect of their final examinations. Pro-

chaska divided the students into groups. For one he played a tape recording describing the torment of students who found themselves unable to answer examination questions; for another, he played a tape that featured angry parents reacting to a student's failure, to the third group he played a tape describing a student's reaction to such unpleasant experiences as finding cockroaches in his bed. (The last tape was designed to help the students who heard it work out general anxieties, but was deliberately directed away from the subject of final examination.)

To Prochaska, the result seemed conclusive. Both of the first two groups — those exposed to the tape describing anxiety in the examination room and those who heard the expression of parental disapproval — showed marked improvement on both grade level and IQ scores after weekly sessions of the therapy. The third group, Prochaska notes, may or may not have worked off some of

their anxieties about cockroaches, but they showed little if any improvement in either examinations or IQ scores. Interestingly, the students who showed the most improvement reported feeling great anxiety than normal during the subsequent examinations.

Prochaska thinks this kind of therapy could prove even more valuable if given individually by psychiatrists rather than through valuable if given individually by psychiatrists rather than through tape recordings. "It wasn't as full a therapy as we could provide," he says. We know that individual therapy can be more effective."

teled and begin a new productive way of life. They come from southern California in their vans and beads, a full stock of health foods in the back. They come from the mid-West looking very fit and wary, perhaps Toronto is their first large city. They come from Florida, looking straight off the beach at Fort Lauderdale. And they come from New York, glad that Toronto isn't another New York. To these people Rochdale is eternally fascinating. One can hear the new residents in the elevators perhaps talking about "Nam" or Boston, and they get onto Rochdale and one on another usually says, "This wouldn't be allowed to exist in the States."

FREE SCHOOL

Page 4

Free School

For two and a half years, since September 1968, the largest, most complex, most unique free school in North America has been operating in downtown Toronto. Dubbed Rochdale College after the 19th century English pioneers of co-operativism, it is housed in an 18-story, \$5.8 million concrete monolith on the edge of the ivy-and-academe University of Toronto whose setting is consciously modeled after Cambridge University.

Over 800 people call Rochdale their home and for many it is their education, their total-involvement learning away from the stringent rules so often associated with education. Of course, to understand the original conceptions of Rochdale and to understand Rochdale as it presently is are not the same thing. Rochdale defies labels, as one writer put it, the way a faculty vending machine ejects coins.

Rochdale College was originally conceived as a place where education would be found that was an alternative to traditional forms of post-secondary education. Seminars, lectures and correspondence courses were all

scheduled to be. The original conceptions are remarkably dated now, considering it has only been two and a half years. The reality is that the college ran into a generation of youth alienated from almost all forms of education, and, concomitantly, an upsurge in drugs use that could not have been envisioned. But the idealism that started Rochdale is alive and kicking still and at least a few of the original aims are still visible. Rochdale still provides "an environment where individuals and groups of people can create their own educational experiences — experiences relevant to the individuals involved and fashioned by them in regard to both form and content."

The reality, if we can understand the use of the word in this context, of Rochdale lies somewhere in the myriad fantasies that have sprung both from proponents and detractors. And with due respect to the process of education, Rochdale College still functions as an institution of education. What is important is that Rochdale is constantly evolving within the guidelines that only those living there have set up; a building that stretches as far as possible

so that the limits of freedom might be found. Rochdale is like a free-fall through space. To see it is to believe it, or to rub eyeballs and wax disbelief. A hotel for freaks.

And to see it many come. It is estimated that perhaps as many as 10,000 people have lived at one time or another in Rochdale since its opening. When it first opened maybe a few dozen were American citizens; now they form up to one-third of the residents. Rochdale acts as an effective buffer for the young American coming to Canada, whatever the reason, and trying to adapt to a culture that really isn't all that different, but has enough differences to make it troublesome. And Toronto is a large city, over 2 million people, and making friends is not easy in big cities. Rochdale acts as a social mixing place.

To the disaffected avoiding the draft or deserting, Rochdale and Toronto are friends. Resource space has been given in the building to the Committee to Aid Refugees from Militarism, an obvious title for an obvious group that helps American emigrants to hurdle the red tape involving landed immigrant status so that they can get set-

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RINGS

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An Interim Report

(Continued from page 1)

(or air smogged up) by the one-passenger vehicles, the potential that exists for two, three, or four people from the same city (or neighborhood) to consolidate their transportation needs is abandoned; in place of that potential consolidation, we have doubling, tripling, and quadrupling of space demand and environmental harm.

At this point you are probably either ready to indignantly refute my implied assertion that most of our cars are one-passenger cars, or you are honestly wondering whether we indeed do most of our traveling to and from the campus without passengers. I wondered myself, and I decided to take a personal survey of our traffic patterns; the table of that survey is listed below. The driving population that I studied was obviously not limited to RIC students; faculty and staff members, workers and parents driving their children to Barnard were also included, so, if there is a problem, they too are a part of it. And there definitely is a problem. Nearly three out of every four cars that I observed had only one passenger; only one out of ten had more than two people in it.

Let's return to the idea of the space that is taken up by our rolling hardware. When our American automobile demands space, we use a typically American device for providing that space; at Rhode Island College, that device is the parking lot. Although it has been extensively used, some say that it hasn't been used extensively enough; heart-wringing tales of long walks to classes and ridiculous parking places adopted as last resorts have produced some extensive thinking about getting ourselves out of our parking space dilemma.

There seem to be three major proposed methods, two of them costly (either in terms of money or space or both), the third inexpensive but terrifying. (Naturally, I am totally in favor of the third.)

First, additional parking lots have been proposed — as many as three of them. Unfortunately, I am not going to mention any of the advantages of additional parking lots because I believe that, in a very fundamental way, there aren't any. However, there is one supposed advantage that deserves mentioning because it illustrates the desperate kind of illogic that we begin to use in thinking about our transportation problems. Whenever additional parking lots are considered, there seems to be a notion in the back of peoples' minds that more parking lots will get them closer to the buildings they want to reach. Stories about the far, far away parking place that someone had to settle with are commonplace, and "more parking space" is the tried and true answer to the problem; or, at least, it's one way to cut off a story that you've heard too many times.

But look at the present disposition of buildings; then look at parking lot distribution in relation to those buildings. You'll realize that there is almost no way to build parking lots of any appreciable size closer to any building without either sacrific-

ing the athletic fields or paving over the few aesthetically valuable pieces of land that we still have (such as the grove below the Student Union marked out for development as natural amphitheater). Put a new building next to a new parking lot on the campus periphery, and you will have an isolated building until growth fills in the space between. In short, nearly every possible location for new parking lots will be farther away than the previous one. At campuses with extremely large car populations, many parking facilities are so far away from buildings that shuttle bus services are required. Make no mistake, folks, that's the direction we're heading.

Another parking lot problem comes into play when one considers construction and maintenance. Our asphalt gardens do not appear on command, nor do they take care of themselves; they take good money to build and quite a few plows to keep them clear in winter; they need to be patrolled by paid security policemen throughout the school year. As more cars and more expensive cars inhabit our parking lots, we are going to see that just making decent accommodations for our 4-wheeled alter egos will require substantial investments. Ask where the impact of those investments will be felt, and you will undoubtedly find your answers in the Business Office; your fees will probably be involved with some of those answers.

The second method that has been proposed as a remedy for our parking space inconvenience is a multi-level parking garage; this received particularly serious attention during our recent Student Senate election campaigns. A parking garage would certainly accommodate large numbers of cars without gobbling up too much space (in fact, we could plow it very nicely on top of one of our asphalt nuisances).

However, putting aside the potentially agonizing details of financing such a monolith, a basic objection remains, and it applies equally to garages and parking lots. The construction of both involves an implicit assumption that the demands of the car-driving public must automatically be met. There are many factors behind this assumption, and most of them relate to the huge investments, both material and psychological, that we have put into the American automobile. However, increasing numbers of Americans are becoming more and more reluctant to give in to motorists' demands. In New Orleans, for example, a proposed superhighway was shelved because it would have cut through the historically precious French Quarter. Also, the Automotive Trust Fund, a reserve of tax money kept to insure the continued construction of roads, has come under attack by environmental groups. Proposals have been made in certain cities to ban traffic from downtown areas. Even here at RIC, the road between Weber and Brown Dorms will be closed off from cars next semester.

