ADMISSIONSPEAK

The following table shows how high-school students performed last year on the scholastic aptitude tests locally, statewide, and nationally.

<table>
<thead>
<tr>
<th></th>
<th>Charleston County</th>
<th>South Carolina</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>360</td>
<td>382</td>
<td>428</td>
</tr>
<tr>
<td>female</td>
<td>346</td>
<td>370</td>
<td>420</td>
</tr>
<tr>
<td>average</td>
<td>352</td>
<td>375</td>
<td>424</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mathematical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>male</td>
<td>405</td>
<td>431</td>
<td>451</td>
</tr>
<tr>
<td>female</td>
<td>371</td>
<td>393</td>
<td>443</td>
</tr>
<tr>
<td>average</td>
<td>384</td>
<td>409</td>
<td>446</td>
</tr>
</tbody>
</table>

The administration feels that the quality of the faculty has improved significantly in the last several years, and that the period of expansion is over. Of primary importance now is to improve the overall quality of the institution in the recruitment of better students. A retreat is being planned to discuss ways of attracting good students to the College of Charleston.

Appeals on tenure and promotion must take place within 160 days, or the decision stands.

Expansion has created the need for two changes that will take place in the near future: (1) The College of Charleston will receive its own zip code (29424), and (2) in order to place an intra-campus phone call, it will first be required to dial a two followed by the other four digits.

The salaries below, for three levels of administrators, are based on eleven-month contracts. The President of the College receives $50,700 annually.

<table>
<thead>
<tr>
<th>Level</th>
<th>Highest</th>
<th>Lowest</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$45,480</td>
<td>$27,260</td>
<td>$34,237</td>
</tr>
<tr>
<td></td>
<td>Vice Presidents and Deans (Including Human Relations Director, etc.)</td>
<td>13 positions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>37,562</td>
<td>25,650</td>
<td>30,786</td>
</tr>
<tr>
<td></td>
<td>Department Chairpersons &amp; Distinguished Professors</td>
<td>21 positions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30,555</td>
<td>19,893</td>
<td>25,445</td>
</tr>
<tr>
<td></td>
<td>Asst. V.P.s &amp; Dept. Heads, Coach, Athletic Director, etc.</td>
<td>15 positions</td>
<td></td>
</tr>
</tbody>
</table>

COMMITTEESPEAK

The new Committee on Nominations met and elected Bill Golightly as Chairman and Katina Strauch as Secretary.

The Committee on Curriculum and Academic Planning approved two proposals initiated by John Dempsey. One enables a student applying for admission after at least a three year absence from the College to obtain permission from an appropriate committee to have his or her previous College of Charleston record treated as transfer credit. The other limits the number of courses transferred from any two-year or Junior College to 60 credit hours. The proposals will be brought before the faculty at the February meeting.
The Committee on Continuing Education and Special Programs discussed the
proposal that it be merged with the Committee on Curriculum and Academic
Planning. It was felt that the merger should not be effected because the
Committee on Continuing Education and Special Programs has done very little
regarding curriculum, that the duties it has been performing differ from the
duties that are stated in the by-laws.

The Faculty Welfare Committee has approved a new student opinion question-
naire, which will be brought before the faculty at the February meeting—time
permitting. Also approved by the Committee is a change in the normal length of
service at the College before eligibility for tenure and promotion. Currently,
a new Ph.D. will usually be considered for promotion to Associate Professor in
the fifth year and tenure in the sixth. The proposed change is normally to make
decisions on tenure in the fifth year and promotion in the seventh. Faculty
currently in their third and fourth years at the College would probably be
given the choice as to which procedure to follow. This proposal will be brought
to the faculty at the March meeting.

The Academic Standards Committee denied a petition from a student who
wanted to be readmitted after having been withdrawn for academic deficiency.
Another student requested transfer credit for a "D" received in 1959, since he
felt it would be equivalent to a "C" today. The petition was denied.

The Committee on the Library received an extra $12,000 from the adminis-
tration, which will be used to pay for the increase in the cost of journals
created by inflation.

The Faculty Research and Development Committee received 19 proposals
requesting about $25,000. The Committee has approximately $22,000 that it may
recommend for faculty grants. The awards are expected to be made by February 14.

The Committee on Student Affairs decided that race relations was so
important that it will devote the rest of the semester to this issue.

Representatives of SUMA, the Student Union for Minority Affairs, will be invited
to the next meeting to discuss their perceptions and suggestions for improvement
of race relations on campus.

