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# The Anchor

Student Senate

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"FREE ACCESS TO IDEAS AND FULL FREEDOM OF EXPRESSION"

VOLUME VLIII, Issue 2

RHODE ISLAND COLLEGE

Wednesday, October 6, 1971

## Dissolving Senate?

Petition is circulating calling for the dissolution of the R.I.C. Student Senate. This petition is being circulated by proponents Peter Levy, Pat Sloan, Dave Smith, and Bethany Williams, who feel that "...Senate is no government."

Peter Levy explained, "First, Senate ...lacks a constituency when only 10 or 15% of the student body votes. Second, it lacks respect. Third, it lacks influence. It meets once a week. It takes stands but does not enforce its stands."

Dave Smith had these comments: "We don't think there is a need for this student government. It can't fulfill the needs that are most important to the students. The main thing is that student government is toppling. Students want the right for it to come down rather than deteriorate."

Proponents ask students to agree to putting the proposition up to a vote. David Smith explained "When you sign the petition, you are saying there might be a point here that one ought to consider."

Proponents need 700 signatures but they are aiming for 1,000. Each of the petition's proponents plans to research a few points in depth and explain the rationale behind it. The petition evolved in the student-designed "Philosophy of Student Government" course. Pat Sloan wrote the petition.

Students are acting under the authority of Article XI, sections 1, 2, 3, and Article XIII, section B, of the constitution of the Student Senate of Rhode Island College, which is reprinted below.

### ARTICLE XI Initiative

#### Section 1:

A petition signed by ten percent of the regularly enrolled undergraduate students of Rhode Island College shall be sufficient to require the Student Senate to discuss the subject of the petition at the meeting at which the petition is submitted and to take a vote on said petition no later than the following meeting.

## Lamarca Rides Again

The Student Senate, meeting in a closed session after its regular meeting last Wednesday, voted not to accept President Joseph Lamarca's resignation. The Senate did, however, accept the resignations of Senators Harry Roll, Bethany Williams and Peter Levy during the regular meeting.

The Senate appointed four students (George Collins, Gary Hennessey, David Baker and Joseph Lamarca) to the Athletic Policy Committee.

The constitution for the Jewish Students' Union was passed, and the \$100 allocation requested by the Students' Union was sent to the Committee on Special Considerations. A request for funds to be used as a donation to the Pakistani Relief Fund was sent to the Finance Committee. A letter from the Kent Legal Defense Fund requesting a donation was withdrawn.

The price for the replacement of student I.D. cards was raised to \$3 to prevent students from starting I.D. collections for illegal purposes; but in the case of word I.D.'s or a change in I.D. status, there will be no charge if the old I.D. card is turned in.

Funds for the Classes of 1972 and 1973, previously frozen by the Senate, were returned to operating

#### Section 2:

Twenty percent of the regularly enrolled undergraduate students of Rhode Island College may petition that any action of the Student Senate be submitted to the Student Body for approval. On the day following the Senate meeting at which the petition is received, it shall be the duty of the Secretary of the Senate to post adequate notice for a referendum to be held within two weeks. A vote of two-thirds of the students voting, provided twenty-five percent of the undergraduates enrolled vote, shall be necessary to reverse the action of Senate.

#### Section 3:

Amendments to the Constitution may be submitted by a Senate member or by petition as outlined in Section 2. It shall then be the duty of the Secretary to post the proposed amendment at places designated by the President. An amendment must be approved at the next regular meeting by a two-thirds vote of the entire Senate. It must then be submitted within one week to the entire undergraduate student body, and approved by a majority of those voting.

### ARTICLE XIII

#### Section B:

Any senator shall be subject to recall by his respective constituency. The recall procedure shall be as follows:

A petition signed by at least twenty-five percent of a senator's constituency calling for his recall submitted to the Executive Board of Student Senate shall be deemed sufficient to warrant a special election to determine whether or not that senator shall continue to serve. A majority vote in the negative shall be sufficient to remove the senator from office, providing that at least twenty-five percent of the constituency votes.

Any senator so removed shall be eligible to run in the election held to fill the vacancy caused by his removal from office.

#### status.

A \$300 appropriation was made for a legal investigation of the Student Bill of Rights, which was passed by the Senate last spring. John Cerrito, a member of the Committee on the Bill of Rights, thanked the Senate for the allocation, then asked for new volunteers.

A Budget Commission report on the freshman class was presented; it recommended that the freshmen funds be assigned to the Committee on Class and Organizational Affairs to prevent competition in activities and to make more money for both parties involved.

A request for a \$1600 allocation to the Debate Club was sent to the Committee on Class and Organizational Affairs. A request for raises and additional stipends for the Anchor staff was sent to the same committee.

The Senate voted to penalize two students by not allowing them to register for the second semester this year unless they pay for two new gavel to replace two that they damaged.

Three Senators were chosen to represent the college at a statewide conference, at which the problems that student govern-

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## AFT collective bargaining

The Rhode Island College Chapter of the American Federation of Teachers met Wednesday, Sept. 29, and acted upon four items. They decided who shall be included under collective bargaining; they acted upon the "closed shop" idea; they discussed the incorporation of the ideas of non-union members in the bargaining process; and they voted on making the use of the union's grievance procedure voluntary.

By unanimous vote the membership of the AFT decided to make union membership voluntary in the event that they should become the bargaining agent. The AFT went on, by unanimous vote, to allow non-union members to submit recommendations for consideration by the negotiating committee, again, should the AFT be elected the bargaining agent for RIC faculty.

On the question of who shall be included in the bargaining, the AFT membership voted unanimously to include those with a Master's degree or above, holding the rank of Instructor or above, who are engaged by the College in full-time teaching or research, including department chairmen.

The State Regents are currently challenging the inclusion of department chairmen in the bargaining process at URI; therefore, it is yet unknown what the ruling on them will be. In the meantime, the AFT's stance is that they should be included.

The last formal item was the use of the grievance procedure. By unanimous vote, it was decided that the more use of the grievance

procedure will be optional. Any individual would be free to use the Union, while he would not be compelled to do so. The primary difference between the Union grievance procedure and that currently in use is that currently only the procedure is appealable, while the Union procedure would review the grievance itself.

The impetus for the AFT activity is the withholding of pay increases for faculty. While 67 individuals have received their raises, the remainder of the 290 faculty members have not.

One member of the AFT indicated that the AFT ought to avoid seeming to be "money-grubbing." The response to that was that while the AFT is concerned with other matters, there is nothing ignoble about wanting to get paid. It was pointed out that medical doctors, making \$75,000 annually, do not hesitate to turn a lapsed bill over to a collection agency.

Of concern to the AFT was its image with the remainder of the faculty. The members felt that there is a need to communicate the positions of the AFT to the remainder of the faculty. President of the AFT, Professor Averill, spoke of a news-letter.

The positions which are to be non-remunerative questions on the campus: academic freedom, open enquiry, the place of the University, and the relationship of the AFT, should it become the bargaining agent for the faculty, to faculty Council. While no formal action was taken on any of those questions, it was the view of Professor Averill, that such questions can only be answered by

all of those involved. He expressed the view that it was not the place of the AFT to alter anything unless the faculty wanted something altered.

The impact, then, in the event the AFT becomes the bargaining agent for the faculty, will be in the area of remuneration and grievances, all other things to be handled as they currently are handled.

As well as the AFT, the AAUP, and the R.I.E.A. exist on campus. Doctor Stenberg, President of the American Association of University Professors at Rhode Island College, indicated that there will probably be a meeting of the AAUP within a week to ten days, at which the issue of going on the ballot along with the AFT will probably be discussed.

Mr. Singleton, Assistant Executive Secretary for the Rhode Island Education Association, could not be reached for comment.

## Draft Returns

### DRAFT RETURNS FOR TWO YEAR ENCORE

WASHINGTON (WCNS) -- With the passage by the Senate last week of the draft extension bill, the Selective Service System is once again authorized to induct men into the armed forces -- but with a few strings.

First, the draft will last only until July 1, 1973. President Nixon hopes to have replaced draft calls with sufficient numbers of volunteers by then, and the induction machinery will be put on ice in case of national emergency. After that date, therefore, 18-year olds will still have to register with the Selective Service.

Second, male college students no longer receive automatic deferments while in school. Congress, bowing to pressure from college students and others for a more equitable draft, agreed to authorize the President to end the undergraduate deferments, a step he has already promised to take.

Starting this past summer new students (not enrolled in the 1970-71 academic year) will not be deferred, although if they have started classes they may postpone induction until the present term ends. All other students are eligible for induction after four years in college or when they reach 24 years of age, whichever comes first.

Third, lottery numbers will apply to all men with the same birthdate, regardless of the location of their draft boards. Requested by the President, this new rule will end charges that certain draft boards were "safer" than others. Thus all men with the same lottery number will be inductable at the same time.

Another provision provides incentives for more men to volunteer. Originally requested by the President last year, the \$2.4 billion pay hike (\$1.8 billion for first term enlisted men and junior officers) will go into effect October 1, unless the Cost of Living Council, which oversees the current wage-price freeze, rules otherwise.

For a recruit or seaman recruit,

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## Read Editorial

## Revised Add-Drop Procedures Proposed

A proposal for revising the procedure for withdrawal from a course after the add-drop period was made by Dr. Frank Dolyak, chairman of the Biology Department, at the September 22 meeting of the Council of Rhode Island College. The proposal, if adopted, would establish a liberal add-drop period of two weeks and another two-week period for approved add-dropping, with any subsequent add-drop activity requiring the approval of a divisional academic dean or the Vice President for The Council referred this proposal to the Academic Standing Committee, which will consider this and other proposals it receives from departments and faculty members.

