NEWSPEAK
The College of Charleston Faculty Newsletter
by Herb Silverman, Speaker of the Faculty

ISSUE 8
FEB. 13, 1981

ADMINISTRATIONSPEAK

Of the 5227 students enrolled at the College, 39% are male, 94% are from South Carolina, and 6% are black. There are 752 lower division students, 22% upper division, and 3% graduate students. There are 210 FTE teaching faculty who teach an average of 13.5 hours per week per FTE faculty and have an average class size of 26.7 students.

The News and Courier asked the College of Charleston, the Citadel, and the Medical University for permission to send a representative to classes and distribute a questionnaire to students in order to determine the amount of cheating that takes place at our local colleges. While the administration was not opposed to such a survey, it felt that the questionnaire was ill-conceived, poorly written, and could not ascertain the desired information. Some of the misspellings in the questionnaire were "plagiarism" and "faily". This administration will suggest a meeting with a representative from the paper to design a more reasonable questionnaire.

President Collins has mandated that Governor’s School pay for itself this year. The low level of funding by the Governor’s Office will probably require either a cut in the number of students participating or curtailment in services offered.

The summer program is a non-profit venture that must pay for itself. Department Chairpersons, who are on eleven month contracts, will be teaching the equivalent of one course this summer. In past summers, they taught the equivalent of two courses.

The proposed 7% reduction in the personnel budget requested of all state agencies may ultimately be less than 7%. It does not appear that any faculty positions will be in jeopardy because of the cut.

The average faculty raise for next year will be 10%. President Collins has not yet decided the percentages that will be set aside for across-the-board and merit raises.

The travel budget for each department this year was equal to the number of members in the department x $150. Priority will be given to an increase in the budget for next year to partially offset the astronomical air fares. Each department may apportion the funds as it sees fit.

A note on the travel reimbursement vouchers says that the form must be submitted before 5:00 P.M. Tuesday in order to have a check on Friday. It is now required to submit by Monday instead of Tuesday.

The latest financial crisis is in the Office of Financial Aid. In the past, the Office has overcommitted work-study funds by about 3%. This year, through a clerical error, the overcommitment is more than 30%. Consequently no work-study students will be funded after March 31, unless a special case can be made for continuance.

Founder’s Day, which will be on a much smaller scale than in previous years, is scheduled for Thursday, March 19. A committee headed by Tony Meyer, Vice President for Alumni Affairs, is making plans for the occasion.

A retreat to discuss recruitment, admission, and retention policies at the College of Charleston will tentatively take place on Saturday, February 28. If you have any items that you would like placed on the agenda, please contact Germaine Claridy or me.

Faculty are now covered up to one million dollars if they are sued while in the line of duty. If you are not sure if it is in the line of duty, don't do it.
COMMITTEE SPEAK

The Committee on Nominations is distributing forms asking faculty to submit committee requests for next year. The Committee will present its slate at the April faculty meeting, with nominations from the floor also in order prior to the election.

The Committee on Curriculum and Academic Planning will recommend at the March faculty meeting adoption of the two proposals on transfer credits that there was no time to discuss at the February meeting. It should also finish looking at course requests, and hopes to spend the remaining time this semester deciding on recommendations for the number of hours required of students both within and outside their major areas.

The Committee on Continuing Education and Special Programs proposed a change in their duties, which was distributed at the previous faculty meeting. The proposed by-laws change will be voted on at the March meeting. Plans were finalized for the February 16 reception honoring recipients of Continuing Education Scholarships.

The Faculty Welfare Committee will seek adoption of a new student opinion questionnaire at the March faculty meeting, when it will also make recommendations for a change in the normal length of service at the College before eligibility for tenure and promotion.

The Committee on the Library continued its discussions on the library's financial plight, giving special attention this month to whether it can continue to purchase both books and periodicals on a budget that does not grow.