If we take these indications (and many others of the same kind) seriously, we have to admit that the American motorist

A Traffic Survey

| Time | Direction of Traffic | NUMBER OF AUTOMOBILES | | | | | | more than 4 pass. |
|------------------|----------------------|-----------------------|--------------|-------------|------------|-----------|-----------|-------------------|
| | | Total | 1 pass. | 2 pass. | 3 pass. | 4 pass. | | |
| May 19 (Wed.) | | | | | | | | |
| 4:15- 4:35 p.m. | east-west | 285 (100%) | 207 (72.7%) | 57 (20.0%) | 14 (4.9%) | 4 (1.4%) | 3 (1.0%) | |
| 4:40- 5:20 p.m. | east | 135 (100%) | 88 (65.2%) | 31 (23.0%) | 8 (5.9%) | 6 (4.4%) | 2 (1.5%) | |
| May 20 (Thurs.) | | | | | | | | |
| 7:50- 8:20 a.m. | west | 296 (100%) | 200 (67.6%) | 68 (23.0%) | 16 (5.4%) | 4 (1.35%) | 8 (2.65%) | |
| 8:40- 9:10 a.m. | west | 370 (100%) | 281 (75.9%) | 78 (21.1%) | 10 (2.7%) | 1 (0.3%) | 0 (0.0%) | |
| 2:00- 2:30 p.m. | east | 120 (100%) | 88 (73.3%) | 22 (18.3%) | 10 (8.3%) | 0 (0.0%) | 0 (0.0%) | |
| 3:05- 3:35 p.m. | east | 172 (100%) | 117 (68.0%) | 39 (23.1%) | 10 (5.8%) | 3 (1.7%) | 3 (1.7%) | |
| 3:55- 4:25 p.m. | west | 307 (100%) | 241 (78.5%) | 54 (17.6%) | 8 (2.6%) | 2 (0.65%) | 2 (0.65%) | |
| May 21 (Fri.) | | | | | | | | |
| 8:40- 9:10 a.m. | west | 194 (100%) | 163 (84.0%) | 26 (13.4%) | 5 (2.6%) | 0 (0.0%) | 0 (0.0%) | |
| 9:10- 9:40 a.m. | west-east | 236 (100%) | 180 (76.3%) | 47 (19.9%) | 7 (3.0%) | 0 (0.0%) | 2 (0.8%) | |
| 12:20-12:50 p.m. | east-west | 189 (100%) | 110 (58.2%) | 55 (29.1%) | 17 (9.0%) | 7 (3.7%) | 0 (0.0%) | |
| | | 2304 (100%) | 1675 (72.7%) | 477 (20.7%) | 105 (4.5%) | 27 (1.2%) | 20 (0.9%) | |

Notes

1. Points of observation and direction of traffic to be observed were chosen at random; times were, in general, also chosen randomly, although some effort was made to sample the westbound traffic flow arriving for 8:00 a.m., 9:00 a.m., and 4:15 p.m. classes (and 9:00 a.m. office hours).
2. No effort was made to prevent counting duplicate appearances of one car, except in cases where an extremely short time (e.g., 1-2 minutes) elapsed between the first and second appearance. The total time for each sampling (30 minutes, except for the samplings of May 19) was calculated to prevent duplication associated with cars coming for a class, then leaving within the same hour.
3. All motor vehicles except motorcycles and delivery vehicles (i.e., those which are not owned by the College) were included in the above sampling.

is living on borrowed time. His activity is becoming more costly, more dangerous, more widely opposed — in short, more counterproductive — every day. Therefore, the third alternative — a sharp cutback in the individual use of cars, with consolidation of space demand through car pooling — may be the only sane alternative that we can exercise. This is not to say that we can't abandon the car entirely; there are people who take the bus to the campus every morning. There is also a handful of hardy, ingenious people who have found the bicycle compatible with their traveling tastes. And there are those of us (myself included) who daily resort to the mundane but very dependable method called walking. However, it must be admitted that freeing oneself from the car by any one of these methods requires patience and a favorable location, either close to campus or near one of the bus lines.

If these non-automotive methods seem a bit extreme to you, they are nevertheless practical for the people who use them regularly; that is not to say that they're thrilling or ego-fulfilling, only that they get you where you need to be. With a car pool, on the other hand, we get a little more of an opportunity to exercise that most American of attitudes: compromise. We don't give up the speed that we had with individual cars (although we have to wait for our ride in the morning); we don't give up all our alternate choices of destination when we choose one, as we do in a bus (although, in terms of traveling to college, we don't usually exercise a choice anyway); we don't have to exert ourselves as we would in walking or riding a bike (although it might be a good idea if we did). We do give up a certain degree

of privacy (for many people, that may simply mean listening to the car radio in company instead of alone); we do give up the right to go anywhere we please, unless everyone in the car decides to go to the same place; and we do often have to give up our splendid isolation from those whom we don't wish to know (and that may be the best thing of all about car pools). Finally, in the purely material sphere of things, we are relieved of the daily wear and tear on our automobiles (and ourselves as drivers), and we may even be able to lower the huge cost of insuring cost of our driving if our policies permit lower rates for occasional operation of the vehicle. And, last but not most important, we relieve the tremendous pressure on our land space, doing ourselves a favor in the process by eliminating much of the need for costly additions to our parking accommodations.

I have admittedly presented you with a sales pitch, and you have the right to be suspicious, as you would in the face of any sales pitch. You will probably have one huge objection, so let me anticipate it. That objection will be that there is no workable method presently in operation to aid people (not just students) in forming the car pools; and you're absolutely right. The information that needs to be made available between individuals (arrival time, departure time, place of residence, routes travelled, etc.) simply doesn't exist anywhere on the campus. An information pool with facts supplied by people (either drivers or non-drivers) who wish to form car pools could be established as a basis for pooling agreements. A specific location on campus could be designated as a central clearing house for arrangement between car poolers; information and advice

could be obtained there on a regular basis. (Considering the fact that they already hold office hours regularly, Senate members might be willing to participate in setting up such a service.)

I intend to pursue the possibilities in this line of action, and I would appreciate any correspondence via Student Mail from anyone who is interested in organizing an information source for car pooling. Unlike many of the things that we inaugurate, it will cost little to implement; in the long run, it could save us both money and several monumental headaches in the future of our increasingly crowded and inconvenient lives.

Ring My Chimes

The RIC Chimes have been renovated and moved from Roberts Hall to their new perch high atop Craig-Lee where they began chiming Monday morning. They have been set to chime every hour on the hour from 8:00 a.m. to 8:00 p.m.

The "Twin-tone" electronic chime system was given to the college by the Class of 1928 in memory of one of its members, Mary M. Lee, which Craig-Lee is partially named after. They have been in use from time to time, though they were often silent because of technical difficulties involved with their old location in Roberts Hall, though moving them to Craig-Lee should eliminate those problems. The move also places the chimes nearer to the center of the campus.

The RIC Associates have donated funds to the college so as to purchase a clock for installation on the wall of the new wing of Craig-Lee, facing the mall.

The 13th Was Together



Free School

(Continued from page 2)

Whether this is immigrant enthusiasm or fact is difficult to say and is pure speculation. But to these people, Rochdale represents a new freedom, and they cherish it.

The subsidization of Rochdale exists in the fact that the building is there. It was built with a 90% federal government mortgage and although it is incorporated as an educational institution it gets no funding for that purpose. The \$4 million federal government mortgage is an almost unworkable agreement. Income to the college every month averages \$50,000, of which \$30,000 must be spent on operating expenses. Simple mathematics says that the \$30,000 monthly payments are not often met. It is for this reason that Rochdale has got its reputation as a free-loading plaything for alienated youth. But try to convince a resident who pays rent that he is being subsidized by the government. It is a condition of the lease that none of the \$550,000 yearly operating expenses be spent on educational facilities. That leaves the education solely to Rochdale's ingenuity and its benefactors' good will.

A typical piece of Rochdale satire also contains aspects of fund-raising. Trying to show how facile and commercial the modern university degree has become, the college sells B.A., M.A., and Ph.D. degrees for \$100, \$50, and \$25 to anybody who wants them. The course length is something like 20 minutes and candidates are required to say "something intelligent".

It is clear that as an educational building, Rochdale is im-

poverished. Mostly what can be done is to allot "resource space", extra rooms in the building, for people with crafts and talents that they wish to explore and teach to other people. But that has its limits too as rooms have to be kept open for residents.

This coming summer plans have been made for a four-month-long festival not only for entertainment but for education of the hordes of young people expected to descend upon Toronto. Included in the plans are free open-air concerts, free theatre by established groups, workshops in various crafts both large and small, seminars on creative writing with some of Canada's major writers and the building of a dome on the roof of Rochdale. The idea is to centralize and make accessible to young people the finer points of the culture that sociologists have now labelled the "alternate culture." The festival is well-planned and it will certainly not lack enthusiasm or numbers of people. But it is impoverished for funds. Fundraising in Toronto for Rochdale is always a tenuous thing, most of the community viewing the building as a revolutionary behemoth, a drug-sodden corrupter of youth. Mostly what they object to is Rochdale's concept of freedom, and the fact that freedom is very much alive there and as they make their way along crowded car-clogged streets to the workaday world.