Last spring, after a suggestion from Mr. Donald Hardy, Vice-President for Student Affairs, Deans Dixon McCool and Joyce Holland sent out a communication to academic departments asking for some thoughts or proposals on articles 4.1.13 and 4.1.14 of the faculty manual, concerning withdrawal from a course after the add-drop period and withdrawal from the college. The Biology Department proposal, presented at the Council meeting by Dr. Dolyak, was a response to that communication.

Article 4.1.13 of the Faculty Manual states that a student may withdraw from a course with the permission of his advisor before the tenth week of the semester and receive a grade of W. After the tenth week of the semester a

student may, under extenuating circumstances, withdraw from a course with the permission of his advisor or the Dean of Students and obtain a Grade of W. Any student who withdraws from a course without permission at any time after the add-drop period receives a WF.

The Biology Department proposal, one of many to be considered by the Academic Standing Committee, states: "1. That there be a liberal add-drop period of two weeks. Only communication is necessary in the following sequence: Advisor-Instructor-Department Chairman-submit papers to the Registrar. 2. There should be two additional weeks extending the add-drop period. During this period both communication and approval will be necessary. In other words, dropping a course would not be automatic. The sequence for withdrawal would be: Advisor - Instructor - Department Chairman-submit papers to the Registrar (for communication). 3. Following this two week period of approved add-drop, the necessary sequence for approved add-drop would be: Advisor - Instructor - Department Chairman - Divisional Academic Dean or Vice-President for Student Affairs - Registrar."

The Academic Standing Committee will discuss this issue at its next meeting on October 21. Chairman Donald Hardy will propose the matter of withdrawal from courses and from the college.





## Vanessa Redgrave "THE DEVILS"

Movie Review:

-Bob Mayoh

### "The Devils"

"This is not the age of manners," British director Ken Russell stated in a recent review. "This is the age of kicking people in the crotch and telling them something and then getting a reaction. I want to shock people into awareness. I don't believe there's any virtue in understatement."

There is certainly no understatement (virtuous or otherwise) in Russell's latest film—"The Devils," an incredibly vivid and shocking film about religious hysteria in 17th century France. A master scenarist with a probing eye for even the most subtle of detail—an eye that rivals Fellini and Visconti, Russell is unsparingly vivid in "The Devils." He wants to shock us as much as possible, wants to convince us of the demented madness that he sees (while playing at historian) in the supposed Age of Enlightenment; and no one can sit through "The Devils" (many inevitably come to walk out midway through) without first becoming almost immediately aware of Russell's clear and obvious intent and, secondly, completely convinced of his success in the visual execution of that intent. What emerges then in "The Devils" is a lurid vision of hell on earth, and in Russell's graphically depicted, hallucinated visions, the divine order of creation in 17th century French society is totally mad from the frivolously demented Sun King on down.

In Russell's view, "The Devils" is about the way Church and State worked together to condemn an innocent man. The innocent is one Father Urban Grandier—a politically powerful priest in the walled city of Loudun who is accused—falsely, of course—of bewitching (in cahoots with an ever-active devil) an order of Ursuline nuns. Grandier has not taken very well to the idea of priestly celibacy—Loudun has quite a number of illicit bastards by his hand; but neither a breach of celibacy or the charge of heresy are the real reasons for his destruction, though they are the excuses provided. Grandier, in all real truth, is politically dangerous to the nationalistic designs of a power-hungry Cardinal Richelieu and must be eliminated if the provincial city of Loudun is to be yoked to the cart of a unified French nation. Historically, Grandier was dangerous as was Joan of Arc. They were eliminated on the easy grounds of heresy, though their true crimes were political.

There can be no escape for Grandier—with not-so-pious nuns readily giving false testimony to support a demanded conviction, he is a doomed man, and he goes to the stake (as had been planned for him all along), though he never confesses, even under the most excruciating torture, to the fraudulent crimes he knows full well are not the real reasons behind the need for his destruction.

The story of Grandier's heresy—a historically true story—has been

examined and creatively explored in numerous past works of various expression. There is a sardonic history of the event by Aldous Huxley, a play by John Whiting (Russell's script for his film has largely been taken from these two contemporary sources), and most recently there has been a full first opera of the story by Poland's Krzysztof Penderecki. But Russell is the first man to ever attempt the Loudun heresy on film—a creative medium, because of its possible grand scale and its instantly communicable wealth of images, that would seem to be tailor-made to the demands of such a story. And if the events that took place at Loudun have been recounted in later ages (as they should be) as a telling example of man's cruelty and inhumanity, of a societal tendency towards an easily provoked wholesale insanity, and of the inherent evils and dangers to society on the whole stemming from any strong linkage of Church and State—if there are valuable lessons to be learned from one of man's worst recorded moments—then Russell, as a director possessing a marvelous sense of dramatic and imaginative flair, a brilliant eye for revealing detail, and a demonstrated fiction on both the perverse and a sometimes crippling self-indulgency, is a talent perfectly matched, it would seem, to his material. "The Devils" and Ken Russell, in other words, were made for each other.

But "The Devils," for all its suitability to the director's most obvious faults and talents, does not emerge as Russell's best film to date. "Women In Love," with its conveyed subtlety of plot, complexity of character and theme, and a marvelously faithful servitude to its author, must still command that honor. But if Russell was true to D.H. Lawrence he was not true to Tchaikovsky, whom he dealt with in an entirely haphazard fashion in his second film, "The Music Lovers." As a director who ultimately emerges as the most important part of anything he directs, Russell is a man much given to heightened theatricality and a self-indulgent flamboyance; a man whose sometimes overweening point of view has no qualms about disregarding historical facts when they come to stand in his way. In "The Music Lovers" Russell decided to give us his own version of Tchaikovsky's troubled life—one he would have great difficulty corroborating with actual historical fact. He has described the film as "the story of a homosexual who married a nymphomaniac," and his simplistic treatment of a highly complex and deeply troubled man rightly garnered him such praise from someone like the New York Times music critic, Harold C. Schonberg, who described the film as "pretentious garbage... completely false to the subject, self-indulgent beyond belief."

But now in "The Devils" Russell

## Women's Lib Meeting

Female

Women's Liberation is a new organization on campus. Started last year by a small group of women who share a feeling of oppression, it was not successful due to a lack of student awareness.

This year the meetings are scheduled for every Wednesday during the free period (from two to four) in the Student Union, Room Attendance of all women on campus is urged by the organization.

The group is not funded and therefore its activities are limited. Meetings consist of discussion groups within the membership on a very informal basis, with no officers as such. Rather, the girls who were members last year serve as discussion leaders.

All the girls related incidents pertaining to why they feel oppressed. One such incident was told by a member who has observed her mother getting stuck with the dinner dishes when there are several equally able-bodied men around who could help. They have been caused to believe, by the conditioning they've received all their lives, that dishes are strictly women's work. They don't seem to take into consideration the fact that they helped dirty them! This sister stated that she helped her mother because she felt badly for her, but made it quite clear that she didn't approve of the predominant male attitudes.

The organization hopes that from these discussions a consciousness raising can be achieved. From there, it seems, the direction of the group is still to be determined.

## Military at U. of Minn.

Minneapolis, Minn.—(I.P.)—A report released after an investigation into military surveillance at the University of Minnesota finds fault with individual members of the University community and recommends both a conduct code for administrators and a reorientation of the campus police department.

Several areas of the report—most notably its fixing of individual responsibility—differ sharply from a report on surveillance issued last year by Eugene Eidenberg, assistant vice president for administration.

"This report, unlike Eidenberg's, considers the campus police force's surveillance activities as far more serious than the question of agent access to students' files.

However, the task force report found that "files policies within other units of the University stood up well," that the number of persons damaged by surveillance activities was very small and such activities were much less prevalent than was implied by press coverage of Eidenberg's report.

Eidenberg made his report at the request of President Malcolm Moos to answer charges by former military intelligence agents in the news media about University cooperation with intelligence

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is free from the tight restraints imposed upon his active imagination by either the novelist or the biographer, and he chooses, rather than to present us with convincing drama, to give us a glaring picture of hell on earth—a glimpse, as he would have it, of a society supposedly grounded in a prevailing rationality suddenly gone entirely mad. Again, to suit his heavy-handed purpose, he tampers a bit with history (Louis XIV, for instance, never shot Protestants as an afternoon diversion) and Russell's treatment of Grandier's illicit marriage is never allowed to develop past the stage of dewy sentimentality.

But drama and history are only props in this instance for Russell.

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Male

A room in the Student Union was filled to capacity for the first meeting of the campus Women's Liberation group on Wednesday September 29. The group is comprised primarily of undergraduate females who take an interest in the active side of Women's Lib. They want to reach women on and off the RIC campus concerning questions of vital interest, as well as to initiate a day-care center. One undergraduate said that the Women's Lib group that existed on campus last year had been a largely passive organization which lacked initiative and planning. It seemed that this new group will not be the passive circle of a year ago, but will apply itself to constructive politicking.

On the issue of a possible day-care center, it was suggested that perhaps it ought not to be affiliated with the college in any direct way because of the difficulty which may be encountered in funding the center through the school. One instance was related where mothers would "pool" to look after children to allow themselves time for work or school.

Of particular interest was a point made by one girl concerning the role of Women's Lib. It was her feeling that it ought not to be an end in itself, but rather a vehicle for forceful political expression. She seemed to feel that oppression of women is part of a general oppression that is political in nature. "We should not isolate Women's Lib," she said.

After a while, small rap groups were formed for the purpose of talking things out and relating feelings and opinions. The group has decided to meet on Wednesdays during the free period from two o'clock to four until further notice.

## French Canadian Theater Comes to R.I.C.

Thursday evening the French Canadian theatre troupe, Les Jeunes Comediens, presented Moliere's Les Fourberies de Scapin. The theatre troupe was brought to Rhode Island by the R. I. State Council on the Arts, and was sponsored on our campus by the Departments of Modern Languages and Speech-Theatre.