The Committee on Student Affairs received a resignation as Secretary from Mary Berry, who was replaced by Harlan Patton. The Committee met with three representatives of SUDA, the Student Union for Minority Affairs, to discuss problems and suggestions for improvement of racial relations on campus. The academic problems mentioned were (1) insensitivity of professors to the needs, interests, and feelings of black students, (2) unconscious discrimination by professors, (3) a lack of black-oriented courses, and (4) few black professors. At the next meeting, the three black faculty members at the College will address the Committee.

The Advisory Committee on Tenure and Promotion of Faculty has begun its deliberations. Its work will be completed by March 5, giving the President enough time to inform the candidate of his decision prior to the March 15 deadline.

The Faculty Research and Development Committee made its recommendations for faculty grants. The recipients should be informed shortly.

The Ad Hoc Lilly Committee will sponsor one or more workshops on mid-career planning for faculty. Those who think they would be interested in participating, please contact Paul Hamill or a member of the Committee.

The President's Ad Hoc Budget Review Committee met for the first time since its organizational meeting three months ago. It received and discussed information about appropriations, reduction in personal services, and revenue. The next meeting is scheduled for February 26.

SPEAKEASY

After the last issue of Newspeak appeared, I received calls from Virginia Herring, head of the Learning Resources Center, and Robin Hardin, head of the Student Center, wanting to know why they were not included in the list of salary information for administrative heads. They knew that they had been excluded because their salaries did not fall within the published ranges. A check with the administration revealed that Ms. Herring was excluded inadvertently because the LRC used to be affiliated with the Library, and that Ms. Hardin as well as other non-academic department heads were not included.
There were also comments about who the Distinguished Professors were and how they were chosen. Professors Freeman, Liles, and Pennington were awarded the title of Distinguished Professor by President Stern, before he retired. There were no criteria stated for the position. The Distinguished Professors receive eleven month contracts and are expected to teach the equivalent of two courses in the summer.

I would like to thank Roy Hills for the fine job he did at the previous faculty meeting with two overhead projectors covering both ad hoc committee recommendations. It helped keep faculty informed during the more complicated discussions and votes on the new committee structure.

At the next faculty meeting, we will vote on the duties of the Committee on Continuing Education & Special Programs and the Faculty Advisory Committee to the President. A new section of the Faculty and Administration Manual that describes our complete committee structure will then be distributed to all faculty.

There have been several complaints about the mandatory retirement system to which we must contribute. State employees have been trying to change this 4% rate of return policy for about twenty years. If you have any suggestions as to how to organize better, please share them.

A survey of my classes has shown that students can read my writing much more easily when I use yellow chalk instead of white. Other faculty, especially those similarly afflicted with poor handwriting, might want to experiment.

An auction in which faculty, students, and staff contribute and bid on items will be scheduled for sometime in March. Proceeds are to be used for academic scholarships at the College. Please plan to participate.

The senior class has voted once again to observe the traditional dress at graduation of women in long white dresses and men in summer tuxedos. However after a heated debate and close vote, it was decided that the women would carry only six roses instead of the traditional dozen.

EDITORIALS

A Campaign Speech Revisited

One of my political fantasies has been to require an incumbent to deliver the same campaign speech for reelection that was given when the candidate first sought the position. What follows is the communication that was distributed to all faculty on February 19 of last year.

I believe that elections should be decided on issues rather than on personalities. I am now a candidate for the important position of Speaker of the Faculty in a campaign that appears to have no issues. I would like to present some of my views on the College, the role of Speaker, and my strengths and weaknesses. Hopefully, some issues will emerge from this presentation.

Each of us thinks of the College as being unique, but each of us probably gives different reasons for its uniqueness. I have been most impressed that (1) this college, so steeped in tradition, can still retain the flexibility to be so open to change, and (2) that this college has begun to make important strides toward faculty development without forgetting that it is primarily a teaching institution in which no change should be made at the expense of the student. However, I do not believe that the College of Charleston is one of the finest colleges in the Southeast. I think it is a good college, has gotten better in the last several years, and has the potential to become one of the best colleges in the Southeast. Rather than state this as a goal for the College, I would hope that it would be the result of some more specific goals. In particular, I would like to see:
1. A more diverse student body, with more minority and out-of-state students.