For the summer two floors of the building have been set aside for hostel use where beds are let by the night and week at reasonable rates. If you want to stay longer, \$50 will get you a room for a month. And Rochdale is more than a rooming house.

Debate Team Victors At N. Y. U. Tourney

At the toughest switch-side tournament that Rhode Island College has attended this year, our debate team defeated Syracuse University, City College of New York and Morgan State and tied with Marymount. In the first round, on the topic of wage and price controls as a solution to inflation, the R.I.C. debaters took the affirmative stand on the question. In the second round our team debated against wage and price controls. Because it was a switch-side tournament and the last tournament of the year, with other colleges having also had a whole year to prepare their cases, this tournament at New York University is considered to be top quality. Linda Lafrenaye and Carole Poznanski represented R.I.C. and were rated as an excellent team. Prof. Joyce coached our team and judged other teams at the tournament. The weekend before, this same team defeated the University of Maine and Fitchburg. Out of a possible 100 points, Donna DeSegna received 100 from the judge, who is chairman of the Emerson College Speech Department.

This Wednesday the debaters will compete against Providence College in a College Bowl Quiz match on campus at 2 p.m. in Craig Lee 227. Everyone is invited to see our team in action, to prison! Next December the in their preparation before going R.I.C. debaters have been invited to match wits with the Norfolk Prison Quiz team. So, the R.I.C. team is planning to go to prison to meet the challenge.

"Journalism" Next Semester

Next semester there will be a course instituted here at Rhode Island College, entitled "Journalism." This is an introductory course dealing with the writing of news stories, features and editorials. The purpose of the course is to help the student of journalism to better understand the types and functions of newspaper, types of articles, to learn how to gather news, and the technique of journalism and its pitfalls. Some attention will be also paid to the makeup of the newspaper. It will be a three-credit course meeting once a week and will have workshop and laboratory experience. Students

will be required to work with the editors of the **Anchor** here on campus, and will write articles which will be discussed and analyzed by the class. All laboratory and workshop experience will be instructor-supervised. The two hour class session would be devoted to discussion and analysis of journalistic techniques through various methods. This course will be open only to students who have served for one semester on the **Anchor**, or who are presently serving on the **Anchor**. The format of the course will be lecture writing assignments and workshop, and it will be letter graded.

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Studio Theatre—Spring '71

Last weekend, Rhode Island College Theatre presented its spring Studio Theatre productions, under the advisement of Mr. Joseph Graham. Studio Theatre consists of three student directed one-act plays. Both audience as well as actors are intimately situated on stage in Robert's Auditorium.

The plays were, respectively: **Wandering: A Turn** by Lanford Wilson, directors — Kirk House and Armando Marini Jr.; **The Shock of Recognition** by Robert Anderson, director — Bill Malo; and **I'm Herbert** again by Robert Anderson, director — Roseanne Tramonti.

The first entry, **Wandering: A Turn**, is a very short one-act with only three characters: She, played by Beverly Marini, He by Alan Hochman, and Him by Ronald Depot.

Him is a young man trapped and lost in society. He and She are his antagonists, taking the roles of authoritarian figures: father and mother, drill sergeant and job interviewer, etc., each in turn trying to control his life.

The play is fast paced, which I feel would allow for a wide range of movement and vocal variety, neither of which was evident, particularly with Miss Marini and Mr. Hochman.

A white spot illuminated Him, which is understandable since he is the central figure. I question, however, the reason for placing a red spotlight on She and a blue spot on He. Since the lines and personalities of these characters are so similar, I fail to see why lighting effects, which symbolize such opposite personalities, were used.

Wandering . . . a title perhaps more appropriate to my state of mind while viewing this performance. Part of this distraction could be attributed to a painful awareness, prior to and throughout the production, of the lighting technician's voice echoing through the loud speakers.

Second on the bill was **The Shock of Recognition**. Jack Barnstable (Ron Stetson) is a notable playwright, who has just written a play in which the leading man is to appear nude in the opening scene. Jack then tries to sell the idea to his producer, Herb Miller (John Hicks). He explains that the actor must look ridiculous in the nude, thereby giving the male audience something with which they can truly identify — hence "the shock of recognition".

The part of the rather idealistic playwright was handled quite well by Mr. Stetson, creating a very believable character; Mr. Hicks also came across well as his not-so-idealistic producer.

The character of Richard Pawling (David Walsh) enters in the hope of auditioning for Jack's play. He is a nervous little man who is willing to do anything, including turning himself inside out if he has to, to secure the role. Upon learning that the part requires him to appear in the "altogether," Pawling begins to remove his clothes in the producer's office. My shock comes when he doesn't quite succeed. Jack stops him "in the nick of

time" with a hasty retreat and a "Don't call us, we'll call you" attitude. Mr. Walsh's movements were hesitant and choppy, which worked some of the time, while not always. Often he swallowed many of his lines.

Jeanne Eggleston played Herb Miller's secretary. The flustered and embarrassed attitude of the character came across, although I'm not so sure Miss Eggleston was so much acting as she was really uncomfortable on stage.

The production, as a whole, however, I found to be an enjoyable one.

I'm Herbert, was definitely the highlight of the evening.

Muriel (Anne Colannino) and Herbert (Stephen Fenley) are an old couple who have each been married twice previously. Nostalgically they drift back into their pasts. Herbert and Muriel (or is it Grace?) are extremely forgetful and can't seem to get names and dates quite right in their minds, which makes for a more than funny situation.

Both Miss Colannino and Mr. Fenley were excellent in the roles. Last summer, I saw Mr. Fenley as the same character in a large, crowded auditorium, in which microphones were used. I feel that this more recent production was more effective, perhaps because the play is better suited to be performed before a smaller, closer audience.

The special sunset lighting effect worked in nicely to make it a fine production.

In the program, Miss Tramonti mentioned that her reason for directing **I'm Herbert** was "merely to entertain you for a few minutes." The play certainly did just that.

From The Sports Desk

By Sanford Trachtenberg

The sports seasons are over here at RIC and I would like to congratulate all members of all the sports teams, both fall and spring. All the teams, Soccer, Basketball, Baseball, Tennis and others have given the Anchor-man fans many hours of great enjoyment. I would personally like to congratulate the Baseball team and its Coach Dave Stenhouse. They didn't make it past the 1st playoff round, but they did give RIC its finest Baseball

season ever. I'd like to mention Doug Harley and Dave Charest especially. They are seniors on the squad and have given 4 good years to the team. Their becoming the first members of the 100 hit club attests to how good they were.

Unfortunately we haven't been able to get the coverage for all sports teams that we would like. I've asked all season for volunteers and help from the students. This year is over but next year is another full year of

sports. Think about writing for the **Anchor** Sports Department.

While I seek student participation, I find there is also another reason for coverage. The individual coaches of each sport could be a little more helpful by responding calls for aid. You the coaches have the stories. If you don't give them to the **Anchor** we can't print them.

Again to each participant nice going. Maybe next year with cooperation from everybody we can double sports coverage in the **Anchor**.

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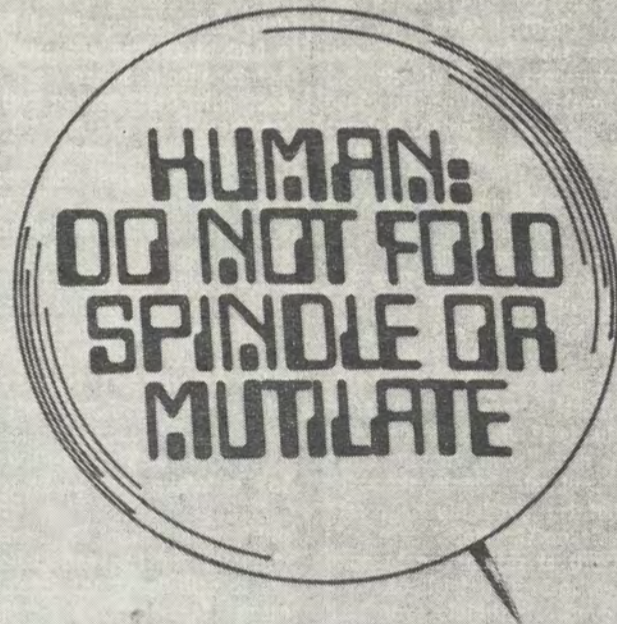
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The Presidency and The Press

Reprinted From Commentary March 1971

Daniel P. Moynihan

(Continued from last week)

The most recent figures show 139,919 blacks among the 1,289,114 Government employees covered by Civil Service regulations. That is about 10.7 per cent, less than the black proportion of the population, estimated in the 1970 census as 12.9 per cent.