The play's dialog was completely in French. The actors strove to break the language barrier, and they succeeded at many points.

The presentation of the play was creative and imaginative. The actors did not just act; they also used puppets in place of themselves or to represent other characters. It was a fascinating experience, but to acquire the fullness of the comedy of the play, the playgoers would have needed to understand French (to a certain degree).

After the play was over, a reception was held for the actors in the Alumni lounge in Roberts Theatre. The main question that was asked of the actors was "Who is your director?" We were surprised to find out that there was no certain director. The actors studied their parts (in some cases, an actor had more than one part) and decided how they were going to make characterizations. There was no one who set up the "blocking"; it was done by the actors themselves while they rehearsed.

The play was well received by a medium-size audience. To my surprise there were very few R.I.C. students in attendance, except those in the Speech-Theatre department. The audience was mainly composed of high school students (French classes).

In conclusion I would say it was a worthwhile experience (and I do not speak French). I commend Les Jeunes Comediens, and I would like to see them again on our campus.

## Tutoring Being Offered

Last year, the Student Development Program initiated a tutorial program, the design of which was to offer assistance to those students, mostly freshmen, who were having difficulty in a particular subject. This year, after receiving additional funds from the college, tutoring is now being offered to all college people. What's more, the tutors are now being paid for their services because it is felt by the directors of the program that the students who are paid are more responsible in fulfilling their duties. Also new to the program this year is the attempt to communicate to students that they should not wait until before or after an exam to decide that they need tutoring. They should seek assistance at the first time trouble appears.

In the past, the areas in which students had the most difficulty were math and science, especially biology. Students, mostly juniors and seniors, were chosen as tutors. These students were majoring in the course they were tutoring and also had recommendations from their professors.

Now, with the new general studies requirements, there is a wide range of subjects in which a student may be having trouble. Still, a student with certain recommendations can be found to tutor. So there is really no limit to what a student may be able to find

assistance in.

Program organizers are hoping that tutors will interact with the students they are teaching and the instructors of those students. This will aid everyone involved, for the student will be given help in that with which he is having the most difficulty. It is also hoped this year that close records of the student's academic record will be kept. This will not only help judge the tutoring program, but will also help in the training of tutors which might be done in the future.

Besides the tutors receiving a payment for their services, the program is also asking the student, if he is financially able, to render a fee. Veterans can receive payment from the government, under the G.I. bill, for tutoring services.

Times of meetings and locations are left up to the student and his tutor. This is seen as very helpful, since both the student and the tutor should be in an atmosphere where they are relaxed and real communication can take place between the two.

Students who find themselves having any difficulties at all in adjusting to college, not necessarily those problems that are academic, can go to the Student Development Program office, Room 060 in the Craig-Lee Hall (telephone extension 570). There they can find someone to help them.

## Happy Birthday

LARRY!

### LOVERS OF RINGS

Josten's Ring Company and Elaine Sans Souce (Rep) will be here each and every Wednesday from 11 to 3 in front of the Bookstore THROUGHOUT THE SCHOOL YEAR. Or write: Josten's, Abbott Run Valley Rd., Cumberland, R.I. 02864. Tel. 333-6096.



**Viewpoint:****Campus Mood?**

The Rev. David A. Ames

Is the prevailing campus mood this year one of apathy or one of reflection? Certainly it is not (at least not yet) one of action.

Much is happening in our society and around the world as the new academic year begins: voter registration is possible for those who are 18 to 21; draft calls are resumed, thanks to the Senate; Attica brings a My Lai massacre to New York, and the reverberations are echoing in prisons all across the country; President Thieu pushes for and wins his election to become dictator; Nixon has an opportunity for another game of chess (checkers? chance?) with two more Supreme Court nominations. On the campus, administration, faculty and students adjust to one another as textbooks and readings are opened to the first few chapters. And, in the midst of all this, the issue of collective bargaining is reopened for the faculty while mistrust and charges of injustices become hallmarks for those concerned with student government.

No doubt the majority of those people who use Rhode Island College couldn't care less either about the issues or the mood of the campus. College--and especially a commuter college--is for taking the necessary courses in order to gain the certification or degree needed to get a job or to advance in one's present position because of the felt pressures and demands from family, employer and/or the society.

Others, however, are discouraged by the response to the demonstrations, protests and strikes of the last few years. Lives have been lost, incarcerations endured, much time expended in marching, delivering or listening to speeches, and the results have been very little and slow change indeed. What's the use? We're still

in Vietnam and, after our "total" withdrawal, a residual force of 50,000 might remain indefinitely. Concription is still the law of the land--and this time there are no student deferments. The two major political parties continue to echo the same themes and candidates and the "choice" in '72 may be as empty as that of '68. With good reason one can easily be a cynic and a pessimist.

Still others are determined to search out and discover a society which is just and which has the capability for making peace and providing equal opportunity for all its citizens. They recognize a relationship between their particular field of competence and all other aspects of human life. They trust that there is growth and progress toward the goals of peace and justice because of the tensions they experience. And although they do not readily participate in non-violent demonstrations, they know well the value of open debate and communication among all opposing views.

What, then, is the mood of Rhode Island College? If it is apathetic, all of us are in trouble and may even be ignorant of that. For apathy leads to loneliness, to despair, and to purposelessness. No institution of higher education can be an effective instrument of change or learning or disciplined discovery with this malaise. If, on the other hand, the RIC mood is reflective, there is good reason for hope. As relationships of trust are built up and as lines of communication are opened, the search for positive responses to the events of this year and this semester could culminate in new and vigorous energy, both for the peace movement and for useful alternatives to the present system of student government.

**P****I****C****K****E****T****WED.****2:00****o'clock****Student****Union****by D J. Lynch****Viewpoint:****A Call to Reason**

I'm a recent transfer, and at the moment have not grasped the full reality of the political situation as regards student government. However, by attending a few Senate meetings and talking to a few people, I am very aware that things are in sorry shape.

There are two factions, neither of which will, as I see it, ultimately benefit the best interests of the students on this campus, as both purport to do. To acquaint the readers, there is one group out to perpetuate the Senate in its present form without significant change. These people are obviously out for selfish personal aggrandizement, and for popular recognition by the Administration. To quote one of their number, Senator Hoenson, "I'm not sure students should have power." Well, sir, you may be content to have yourself computerized, pigeonholed by the College Administration, and be recognized by them as a "nice guy" so they can assist you in your personal aims, but I am not! The students have a legitimate voice in deciding questions affecting them in this institution, as they are the ones paying the tuition to keep the place going, and they are the ultimate beneficiaries of their education, not the people who run this place. On the other hand, we have a group, of a significant following I'm told (pity!) led by Patrick Sloan who is out to destroy the Senate. Reliable sources have it that Mr. Sloan is enrolled in a course in Student Government, and is for a class project undertaking to destroy the Senate, and receiving credit for the course for doing so. This does not speak very well for the instructor of the course nor for the character of Mr. Sloan. Mr. Sloan has no right to undertake to

do this. Mr. Sloan stated to me himself that he is out to destroy the Senate. Just who does Mr. Sloan think he is to do this? How does he represent a majority of the students here? I personally advise the Senate not to heed his call to anarchy. However, what we need is moderation between these two unreasonable extremes. The course of action the Senate has taken is to clean its own house by calling a constitutional convention, at which they can find out how to make their organization more effective in representing the students and serving in their best interests. No one can deny a re-examination and re-ordering of priorities and a change in structure is necessary. I personally will assist in this task. I am not dedicated to any particular political ideology except having a well-organized, and effective student government. I am not at the present time going to run for office, as I feel I might be able to do more to help this change in other capacities. I have no personal interests at stake. I'm not going to make any commitment to any particular ideas of reform until I can study and meditate on all involved.

I also am alarmed at the resignations we have seen recently. Resignations are an adverse reflection on one's character, as they indicate a lack of personal responsibility. If one runs for office, he is saying that he is ready to assume the responsibility of elected office, and by assuming office, he officially accepts the same. When one resigns he is abdicating his responsibility to those who elected him. He is telling them, "I'm too weak an individual to stand the

pressure." or perhaps he's saying he is lazy. But the worst type of resignations are the type who leave in personal disgust with the organization. It indicates a lack of personal strength to "hang in there." Recently, several have resigned to join Mr. Sloan's outfit to destroy the student government. They have made an utter travesty of the office to which they assumed responsibility. They reply that the Senate itself is a travesty, but an organization is only what the individuals involved make it. If people want to have a viable student government, they must show dedication and work hard, and never let themselves be confounded by seemingly adverse circumstances.

I am offering as a personal suggestion that senators and officers be bonded. That means they put up a bond when they place themselves on the ballot. If they lose, it returns to them. If they win, the bond is retained until the end of the school year, when they get it back, with interest. If they resign for such vague things as "personal reasons," and reasons such as those offered by some of those resigning, the bond would be forfeited. The same would hold true in impeachment. In other words, to resign and to get back the bond, the reasons would have to be acceptable to the Senate. This would stem this resignation disease we are now afflicted by. This would make them realize that they have a responsibility to the student body to make the Senate a viable, active voice.

I would like to laud Mr. Lamarca for withdrawing his resignation. It demonstrates that he has personal "guts" to take command of something, which very few people

*Editorial***We Ask the Student Senate**

Maturity and responsibility have become values of necessity in a world of many incongruities. The college campus has become, perhaps, the most vital source of these qualities. Why, then do we find such a lack of mature and responsible leadership today in the Rhode Island Student Senate?

**WE ASK THE STUDENT SENATE. . .**

Why they have demonstrated in Senate meetings an obvious inability to "get it together" and an apparent and perhaps well-founded lack of trust in each other?