2. Higher expectations from our students and an end to grade inflation.

3. A better library.

4. More intellectual and cultural communication among students, among faculty, and between students and faculty.

5. A recognition by the administration that, to remain vital, faculty members must grow professionally and that more moderate teaching loads must be given periodically to all faculty members to encourage this growth.

6. A long-range comprehensive commitment to a faculty development program that can begin before the Lilly grant runs out.

I know that most faculty members share these concerns and hopes, and that many have taken steps to bring us closer to these goals. What do these wishes for improvement have to do with presiding over faculty meetings, or is this just campaign rhetoric? Of the seven duties listed for Speaker, the most visible — although not necessarily the most important — is to preside at faculty meetings. The Speaker is also the representative of the faculty to the administration of the College, and attends administrative staff meetings in which policy issues are discussed. The Speaker advises and assists the President and his staff on matters concerning the faculty, and may also attend and participate in the meetings of all standing and ad hoc committees.

I do not think of the college community as a "family". I think of the faculty and administration as distinct groups that sometimes have different or conflicting priorities. As Speaker, I would invite the head of each standing committee to advise me of meetings that might affect general policy at the College, and try to attend these meetings. I would encourage all faculty to express to me their concerns at the College so that I could better represent the faculty to the administration. I would share with the faculty the concerns I heard from the administration. I would always try to distinguish between the views of the faculty and my personal views.

In addressing my strengths and weaknesses, let me first talk about some of the weaknesses I might bring to the position. I certainly see them more clearly, think about them more frequently, and feel more comfortable discussing them than I do my strengths. At best, my attire can euphemistically be called "casual". To most of the non-academic community, I do not look like a faculty member, much less like a representative of the faculty. This could present a problem should I attend a meeting of the Board of Trustees. If elected, my first act would be to appoint an "ad hoc" committee to help me purchase a three-piece suit that would be worn to meetings of the Board and to any other appropriate gatherings. In addition to feeling uncomfortable in formal attire, I do not like pomp and circumstance. I even have a skeleton to take out of my closet. I did not attend the inauguration of the President and did not cancel classes for the occasion. I felt that the benefits derived from having a small percentage of students attend the ceremony would not be enough compensation for having an entire class miss a day of Calculus. I am pleased that our President has created an atmosphere that allows for an action like this without fear of reprisal. Had I been Speaker at the time, I would have attended the inauguration because my visible absence could then have been construed as a slight to the President. I have attended all Founders Day and Graduation Day ceremonies, more out of a sense of duty than enjoyment, since I have been at the College.

Perhaps my most obvious strength is that I can see my weaknesses and make fun of them. I accept criticism well and usually learn from my mistakes. I am honest, frank, and objective. I feel that my biggest professional asset, especially when attempting to handle a new task, is "time". I think I know my abilities, deficiencies, and priorities, and try to use my time wisely. I have always been willing to put in the extra time to do as well or better than many who are more gifted than I.
The Committee on Nominations shortly will be asking faculty for their committee preferences for next year. In order to aid faculty in making informed choices, a synopsis of our committee structure (colored by my opinions) is given below.

The Committee on Curriculum and Academic Planning is easily the most time-consuming committee, meeting just about every week for a couple of hours. It makes recommendations to the faculty on all courses, programs, and changes in the undergraduate curriculum. Its new duty, to conduct at five-year intervals a review of the programs and courses offered by each academic department, will involve the Committee more in academic planning. After serving on this committee, one should become familiar with the overall undergraduate program at the College.

The Faculty Welfare Committee has been given more specific duties, with the hope that it will put more of its efforts into looking at the general welfare of the faculty regarding issues like compensation, fringe benefits, and teaching loads. The past couple of years, it has spent most of its time on evaluation procedures and criteria for tenure and promotion. Next to the Committee on Curriculum and Academic Planning, this is probably the most time-consuming committee.