The story went on to note that a number of black activists doubted that the federal government ever had been an equal-opportunity employer. One was particularly sceptical of executive orders: "This friendly persuasion thing has never worked in the history of our Government." Next came the question of quotas:

Although little support for a formal quota system is evident, there is a widely held belief that Presidential statements of policy should be supplemented by more detailed instructions as to how the policies should be implemented.

There is little to take exception to in the foregoing. The official census figures for 1970 show blacks to be 12.4 of the population, not 12.9 per cent, but newspapers routinely make such mistakes. It should also have been pointed out that blacks constitute only 10.9 per cent of the civilian non-institutional population of sixteen years of age or older, which is to say the population available for employment. In that sense, even accepting the figures used by the *Times*, blacks might be seen as having almost exactly "their" proportion of government employment, although an inadequate number of top positions.

The difficulty in this instance lies not with what was in the story, but what was not. What was not in the story was the fact that the category of federal worker — "General Schedule" — of which Negroes do indeed comprise 10.7 per cent is only one of three categories. In the other two categories of federal employee, Negroes made up 19.5 per cent and 19.7 per cent respectively. In rough terms, federal jobs are about equally divided among the three categories. Small wonder, then, that the *Times* reported an absence of much discussion about establishing racial quotas for federal employment. Altogether, blacks have more than 15 per cent of federal jobs. If quotas were established according to the black proportion of the adult population, almost a third of black federal employees would have to be fired!

What all this comes to is that the very considerable achievement of blacks in qualifying for federal jobs and getting them far in excess of their proportion in the work force is in effect concealed and a legitimate source of black pride thereby denied. So too we are denied a legitimate sense of national progress in combating discrimination. And thus we are fed the tendentious allegations of those who wish to discredit the American "system" as inherently and irrevocably racist.

With respect to the role of the *Times* reporter, it must be said that it is simply not possible for him to have gotten the

data on Classified Service employment from the Civil Service Commission releases on the subject without knowing that this is but one of three categories of employment, and that in the other categories blacks do exceptionally well. The truth would have made things look better than the reporter wished them to look. One fears it is as simple as that.

The second instance is rather more complicated. On September 14, 1970 a front-page story was published in the *Times* under the headline, "Negro College Heads Say Nixon Ignores Their Plight." The lead paragraph declared: "The presidents of nine financially troubled Negro colleges accused the Nixon Administration today of intensifying racial tensions by failing to support black education." The presidents felt that massive grants were needed and one was reported as saying that "It's five minutes before doomsday in this country." Dr. Vivian Henderson, president of Clark College in Atlanta, was reported as notably disturbed, asserting that "the Nixon Administration's utter lack of sensitivity on this point, purposeful or otherwise, is feeding the flames that already roar in the hearts of many black students."

All this seemed routine enough. From the onset of mass urban rioting in the mid-1960's all manner of requests for federal funds have been backed up by not especially subtle threats of violence. Nor was it unfamiliar to learn a few weeks later that the tactic had worked. On October 2, the front page of the *Times* carried a story from the Associated Press which began: "The Nixon Administration responded to complaints that it is insensitive to Negro education by announcing today a 30 per cent increase in Federal aid for predominantly black colleges." The next paragraph explained: "The Secretary of Health, Education and Welfare, Elliot L. Richardson, said in a statement the \$30 million increase was ordered by President Nixon after he heard appeals from Negro educators."

The story bumped around in the press for the next few months, culminating in a way on January 3, 1971 when another *Times* story reported that the Negro colleges were not finding it possible to draw on all of the additional \$30 million. Some college presidents were reportedly angry to have learned that the law provides for a 30-per-cent matching requirement for construction aid, which made up \$20 million of the additional \$30 million. But the basic theme of the *Times's* coverage of this episode remained the same. The January 3 story began: "For two years, Negro colleges called on the Nixon Administration for substantial financial help. Last September, the Administration responded, releasing \$30 million for use by the schools." There are problems of detail here. The Nixon administration had not been in office for two years in September 1969; the first *Times* report of an appeal appeared (as best I can determine) that very

month, and the response came a month later, in October. Be that as it may, the January 3 story declared: "Black educators have severely criticized President Nixon for allegedly ignoring the plight of their schools. The educators charged that black schools have not shared in the money and grants that go out to American educational institutions."

To repeat, a familiar theme. The way to get something out of the federal government is to blast it out. Left to itself government would never have given these financially weak institutions a break. If you want action — especially if you are black — raise hell. Right?

Wrong.

At least wrong in this instance. The true sequence of events which made up this story was turned literally upside down by the *Times*. The initiative to aid black colleges had been voluntarily taken by the administration a year before the *Times* got on to the issue. The increased support was announced months before the *Time* reported it. Far from having denounced the administration, the black college presidents had been praising it. And, for good measure, far from getting less than their share of federal aid, the black colleges had all along been getting rather more.

There are 124 "predominantly black colleges" in America, most of them small, and most in the South. They enroll somewhat more than 2 per cent of the college population, but this includes more than half for all black undergraduates. They live with many difficulties, of which the most important — as is true of almost all colleges, large and small — is money. In 1969, they organized themselves as the National Association for Equal Opportunity in Higher Education and set out, as well they might, to get more federal funds. On October 23, 1969 a meeting on this subject was held in the Executive Office Building presided over by Robert J. Brown, a Special Assistant to the President, who as a Southern Negro was much interested in the problems

of the predominantly black colleges. As a result of this meeting the Federal Intergovernmental Committee on Education (FICE) was directed to find out what was already being done for these colleges by the considerable array of federal agencies involved in supporting education and what plans existed for the future. A preliminary report was sent to the White House in February 1970, and in June a 45-page document entitled "Federal Agencies and Black Colleges" was printed. It was a good report, full of information concerning what was being done and of recommendations for doing more. (One does not commission such reports with the expectation of being advised to do less.) In the meantime, on May 25, 1970, the President had met with a group of black college presidents, apparently the first such meeting ever to be held. In the aftermath of the Cambodian invasion Dr. James Cheek, president of Howard University,

which is basically a federal institution, served temporarily in the White House as an associate of Chancellor Alexander Heard. During that time he made recommendations directly to the President on the subject of the black colleges. Much attention, then, was being given to this matter in the White House.

On July 23, 1970, a White House press conference was held by Brown and Robert Finch, formerly Secretary of HEW, now Counsellor to the President. The main purpose of the occasion was to release a statement by Heard on the completion of his advisory work on campus unrest. Obviously seeking to strike a positive note about the Heard-Cheek effort, the two White House men also brought up the subject of black colleges. The FICE report was given to the press, and Finch announced that on departing Dr. Cheek had filed a "separate document" on this "very unique" problem. He continued: "That just came in today. The President read it today. The President asked him to write such a report, and I am authorized to say, after discussing it with the President, that in HEW . . . we are going to increase [aid] . . . from \$80 million to \$100 million." Finch's numbers were somewhat garbled. HEW aid to black colleges at the time was \$96 million for the fiscal year. The additional sum now being reallocated was between \$29 million and \$30 million. In any event, the *Times* report of the press conference did not mention this subject.

On July 31, Dr. Herman R. Branson, president of Central State University in Wilberforce, Ohio, and the new head of the National Association for Equal Opportunity in Higher Education, wrote the President expressing appreciation for his move. On August 10 the President replied:

The present financial plight of many of our small and the overwhelming majority of our black colleges clearly demonstrates to me that the Federal Government must strengthen its role in support of these institutions.

I have committed this Administration to the vigorous support of equal educational opportunity. At the same time, we are encouraging excellence in all of our institutions of higher education.

In a release dated August 11, 1970 the National Association for Equal Opportunity in Higher Education formally responded to the administration's move. In the accepted and understood manner of interest groups, the Association expressed gratitude for what it had got, but assured the government that it was not, of course, enough. On the other hand, it was confident that more would be forthcoming:

We do not view this excellent first step as adequate to all our needs but rather as a model of what all agencies can do . . . With the forthright statement of the President in his letter to Dr. Branson, we are very much encouraged and heartened about the future.

The *Times* reported nothing of this statement, as it had reported nothing of the original announcement from the White House that an extra \$30 million or so was being made available to black colleges. White House announcements, Presidential letters, Washington press conferences — all were ignored. The subject was not dealt with at all until the following month when, as noted earlier, a story depicted the black college presidents as denouncing the administration's "utter lack of sensitivity" on this matter. This story made the front page.