**WE ASK THE STUDENT SENATE. . . .**

Why they permitted the "Budget Committee" to propose within their own term of office that Senate officials be paid "stipends amounting to \$800 for the Executive Committee (200 dollars per person), \$2,000 for the Senators (100 dollars per person) and \$3,120 to a student Senator to act as secretary - and then proceeded to immediately implement this proposal without a student referendum.

**WE ASK THE STUDENT SENATE. . . .**

That IF no restrictions are placed immediately on this policy of minimum representation and unreliable administration of student funds in the form of highly questionable internal stipends - Where will it all end?

**WE ASK THE STUDENT SENATE. . . .**

Why they have allocated to themselves \$5,000 for "office supplies" when the major campus weekly publication receives only \$150?

**WE ASK THE STUDENT BODY. . . .**

Why do you continue to let yourselves be abused? Will you continue to let yourselves be abused?

Finally, we ask. . . .

Diogenes, where are you??

*Letters to the Editor*

Dear Editor:

I am getting tired of hearing the members of the so-called "Senate Party" constantly bringing up the Budget Commission report as the gospel truth, or rather treating the report as if it were the gospel. I think the time has come to hear the other side of the story.

First of all, Pat Sloan (Chairman of the Budget Commission) and his "clique" have always been and probably always will be against athletics, not to mention other traditions such as yearbooks and other recreational affairs.

Now I am going to pull a "Sloanism". Pat Sloan and his Budget Commission conducted a poll on the Activity Fee. I believe that this poll was just a front. Sloan and his men could care less what the student body wants. They are just out for their own personal gains and want activities on this campus that only they care about.

That's quite a statement. Can I prove it? Just take a look at the results of the poll taken by the Budget Commission. The poll indicates that more than 50% of the students who responded want Athletics to get the same amount of money they are now getting, which is close to \$50,000. Yet the Budget Commission recommended that Athletics be cut. How come? Well, Sloan gave the excuse "look how

have today.

In conclusion, I am glad to see the course Senate has taken to clean its own house. I hope whatever comes out of the constitutional convention will be beneficial to RIC as a whole. Let us not allow the left-wing extremist and irresponsible element led by Mr. Sloan to prevail in the stead of reasoned reform. The left wing movement has often called on people to feel rather than think. The right wing says think rather than feel. I think what we need is a good mixture of both, applying either principle as need be. However, let thinking direct our feeling.

many people participate in Athletics." The reply I have to that is, "You knew how many people attended the games before the poll; so why bother to take a poll if you're not going to abide by it?"

I call this a Sloanism because Sloan is always saying that the Administration of the college is using the Senate as a front. He says that Senate is blocking progress. But it is he who is using his poll as a front. He claims that he did so much comprehensive research (including the poll) and the commission came up with its list of recommendations based on their research. But you notice that the research findings were never published. The poll was never published.

Sloan and his commission recommended everything that they believed before the budget commission ever existed. Most of their recommendations are based purely on their opinions.

This is not to say that Pat and his colleagues are not entitled to their opinions. As a matter of fact, I agree with some of their ideas. But their ideas and my ideas aren't necessarily the right ideas.

It is my belief that Senate should spend the activity fee the way the students want them to regardless of whether senators think it is right or wrong.

The Budget Commission poll says that more than 50% of the student body wants Athletics to get \$50,000. Of course, only 13% of the student body responded to this poll. Therefore this poll should not be treated as the "Gospel" either. It seems to me that there is a big question mark on Athletics. Therefore, since so much money is at stake, I suggest that a referendum on Athletics be held at registration in January so that the Senate can find out what the students want.

Sincerely,

Al Bettencourt  
Senior Class President



**Viewpoint:****"What Does It Mean if I Sign the Petition?"**

R. Patrick Sloan

A number of students are circulating a petition which calls for a referendum on a number of questions, one of which is the existence of Student Senate. In the process of circulating this petition, a number of questions have come to light. As a person who shared in the authorship of this petition, I would like to try to answer some of those questions.

First, "What does it mean if I sign the petition?" It simply means that you agree to having the questions in the petition placed on a ballot. It does not mean that you agree with or disagree with the content of the petition. You'd be saying that you think students should be given the opportunity to vote on the content of the petition.

Put another way "What happens if I sign the petition?" Well, if one thousand people sign the petition, the Senate will be forced to hold a referendum.

We've been asked, "Wouldn't it be easier to just go to Senate and ask them to vote to have a referendum?" Yes, it would be easier, but by going the route we are going, at least one thousand R.I.C. undergraduates will know that something is going on. In other words, we do not want a voter turnout of just two or three hundred students as has so often happened in the past. The value in the petition is that more people will know what is happening, and it is hoped that therefore more students will vote.

The remainder of the questions deal with both the meaning of the questions in the petition and with the need or justification for voting in favor of them. Obviously, those

people who circulate the petition are hopeful that it will be approved, so my comments shall be made in that light; that is to say, I approve of the content of the petition as well as the idea of having a referendum.

The first question on the referendum deals with the abolition of the Student Activity Fee. "If it is abolished what will be the consequence?" First, the individual student will be forty dollars richer, for that is how much you pay annually.

Let me include items two, three and six in this discussion of what will happen if the activity fee is abolished. Item two indicates that a theatre tax will be collected, so theatre will continue to receive funds. Why? Theatre is well supported, as evinced by the sell-out crowds at its performances. Beyond that, Theatre has a primary bearing on the "academic function" of the College. In short, students get their money's worth.

Item three allows for a newspaper tax; so the newspaper will continue. Why? The newspaper, as poor as it may be, provides the only form of campus-wide communication at the college. Its purpose, simply, is to be printed weekly. It does that. It is up to the students to use it. If and when they do, it will provide the means for focusing student views and projects.

Item six provides for the funding of Fine Arts so the remainder of the year. It does not provide for its continuance beyond that time. Frankly, this is the most difficult of all positions which we have adopted. I, personally, feel that a Fine Arts series is very much part

of the function of the College; yet, it is not really a thing that students do, by which is meant, it is not a thing which students become involved with. As a parenthesis, it should be noted—and this is the direction of the proposed actions in the referendum—anything that the students here want can be gotten. Comments to that effect will conclude this statement, so for the time being, other items on the petition should be considered.

Item four insures (as much as any written statement can insure anything) that no further taxes will be charged the student to support organizations for which students do not wish to spend money. It also provides that a referendum must be held, if the tax is to be a condition of entry—that is, if you must pay it before you can register, as is the case with the present Student Activity Fee. In such a referendum, at least the same percentage of students must vote as in the one that will be called by the signing of this petition. The reason for that clause is simply that, in the past, referenda generally got a low voter turnout.

In item four (as well as in others), mention of the State Board of Elections is made. It is felt that since campus organizations deal with taxpayers' money in a very real sense, the election of those who control it and the referenda by which it is allocated should be under State supervision, as are other public referenda, not to mention union elections. The Senate handles approximately \$150,000. It is not unreasonable to ask for tighter control in elections. And by the same rationale, despite the sum, it is not unreasonable to ask for State supervision in all matters that deal with the student's money.

Item five simply states that funds allocated for this current semester will be granted. In many cases, legally binding contracts have been made which would be expensive to break.

In item six, we deal with Fine Arts. They make contracts for the entire year, and consequently they must be given funds for the entire year.

Item seven states that all leftover funds, funds that haven't yet been allocated for this semester, will be given to the Providence Free School. We must dispose of funds that remain, for if this petition does not make provision for them they will be left in a kind of limbo. We selected the Providence Free School simply because we felt that there would be no objection to funds going there, if indeed the students at RIC decide to approve their going anywhere. Similarly, section eight provides for the real properties which may be owned through Senate.

Item nine is important. Most of us who are circulating this petition have served on Faculty committees in which we have been told that we do not really represent students, a situation that leads to low student interest in the College. You know, if only ten percent vote, how can you represent all students (the "Agnew shuffle")? So be it. We would ask that the College catalogue be changed to reflect the fact that no students serve on College committees.

Item ten is real and symbolic. Why recall the President of Senate, if Senate will be dissolved? It is

under Mr. Lamarca's "regime" that \$3000 has been handed to another member of Senate, who is supposed to be a full-time Secretary. It is under Mr. Lamarca's leadership that end runs have been made around the Senate Constitution. Mr. Lamarca is the person who fetes various Senate members to dinners at the Fore and Aft Restaurant. It is Mister LAMARCA who has brought Senate to its ethically lowest point by applying the techniques of Huey Long-style politics to Senate. As one final touch, it was the brother of Mr. Lamarca and a friend who came to a Senate meeting during the summer in order to attempt to physically intimidate some Senate members.

In a symbolic sense, the entire Senate is being repudiated for allowing Lamarca to behave as he has. The final point is this mad affair of the resignation of Mr. Lamarca. Mr. Lamarca resigned, but after a closed-door executive session Senate did not accept his resignation. Perhaps Senate members, as they have been previously, were driven fore and aft by a yellow submarine.

Item eleven is the meat of the petition. It does away with Student Senate. The most frequently asked question that we have encountered is, "What will you replace it with?" Or again, that soporific question, "What is your alternative?" Our answer is another question, "What is your alternative?" The fact is that Senate has not functioned as a student government. What do you replace nothing with? It seems to us that that is a question that the students will have to answer. The answer will not be some academic intellectualization. It will have to be good old-fashioned self interest and selfishness, simply because that is what all government is based upon.

One does not support local government for the hell of it. It collects your garbage, provides fire protection, plows and paves your streets, etc. If that local government did not do those things, it would not exist. So if we were to advocate the dissolution of your local government, you could ask, what are you going to replace it with, for it performed things that were in your self-interest; consequently your own selfishness would want it to continue.

On the other hand, you would not like the idea of your local government's providing a service that would apply to a rather small minority of residents like cleaning out swimming pools, if there was only one privately owned swimming pool in the community.