The Committee on Continuing Education and Special Programs has proposed at the previous faculty meeting that its duties be changed to reflect more accurately what it has been doing. This change will be voted on at the next faculty meeting. The increased participation of reentry students in credit and non-credit programs has occurred at the College of Charleston as it has in most higher education institutions. As a group, their needs are felt to be different than those of the traditional student. The Committee works with the Dean of Continuing Education in suggesting special programs and policies to attract reentry students and provide them with adequate support. The Committee also hopes to suggest faculty development programs that relate to continuing education. Not bound by tradition or structure, there is much room for innovation on this committee.

The Committee on Academic Standards, Admissions, and Financial Assistance is a new committee formed by the merger of two committees that were not usually very busy. It will rule on student petitions of an academic nature and on interpretations and applications of academic standards. It will also make recommendations for admission, scholarships, continuation, and graduation standards. An ability to interpret rules and make decisions is required.

The Committee on Student Affairs and Athletics is another committee resulting from a merger. It will be responsible for making recommendations concerning the cultural, social, and physical well-being of the students. In the past, the Committee on Student Affairs has dealt with problems in food service, housing, and inadequate facilities in general. It is currently looking at racial relations on campus, and hopes to make some recommendations. This new committee should be of interest to faculty who would like to get more involved with the problems and social programs of students.

The Faculty Research and Development Committee reviews proposals submitted by faculty and recommends how the funds for College grants, usually about $20,000, are to be allocated. The Committee is also charged with the responsibility of making recommendations on policies and procedures that would enhance research and development on campus. This Committee can help one to learn more about the professional activities of colleagues and to understand more fully the various methodologies in different disciplines. It is usually populated by faculty who have been somewhat active in research and development projects.

The Committee on the Library spends most of its time deciding how to allocate the limited funds available for departmental book orders. It also continually makes pleas to the administration for additional funds for books and periodicals. The Committee is a depressing one to be on during times of inflation and financial crises, which seems to be always.

The Advisory Committee on Tenure and Promotion of Faculty is one of the most important committees on campus. It has access to complete evaluation packets, determines if established criteria for tenure and promotion have been followed, and makes recommendations to the President — who is present throughout the deliberations. The Committee meets only about one month a year, but has long meetings several times a week during that crucial period. Discussions are frank, sensitive, and confidential. With fewer people being evaluated for tenure, the Committee should not be as busy as it has been for the past two years.
The Faculty Advisory Committee to the President may have its composition and some of its duties altered at the March faculty meeting. There is a proposed change in the by-laws to elect nine faculty members at large. Department Chairpersons would then be eligible. In the past, there has been some overlap between this committee and other committees. The proposed duties restrict the Committee to discussions on matters that do not fall within the purview of any other standing faculty committee and require that a written report be given to any person or group that has submitted an inquiry. The report should discuss the recommendations that have been made and the actions that have been taken by the President. The Committee meets for about an hour every other week at the home of the President, who has also generously supplied wine and cheese. Please don't request this committee unless you feel that you can speak openly and frankly to the President.

The Faculty Hearing Committee has held one hearing in the past seven years. Its duties are to hear cases of tenured faculty members that could lead to dismissal, cases of non-tenured faculty members that could lead to dismissal during the contract year, and cases of alleged violations of academic freedom. Faculty, all tenured, who serve on this committee may also serve on another standing committee.

The Faculty Grievance Committee has received one grievance in the past seven years. Its duties are to hear, investigate, and try to mediate grievances that do not fall within the purview of the Faculty Hearing Committee. Faculty who serve on this committee may also serve on another standing committee.

The Graduate Faculty Committee is a good committee for those who want to have a committee listed on their vita, but who do not want to do any work. It usually meets once or twice a year, at most, and does nothing of importance.

The Judicial Board Committee consisting of students, faculty, and administrators who sit in judgment of students accused of violations that could lead to suspension, dismissal, or other disciplinary action. It heard only one case last year, but has heard several this year.