SPEAKEASY

What is the difference between a committee meeting and a retreat?
Sometimes not much. The Ad Hoc Committee to Review the Committee Structure
had a marathon four hour meeting so that it could present its proposal at
the January faculty meeting. As is required in our by-laws, another ad
hoc committee has been formed to study the proposal. It will report its
recommendations to the faculty at the next faculty meeting, after which a
vote will be taken. The members of this new ad hoc committee are Jim
Abott, Rachel Drake, Michael Katuna (Chair), Mike Marcell, Jill McGovern,
Cerise Oberman-Soroka, and Michael Orr.

The December issue of Newspeak stated that the Ad Hoc Committee to
Review the Committee Structure planned to recommend that the Faculty Advisory
Committee to the President be abolished, though this was not part of the pro-
posal brought to the faculty. The Committee agreed to reconsider this
recommendation at the request of President Collins. On January 20, the
President and the Ad Hoc Committee met and exchanged ideas about the purposes
of, perceptions on, and possibilities for the Advisory Committee. After
further discussion, the Ad Hoc Committee will make a future recommendation
concerning the Faculty Advisory Committee.

The next faculty meeting should be one of the more important in the
last several years. We will decide on our committee structure for next year
and probably for many years to come. Please read the proposal carefully and
put in writing in advance of the meeting any suggested changes. We have all
seen the chaos that can ensue when attempts are made to rewrite proposals
on the floor of the faculty.

Shortly after this latest proposal is acted upon, several new pages
for the Faculty and Administrative Manual—reflecting by-laws changes over
the past two years—will be distributed to all faculty.

I was asked if I show in advance what I intend to publish in Newspeak
to anyone in the administration. I have checked on facts to avoid errors,
but have never submitted advanced copies for possible censoring. I have
also not received any complaints from administrators about anything I have
written. Does this mean that I am not doing my job properly?

If you would like some answers from administrators or some statistical
information, please feel free to use me as an intermediary.
One of the duties of the Speaker is to report to the faculty at least
twice a semester on matters of College government that are of concern to the
faculty. I consider this obligation fulfilled through monthly issues of
Newspeak, and will probably not prolong faculty meetings with oral reports.

Nominations for Speaker of the Faculty will be made at the February
faculty meeting, with the election at the March meeting. I would like to
invite each nominee to submit an article in behalf of his or her candidacy
for the next newsletter.

Marilyn Lewis, a new faculty member, said it would have been helpful
to her if the nominees for the Committee on Nominations had been introduced
prior to the voting. In future elections, I will request all candidates to
stand and be recognized.

Bill Bischoff suggested that I just announce the winners of faculty
elections, and not read the vote totals because of potential embarrassment
to losing candidates. In multiple ballot elections, I think a faculty
member should know the vote totals on the preceding ballot before casting
a vote. I also believe that the faculty right to know the complete outcome
of an election outweighs the rights of privacy for the candidates.

I have received several requests for sherry before, as well as after,
faculty meetings. However, some departments and committees find it con-
venient to meet just before faculty meetings. I feel that the more mellow
meetings that might follow sherry would not justify the risk of having our
sometimes borderline coherence pushed across the border.

Although the faculty voted to have the tabulated results ... the student
opinion questionnaires sent directly from institutional research to the
faculty members only, copies were passed on to the Academic Vice President
and Department Chairpersons. Lack of communication, rather than an
administrative conspiracy, was the culprit. Nobody informed Computer
Services of the policy change, and they continued to follow past
procedures.

It would be nice if the College had more money and if there were more
interaction among students, among faculty, and between students and faculty.
One partial solution would be to have an auction in which students and
faculty contribute items that students and faculty would bid on, with the
proceeds to benefit some of the programs at the College. If there is enough
interest, such an auction might be planned for this semester.

Last month's faculty project was to construct a sentence in which the
first half and second half were identical, but in which the first half alone
did not constitute a complete sentence. From his memories of graduate
school, John Dempsey submitted "Poorly trained professors poorly trained
professors." For something more philosophical, try this. "Is a sentence
with no subject" is a sentence with no subject.

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**EDITORIALS**

**Salary Raises at the College**

Approximately 15% of the colleges and universities in this country give
only across-the-board raises annually, 15% give only merit raises, and roughly
70% (including the College) give a combination of the two. I would like to
discuss the advantages and disadvantages of the three approaches to salary
increments, and then suggest changes in the method used at the College.