The point is that government exists to provide collective services. When it favors one group, and when you see that you will not be part of that group, you oppose its actions. When it fails to perform, you seek redress. When it does nothing, it is superfluous. When it does nothing, or when it just favors the small minority while it continues to tax all, it is nearly the criminal; and people will normally demand a change.

A change of what? A change, as we have mentioned, of Senate. A change to what? To answer that, we must ask what your needs are. You are taxed as a student; what are your student needs, problems, and concerns? It is suspected that you are concerned about your grades, about the justice of them. What does Senate do about that real concern? NOTHING. Your concern might be getting a part-time job. What does Senate do

about that? NOTHING. Ask yourself what your concerns are, and if they are met by Senate, you are probably in the small minority that parasitically eats off the forty dollars that every student pays.

The next thing we encounter is, "What will happen to those organizations that no longer will receive funds?" It seems that that is quite up to you! If you want intercollegiate athletics, get together with others who do, and raise the money to support it yourselves. What goes on now is that we all must pay for things if we want to go to RIC. Well, I don't see the connection between basketball and literature (my major). So I don't want to pay. If you do, dig into your own pocket. If you won't give the time to start a fund drive, if you won't give your own money, then it can't really be all that important to you, can it?

On the other hand, you might be afraid that you can't raise enough money to support whatever you want. If you can't, that tells you something.

We have for a long time talked about student apathy. It has been the topic of many a sob story, including my own. But it has finally occurred to me that we have approached things back-asswards. Can you imagine what would have happened if a bunch of men sat down and wrote the U.S. Constitution and then tried to find reasons to implement it? No, things happen the other way. First you find the need for government, then you institute it.

It is a fact that most students at RIC are not involved in things on the campus. Why? That is the question we are asking YOU. If it is just a fact of life about which nothing is to be done, if students are willing to accept things, then there is no need for a student government; in fact, there is a real harm in having one, for the existence of a student "government" produces a relationship. And since we learn more by our actual relationships than we do by textbooks, it is crucial that the relationship between citizen and government at this level be the kind we would wish to exist at all levels. What we have at RIC is a passive relationship between student "government" and the student body, which is exactly the relationship in local, state, and national government with the exception of a small percentage of people. We suggest that it is this low level of actual participation, the existence of a passive relationship between government and citizen, that accounts for those things that we, in our intellectual wombs, decry.

In this petition we suggest that things be changed. Further, we suggest that the change must be based upon the needs of the individuals. Beyond that, if nobody cares enough to express his needs, if nobody cares enough to turn the belly-gripes into action, then we are more than happy to be satisfied with an honest statement of that. In other words, if there are not issues around which some kind of student group can form, then we feel that it is better to have no government, for it is at least more honest than having a pseudo-government which will do nothing more than cement in our minds the propriety of a passive relationship between government and citizen.

Con't on P. 5

**Viewpoint:****Resignation from Senate**

by Ray Feeney

Recently there has been another rash of resignations from the Rhode Island College Student Senate. The usual statements of disgust and disillusionment were made by the individuals who resigned, and the usual charges of irresponsibility and lack of guts were made by those who remain in office. As one of those who resigned, I feel I should explain my reasons for doing so.

When I ran for the office of Vice President, along with a slate of seven other people, I had hopes that the Student Senate could become a viable organization which would accomplish some much-needed change. I had hoped that Senate could avoid the personality clashes, petty feuds, and political factionalism which had plagued it in the past. I had also hoped that Senate would follow up on any stands which it might take with affirmative action.

Unfortunately, my hopes were proven unrealistic before our slate even took office. A dispute arose in the Executive Board over whom to appoint to the Council of Rhode Island College. Three Executive Board members wanted to appoint an individual who had served on Council and committees of Council in the past and who had much experience in dealing with both the faculty and the administration in matters relating to student affairs. The fourth member of the Executive Board wanted to appoint to Council an individual (whom he termed his "best friend") who had never served on Council or any of its committees and who had practically no experience in dealing with faculty and administrators. The reasons given for this second person's appointment was that the appointment would only be for a year, that it would look good on the individual's record, and that it might better this person's chances of getting into graduate school. After a prolonged battle in Senate (which involved exactly the sort of backstabbing politicking I had hoped to avoid) the second individual was appointed to Council.

The dispute over the Council appointment set the style for subsequent Senate meetings

during the summer. Two factions developed, and everything soon became a matter of personalities, with people voting with their friends and ignoring totally all issues involved in the voting process. The personality clashes were carried to a ridiculous extreme, with one member of the Senate Executive Board interpreting wisecracks as threats on his life. This same individual brought his brother and a friend to a Senate meeting where they attempted to physically intimidate their political opponents. Also, some Senators' cars were tampered with, among other things. Although it may seem fantastic, this type of childish nonsense actually occurred because of some Senators' desires to turn political disagreements into personal vendettas. If one considers these developments in the light of my previous hopes of avoiding factionalism and personality clashes in Senate, then my reasons for resigning may become clearer. However, there were several other factors which contributed to my decision to resign.

The Senate's actions with regard to the controversy over the Athletics appropriation was a major factor in my decision to quit. The Senate had, at first, decided to stand behind its original allocation of \$7,400 to Athletics for 1971-1972. (This allocation was based upon recommendations of the Senate Budget Commission.) After meetings between the Senate Executive Board and President Kauffman and Vice-President Hardy, it became clear that the college administration would not permit the \$7,400 allocation to stand. After much debate and several votes (which were determined mainly by whose "side" one was on rather than by one's position on the issue of who should control the Student Activity Fee) the Senate, by a one vote margin, decided to stand behind its original allocation. A letter to Vice President Hardy was approved by Senate, the contents of which threatened lawsuits against President Kauffman and the college, appeals to the Board of

Regents and the New England regional accreditation agency, and an invitation to the R.I. State Legislature to investigate "waste" in the budget of the college, with the entire Student Affairs Staff cited as an example of unnecessary personnel. The college responded, in a letter from Vice President Hardy, by stating its intention to override Senate's allocation and give Athletics approximately \$50,000 of Student Activity Fee monies. The Senate's response to this was to do absolutely nothing. Rather than stand on its principles and follow through with its stated course of action, Senate decided to ignore the

matter and swept the whole affair under the rug.

When Senate finished not dealing with the issues of Athletics and the Student Activity Fee, it turned its attention to hiring a secretary. Instead of following its own Budget Commission's recommendations (which stated that any secretary hired by Senate should not be a student and should be hired on a permanent, full-time basis to lend some continuity to Senate) the Student Senate decided to hire one of its own members as secretary, even though the individual to be hired was and is a full-time student at RIC. The rationale for hiring the Senator was that he needed a job

(for that matter, so do I and several hundred other people on this campus). The explanation given for ignoring the Budget Commission's recommendations was that since the President of the United States establishes commissions and then ignores their findings, the Student Senate of Rhode Island College can do so as well. That line of reasoning did not make much sense to me, but apparently it made sense to the other Senators, who hired one of their own members as a full-time secretary at a salary of \$3,120 for 39 weeks.

Con't on Pg. 6



Con't. from P. 4

So you ask us what will come after. Our answer: isn't that up to you! Allow an explanation: in this group of people circulating this petition and among the signatories already, we have people who have tried to represent students at every level, in nearly every activity on this campus. We have been defeated. We haven't gotten anything for students from the administration or the faculty. We haven't even been able to get student support on issues that we felt affected your lives directly. Well, it seems that we have got to just stop and find our what is wanted; but in order to have the flexibility to meet whatever is to be decided upon by YOU, we must be free of the prior assumptions, one

of which is the student Senate with its very polite and innocuous constitutional preamble.

The thing that is wrong is the word "they." Let us ask ourselves what we want. Let us do away with "they." And when "they" are gone, when we know what we want, that is the time to form together and get what we want via student government.

Item twelve anticipates that the time will come when students recognize their identity vis-a-vis the faculty and administration. It is a bold and hopeful item. It expresses faith in you. Our hope is that the students will decide upon a government; yet we realize that we cannot impose one upon people. You must clearly define what YOU want, then YOU find your

representatives to carry it out.

One last question we hear is, "What about accreditation?" Well, at a National Student Association meeting at Bryant last year, I was told about Temple University, which allegedly had its student government dissolved by students. Their accreditation was placed in question until the administration could get enough people to claim they were the student Senate. The moral is simple: educators are on the accreditation board and educators are a very tight group. There is no need to worry about accreditation. But even if there were, the argument would be akin to arguing that we should have a military so as to have parades on holidays.

Face it, you can be sure of

nothing. Those of us in Liberal Arts and many of those in Education are going to be working in factories. Dream as you will, but talk to recent college grads. Those of us who evade the factory still will probably not be working in the area of our major. What is your education for if it does not get you a job? It is to make you aware. And one does not become aware by denying oneself for four years while learning how to become aware; it just doesn't fit.

O.K. this has gone much beyond what it should have; yet, it has covered the range. I apologize for not limiting this letter to just our lives at RIC; yet it seems to me that our lives are not limited to RIC, so it has extended, and I withdraw my apology.

The last comment is that we hope that you do not sit and idealize the questions that have been raised. We hope you honestly say what you want, not what would be good for some gigantic red ant in some obscure place. Don't pull the academic copout. Don't sit and deny yourself by concentrating upon abstraction. On that note, please avail yourself of the opportunity to vote on our collective identity; and, in the process, please rely upon your individual identity in deciding, and not upon the "Brave New World" of after-the-fact eugenics to which we are subjugated in the lovely, dying world of academia.