The Honors Program Committee consists of three faculty members teaching and two not teaching in the program. It is responsible for accepting students, approving courses, and making policy decisions concerning the honors program.


LETTERS TO THE EDITOR

ON THE NATURE OF LIBRARIES AND LIBRARIANS

As with all professions, there tends to be an Unknown which distances practitioners from those who receive the product of their labors. While deferring to experts has a variable risk factor attached to it, depending upon the nature of the area of concern and the individual practitioner's competence, there is often a justifiable need to seek the expertise of those whose chosen life's task is based in one or another of the professions.

Having thus qualified my remarks, I have taken this opportunity to reflect upon what strikes me as the particular concern, if not the mission, of the librarian and the institution in which he or she functions from day to day and year to year. At the risk of appearing too elitist, I believe that we represent one of only a handful of civilization's outposts in a world where the veneer of sanity is often thin and where it stands as a fragile guard against the barbarians pounding at the gates. This is a universal phenomenon, knowing no limitations of time or place or national origin, cutting across all lines of social stratification and the chance demarcations of birth and inheritance. There are, alas, no genetic determinants in this realm, and each of us holds within himself the seeds of creation and destruction.
Libraries have an unwritten mandate, passed from generation to generation by an electorate whose only vote is their continuous usage, to preserve the best and the worst, the beautiful and the scurrilous, the sacred and the profane that is inherent in the human animal as it has been expressed and recorded in some tangible format from the earliest manuscript and stone-carved tablet to the least foreseeable technological development. It is our function as repository for knowledge and the tools needed for informed, intelligent, sane, humane judgment. In our age of cultural flux, as we experience the irrevocable waning of an older order, the library and its librarians take on an even greater mission— to cultivate among the broadest library constituency what Nietzsche identified as the consummate reader, "a monster of courage and curiosity...supple, cunning, cautious, a born adventurer and discoverer."

Such a mission must be carried forward despite changing economic and political climates, despite the growth and decline of states' fortunes. Though external vicissitudes bear heavily upon the functioning of the library and its staff, they have a purpose and a life beyond that of the state, whose very existence is always tenuous and whose motives, even in a relatively healthy climate, ought to remain a bit suspect.

The "administration of learning," a description used by the Librarian of Congress in 1901, Herbert Putnam, to characterize the librarian's profession, given recognition to the historical interdependence and continuing close relationship between the library world and the advancement of scholarship. Bibliography, in the broadest sense of information gathering, is the prerequisite to all learning and scholarship. Libraries have taken the recorded word, organized it in some systematic manner, defined by each particular civilization according to the nature of its own need for access to its intellectual, artistic, and spiritual heritage, and thereby facilitated the transmission and development of a corpus of knowledge necessary to its survival and enhancement.

Purposeful acquisition, systematic cataloging, proficient retrieval, and skillful preservation are the fundamentals of librarianship in its role potentially the repository for the knowledge and the tools needed by the increasing profusion of information. These are the means of obtaining the physical instruments of knowledge and of making them universally, democratically, and freely accessible, without the intercession of others as "a "passage" instrument of individualized learning and self-paced instruction ever conceived. Used wisely, it is the most effective resource for a life-time of continuous education.

The Library at the College of Charleston plays a unique role on campus; as it shares in this tradition, both as a support for formal instructional programs and as a primary resource for self-instruction and creative scholarship -- the underpinning of learning for freshman and advanced scholar alike. The Bibliographic Instruction program, one of the most innovative in the country, has increased the student's ability to more effectively use the Library in a self-instructional manner. Similarly, the growth of information gathering capabilities through expanded interlibrary loan service, data base searching, and acquisitions, has added markedly to both undergraduate learning and advanced scholarship.