An advantage that an institution has when giving only across-the-board
raises is that it saves time and effort for both faculty and administration; they
do not have to participate annually in extensive evaluations and subsequent
appeals to determine salary adjustments. It is fair in the sense that no individ-
ual faculty member can feel that he or she is being discriminated against.
Faculty members usually have a reasonable idea about their future salaries. The
disadvantage is that meritorious service is not rewarded monetarily. Hard-working
faculty members might resent their less productive colleagues reaping the same
benefits. Ultimately, across-the-board raises, given primarily at unionized
institutions, tend to encourage mediocrity and discourage creativity.
The advantage of basing raises on merit alone is that faculty members can be compensated according to the quality of their work. There is sufficient financial incentive to produce above the level of minimum competency. Faculty members are also given annual feedback from the administration on the caliber of their performances, which enhances communication at the institution. The disadvantage is that faculty members could be at the mercy of a capricious or vindictive administrator; the administration could get rid of almost any faculty member, tenured or not, by refusing ever to give a salary increment. Faculty might, in some weeks, be faced with the uncomfortable choice between building a case for productivity and being productive. Renunciation by faculty who would feel that the quality of their work had not been considered sufficiently meritorious could create an unpleasant atmosphere.

Institutions that give some combination of across-the-board and merit raises annually have both the advantages and disadvantages of those that opt strictly for one or the other. Of these colleges and universities, most allocate the major portion of their raises either for across-the-board or merit, sometimes changing the emphasis from year to year. Under this system, each faculty member should find something to be pleased about and something to be displeased about. If across-the-board is "liberal" and merit is "conservative", then this approach is "moderate".

I would like to explain the moderate approach used by the College last year and offer a radically different moderate approach. Of the 10X allotted for salary raises at the College, each faculty member received at least 72. The average merit raise in each department was 3X. Chairpersons rated faculty members on a scale from one to seven in the three categories: teaching, professional development, and service -- and then came out with an overall number for each member. There were 19 sevens (outstanding), 57 sixes, 74 fives, 22 fours (acceptable), 12 threes, and 1 two. Merit raises were given to faculty members whose numbers were five, six, or seven.

What I liked best about our procedure was the communication required between department members and the Chairperson. Every Chairperson wrote an evaluation on teaching, research, and service for each member of the department, who was then sent a copy. Aside from that, I found little merit in our merit system. The majority of faculty received merit raises between 22 and 4%. In effect, we were spending a lot of time on an elaborate process in which the outcome had only a marginal influence on the payoff. How many hours of faculty and administration time was it worth to justify a couple of hundred dollars difference in a salary raise? What follows are two changes I would like to see incorporated into our present procedures.

1. Alternate years between straight across-the-board and straight merit raises. One year would be a smooth effortless process, with the following year no more time consuming than our current practices dictate. Under a biennial rather than annual evaluation, faculty members would be less subject to the vicissitudes of student opinions from a single class, would be less fearful of embarking on a project that could take more than a year to complete, and would feel less pressure to serve on faculty committees every year. With substantial and significant differences in biyearly merit raises, faculty members would not then think it a waste of time to submit to a thorough examination of their progress and productivity.

2. Recognize departments, as well as faculty, for being meritorious. Just as faculty members benefit from appraisals by their Chairpersons, so would departments benefit from assessments by the administration. I would like to see the Academic Vice President rate each department in the areas of teaching, professional development, and service, and then give an overall ranking that would determine the percentage of merit raise to be apportioned to each department. Under the guidelines of the previous year, faculty members were competing only with colleagues in their own departments. The better their colleagues, the harder it was to get a slice of the 3X merit pie allocated to each department without regard to its quality. Members of a department with all sevens would have been recommended for the same 3X merit raises as members in a department with all fives. Those departments deemed deficient in some area would be provided with direction and assistance to rearrange priorities. With faculty members working together to help overcome perceived departmental weaknesses and shortcomings, an atmosphere could be created that would make personal, departmental, and institutional goals more well-defined and more compatible.
The official language of Oceania, for which this newsletter is named, owes its survival in George Orwell's 1984 to the conception of doublethink. Doublethink, the belief in two contradictory ideas or points of view at the same time, enables one to accept slogans like "Freedom is slavery" and "Two and two make five". I call doublethink the belief that there is negative in every positive action, procedure, or system, and positive in every negative. Doublethink enables one to see good and bad in every approach and ultimately can lead to the assertion that good is bad and bad is good.

I always knew the day of the month before my first teaching job. Then came my first desk calendar with occasional, followed by frequent, reliance on it for the date as well as for appointments. The purchase of a convenient digital calendar watch led me to the embarrassment of having to look at my wrist last June 14 to discover that I should have been celebrating the anniversary of my birth. When doing a "clock arithmetic" problem for my class recently, I glanced at my watch only to recognize that it could not be used as a model for a clock. Perhaps clock arithmetic problems as a teaching device will be obsolete to a future generation of students. Calculators, another product of modern technology, are now allowing some students to substitute batteries for brains. Doublethinkers have always managed to find faults with inventions and innovations. Certainly calculators do more good than harm, especially if one does not lose the capacity to perform basic arithmetical skills.