# Constitutional Convention

## Student Body attendance required!

## Exercise your rights and responsibilities!

### I. D.'s required

### Place: Gaige Auditorium

### Date: October 13, 1971 (Wednesday)

### Time: 7 p.m. to 11 p.m.

*Sponsored by the Student Senate*



**DRAFT**

Con't from P. 1

class E-1, average annual pay will be \$4,872, as compared with \$3,165 at present (65 percent increase). At the top of the scale, a colonel or Navy captain, class 0-6, will get \$26,389 as against \$24,850 now (6 percent increase).

Conscientious objectors will be given two-year assignments to civilian service. The Senate-House Conference Committee emphasized that this work will "parallel in his experiences, to a reasonable extent, the experiences of the young man who is inducted in his stead."

The Mansfield amendment to require total US troop withdrawal from Vietnam was approved in modified form as a "sense of Congress" title in the act. Mansfield's nine-month timetable is now stated as "the earliest practicable date" for cessation of "all military operations of the United States in Indochina," and "a date certain... for the prompt and orderly withdrawal of all United States military forces... subject to the release of all American prisoners of war held by the Government of North Vietnam and forces allied with such Government, and an accounting for all Americans missing in action who have been held by or known to such Government or such forces."

The title also urges the President to negotiate with North Vietnam "a ceasefire by all parties," the withdrawal date contingent on POW releases and the accounting of MIA's, and withdrawal of US troops from all of Indochina.

The Senate passed the compromise bill by a vote of 55-30 on Sept. 21. The House vote on Aug. 4 was 297-108.

Typing: English teacher will type research papers, reports, letters, etc. Call 246-1029.

**Viewpoint: Resignation**

Con't from P. 4

The incidents described above should illustrate why I became disillusioned with the Student Senate, but perhaps they don't fully explain why I resigned. One could ask why didn't I stay and try to oppose the type of hi-jinks which were going on. One might say that by resigning I let down those people who voted for me, that it would have been more responsible for me to stay and try to change what I thought was wrong. However, I very seriously considered the alternatives and came to the decision that I could not remain in office. If I had stayed, it would have indicated that I thought that change was possible within the Senate. By remaining, I would have been saying that I thought that Senate might be able to reform itself into becoming a workable organization. Unfortunately, such is not the case. Experience has convinced me that Senate cannot be changed. When I campaigned for office, the platform on which I and several other people ran advocated a complete re-structuring of Senate. However, once the elections were over, the restructuring proposal was quickly forgotten by most of those who had supported it. The re-structuring plan has recently been brought up again in Senate, but only after a petition to dissolve the Senate has started circulating. Those who originally authored the re-structuring proposal, myself included, have resigned from Senate, convinced by experience that a reforming of Senate into a workable, representative body is impossible.

I suppose the primary reason for my resignation is contained in my own personality. I am basically a

**LAMARCA**

Con't from Pg. 1

ments will encounter during the coming year (including voter registration), will be discussed. The conference will be held at Rhode Island Junior College on October 2.

The suggestion to convene a Constitutional Convention was introduced by Treasurer David Baker because he felt that the governing body isn't fulfilling its main function, which is (in his opinion) to allocate the student activity fee. Mr. Baker went on to say that "the power to allocate is in the hands of the administration; as long as we allocate as they see fit, we can allocate." His official motion read thus: "I move to hold a Constitutional Convention on a date to be set by the Senate, no later than October 9, 1971 (the date was later voted upon and changed to October 16), for the purpose of revising the Senate Constitution to make student government an effective organization on this campus. This convention is to be public and well publicized by Senate. Only Senate members will be voting delegates and President Joseph Lamarca will chair the Convention and have veto power." Senator Ken Hokenson requested that the motion wait until his Constitution Committee submits its report.

The heated debate that followed served to delineate some of the goals sought by Senators Baker and DiRocco to change the form of Senate along departmental guidelines much like those of the Council of Rhode Island College, with a long-range plan of merging the two bodies into a Congress based upon the U.S. Congress. The right to veto would rest in both bodies and the Administration of the College would remain the final decision-making body, as it is at present. The motion for a Constitutional Convention was brought to a vote and passed just before the Senate went into closed session.

realist, and I could not reconcile remaining on the Student Senate with a realistic hope for meaningful achievement. Senate is an unrepresentative organization with no power and little function. As the Athletic controversy illustrates, when the Student Senate attempts to do anything with which the college administration substantially disagrees, Senate is unable to accomplish its goals. The Student Senate is merely an organization for faculty and administrators to point to and say, "See, you have a student government. If you want to change something, go through the proper channels. Do it through the Senate." Since Senate will not, and cannot, achieve any sort of constructive change, it actually serves as an obstacle to progress. Knowing this, I could not remain a member of Senate, especially not while being paid by student monies for my "work" on Senate. Therefore, I resigned.

It is my hope that my resignation, along with those of others who also have given up, may cause people to think about student government on this campus. I hope that the students of this college will begin to question the need for a non-functioning "government" which this year will spend over \$16,000 of students' money simply to sustain itself. If someone comes up to you with a petition concerning student government, you might do well to take the time to at least listen to what he or she has to say. After all, it's your forty dollars which presently supports the farce which is our "student government." For your own sake, think about it. It's your money.

**Ed Ward's Music Machine**

The Rubber Dubber is using this depressed period in the bootlegging scene to re-release some of his old albums with picture covers, and the latest, REAL OLD TIME BAND (#70-006), recorded last year at the Hollywood Bowl, is definitely a major triumph of bootlegger's art. The Band, I'm told, thinks that this is the best album they've made yet, and I'll have to agree. It shows conclusively that all that talk about the Band and country music is only wishful thinking -- the roots of their music, like it or not, is Motown. You don't believe me? Well, listen to this album! It also has a live recording of the legendary "Don't Do It," as well as all the best of the Band's own material, and you only pay \$6.00 for a two-record set. The sound quality's fine (the sound at the concert wasn't quite as good, so Rubber Dubber had to fix it some in the studio) and the price is right. Just make sure you get the genuine article with the Rubber Dubber seal.

Rock Rialto: Poor Commander Cody. They signed, finally, with a label-Paramount-and just as they were getting ready to send the album to the company everybody-from the President down-was fired by the parent company and now they don't know what to do. The Kinks, everybody's favorites, are no longer talking to their record company, Reprise. Seems somebody at the label tried to convince Ray Davies to fire the group and go out as a solo act, a suggestion he resented mightily. Rumor has them now with RCA or Columbia... or Reprise, maybe. RCA is looking good these days, though. Well, they've got nothing to lose. They've hired Jimmy Miller (who produces the Stones) and Richard Robinson (who produces the Flamin' Groovies) to find new acts for them, and they've done just that. Not to mention the fact they gave the Airplane something like ten million dollars for the right to distribute their new Grunt label... watch for a final album by-believe it or not--the Yardbirds, a live set recorded in New York.

Igor Stravinsky left behind him a recorded legacy of just about every piece, large or small, that he ever composed, interpreted just as he wanted it interpreted, and I can think of few composers who could conduct their own works as well as he could.

Many people only know the Stravinsky they learned about in Music Appreciation--The Rite of Spring, Petrouchka, and Firebird. Those three works, fine as they are, were only the beginning of a career that spanned most of this century. There are a couple of fine records--one of them brand new--that will provide the interested listener with a wide variety of Stravinsky's music.

There's one (Columbia CMS 6648) with the Dumbarton Oaks Concerto, the Four Etudes for Orchestra, the Suites for Small Orchestra, and several other small orchestral pieces which go from his earliest days (the Four Etudes were composed for a piano roll company when he needed bread, and orchestrated later, when he'd become better known) to the present (the Greeting Prelude, composed for the opening of Lincoln Center). The new disc is STRAVINSKY CONDUCTS MUSIC FOR CHAMBER AND JAZZ ENSEMBLES (COLUMBIA M 30579), and it reflects some of the composer's lighter side--the dour Tango, the Ebony Concerto, written originally for Woody Herman's big band, and the Ragtime for 11 instruments. It also contains the Wind Octet, which marks the beginning of Stravinsky's fascination with the music of the 18th century. It's very Stravinskyan, even if it does speak with Mozart's language.

Not all the music on the album is Great Music, mainly because I can't think of one composer who only composed Great Music, but it's a fine introduction to the man who will doubtlessly be recognized as the greatest composer of the first half of this century.

**Michael Grando****Workshop on Communication Without Words**

Self expression through body language, which has become an increasingly popular interest among R.I.C. students, has found a new dimension to explore, the art of "mime." The mime workshop, which is open to the whole student body, will be directed by Michael Grando. Students are free to participate or just observe on any Friday afternoon from 1 to 3 p.m. in the Student Ballroom.

Michael Grando studied mime with the famous Marcel Marceau; he has since then taught at colleges and universities all over the United States.

Mr. Grando attended the first meeting of the R.I.C. Theater Organization on Tuesday, September 28, to demonstrate his art

before them and to discuss his workshop. Last March he participated in the Contemporary Theater. Also during the Festival he was instructor in the Governor's School for Youth in the Arts.

The administration will appoint Michael Grando as artist-in-residence for the fall semester. He will hold a similar position and be conducting a similar type of workshop at U.R.I. and Roger Williams College. The cost of this new program will be shared by the three colleges and also partly financed by the Rhode Island Council on the Arts.

We are hoping to schedule a performance by Mr. Grando sometime during the first semester.

**Communication Without Words****News from Monmouth**

West Long Branch, N.J.-(I.P.)-The Monmouth College Council, a 15-member group representing students, faculty, administration, alumni, and the Board of Trustees, has been established as an "Ombudsman" group for the college community.

The council, comprised of three representatives from each segment of the college, was created at the suggestion of Dale B. Otto, chairman of the Board of Trustees.

The group should consider

themselves "an investigative body as contrasted to a legislative body," the Board chairman said. He also pointed out that the council does not "supersede" the responsibilities of any other campus committee or group.