An increasingly more limited budget (due to inflation) has made this task more difficult, and has pointed to the expertise of a staff capable of weighing the needs of all its patrons. The staff consists of professional librarians with full faculty status, all of whom have a Master's degree in Librarianship (M.L.S.) with particular subject backgrounds and particular areas of specialization within their profession, and all of whom teach the course in Bibliographic Instruction. Highly skilled paraprofessionals, classified as Library Technical Assistants, work under the supervision of professionals following a period of training, and perform supportive roles essential to the functioning of the Library. The entire staff is divided into departments according to the various tasks it is called upon to perform -- acquisition of materials, cataloging, reference, and circulation, with integrated but separate departments for special collections and marine biology.

Library professional education places a strong emphasis upon service, both to those who seek our assistance, and to the heritage of knowledge with which we have been entrusted. It is a dual responsibility, a burden gladly chosen and carried.
Dear Herb,

I would like to announce that the BOSS (Bibliographic Online Search Service) is now available to help the faculty with their research needs. The BOSS provides computer access to over 100 data bases incorporating information from a wide range of subject areas currently found in numerous printed indexes, abstracts, reports, and directories. A brochure explaining the service and listing available data bases will be sent to all faculty members. Each faculty member will be offered one free search with up to 25 off-line citations during the Spring 1981 semester.

Anyone desiring more information about the BOSS can contact me at 2-5530.

Thank you,

Rebecca Linton
Library

Dear Herb,

I found your "Doublelink" column in the January 23 issue of Newspeak, concerning good and bad teaching, very thought-provoking. One thing I couldn't help but wonder when I was reading about your experience with your fourth grade teacher, Mrs. Fryer, is whether we wouldn't all be better off if you had done a few less math problems.

Just wondering,

Rebecca Linton
Library

Faculty and Departmental Evaluation Plus A Few Other Thoughts

I would like to comment on the Speaker's editorial which appeared in the last edition of Newspeak entitled "Salary Raises at the College". While I sympathize with many sentiments expressed and I agree with both proposed changes, I contend that the second proposal (2. Recognize departments, as well as faculty, for being meritorious.) is already in effect. If the merit system at the College is applied universally, there are still numerous other faculty and departmental negotiations which are subject to conscious or unconscious skewing. At any rate, I submit that many faculty and many departments have some idea about where they stand within the framework of the College. There is no question in my mind that such evaluation already occurs. I would certainly be interested in knowing the criteria which the Speaker advocates for a departmental ranking system.

Having said that, I would like to elaborate on faculty and departmental status at the College. Rather than elaborate, I thought it might be fun to ask a few questions and let the reader answer them. If the answers upset any basic assumptions, I apologize.
1. Which departments are the most respected and the least respected at the College?
2. Which departments have the largest operating budget, personnel budget, etc.?
3. Which departments are preferred for Lilly and Research and Development grants?
4. Which departments have the best teachers? Researchers? Which does the most for the College in the Community?
5. Which departments have new buildings on campus?
6. Which departments have the greatest alumni contribution to the College?
7. Which departments make the greatest "liberal arts" contribution?
8. Which departments contribute most to the "success" of the College?
9. Which departments have difficulty getting courses or programs approved and which do not?
10. Which departments are most effective when departmental inequities are made relative?
11. Given that there are departmental inequities, which departments are most effective?
12. Which departments are most effective considering personal, professional, and institutional roles?

Dr. W. L. Hills, Jr.
(You can call me Roy)

About Writing

(In addressing the College Faculty, I certainly do not intend to omit the English Department or to slight it. The results of my research, which was supported or assisted by the offices of Faculty Research and Development, Alumni Affairs, and Institutional Research, bear on the General Education Requirement, however, and concern the entire faculty.)

When responses to the Alumni Survey of Writing came in, it was a delight to discover the support that some comments have to the English Department. For example, some twenty-five alumni wrote that we should "increase the English requirement." Some suggested simply adding to the six-hour requirement in "Composition and Literature" one of the courses listed in the preceding issue of this publication: Business English, Public Speaking, Scientific Writing, Journalism, and Creative Writing. But some alumni recommended "more" because the six hours did not include what they now find they need.