The day after it appeared Dr. Vivian Henderson, of Clark College in Atlanta, to whom the remark about "utter lack of sensitivity" had been attributed, sent the following unequivocal denial to the *Times*:

I am deeply disturbed by the inaccurate reporting of the conference of Presidents of Negro Colleges that appeared in the September 14 issue of the New York *Times*. The following statement is attributed to me: "Instead the Nixon Administration's utter lack of sensitivity on this point, purposeful or otherwise, is feeding the flames that already roar in the hearts of many black students." This is a gross error and misrepresentation of what actually went on at the meeting. To be sure, we were concerned with the limited response of President Nixon to our problems. The fact is, however, that President Nixon has responded. He has not been silent with regard to concerns expressed by the Presidents in the meeting with him last May. Since the meeting with Mr. Nixon, about \$27 million additional funds have been made available to black colleges. It would be unfair on our part not to recognize this response, limited though it is.

I did not make the statement your reporter attributes to me. I do not recall such a statement being made during the course of the conference . . .

The *Times* did not print this letter. Instead it went on to repeat the theme of the original story and gradually to establish it elsewhere as truth. In the end a small bit of history had been rewritten: even the wire services followed the *Times's* version. No one intended this. That should be clear. It is simply that the journalistic system preferred a confrontation-captulation model of events, and there was no internal corrective procedure to alert the editors to the mistakes being made.

There are true social costs in all this. For one thing, a paper like the *Times* is a prime medium for internal communication within the government itself. Any Washington official following this story in the *Times* would have had to assume that the administration's attitude toward black colleges was just about opposite to what in fact it was. Such a reversal of sign-

The Presidency and The Press

(Continued from page 7)
 nals can have serious consequences. Similarly there are consequences to the principals involved, in this case the college presidents who had been acting with skill and discipline and reasonable success (most notably in having gained access: within hours of the appearance of the first *Times* story a black college president was in the White House seeking reassurance that the \$27-30 million had not been jeopardized) but who found themselves represented as stereotypical confrontationists. Everyone in a sense lost because the *Times* got the story wrong.

VI

In the wake of so lengthy an analysis, what is there to prescribe? Little, indeed, to prescribe much would be to miss the intent of the analysis. I have been hoping to make two points — the first explicitly, the second largely by implication. The first is that a convergence of journalistic tradition with evolving cultural patterns has placed the national government at a kind of operating disadvantage. It is hard for government to succeed: this theme echoes from every capital of the democratic world. In the United States it is hard for government to succeed and just as hard for government to appear to have succeeded when indeed it has done so. This situation can be said to have begun in the muckraking era with respect to urban government; it is now very much the case with respect to national government, as reflected in the "national press" which primarily includes the *New York Times*, the *Washington Post*, *Time*, *Newsweek*, and a number of other journals.

There is nothing the matter with investigative reporting; there ought to be more. The press can be maddeningly complacent about real social problems for which actual countermeasures, even solutions, exist. (I spent a decade, 1955-65, trying to obtain some press coverage of the problem of motor vehicle design, utterly without avail. The press, from the most prestigious journals on down, would print nothing but the pap handed out by the automobile companies and wholly-owned subsidiaries such as the National Safety Council.) The issue is not one of serious inquiry, but of an almost feckless hostility to power.

The second point is that this may not be good for us. American government will only rarely and intermittently be run by persons drawn from the circles of those who own and edit and write for the national press; no government will ever have this circle as its political base. Hence the conditions are present for a protracted conflict in which the national government keeps losing. This might once have been a matter of little consequence or interest. It is, I believe, no longer such, for it now takes place within the context of what Nathan Glazer has so recently described in these pages* as an "assault on the reputation of America . . . which has already succeeded in reducing this country, in the eyes of many American intellectuals, to outlaw status . . ." In other words, it is

no longer a matter of this or that administration; it is becoming a matter of national morale, of a "loss of confidence and nerve," some of whose possible consequences, as Glazer indicates, are not pleasant to contemplate.

Some will argue that in the absence of a parliamentary question-time only the press can keep the Presidency honest. Here we get much talk about Presidential press conferences and such. This is a serious point, but I would argue that the analogy does not hold. Questions are put in Parliament primarily by members of an opposition party hoping to replace the one in office. Incompetent questions damage those chances; irresponsible questions damage the office. Indeed, British politicians have been known to compare the press lords to ladies of the street, seeking "power without responsibility." It would, of course, be better all around if Congress were more alert. Thus the *Times* has reported that the GNP estimate in the 1971 Budget Message was not that of the Council of Economic Advisors, but rather a higher figure dictated by the White House for political purposes. This is a profoundly serious charge. Someone has a lot to explain. It could be the administration; it could be the *Times*. Congress should find out.

Obviously the press of a free country is never going to be and never should be celebratory. Obviously government at all levels needs and will continue to get criticism and some of it will inevitably be harsh or destructive, often enough justifiably so. Obviously we will get more bad news than good. Indeed the content of the newspapers is far and away the best quick test of the political structure of a society. Take a morning plane from Delhi to Karachi. One leaves with a sheaf of poorly-printed Indian papers filled with bad news; one arrives to find a small number of nicely-printed Pakistani papers filled with good news. One has left a democracy, and has entered a country that is something less than a democracy.

Nonetheless there remains the question of balance. Does not an imbalance arise when the press becomes a too-willing outlet for mindless paranoia of the Joseph McCarthy or New Left variety? Does it not arise when the press becomes too self-satisfied to report its own mistakes with as much enterprise as it reports the mistakes of others?

Norman E. Isaacs, a working journalist, has written thoughtfully about the possibility of establishing a "national press council." This, in effect, was proposed by Robert M. Hutchins's Commission on Freedom of the Press in 1947: "A new and independent agency to appraise and report annually upon the performance of the press." There are press councils in other democratic countries which hear complaints, hand down verdicts, and even, as in Sweden, impose symbolic fines. There is a case to be made here, but I would argue that to set up such a council in this country at this time would be just the wrong

thing to do. There is a statist quality about many of the press councils abroad; often as not to have been set up to ward off direct government regulation. Freedom of the press is a constitutional guarantee in the United States: how that freedom is exercised should remain a matter for the professional standards of those who exercise it. Here, however, there really is room for improvement. First in the simple matter of competence. The very responsibility of the national press in seeking to deal with complex issues produces a kind of irresponsibility. The reporters aren't up to it. They get it wrong. It would be astonishing were it otherwise.

Further, there needs to be much more awareness of the quite narrow social and intellectual perspective within which the national press so often moves. There are no absolutes here; hardly any facts. But there is a condition that grows more not less pronounced. The national press is hardly a "value-free" institution. It very much reflects the judgment of owners and editors and reporters as to what is good and bad about the country and what can be done to make things better. It might be hoped that such persons would give more thought to just how much elitist criticism is good for a democracy. Is this a shocking idea? I think not. I would imagine that anyone who has read Peter Gay or Walter Laqueur on the history of the Weimar Republic would agree that there are dangers to democracy in an excess of elitist attack. A variant of the Jacksonian principle of democratic government is involved here. Whether, or not ordinary men are capable of carrying out any governmental task whatsoever, ordinary men are going to be given such tasks. That is what it means to be a democracy. We had best not get our expectations too far out of line with what is likely to happen, and we had best not fall into the habit of measuring all performance by the often quite special tastes, preferences, and interests of a particular intellectual and social elite. (Perhaps most importantly, we must be supersensitive to the idea that if things are not working out well it is because this particular elite is not in charge. Consider the course of events that led to the war in Indochina.)

As to the press itself, one thing seems clear. It should become much more open about acknowledging mistakes. The *Times* should have printed Dr. Henderson's letter. Doubtless the bane of any editor is the howling of politicians and other public figures claiming to have been misquoted. But often they are misquoted. At the very least, should not more space be allotted to rebuttals and exchanges in which the issue at hand is how the press performed?

Another possibility is for each newspaper to keep a critical eye on itself. In the article previously cited which he did for the *Sunday Times Magazine*, A. H. Raskin called for "a Department of Internal Criticism" in every paper "to put all its standards

Thoughts of The State Mother On Her Week In New York

I was asked how it felt to have the honor of State Mother bestowed upon me, and I had no answer but another question, "Why me?" In my opinion I did what any good, devoted mother does by taking care of her family in a way that she knows best. To all mothers who deserve this admiration and recognition, I want to extend my hand and share this honor which should also be yours.