According to a statement of purpose drafted by the council, "The Monmouth College Council is and will remain autonomous not subject to control by the Board of Trustees, the administration, the faculty, the alumni, or the student government association."

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916 Manton Ave. We have cards, albums, books, candles, candy, pipes, papers, posters, incense, etc. Open Monday through Saturday 9 a.m. to 9 p.m. and Sunday 9 a.m. to 1 p.m. Stop in and see us.

**Anchor****Needs****Help**





## Larry DiRocco Chairman of the Committee on Class and Organizational Affairs

Since the spring semester of the 1970-71 academic year, the Rhode Island College Board of Governors has been under the supervision and centralized control of the Senate.

The reasons most frequently cited by members of the Board and Senate alike for this complementary arrangement were better planning and more efficient distribution of financial affairs. After last year's shortage of funds and the difficulties between the Coffeehouse and the Board, the Senate deemed it wise to consolidate.

The Board is currently recognized by the title, the Committee on Class and Organizational Affairs. Retained from the previous set-up are the six-man Service Board, which handles publicity and the monthly events calendar, as well as the Program

Board, numbering ten individuals, which is in charge of coordinating all social, cultural and inter-scholastic events.

The only addition to the Board has been an executive Board of Directors. This is a branch of the Senate functioning as an overseer of financial demands. The only control exercised by the executive board is in the allocation or refusal of funds for any of the Board of Governors' activities. The executive board is composed of 11 members and an advisor. Present on this committee are representatives of both the Service and Program Boards.

The chairmen of the Committee on Class and Organizational Affairs, Larry DiRocco, has said that so far there has been no trouble between the Board and the executive members.

## G. S. Revision, Increased Biology Credits Approved by Curriculum Committee

The Rhode Island College Curriculum Committee, beginning its fall semester agenda, considered matters ranging from a typographical omission in the College catalogue to the long-range plans of the Biology Department for curriculum revision a meeting last Wednesday in the Board of Regents Room, Roberts Hall. Among the major motions considered by the committee were proposals for new courses in Classical Languages and Modern Languages and an increase in the number of credits for Biology 101-102 (Introductory Biology) from three to four credits. The committee also elected a new chairman, Dr. Earl Stevens of the English Department, and a new secretary, Dr. Clyde Slicker of the Elementary Education Department; both will serve for the entire academic year.

There were fifteen committee members present, all of whom were faculty and administration personnel. The absence of student members was explained by Dr. Charles Willard, who said that, although two committee positions are reserved for students, the student Senate, which has the duty of making nominations for the posts, has not yet presented its nominees to the committee. "I don't know," continued Dr. Willard, "whether the student Senate is in any condition to make those nominations at present."

Three reports - one from Dr. Willard, the committee's past chairman; one from Dr. Anastasia Hoffman, the director of General Studies; and a third, the committee's semi-annual report - occupied early places on the agenda. Dr. Willard's report dealt with the decisions made by President Kaufman about courses and programs which have received approval from the committee. Among the programs approved by the President were a minor program in Speech-Theater and a major in Music; courses that received approval included Physical Science 103: Physical Science, Physical Science 210: Introduction to Astronomy and Political Science 331: Courts and Politics.

Dr. Hoffman's report was presented in the form of a 17-page survey of the General Studies program, which was distributed to all committee members. The survey included a resume of General Studies objectives and guidelines and tables of statistical results from 690 questionnaires answered in the fall of 1970 by students and faculty members in both Plan A and Plan B. The report was praised by Dr. Kenneth Lewalski, chairman of the History Department, who said that "no other program has had as thorough an evaluation as this one." Also included in the report was an item pertaining to the revision of General Studies seminars. The seminars, which will be offered beginning in the fall semester 1972-73, were originally conceived as separate Plan A and Plan B seminars, each with a distinct set of goals and a separate catalogue description. However, the General Studies Committee, acting upon a recommendation from an Ad Hoc Committee on General Studies seminars, voted to eliminate any distinction between Plan A and Plan B seminars. Its formal proposal, which was accepted unanimously by the full committee, is printed in its entirety below.

The section of the proposal which states that "General Studies Seminars...may be taken no earlier than the sixth semester..." was the subject of several comments. Dr. Hoffman mentioned that some students, particularly those in the Medical Technology program, will spend all or part of a year off-campus (Medical Technology students spend all of their senior year off-campus); these students will be included in

their sixth semester.

It was noted that one reason for the restriction was the tendency of students to "jam in all the General Studies courses at the beginning." As Dr. Ridgway Shinn, Dean of Arts and Sciences, noted, "Students have not been exercising their elective choices...so this is a very important provision." The revision of General Studies seminars, as well as the remainder of Dr. Hoffman's report, was accepted by the Curriculum Committee by a vote of 14-0-0.

Proposals for new courses in Classical Languages ran into some heavy opposition from the committee. The proposals, presented by Dr. Dixon Coons, Modern Languages Department chairman, were grouped under the proposed course title Modern Languages 175: Directed Studies in Classical Languages. The courses included in this directed study category are Latin 101-102: Elementary Latin, Latin 103: Intermediate Latin (Prose) and Latin 104: Intermediate Latin (Poetry). Each of the proposed courses would carry three semester hours credit.

Two major objections were brought against the proposals. The first, as Dr. Willard noted, is that by approving the courses, "...we will be recommending to the President that he establish a program (i.e., the smallest curriculum unit that will require staffing) in Classical Languages." He continued, "I doubt that we...can mount the program and still maintain our criteria." The criteria referred to stipulate that a teach must have a Master's degree in the subject which he is teaching. Dr. Willard said that he doubted that the College had a teacher with an M.A. in Classical Languages. "And," he added, "we certainly don't have a teacher who has taught Classical Languages recently."

The second objection centered around a lack of proof of sufficient demand for such courses. Dr. Coons, when asked by the committee if he knew of a significant number of students who desire to take courses in Classical Languages, replied that he knew of one student who wished to pursue such studies as a point of reference for work he is doing in Modern Languages. The apparent consensus of the committee, as one member expressed it, was that such a program would be "very worthwhile for a very few people, at the present time."

However, some committee members took issue with the use of student demand as a criterion for establishing the courses. Chairman Earl Stevens stated that directed studies is not justified on the basis of a large number of students enrolled in the classes; on the contrary, directed study classes attract only those students who are interested in the particular topic that is dealt with, and the numbers involved are very small.

Dr. Patrick O'Regan of the Math Department objected that it isn't proper to include the proposed Classical Languages courses under the category of directed studies. "In these courses, the teacher would often have to meet with students three or four times a week...The level of independence characteristic of directed studies isn't there."

The possibility of incorporating Classical Languages courses into an interdepartmental concentration was raised by Dr. Shinn. He recommended that the motion be tabled for the moment and the prospects for a Classical Studies concentration investigated. He also offered to accept the responsibility for a feasibility study if the motion were referred for such study. Accordingly, the motion was tabled and referred by a vote of 14-0-1.

Another proposal from the Modern Languages Department, this one concerning additions to

(Cont'd. from P.2)

His visual indictment is not just of a particular society - on a more universal level his vision of hell on earth is applicable to all time, though it would seem to have a special relevancy, a special insistence of purpose, for our own. No one in "The Devils" is sane and no one can be saved. Everything and everyone is corrupt. There can be no forgiveness, and life, even in its mode of destruction, is cheated by a cruel and inhuman pervasiveness - Grand and the stake, per instance, must burn alive because a sympathetic executioner is thwarted in his promise to mercifully strangle him before the rising flames bring their special and terrible pain.

approved by the committee, 15-0-0. The proposal that a 500-level course in French (with the exception of French 520) "may be repeated for credit at the discretion of the department chairman."

The final item considered by the committee was a proposal to increase credits for Biology 101-102 (Introductory Biology) from three to four credits. This proposal had been considered at the May 17 committee meeting and had been referred back to the Biology Department for further study. At that time, the committee indicated that it wanted to know how the proposed credit change would affect those departments which use Biology 101-102 as part of their degree requirements. Dr. Frank Dolyak, chairman of the Biology Department, reported that the proposed change "would not adversely affect" the programs of the departments which Biology serves through its Introductory Biology course.

The rationale behind the proposal for increased credit was explained in detail by Dr. Richard Keogh. He identified the department's long-range plans for an audio-tutorial instruction system in Biology 101-102 as the basis for the proposal. The essence of the audio-tutorial system is self-paced individual instruction using instruction carrels and TV lectures as well as more traditional lab exercises. The important point, according to Dr. Keogh, is this: the traditional distinction between lab and lecture will be virtually eliminated. The student will progress through a programmed series of "modules" at his own rate by using any of the resources available to him. The TV portion of the course will be in operation frequently throughout the week and, although two weekly TV programs of 35 minutes each will be required in the modular progression, the student will choose his own viewing time. As one committee member put it, the total learning arrangement will approximate that of an "open lab."

"We are projecting five hours a week as an average figure for the total student time put in," said Dr. Keogh. "However, the only hour that is mandated is the Integrated Quiz Session (IQS). During this hour, students will be in contact with the teacher in groups of ten (we have groups of 24 at present)." The first half-hour of the IQS will consist of discussion and evaluation of student work, either through oral or written presentations. The second half-hour will include TV or audio-tutorial work. Since the IQS will be the only mandated "contact hour," it will also be the only hour that will figure in official department scheduling, reducing the scheduling nightmare that ensues at present when lab and lecture sessions have to be changed on the department's master schedule.

"I think we should be careful about making an argument for the number of credit hours solely on the basis of contact hours," commented Dr. O'Regan. "As I see it, we have two sources for determining credit hours. One is the number of hours spent by the student in the course; the second is the student's posture in the course." He went on to say that in the proposed Biology 101-102 course, the student would "operate differently"; he would not be able

(Cont'd on P. 8)

## RIC History Colloquium

The Rhode Island College History Colloquium series will commence for the sixth annual season on October 16. Each monthly meeting will deal with the series' topic, "Reform or Revolt: Alternatives in U.S. History."