My greatest doublethink concern is in the area of teaching. It is rather unsettling to realize that some of my best teachers were some of my worst, and that some of my worst were some of my best. I don't mean simply that I didn't have the sophistication to appreciate quality teaching until years later. Some of my best teachers were just unprepared, disorganized, uncurious, rotten teachers. When I didn't learn from them, I had to learn on my own; what I learned on my own, I understood better and retained longer.

A special salute goes to Mrs. Fryer, my fourth grade teacher, who was my best worst teacher, and without whose "help" I might not have become a mathematician. During one of her interminable penmanship lessons she announced that those who did a neat job and finished quickly would be allowed to draw, but those who dawdled would have to do math problems. Since dawdling and obstinacy were my specialties at that time, I learned to work harder in and enjoy what I was supposed to hate.

Of course some of my worst teachers were also some of my worst teachers, and I never did learn their subjects on my own or from anyone else. My penmanship and artwork are still below the fourth grade level. Many of Mrs. Fryer's students have probably developed and expanded upon her distaste for mathematics. Though good may be bad, bad may be worse.

Faced with the prospect that whatever we do or don't do probably will eventually be beneficial to some and harmful to other students, what is a teacher to do? An ideal academic paradigm should allow a maximum enrollment of one student per course, so that the teacher could ascertain the student's interests, abilities, aspirations, and motivations, and might then design an appropriate model course. This can be tried at the College of Charleston if either the number of students is reduced to 200 or the number of faculty increased to 5000; the only disadvantage would be the necessity of closing the College for financial reasons. Even if one student per course were to become the norm, philosophical and personality differences would still make some faculty better for some students and others for different students.

I expect that the majority of us try to merge departmental and personal expectations and standards with the backgrounds and abilities of our students and then come up with what we consider to be a course that is either accessible to most and challenging to all or accessible to all and challenging to most. Then we must wrestle with the relative importance we attach to the attainment of fundamental skills and specific bodies of knowledge on the one hand, and creativity and independence of thought on the other hand. Sometimes, but not usually, these characteristics are all on the same hand.
There are different professional opinions on as basic a policy as attendance. I have had the following argument with myself.

Herb 1 (Knowledge): If I take roll daily, and require the students to be in class, they will attend more frequently and will consequently learn more. I need not waste time by calling names — I can pass out an attendance sheet.

Herb 2 (Independence): I would like my students to be present because of a desire to learn rather than a requirement to attend. I want their minds more than their bodies in class. A student who is unsuccessful because of missing too many classes may learn something about his or her abilities, work habits, and self-discipline that ultimately might prove more valuable than what would have been gained through forced attendance.

It is easier to observe differences in teaching styles than it is to determine whether one style works better than another. Some faculty try to be as explicit as possible in describing the material on which they will be testing, give pre-tests, and give extra credit for attending talks. Some collect homework daily and give frequent quizzes. Some try to make sure that each student has a positive experience and finds learning fun, some try to show their students that learning is hard work, some try to challenge their students by setting unattainable goals for them, and some try to encourage students to set their own goals. Most faculty members have attempted many of these approaches at different times, for different courses, and for different students. Some are at peace with what they do, some are still searching, and some are at peace with searching.

Much has been said and written about methods of teaching at various levels in diverse settings. Some practices no doubt accomplish much better results for most teachers and students. As a certified doubblebinker, I consider it easier to see both good and bad in whatever you or I do than to find what is best for anyone. I think, though, that by carefully distinguishing among shades of gray, I can usually tell a good teacher from a bad one.

LETTERS TO THE EDITOR

Dear Herb,

In response to your request for a couple of paragraphs about my NEH Fellowship, here are a few ideas I’ll be considering. The title of the topic, American Symbolist Art, is itself part of the problem. Since there is considerable question, first as to whether the visual arts can assume the concept of symbolism as it was defined by the French Symbolist poets, such as Mallarme. Secondly, since American art of the turn of the century is not in any way a coherent or consistent set of movements, any consideration of possible symbolist intent must be dealt with on an individual-by-individual basis. The problem is, that within the last year several art historians and exhibition-arrangers have assumed that there is something called American Symbolist Art. Consequently, my major problem will be to search the materials available to late 19th century-early 20th century American artists to see if and to what extent European concepts of symbolism were current and discussed in this country. Likewise, I will examine the documents of individual artists such as Albert Ryder, to see if there is any proof of awareness of these European concepts. The period of time to be examined is mainly 1880’s through the early 1920’s, although I will reach back into earlier 19th century American art as well, for “roots” and “precursors.”