The week of May 3-7 was not a week of vacation to take in a play, show or elegant cuisine. It was not a process of elimination by fashion, looks or talent, but a time that was given to me by a group of students who said that I was a person who showed willingness to help their fellow students and give them moral support and consolation in times of need. I would say this was giving me another opportunity to do something for others.

My roommate and chairman of R. I. Mothers' Association arrived at the Waldor Astoria at 5:45 p.m. and confirmed our reservations; we then proceeded to our quarters which were situated in the Towers on the 27th floor. We were served a superb supper and at 7:30 p.m. assembled for our first meeting. This was called the President's Reception.

All State Mothers were introduced individually by the president who recited a verse of recognition such as "A little lady full of zest who showed willingness to help hundreds of fellow students in a witty way." I with no hesitation, recognized myself and stood up and introduced myself. This went on to the last state of Wyoming.

At the close of the meeting we were delighted by the musical artistry of John and Daphne Baker. After the entertainment there was a little spiritual devotion fit for all creeds which left us all with a warm spiritual glow.

On the following days of the week, all received information on the remainder of the day's activities; all state mothers were expected to attend all sessions and name tags were abundant at this point.

On May 4 the program started with the Galaby of 1971 State Mothers in Golden Frames. The moderator commenced to call each state mother in alphabetical order, who was then escorted by her hostess, usually someone prominent in community affairs, to the platform and placed her in a huge frame, introduced her and the state mother then proceeds to unfold her three minute autobiography.

In subsequent sessions during the remainder of the week we attended seminars from 9:00 a.m. to 8:30 p.m. and sometimes 10:00 p.m. One of the speakers was a Doctor of Laws who spoke on crime and the drug problem. Another was a Cornell Medical Center administrator who was programming a scheduled series of fundamentals in Social Psychiatry. This is a young man who volunteers in an open clinic which he originates with two other friends. Their aim is to help disturbed teenagers and adults to find themselves and

be better citizens in their community.

Mrs. Oswald B. Lord, a noted leader in U.N. Affairs, gave us information on what resolutions had been taken up and passed by the United Nations. Every month she will send each State Mother a resume of what was accomplished by our leaders at the U. N.

A chapel in every home was the idea introduced by Mr. W. A. Nance, who represented the chain of Holiday Inns. Did you know that all Holiday Inns have a little room of mediation where you and your family or friends can go to make peace with the Lord?

A great many State Houses throughout the U. S. have these chapels situated where all can meditate. I'll have to see our Governor about this idea for our own State House.

The following day, after adjournment of business of the day, we went on a bus tour of New York City, mid- and Upper Manhattan, and a tour of the United Nations. We then toured the Cathedrals of St. Patrick's, St. John the Divine, Temple Emanuel, Riverside Church, Lincoln Center and a stop-over at the House of Burlington where we saw the process of manufacturing panty-hose completely by automation. At 6:00 p.m. we arrived at the door of Christ Church and enjoyed a buffet supper.

Our hosts were Dr. and Mrs. LeSourel who introduced our speaker, a priest, Father Hill, who is leading the crackdown on smut on our newstands. In a subsequent conversation with Father Hill, he told me that all newsstands in Rhode Island have been cleared of any pornographic material. The remainder of the evening's program was a Play of the Japanese Doll Festival presented by the chairman. It was a very delightful evening.

The presentation of the 1971 National Young Mother was another big event. She is Mrs. Shirley A. Casper of California, wife of famous golfer Billy Casper. She is the mother of 8 children, 2 her own and 6 adopted, one of whom is a handicapped child. She has devoted her spare time to giving aid to the mentally retarded and serving in her community on the Young Mother's Council.

The Young Mother's Council is a program set up under the leadership of the American Mother's Committee, who appoints a state mother, who in turn helps our young mothers in the greatest commitment of their lives. In a society of changing values, drugs and crime, parents are seeking guidance. Somewhere along the way the child must acquire a set of standards, ideals or values by which he can guide his behavior. The values of human worth in the sight of God, integrity, self-esteem and the ability to succeed in life are all important in a well-adjusted life. How do you acquire values? We are teaching our youngsters values with our every word, action, silent glance and the way we appear in their eyes. These

State Mother

(Continued from page 8)

are part of his life and the basis of his own decisions.

The decisions which are being made right now by the young mothers will determine what kind of home our next generation will have. Meeting together for discussions in a friendly atmosphere, tensions can be released, and mothers also can profit from exchange of mutual experience.

Did you ever stop to think how seldom any of us take time out to tell someone that we appreciate them? Commitment, compassion, getting involved are virtues that cannot be overdone. It is we that let it happen. Here is where your day of Community Interaction helped you. I attended one of the Forum sessions dealing with learning experiences out of the classroom, and for a minute thought I had returned to my week in New York. I saw and heard young people open their minds and hearts and speak of how they felt toward their parents, teachers, and the community in general, by communicating with one person, their inner feelings of trust and concern. It takes knowledge, desire and untiring effort to be a successful parent.

The following day the Young Mothers participated in a skit called THE CIRCLE OF A WOMAN. A panel of discussion followed concerning the fact that the hope of tomorrow is in the home of today.

Mr. Arnold Arnold, author, lecturer and syndicated columnist, lectured on the television program "Sesame Street" and received such a response of disagreement with his ideas that he was told to discontinue his speech.

The Annual Meeting convened and all delegates attended. Presiding were Presidents of American Mothers' Committee and chairmen of the Advisory Council. The installation of officers commenced, and an annual memorial service was held for past members.

Two workshops were included in the program in which ideas were recommended and exchanged on ways of participating and applying oneself to the causes and concerns of this organization of mothers. Available material was presented to participants.

Now this glorious week is a melange of memories of our various exchanges of splendid thoughts, shared devotion to God, and a feeling of happiness for the chosen National Mother, Mrs. Betty Zahn of Oklahoma, who received a well-deserved honor because of her willingness to help others in her community by spreading good will and never failing to be a devoted mother.

The week's events have left a permanent impression on me, and I hope to impart to others the knowledge and experience which I have acquired.

1971 R. I. State Mother
Mary G. Barbieri

Around Here

By Richard Waterman
THE TORT REPORT

The way game shows are going, this could be the ultimate result:

Welcome to the Obscene Game. This is the show that asks you to reply to a picture or a statement with the first obscene thing that comes into your mind. And now, here's your host, Rip Tort. "Hi there this is Rip Tort and we are here today to play the Obscene Game. Contestants ready with hands on buzzers. O.K. now, here we have a picture of the very wholesome June Allyson. The buzzer rings and we go to Nester Nieve."

"I'm going to use a song title Rip for this one. June is Busting Out All Over."

"Fantastic reply. That according to our judges is worth ten points. Remember point total for a reply depends on how many of the judges back stage you can get to pass out. Nester you got ten out of twelve. Good boy."

"Gee thank you Rip."

"And now our second question. Now you see a picture of

Olympic basketball champion Betty Smith. Again to Nester."

"Her nickname is Bouncing Betty."

"Wow what a response. That one is worth twelve points. You've hit the jackpot. What do you say about that Nester?"

"Gee, this game is better than Password."

"Ladies and gentlemen we'll be right back in just one minute after we revive the audience with smelling salts."

Is this the kind of television game show that is around the corner. Will we be forced to watch this dirty, filthy, and obscene form of entertainment. And in our own homes! I hope so! This is Rip Tort saying shame on you all and good-bye for now."

As you may know this is the last week this column will be in this year. So to it a great send-off I have decided to do something different here in the last few words. I have decided to write something funny.

SOMETHING FUNNY!

Forget it. Have a good summer and a better fall.

The Presidency

(Continued from page 8)

under re-examination and to serve as a public protection in its day-to-day operations." The Times itself has yet to establish such a department but the Washington Post has recently set a welcome example here by inaugurating a regular editorial-page feature by Richard Harwood entitled "The News Business." Harwood's business is to check up on what his paper runs, and he is finding a good deal to check up on. (To all editors: Please understand there is nothing wrong with this. It is routine experience of even the most advanced sciences. Perhaps especially of such.) Harwood has made a useful distinction between mistakes of detail — the ordinary garbles and slips of a fast-moving enterprise — and mistakes of judgment about the nature of events:

The mistakes that are more difficult to fix are those that arise out of our selection and definition of the news. Often we are unaware of error until much time has passed and much damage has been done.

In retrospect, it seems obvious that the destructive phenomenon called "McCarthyism" — the search in the 1950's for witches, scapegoats, traitors — was a product of this kind of error. Joseph McCarthy, an obscure and mediocre senator from Wisconsin, was transformed into the Grand Inquisitor by publicity. And there was no way later for the newspapers of America to repair that damage, to say on the morning after: "We regret the error."