Directed at the state's high school students, the program encompasses a lecture followed by

a discussion period. Past attendance has numbered hundreds at the sessions. Although primarily secondary students are urged to participate, all those interested are encouraged to attend.

Those lecturing are experts in their respective areas. Introducing the series will be Professor DUBOFSKY from SUNY-Binghamton. A prominent labor historian, Professor Dubofsky will discuss "Working Class Rebellion: 1873-1897." Constituting the professor's major works are two books which emphasize the definitive history of one of the most important socio-economic movements of the time, *When Workers Organize and We Shall Be All*.

Additional events include:

November 20-Professor William Akin of Loyola College in Montreal, Quebec, will discuss "The Crisis of Liberalism in the 1960's."

December 18-Professor Barry Karl from Brown University will lecture on the "New Deal as Alternative to Revolt."

January 15-Professor Stanley Lemons of RIC will elaborate on "Women's Suffrage."

Located in Roberts Hall, the sessions will begin at 9:30 a.m. Speakers and topics for the remaining months will be announced at a later date. The final meeting will be held May 10, 1972 at the Ramada Inn in Seekonk, Massachusetts.

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# SPORTS

## From the Sports Desk

(Sports Editor's Note: Last year we started the practice of writing about other teams than our own. Since we are a part of the Rhode Island Community we should know what is happening on other College campuses.)

Pete Chartschlaa plays soccer for Barrington College. The road to Barrington took him from Argentina, his birthplace, to San Francisco to Connecticut. On his way to Barrington he picked up the skills that have made him the new record holder for most career goals.

In a recent game with SMU, Pete scored twice to give him the record of 117 goals scored. This record stands in both the NCAA and the NAIA. If he completes the season as expected, he will add a good many more goals to his record.

Pete, who is a senior, has been a prolific goal scorer throughout his college career. In two of his best years he scored 37 and 45 goals. Even in high school he once scored 47 goals in a season.

His record-breaking goal was the first of two that he scored in

Barrington's 2-0 win over SMU. It was a left-footed kick from 30 yards out. The ball went high into the corner of the goal above the outstretched hands of the SMU goalie.

Pete's coach praises him highly and it would seem his praise is justified. Pete has tried out for the U. S. Olympic team and we think he would be a strong addition to the team. It's possible that after college Pete could turn pro and play in Europe or South America.

To Pete we say: congratulations from all college sports fans and keep scoring those goals.

Anchor weights...If you want to see Pete Chartschlaa in action, RIC will be playing Barrington there on October 30 at 2:00 P.M....Reading the paper I saw that Frank Crosetti has retired from baseball. Frank had a long and distinguished career and everyone wishes him well...Still on baseball, the long regular season is finally over and the playoffs are about to begin. My choice-Oakland. Well that's it for now; see you next week, Anchor sports fans.

## SPOTLIGHT ON THE ANCHORMEN

### Nathaniel "Danny" Andrade

Danny, a Cape Verde Island native, is the soccer team's center halfback. He graduated from Pawtucket West in 1968 and, after a tour in Viet Nam, enrolled at RIC. The team playmaker, Danny is also one of the top scorers for the Anchormen. Coach Bogda has called him a "valuable addition" to his lineup.

### Ed "Pup" Slipsky

In his fourth, and perhaps best year of varsity competition, Ed has provided the Anchormen with good and dependable defensive play. Since coming to RIC in 1968, Ed has held the left fullback position. He combines aggressiveness with smart defense to give Coach Bogda a fine all-round player.

## Homecoming Tennis Tournament

The Recreation Department is organizing a tennis tournament along with the Homecoming Committee for all interested people in the college community as well as graduates. This three day tournament will take place starting Friday, Oct. 15th through Sunday, Oct. 17th. Beginners as well as advanced players are welcome to participate. The hours of the tournament each day are from 9-4 p.m. Players are reminded that they should be

available during these hours. Also, a committee is being formed to arrange the seeding of the top players in the tournament.

A major objective of the Recreation Director, Mr. John Taylor, is to get beginners as well as advanced players to join in the fun in making this a successful tournament.

Please return entry form to Mr. John Taylor - Whipple Gym by Friday, Oct. 8th.

Name

Address

Best hours to play on Friday

Advanced (played in other tournaments or college team)

Beginner

Check one or more of the following:

Singles

Doubles

Mix Doubles

Phone

Partner's Name

## R.I.C. Ski Club

The R.I.C. Ski Club is calling it's first meeting on Friday October 8th at 2 p.m. in the Student Union Ballroom. This is a very important meeting for all interested skiers. At this meeting we will select officers for the coming year, plan programs and discuss season pass arrangements with Diamond Hill. The club is also anxious to get new ideas about how to be a better service for its' membership. An example of this is a ski pass to Diamond Hill for \$35. In this plan we would have five days of skiing, Monday through Friday, 9 to 6 p.m. and nights from 6 to 10 p.m. Club membership includes membership in the Eastern Amateur Ski Association, which entitles members to a Ski Magazine and discount passes to several northern ski slopes. The student advisor, Mr. John Taylor, feels that this is one of the best deals that we have had in a long time for the Ski Club. All interested people are urged to attend.

## Wrestling Practice to Begin

The wrestling season begins on December 9, and although that seems a long time away, practice will begin Wednesday, October 6. On that date the wrestlers will hold their first session at 3:00 p.m. This meeting will be held in Room 225 at Walsh Gym. Anyone who is interested may come. Coach Russ Carlestone says he especially needs boys in the heavyweight class. If you are a newcomer or an inexperienced wrestler, don't worry. Come out anyway.

## Anchor Needs Sports Writers

### Harriers Defeated Twice-Show Improvement

On October 1, the Rhode Island College cross country team took on some tough Ivy League competition from Yale at Butler Medical Center. Although Yale won 26-36, the Anchormen were outclassed but were far from being out fought. Lead by captains Ray Madden and Tom Keenwood, the RIC harriers were right in scoring position until half of the 3.6 mile course was run. Luck ran out when Yale moved four runners up. Freshman Jim Gallagher fought off three of them for a second place but it was not enough as Yale took seven of the top ten places.

On Oct. 2, 440 ace Charlie Huot and Tom Robertson (newcomer to the cross country squad) showed outstanding improvement by beating three strong SMU runners. Robertson, who has only been working out a week finished very strong, while Charlie Huot has been going out fast and has been leading the early part of the race. However, front runners, Jim Gallagher, Ray Madden, and Tom Keenwood could not stay with the fast pace for the first two miles and had to settle for a third, seventh, and eighth finishes respectively. Final score SMU 18 RIC 41.

## Viewpoint on Sports

by Harry Roll

In the ever-growing farce which disguises itself as baseball, I again find myself amazed by the diverse ways the sport finds to insure its name and decrease its already shrinking popularity. This year's incident revolves around the Alex Johnson controversy, which has re-emerged due to a recent court decision granting Johnson his salary and upholding the fines issued by his team, the California Angels. This action in itself is indicative of the inherent weaknesses of the sport; what sense is there in awarding a suspended player his salary, which in effect declares his innocence, and simultaneously maintaining the fines, which demonstrate (or should demonstrate) his guilt of the charges made by his club, namely those relative to his "less than satisfactory" performance on the field?

Briefly, in terms of background, Johnson was suspended around mid-July for "not hustling and not

playing up to his capabilities." In defending himself, he cited as an example of why he is disenchanted with the team, his manager, and the front office, the incident of a teammate pulling a gun on him in the clubhouse during a disagreement. Both the manager and the management denied the story, although under oath the event was verified. What baffles me is that Johnson was batting around .300 at the time of his suspension, and, hustling or not, I know of few teams that can afford to lose a player of such caliber.

This entirely muddled situation accurately shows the need for reforms and player-management reconciliation if baseball is to recover its once-supreme position on the American sports scene. It is for reasons like the handling of the Johnson case that my interest in baseball is practically nil, and decreasing with each successive season.

### G. S. REVISION

(Cont'd from P.7)

to forget about the course when he leaves the classroom, for example.

Dr. Dolyak replied, "I'm glad that Dr. O'Regan recognizes the advantages of this plan...It is

### MILITARY

(Cont'd. from P.2)

operations. The task force's charge was broader: to investigate the nature and extent of surveillance on campus, to determine where information is stored and make recommendations to prevent violations of University policy in the future.

The policy guiding police surveillance is a jointly drafted administrative-police document, which the task force found was violated "at regular intervals" and "at the police's own initiative."

Police practices included maintaining photograph files which included pictures of individuals, of indoor meetings, of automobile license plates and of events off campus--"justifiable only by adopting a somewhat whimsical definition of the term 'immediate environs' of the campus"--all in violation of the policy on police.

The task force faults former police chief Clinton B. Hansom and his deputy (now chief), Andrew R. Vernes--who helped draft the policy--for not insuring that their subordinates adhered to the policy.

A need for greater emphasis on social purpose and social responsibility within the force would be partially met, the report states, by establishing a code of responsibility.

possible that we may never be able to flunk a student again. Each student will be quizzed every week in the module on which he is working. If the student falls behind by too many modules, he would have to drop the course." In summation, Dr. Dolyak said, "We are giving you an opportunity...by projecting into the future with a development time of two years." He stated that this is the farthest projection in curriculum planning that he has seen since he has been at Rhode Island College. The proposal to increase credits for Biology 101-102 from three to four credits passed by a vote of 15-0-0.

The code would establish a "sense of University lawfulness" and set up penalties and accountability in areas where dismissal is not appropriate. There is also a need for on-the-scene training, release of police for academic training and careful choice of leadership, the report states.

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