My overall plans, then, are to gather as much specific information as I can find in documenting symbolist ideas and images, and then to attempt an examination of the very concept of “symbolist art” — all in all, a very thorny problem, but one which I hope will provide me with a great degree of stimulation, as well as provide others eventually, with a much greater factual basis for further discussions of American art.

Sincerely,

[Signature]

Diane Johnson

Fine Arts
Dear Herb:

Please find enclosed a summary of my NEH proposal. I would like to share it with my colleagues at the College:

Despite the impressive output of books dealing with Afro-American history over the past two decades, there is still a need to study important black institutions, particularly at the local level and over an extended period of time. I propose to fill that gap by writing a history of Avery Normal Institute, an historic black school founded in 1865 by Charleston-born black Minister Francis Cardozo that lasted until 1954. For nearly one hundred years, it educated black Carolinians and produced teachers for the city’s black schools.

In studying Avery, I hope to contribute to the ongoing scholarly debate over the lasting effects of the First Reconstruction. Writing in the aftermath of the Civil Rights Movement and the Second Reconstruction, in an age weary of reformers and full of cynicism, Elizabeth Jacowy, an Assistant Professor of History at the University of Arkansas, Little Rock, has produced an indictment of the Yankee missionaries and the schools they established (Yankee Missionaries in the South: The Penn School Experiment; Baton Rouge, LA: LSU Press, 1980). In 1862, South Carolina’s Sea Islands provided a rehearsal for Reconstruction, as Northern abolitionists traveled to St. Helena to establish the Port Royal Experiment that would prove to the nation that uneducated black field hands could be taught to be responsible and productive citizens. Only one of those schools lasted for any considerable time. Penn School survived nearly three quarters of a century and came to embody Booker T. Washington’s program of industrial education. Jacowy concluded that it was a failure. Conceding that the white missionaries brought improvements to the island and helped the blacks retain their lands, she argued that they fostered among the islanders the deadening force of paternalism. With the white ladies leading the way, no indigenous black leadership emerged on the island.

Unfortunately, Jacowy’s study does not give a complete picture of the Yankee missionaries and the schools they established. Avery, located in Charleston, less than a three hour drive from Penn School, offers a different picture. Funded by white Northerners, it was a product of Yankee paternalism. But unlike Penn, Avery closely followed the W. E. B. Du Bois’s notion of a Talented Tenth, whereby hope was to be placed in a college trained black elite. Even before Du Bois coined the term, Avery taught a classical education and catered to a black elite. It also shared Du Bois’s belief in protest and created a milieu out of which came political agitation and important Civil Rights leaders. For example, in 1918 Avery’s black principal Benjamin Cox, approached by the NAACP and Reconstruction era black Congressman T. T. Miller, helped organize a successful petition campaign that allowed blacks to teach in Charleston’s black public schools. One of Avery’s young teachers who helped collect 10,000 signatures on the petition, Septima Poinsette (Clark), later recalled the impact it had on her. In Echo in My Soul, p. 59, the nationally known Civil Rights leader wrote: “Looking back more than four decades to that year 1918-1919, I realize that the experience of teaching at Avery was one of the most important and formative experiences of my life. It was then that I first became actively concerned in an organized effort to improve the lot of my fellow Negroes.” Similarly, in 1944, long before the Civil Rights movement was popular, thirty three Avery graduates attempted to integrate the College of Charleston. One of those graduates, Mrs. Lucille Whippers, is currently Director, Human Relations, The College of Charleston. In 1954, over the objections of Charleston’s black community, Avery was closed. Ironically, it became the site of the vocationally oriented Trident Technical College (Palmetto Campus).

Most of my research will take place in Charleston. The Avery records, located at the Amistad Research Center, New Orleans, Louisiana, are available on microfilm. Moreover, Professor Eugene Hunt and I have already begun taking oral interviews of Avery Alumni under the Avery Project Planning Grant. However, I plan to do research in the NAACP papers at the Library of Congress, and I will visit the research facilities at Penn Center.

Respectfully,

Edmund L. Drago
The Metrop has now instituted a policy of soliciting and publishing a column written by faculty members.

Columns are welcomed from all faculty members. The faculty member is free to choose his or her subject, as long as it is of valid interest to the students of the College of Charleston.