Which will turn out "in retrospect" to seem the obvious errors of the 1960's? There were many, but they are past. The question now is what might be the errors of the 1970's, and whether some can be avoided. One Richard Harwood does not a professional upheaval make, but he marks a profoundly im-

portant beginning. All major journals should have such a man in a senior post, and very likely he should have a staff of reporters to help him cover "the news business."

As for government itself, there is not much to be done, but there is something. It is perfectly clear that the press will not be intimidated. Specific efforts like President Kennedy's to get David Halberstam removed as a Times correspondent in Vietnam almost always fail, as they deserve to do. Non-specific charges such as those leveled by Vice President Agnew get nowhere either. They come down to an avowal of dislike, which is returned in more than ample measure, with the added charge that in criticizing the press the government may be trying to intimidate it, which is unconstitutional.

What government can do and should do is respond in specific terms to what it believes to be misstatements or mistaken emphases; it should address these responses to specific stories in specific papers and it should expect that these will be printed (with whatever retort the journal concerned wishes to make). Misrepresentations of government performance must never be allowed to go unchallenged. The notion of a "one-day story," and the consoling idea that yesterday's papers are used to yep fish, are pernicious and wrong. Misinformation gets into the bloodstream and has consequences. The Times ought by now to have had a letter from the Chairman of the Civil Service Commission pointing out the mistakes in the November 15 story on minority employment, and the even more important omissions. If the first letter was ignored, he should have sent another. Similarly the Times ought long since have had a letter from an HEW official exposing the errors of its coverage of federal aid to black colleges. Failing that, someone should have called in the education

Ecology Corner

by Carl Becker

Final edition this week but not of Ecology Corner — I hope! As I will no longer be an undergraduate in the fall I would like to see someone take up the column and environmental coverage of the campus.

Richard Keogh, biology professor, and Susan Gomberg, student at Rhode Island College, have been elected as the new president and secretary of Ecology Action for Rhode Island. These two are indeed hard workers for the environment that we all live in.

Here's some recycling news from the Ecology Action newsletter:

"Because of the excellent public response to the glass recycling programs, the centers in Pawtucket and Warwick will remain open indefinitely. . . . If you still haven't brought your glass down to either of these centers, take them this Saturday and get ½ cent per pound for it. . . . of course, if you don't want to bother with taking the money, you could always ask that it be donated to Ecology Action for Rhode Island (thanks to those who have already given us their "glass money"). With continued support from the citizens, we are hopeful that a state-wide program will be set up to recycle all materials now filling up our landfill sites. If your town doesn't have a site, call us and we'll give you the background needed to start something." (274-0074)

On May 29, Cliffwalk will be rejuvenated, with your help. Interested individuals are asked to assemble at the Cliffwalk Manor

writers of the Times, and asked why they let other men misreport their beat, etc. Hamilton's formulation has not been bettered: the measure of effective government is energy in the executive.

In the end, however, the issue is not one of politics but of culture. The culture of disparagement that has been so much in evidence of late, that has attained such an astonishing grip on the children of the rich and the mighty, and that has exerted an increasing influence on the tone of the national press in its dealings with the national government, is bad news for democracy. Some while ago the late Richard Hofstadter foresaw what has been happening:

Perhaps we are really confronted with two cultures (not Snow's), whose spheres are increasingly independent and more likely to be conflicting than to be benignly convergent: a massive adversary culture on the one side, and the realm of socially responsible criticism on the other.

But given what has been happening to the press in recent years and what is likely to go on being the case if current trends should continue on their present path, where is such "socially responsible criticism" to come from? Or rather, where is it to appear in a manner that will inform and influence the course of public decision-making?

at 9-10 a.m. on the 29th. A rally with Senator Pell and a concert may follow this activity.

The Sierra Club which is organizing a Rhode Island Chapter will have an exhibit this week at Midland Mall.

Cass Park in Woonsocket will be the site of a cleanup on June 5th and 6th.

Over the summer I'll be working on a large scale cleanup operation on the Woonasquatucket. This River has a great recreational and scenic potential and work on this river is just being started. Surveys, riparian owner lists, conservation proposals will all have to be made. Perhaps even the formation of a Watershed Association to protect and manage the river will be established. If you are interested in helping me and a growing number of others in this project give me a call or contact me through the Ecology Action office on Thayer Street in Providence (274-0074).

Have a good summer and get involved. "If you don't do it, it won't get done".

Save The Bay

Governor Frank Licht said today (3/17) his Administration will prepare and introduce in the General Assembly proposed legislation to carry out the recommendations in the 19-page report of the Governor's Technical Committee on Narragansett Bay and the Coastal Zone, submitted earlier this month.

The Governor expressed his "deep gratitude" to the Committee members and the staffs of the Rhode Island Statewide Planning Program and the Division of Planning and Development in the State Department of Natural Resources for their "diligent work" in preparing the report.

The principal recommendation of the Committee is for the formation of a 13-member Coastal Resources Management Council within the Department of Natural Resources to plan and manage the State's salt water resources.

This Council would consist of four State department heads — including those of Natural Resources and Health — two legislators, four city or town officials, two of whom must be from coastal communities, and three public members. The Council would also have non-voting advisory members representing federal, regional state and interested private agencies.

The Committee chairman, Senator Eugene J. McCaffrey, Jr. of Warwick (D-Dist. 17), said in a letter to Governor Licht accompanying the report that the Committee's goal was "to devise a means of managing the resources of Rhode Island's coastal region which would be both effective and acceptable to the General Assembly, the local governments and the citizens of the State."

College Curriculum Committee Reported

"Is this the only sport running this afternoon, now that the hockey season's finished?" remarked one amused member of the College Curriculum Committee at the beginning of the Committee's final meeting of the 1970-71 academic year last Wednesday. He was referring to the large number of observers seated in the Board of Regents Room, awaiting Committee action on the items listed on the afternoon's substantial agenda. Among those items were proposals for a Major in Music, a Minor in Speech and Theatre, a revision of the School Nurse-Teacher Program, and new courses in Physics, Chemistry and Political Science.

The 2:00 p.m. meeting began with approval of the previous minutes and a Chairman's report from Dr. Charles Willard. Dr. Willard noted that he had presented the courses and programs approved by the Curriculum Committee to President Kauffman, and that the president had approved nearly all of them, including an M.A. program in French (approved as an extension of the present M.A.T. program in French), limitation of education electives and definition of education degree requirements, a concentration in Black Studies, Minor programs in Political Science and History, discontinuance of the Humanities Minor, a Major in Social Work (to be implemented as funds are available), and new courses in anthropology, history, mathematics, and social work. The president held up approval of the Master in Education program in Instructional Technology, since there is a possibility that such a program might duplicate work that is being done at the University of Rhode Island.

Three reports followed that of Dr. Willard; the first, given by Dr. P. M. Whitman, secretary of the Committee, reviewed the work of the Curriculum Committee during the year and indicated curriculum-related questions that might require action. The second report, given by Dr. Anastasia Hoffman, director of General Studies, concerned the curriculum in General Studies for the 1971 fall semester; Dr. Hoffman, noting that the 1971-72 General Studies catalogue has been printed and distributed to Committee members, stated that students in modified Plan B colloquia would begin senior seminars in the fall semester and that Plan A and Plan B colloquia would be the subjects of a forthcoming report. The final report was that of the Committee on Student Designed Courses, given by Chairman Patrick O'Regan; Dr. O'Regan introduced two recommendations for designating student-designed courses. The first, "that the Curriculum Committee reserve the numbers x95-x99 for the exclusive use of the Committee on Student Designed Courses," passed, 13-0-0. A second recommendation, "that the Curriculum Committee authorize the use of the category **College Course** for the use of the committee," prompted an explanation of the rationale for this designation. Dr. O'Regan explained that the term **College Course** would be appropriate for courses that do not fit into the pattern

of course offerings in any department; by using the title, the committee would not find itself "forcing courses on departments." One student-designed course that had been approved by the committee (Journalism) did not find acceptance in the English department and will be designated as a College Course; Dr. O'Regan further explained that student-designed courses of any kind would not be involved in counting credits for majors, since they are "serviceable only as free electives in any curriculum." The recommendation to use the designation **College Course** was approved by the Committee, 8-2-2. The courses approved by the Committee on Student Designed Courses are **Sociology 195: Community Service** (3 sem. hrs.); **College Course 295: Journalism** (3 sem. hrs.) and **Philosophy 295: The Philosophy and Practice of Student Government** (3 sem. hrs.).