Some longer and more thoughtful comments suggest revision of the courses instead of an increase in the requirement. Here are three such comments:

I am a graduate student working on my Ph.D. . . . My ability to write came more from the science courses I have taken than from my English requirements at the College. Of course proper structure in composition is important but I feel this aspect of my writing has come about mainly through experience. Having known in college what I now know, I surely would have chosen to take more writing courses in the English Department. The need for an ability to write should be passed on to the undergraduates as they begin to specialize in a major . . . . Demonstrating that some areas require more writing ability than others, altering the requirements such that one could take these courses later in college and urging students to enroll for their own benefit would definitely improve the quality of College of Charleston graduates. However, this job cannot and should not be undertaken by the English department alone, for it would require cooperation between you and other departments in letting the student know what will be expected of him following graduation and how he can prepare for it more fully.

P. S. Please don't grade this and send it back to me!
(The following one is from a 1976 graduate.)

My writing suffered while I was at the College . . . . I avoided taking courses that required any writing besides book reports. . . . Luckily I erased this mindset and chose a graduate program that challenged my abilities. . . . I was fortunate that my pre-college training [gave] me some skills to fall back on. . . . Anything that can be done to force a student to write would, I feel, be appropriate. I caution those in a decision-making position, however, to make diligent efforts to build 'relevancy' into the courses or activities. The Business English course you mention in the questionnaire is an excellent example of this point. Thank you for soliciting my response. Good luck with the survey effort.

(The next is from a graduate research assistant in agronomy.)

It seems to me you'd be much better off to reorganize freshman English than to change the requirement. What is really needed is to stay entirely away from creative type writing during the initial 6 hours taken by freshmen. It would be much more beneficial to concentrate on logic and development of paragraphs for the year . . . . This type of course would be applicable to all fields . . . . Literature shouldn't be the main interest in freshman English courses.

There are other letters of the same kind. A larger number, of course, simply checked answers on the questionnaire. The answers of alumni responding to a sequence of queries about the writing requirement follow. The first question below deals with English 101 as a whole and with two separate components of Eng. 102, writing a research paper and writing themes.

Since graduation, have any of the following activities or courses taken at the College been helpful to you?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (Eng. 101)</td>
<td>70%</td>
<td>14%</td>
</tr>
<tr>
<td>Writing research paper</td>
<td>51%</td>
<td>18%</td>
</tr>
<tr>
<td>Writing themes on literature</td>
<td>37%</td>
<td>21%</td>
</tr>
</tbody>
</table>

If students had an option of taking English 101 as freshmen and one of [Business English, Scientific Writing, Public Speaking, Journalism, Creative Writing] for the second part of the requirement, would you:

- strongly approve 48%
- moderately approve 29%
- do not approve 12%
- strongly disapprove 11%

Do you think that students would be more highly motivated toward the requirement if they could take 3 of the required 6 hours in one of those courses [the five listed above]?

- Yes 87%
- No 13%

Do you think students would be more highly motivated if they could take the second 3 hours in [the five listed above] in their junior or senior years, closer to the time when they might use writing after graduation?

- It would improve motivation 52%
- It would probably NOT improve motivation 22%
- It is better to take 6 hours as freshmen 26%

The next report will attempt to present the essence of response to the entire survey of faculty, alumni, and the business and professional community and to put the whole into perspective.

Sue Ketherington
RULES FOR TEACHERS—1872

1. Teachers each day will fill lamps, clean chimneys.

2. Each teacher will bring a bucket of water and a scuttle of coal for the day's session.

3. Make your pens carefully. You may whittle nibs to the individual taste of the pupils.

4. Men teachers may take one evening each week for court purposes, or two evenings a week if they go to church regularly.

5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.

6. Women teachers who marry or engage in unseemly conduct will be dismissed.

7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.

8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intention, integrity and honesty.

9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay providing the Board of Education approves.

Thanks to those who contributed to this issue of Newspeak. The deadline for submitting letters and pieces of information in the next issue is Friday, March 20. Keep in mind that the next faculty meeting is March 16, the third Monday of the month and the first day of classes after Spring Recess.