Submissions must be typed and triple-spaced to be accepted. No more than two (2) columns will be published per issue. In the event more than two columns are submitted for the same issue, the editors will decide which two are to be published. Columns must be limited to no more than three (3) pages, typed and triple-spaced.

Submission dates are as follows: Friday, February 6, 1981; Friday, February 10, 1981; Thursday, March 5, 1981; Friday, April 3, 1981; Friday, April 17, 1981. All submissions must be in 5:00 pm on the given deadline date.

Submissions may be turned in to the 2nd floor Information Desk in Stern Student Center, or mailed to SSC Box 927. The submission should be in an envelope clearly marked “Faculty Editorial”.

NOTE: ALL EDITORIALS MUST BE SIGNED IN INK

Sincerely,

Eddie Barker

John Muse
Editors

Dear Herb:

My distinct impression after nearly three years at this administratively top heavy college is that we as a Faculty seem to have forgotten that our primary obligation is to our only constituents — students. I think it is incumbent upon us to be subservie and go out of our way to help students, because the College of Charleston, in my estimation, does a frightfully poor job when it comes to serving students. To prove my point I suggest that one of us (I think a lottery here would be appropriate) enroll at The College as a Freshman and embark on a four year program of studies, preferably with full pay. I will wager that the lucky winner of this extended four year sabbatical would not survive a semester.

My scenario for the short-lived student career would involve the Registrar’s Office, the Bursar’s Office, the Business Office, registration (this should do it), drop-add, trying to find an administrator, the Library, the Learning Resources Center, the Career Development Center, the Counseling Center, the Dining Hall, and the Health Services Center, in that order. I am sure in the interest of communication, some of my colleagues can flesh out this scenario with their personal experiences as to how cheerfully and efficiently all the above mentioned offices/centers work to serve the student and aid our teaching efforts.

Sincerely,

Klaus de Albuquerque

Klaus de Albuquerque

Oral Communication

An unexpected response in the Alumni Survey on Writing and the Business, Industry, and Professional (BIP) Survey was emphasis on the importance of oral communication. That is especially significant because the questionnaires dealt principally with writing; there were only four or five questions that referred to speaking, yet they drew a higher rate of response than some of the questions on writing.
To begin with, job hunting, Alumni were asked which approaches they used, a resume or letter of application, or an interview (or both), and which they thought had the most effect in determining whether they were employed. A total of 90% of the respondents had an interview; 69% submitted a letter or resume; and 61% thought that of several factors the interview had the most effect in helping them get the job. One alumna sent thanks to the Office of Career Development for a mini-course on writing a resume; several who had received no help urged that it be given ALL seniors at the College in the future. On the BIP questionnaire, 99% of the employers and professional persons said that applicants to their firms must have an interview, indicating almost universal use of the interview in the Tri-County area.

One alumna, an insurance claims adjustor, commented, "The ability to express myself orally and in written form has probably been the most important asset in searching for and securing a job."

Second, the Alumni questionnaire listed a number of kinds of communication which employees in a variety of fields might use. Only one of the number was oral; "oral proposals" was included along with "written proposals." The BIP Survey included a similar question. On the frequency of daily-to once every two weeks, on the average, these are the results:

<table>
<thead>
<tr>
<th></th>
<th>Oral Proposals</th>
<th>Written Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>64%</td>
<td>48%</td>
</tr>
<tr>
<td>BIP</td>
<td>75%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Again, oral communication predominates.

Further, employers and professional people were asked whether promotions or raises resulted, at least in part, from skills in writing and, then, from skills in speaking.

Yes
Skills in writing 41%
Skills in speaking 52%

Obviously, skills in speaking have more effect on tangible success on the job or in the career. We do not, of course, speculate on the intangible effects of successful speaking.

Asked whether college graduates coming to their firms need "better training to properly prepare them for their work," the BIP response was 53% for better training in speaking and 54% for better training in writing. Apparently the media are not entirely mistaken in reporting dissatisfaction "out there" with the preparation of college graduates in communication.

The last reference to speaking on the Alumni questionnaire appears in the question, "If you did not take some of the courses listed, which one or ones do you think now would have been helpful in your life since graduation?" The overwhelming choice of alumni places Public Speaking at the head of the list; also very high is Business English; a considerable difference separates those two from the other choices.