In addition to the approved student-designed courses, five new department-originated courses were brought before the Committee. They include two new political science offerings: **Political Science 331: Courts and Politics** and **Political Science 332: Civil Liberties in the United States**. The first of these deals with "the political significance of the legal process," with special attention given to "the role of the courts and of other factors affecting the legal process in the United States." The second proposed course, **Civil Liberties in the United States**, examines "first amendment freedoms, civil rights and due process as they are found in court decisions and as they exist in American society." Dr. Herbert Winter, acting chairman of the Political Science department, noted that these courses would be serviceable as preparation courses for those students who planned to attend law school; Dr. Winter stated that about ten members of the class of 1972 had expressed interest in such courses and further interest in law school. Both courses carry prerequisites of any Political Science course at the 100 or 200 level; they were approved by the Committee, 11-0-1.

The Department of Physical Science, presenting three items for consideration, recommended that a new course, **Physical Science 210: Introduction to Astronomy**, be offered. The course is described as providing a "description of our solar system, the sun and other stars, galaxies and the universe at an introductory level." The department also proposed two new courses, **Physics 391-393: Problems in Physics** and **Chemistry 391-393: Problems in Chemistry**; both involve research in a topic and both involve a maximum of six credits. The department presently offers **Physical Science 391-393**, but it recommended that "analogous courses be offered in chemistry and physics," so that the application of credits for certification will be simplified. Finally, the department recommended that the prerequisite for **Physics 306: Electronics** be changed from **Physics 301 and Mathematics 314** to **Physics 102 or 205 and Mathematics 313**, and that the

prerequisite for **Physics 308: Meteorology** be changed from **Physics 103-104 and Mathematics 212, 313** to **Physics 102 or 104 and Mathematics 313**. All three items concerning the Department of Physical Science passed, 12-0-0.

Proposals for a Major in Music and a Minor in Speech and Theatre both received favorable consideration from the Committee; they were passed by votes of 12-0-0 and 8-3-1, respectively. The Music program (B.A.) consists of 32 credit hours, including Music 210, 211 and 212, Music 221 and three courses chosen from a list of five 300-level courses. Dean Ridgway Shinn, noting that the Music major does not involve any new courses, stated that this is the kind of curriculum development "that the Committee ought to be aware of. It offers another arrangement of existing courses, another route for the student to take in following a degree program." The Speech-Theatre Minor would include 18 credits of speech-theatre courses, with at least one course required from each of two groups of 200 and 300-level courses. Dr. Hutchinson, of the Speech-Theatre department, was asked if it would be possible for a student to complete the Minor without taking any course above the 200-level. "That is probably true," he replied, "but we hope that, through advisement, it wouldn't happen."

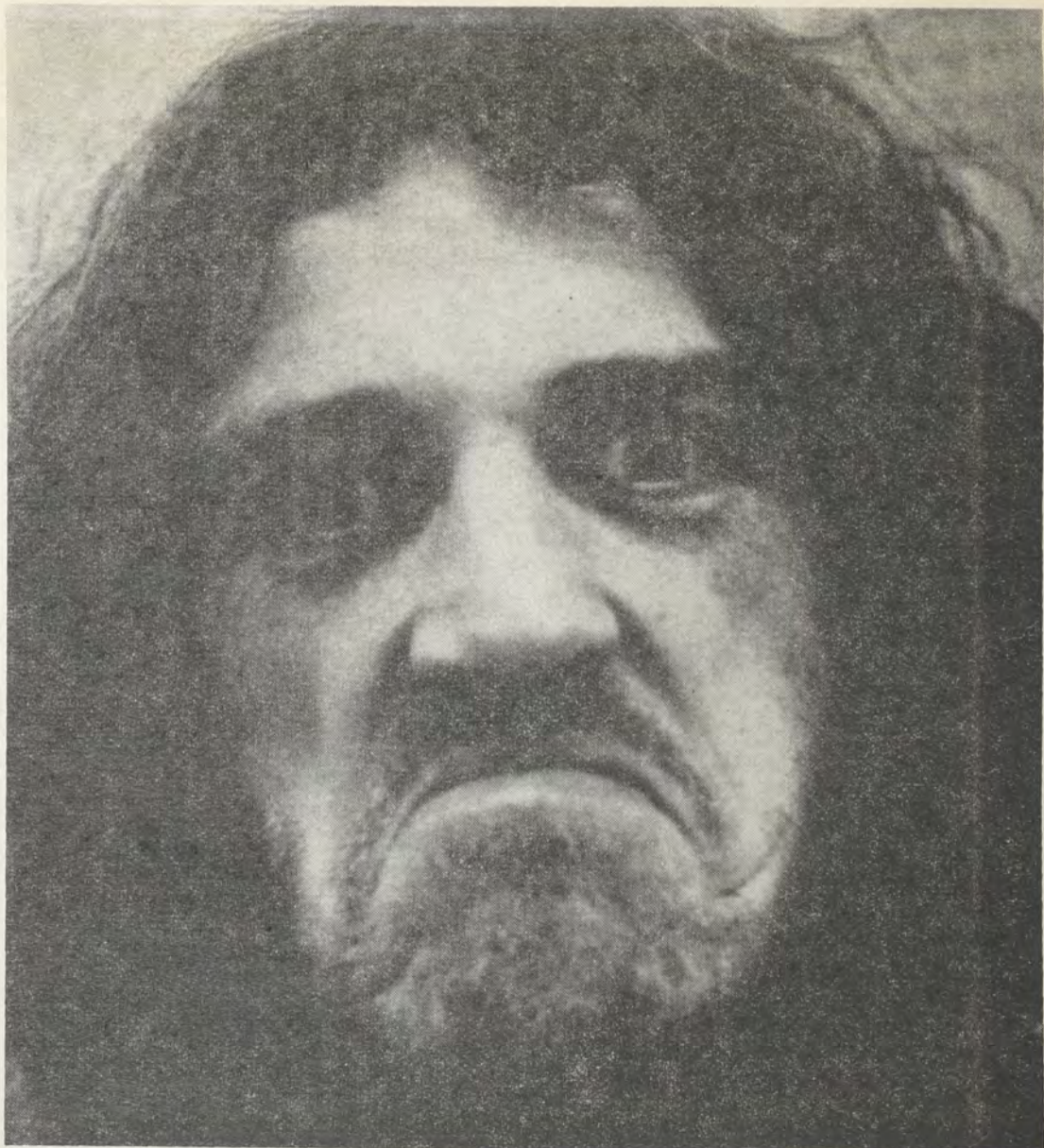
Double bookkeeping was the subject of a report with recommendations submitted by Com-

mittee Secretary P. W. Whitman. The report listed nine possible alternatives to be used in approaching the question, "Can a course be counted as satisfying more than one curricular requirement?" The present policy (listed as Alternative E) states: "A student may not count a course both for General Studies and for a requirement of a major when the course is in the same department as the major, except by special permission of the General Studies Committee. The same rule applies to academic concentrations (as distinguished from teaching concentrations). The same rule applies to minors in the following subjects: Anthropology, Political Science; and in the Teaching Concentration in Mathematics. In case of doubt, such as interdepartmental concentrations or courses, the appropriate dean may interpret the applicability of the provision 'in the same department' if the Curriculum Committee has not specified. Otherwise, a course may be counted for all the requirements it fits." Dr. Whitman recommended that no change in the present policy be made, and his recommendation was approved, 10-0-0.

The Committee referred a proposal to increase course credit for Biology 101-102 from 6 to 8 credit hours back to the Biology Department. The move to refer came at the end of an extended discussion about the rationale for increased numbers of 4 credit courses and about the proportion of 3 credit courses to 4 credit

courses. Dr. Richard Keogh, speaking for the Biology Department, indicated that the proposal was related to planned changes in operating methods in Biology 101-102 courses. According to Dr. Keogh, implementation of an audio-tutorial instruction system by September of 1973 would eliminate the distinction between lab and lecture periods which had traditionally figured in credit counting; the audio-tutorial system, which consists of "contact hour" units, would take over as the basis for counting each one of the Biology courses as a 4-credit course. However, the representative of one department indicated that a 4-credit counting might present difficulties in the total credit count for his department's degree program (the department degree includes a Biology requirement); because of the increase from 6 to 8 credits for the Biology 101-102 sequence, another course might have to be dropped. A motion to refer the proposal back to the department was made and passed, 12-0-0.

The final item on the Committee's agenda was a proposal for revision of the School Nurse-Teacher Program. The revision, which includes phasing out of the present program by June 1978 and institution of a Bachelor of Science degree in Nursing, which the committee that prepared the revision felt "is of more value than the present unique Bachelor of Science in School Nurse-Teacher Education." The revision passed by a vote of 11-0-1.



Next year you'll read *The Anchor* — and like it!