<table>
<thead>
<tr>
<th>Course</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
<td>290</td>
</tr>
<tr>
<td>Business English</td>
<td>253</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>156</td>
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<tr>
<td>Journalism</td>
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<td>Scientific Writing</td>
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There is no doubt that our alumni as well as business and professional people in the Tri-County area recognize the importance of an area of communications that has not yet become--but which alumni feel should become--one of the General Education Requirements. More alumni comments ask for training in public speaking, or oral communication, than any other one area. Here are some of the spontaneous comments:

"Most students do not realize the importance of being able to write well and, therefore, should be required to study writing, as well as oral communication, since they will probably not elect to take writing or speaking courses." (research consultant)

"Writing is not the only problem area; speaking appears to me to need much work also" (1977 graduate)

"Most people need to sharpen their written and oral skills." (1976 graduate)
"I think that letter writing needs more stress—I also think public speaking should be required as it is very important in business as well as in personal matters." (teacher)

"I have noticed an unusual number of persons with a graduate degree unable to write or speak correctly. I even have problems in communicating." (1976)

"Writing and speaking skills are so basic to success in formal education and in later life that they should be acquired and refined as early as possible." (mother)

"The only serious shortcoming of my education at College of Charleston was that Public Speaking was not required . . . ." (sales representative)

"Effective communication skills both oral and written should be the primary objective of any college curriculum." (1979)

"The ability to communicate English orally and in written form is extremely important and must be stressed highly." (instructor of industrial management)

"Public speaking should be required for graduation—geared to informal and media presentations—this in addition to present requirements." (registered nurse)

Obviously, public speaking, in some form or other, must be included in our degree requirements. After completing my reports on the Writing Survey, I will sum up with an overall view of the results and a recommendation concerning our degree requirements. This part on oral communication is one piece of the picture.

Sue Hetherington

Memo for Aristotle

A letter from a 1977 graduate who describes himself as a sales representative strikes me as being one of the saddest of the comments from alumni of the College. Here are his words: "When writing intercompany reports, I am discouraged from using proper methods of composition. However, letters to clients are required to be well written."

Now, on the list of 16 or 17 "kinds of writing done by employees in various fields," the Alumni questionnaire on writing shows the highest frequency of use on the entire list to be that of "memos." On Business, Industry, and Professional Survey questionnaire, "memos" was the second highest.

Our 1977 graduate faces a difficulty in doing his job that to him is serious enough to mention, and apparently that difficulty is in writing memos. The survey shows that memos probably are what many of our graduates write more often than anything else.

I am not saying that we do or do not need to teach students to write memos. But I do say emphatically that this student could have been spared mental conflict between what he believes is right and what his boss wants him to do if he had learned in English 101 the basic principles of Aristotle's Rhetoric.

One of the principles that Aristotle taught is that one writes in different ways about different subjects, or for different purposes, or in addressing different people or audiences. In the light of that principle, it makes sense that inter-office memos are written differently from letters to clients, and it also makes sense that in formal letters one uses complete sentences, while in another kind of communication a briefier form may be better.

The student's course in English 101 may not have included the principles of rhetoric—although it should have—or he may have been absent a few times and missed the instruction. But he could not have escaped that principle of classical (and modern) rhetoric if his course had practiced it as well as preaching it. If all he learned in his English class was to write a certain kind of theme, then he must have graduated believing that there is only one correct way to write because all of those themes required the same form and style.

Obviously, our students need to learn to write something other than what English teachers are now teaching them. There MUST be more variety in their instruction in communication.

Sue Hetherington
Dear Herb,

The Center for Continuing Education's summer schedule of non-credit courses is beginning to take shape. Faculty members who are interested in offering non-credit courses this summer are encouraged to contact us at 5620 as soon as possible. The summer edition of the Continuing Education publication, "The Center", will be published in March and will include non-credit course listings.

Sincerely,

Donna Richter Pretty
Coordinator of Non-Credit Programs & Adult Advising

Dear Herb:

Most instructors are in the polite habit of erasing the board when the class session is over. In showing consideration for the next instructor in the room, the Golden Rule may be applied.

Mick Norton

EDITOR'S NOTE: Peter Rowe showed me a copy of the following 1915 Entrance Examination to the College of Charleston. How times have changed!

College of Charleston

ENTRANCE EXAMINATIONS
1915

GENERAL INFORMATION

All applicants for admission must pass satisfactory examinations in Algebra, Geometry, English Grammar and Composition, and History. These subjects constitute only part of the minimum requirements for entrance, and make up 6 units.

For lack of time, examinations in the other subjects are not given today. Applicants who pass today these preliminary examinations (6 units) will have to pass examinations in Charleston on October 1 and 2 upon subjects selected from the list below sufficient to make up 33 units, thus meeting the minimum requirement of 10 units. Applicants should send to the President's office a list of the additional studies upon which they will offer for examination in the autumn.

LIST OF SUBJECTS FROM WHICH TO SELECT 33 UNITS FOR THE ADDITIONAL MINIMUM REQUIREMENTS

English Literature (1 unit); Algebra (quadratic equations, binomial theorem and progressions) (6 units); Solid Geometry (6 units); Trigonometry (6 units); Latin Grammar and Composition (1 unit), Caesar (1 unit); Cicero (1 unit), Virgil (1 unit), Nepos (1 unit); Greek Grammar and Composition (1 unit), Xenophon (1 unit), Homer (1 unit); Elementary German (2 units), Intermediate German (1 unit); Elementary French (2 units), Intermediate French (1 unit); Elementary Spanish (2 units); Medieval and Modern History (1 unit); Botany and Zoology (each 1 unit); Chemistry (1 unit); Physics (1 unit); Physiology (1 unit); Physiology (2 units).

(See Catalogue, pages 19-24)

PLEDGE

Each applicant for admission must, at the end of his paper, write in full and date and sign the following pledge: "I hereby certify on honor that I have neither received nor given any assistance during this examination."

TIME

The time given below, opposite each subject, is that suggested as being sufficient to answer the questions in the subject.

I Mathematics: 2 hours

ALGEBRA AND GEOMETRY

1. Factor the following:
   \( n^2 - 7n^2 + 14x - 8 \)

2. Factor the following:
   \( a^2 - 4y \)

3. Solve:
   \[ \frac{2x - c}{a - 2y} = \frac{a}{c} \]
   \[ \frac{2x - c}{a} \]
   \[ \frac{3y - y}{a + 2c} \]

4. Solve:
   \[ 2ax^3 - a^2x = 2x^2 + a = 0 \]
5. A resolution was adopted by a majority of twenty votes. On consideration later, one-fourth of those voting for it changed their votes and it was defeated by twelve votes. How many voted for it originally?

B. GEOMETRY
(Answer any three questions)
1. In the same circle or equal circles, equal chords are equally distant from the center. Conversely, chords equally distant from the center are equal.
2. To construct a square equal to the sum of three or more given squares.
3. If two intersecting chords of a circle make equal angles with the diameter drawn through their point of intersection, the chords are equal.
4. In two similar triangles, corresponding altitudes have the same ratio as any two homologous sides.

Homologous sides of two similar triangles, are respectively 3 in. and 8 in. What is the corresponding altitude in the second triangle?
5. The radii and apothems of two regular polygons of the same number of sides have the same ratio as any two homologous sides.

II ENGLISH: 1½ hours
GRAMMAR AND COMPOSITION

A. GRAMMAR
1. "Scholarship alone will not give you the highest standing with your fellows, but you will not get their highest respect without showing that you can do well something that is intellectually difficult." What are the phrases in the above sentence?
   a. What part of speech is shown? alone?
   b. Write the two clauses, and say what sort of clause each is.
   c. Write a compound sentence of which the subject is an infinitive phrase.

B. COMPOSITION
Write from 250 to 300 words on any ONE (choose only one) of the following subjects:
1. My Last Day at School.
2. What I Expect to Get from College.
3. Hard Times in South Carolina.
4. Our Governor.
5. The Sinking of the Lusitania.
7. Recent Progress in My Town (or My County).

III HISTORY: 2 hours
AMERICAN HISTORY, ANCIENT HISTORY, ENGLISH HISTORY

A. AMERICAN HISTORY
(Answer any four questions)
1. Describe an important Revolutionary battle which took place in South Carolina.
2. Tell all you know about Nullification.
3. Review the Administration of Polk.
4. How has the territory of the United States been enlarged since 1783?
5. Sketch the Colonial history of South Carolina.
6. What great events in 1862?

B. GREEK AND ROMAN HISTORY
(Answer any four questions)
1. Locate Attica, Macedon, Laconia, Elis, Lydia.
2. State, in order, the important changes in the constitution of Athens.
3. Sketch the careers of Epaminondas, Augustus, Marcus Aurelius.
4. Tell all you know about relations between Greece and Rome.
5. Name three Roman reformers and tell what each accomplished.
6. How was the Roman Republic changed into an empire?

C. ENGLISH HISTORY
(Answer any four questions)
1. Name any four English Kings in consecutive order.
3. Tell all you know about Crece, Naseby, Blenheim.
4. Contrast the position as ruler of Edward I and George I.
5. Sketch the lives of Wolsey, Cromwell, Chatham.
6. How is England governed at the present day?

Thanks to those who contributed to this issue of Newspeak. Next month there will be an article on the new committee structure to aid faculty in making informed choices about which committees to request for next year. For this reason, the deadline for submitting letters and pieces of information is February 11, one week earlier than usual.