The first section of this newsletter contains information I have either heard or specifically requested from the administration that might be of general interest to the faculty. Much of what I request will be what you request that I request. Please help me to better represent you to the administration by letting me know your concerns, suggestions, ideas, and criticisms. Confidentiality in sensitive areas will, of course, be maintained. The second section deals with communication from standing committees. Every month I would like to have your concerns, suggestions, ideas, and criticisms. Confidentiality in sensitive areas will, of course, be maintained. The second section deals with communication from standing committees. Every month I would like to have your

I am pleased to say that beginning next month a new section will be added. I have just hired my first regular columnist. Gerald Gibson, chairperson of the Planning and Budgeting Committee, will file monthly progress reports and opinions. This new expanded committee, consisting of Gerald and five other faculty members, five vice presidents, and one student, is viewed by President Collins as the most important committee to function at the College. The Committee will endeavor to develop a budgetary process that will allocate resources fairly and in accordance with agreed-upon institutional priorities and will then attempt to use this budgetary process as a tool for improving the overall management of the institution. Your comments and suggestions will be helpful to the Committee in establishing priorities.

The next section consists primarily of tidbits of information, answers to your questions, and my ramblings and thoughts. In the editorial section, I try to address what I consider to be important issues. Rebuttal, responsible or otherwise, is welcome and will be printed.

The last section, Letters to the Editor, is the most essential. Instead of calling Newspeak the Speaker's Newsletter, I call it the Faculty Newsletter to more accurately reflect its main purpose — to serve as a forum for communication that enables the faculty to raise and discuss issues, disseminate information, express concerns, and exchange ideas. I am an editor who edits his own work and not yours. Letters should be single-spaced and will be photocopied and printed exactly as submitted. The deadline for submitting letters and pieces of information will normally be eight days after a faculty meeting, with the newsletter appearing in mailboxes two weeks after the faculty meeting.

Administrationspeak

The revised Faculty and Administration Manual is in the final stages of being proofread and should be distributed imminently to all faculty. It will reflect the changes in committee structure that were approved by the faculty last year. The administrative change most important to faculty deals with the length of service prior to consideration for promotion and tenure. Previously, promotion to Associate Professor was normally considered in the fifth year, with a decision on tenure in the sixth. Our policy now requires a tenure decision to be made in the fifth year, with promotion normally considered in the seventh. Faculty currently in their fifth year of service have the option of being considered for tenure either this year or next year. Faculty with two or more years of full time service at other institutions of higher learning are to have tenure decisions made in their third year at the College and those with one year are to have tenure decisions made in their fourth year at the College.

There are 24 Professors, 95 Associate Professors, 53 Assistant Professors, and 5 Instructors at the College. In addition, 2 have the rank of Librarian III (equivalent to Associate Professor), 4 are Librarian II (equivalent to Assistant Professor), and 4 are Librarian I (equivalent to Instructor). Of these 187 permanent faculty members, 115 have tenure.
The Department Head’s Retreat, held on September 4-5, focused on management and budgeting in college settings. It was led by Arthur Kirk, Vice President of College Misericordia, who made the point forcefully and dynamically that budgetary decisions should be based on institutional priorities rather than on continual short-term easy solutions that could have disastrous long-term consequences. A planning and budgeting document outlining procedures that could be instituted at the College was drawn up by John Dempsey prior to the retreat. The chairpersons recommended to president Collins acceptance in principle of this document. The President adopted the recommendation and established the Planning and Budgeting Committee, which is having its retreat on September 25-26.

The State Budget and Control Board made its initial recommendation to the legislature for an average salary raise next year of only .5% for all state employees. While additional recommendations and counter-recommendations will probably be made several more times, the economic picture looks bleaker than it did at this time last year.

The number of work-study students at the College has been reduced from 315 last year to 227 this year. While all departments have been hurt by this cutback, the library has had to curtail its services the most severely. Efforts are under way to find volunteer students and retired citizens who would donate enough time to keep the library open after 10:00 p.m.

What follows is a comparison of the percentages of A’s and F’s given by departments in the Spring of 1980 and the Spring of 1981.

<table>
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<tr>
<th>DEPARTMENT</th>
<th>1980 Enrollment</th>
<th>A’s</th>
<th>F’s</th>
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The Committee on Curriculum and Academic Planning requests that course proposals be submitted by October 12, so that the faculty can act on them prior to January 15, the deadline to make changes for the new College Bulletin. The following liaisons between committee members and departments have been established:

- John Dunkelberg (Biology, Business, Economics)
- Michael Finefrock (History, Library, Political Science)
- Gary Giamartino (Anthropology, Sociology, Urban Studies)
- Sue Hetherington (English, Honors, Philosophy)
- Mike Katuna (Chemistry, Geology, Physics)
- George Poehring (Computer Science, Mathematics, Psychology)
- Ken Severens (Fine Arts)
- Roseanne Wray (Education, Languages, Physical Education)

In preparation for the next institutional self-study, scheduled for 1983-84, approximately one-third of the departments will be reviewed by the Committee this year. Departments that would like to volunteer should contact their liaisons.

The Faculty Welfare Committee has begun gathering data on salaries and fringe benefits at the College of Charleston and other state colleges in South Carolina. It hopes to be able to report its findings at the November faculty meeting. The Committee will also be examining the possibility of establishing a more specific set of criteria for tenure and promotion that can be more uniformly applied throughout the College.

The Faculty Research and Development Committee voted unanimously that its members this year be ineligible for awards on which the Committee will be making recommendations. In order to eliminate potential conflicts of interest for future committees, the present committee will recommend such a by-laws change at the next faculty meeting. The Committee will begin reviewing proposals for spring semester in-house fellowships on October 2, the deadline for submission.

The Committee on the Library met with a representative of Blackwell North America to discuss their book approval plan. If it is adopted, books would then be sent weekly to the library for approval at a discount of 17% plus free postage for all books accepted. The Committee felt the plan to be favorable to the College.

The Committee on Academic Standards, Admissions, and Financial Assistance met with Fred Daniels, Dean of Admissions, who presented a talk on admissions standards, policies and procedures. The Committee is also investigating the desirability of accepting transfer credits from non-accredited institutions.

The Committee on Continuing Education and Special Programs reviewed and approved, over the summer, the noncredit courses offered at the College this semester as well as $140 incentive grants to fifteen evening students. The Committee plans to analyze the costs and benefits of continuing education courses at the College and other local institutions of higher learning. It will also study the present outreach program at Stall High School to determine if the College should consider extending such programs to other locations in the area.

The Graduate Faculty Committee elected Bill Kubinec as chairperson to replace Dave Yudow, who resigned from the College, and elected Bill Gudger as secretary, to replace Bill Kubinec. The Committee hopes to come up with some duties for itself.

The Committee on Registration met to assess the problems that occurred with the latest registration. Its members are Jack Sevan, Dick Crosby, John Dempsey, Diane Dyches, Gerald Gibson, George Haborak, Chip Jackson (Chair), Tom Livingston, Ellenor Mahon, Nicky Pappas, Monica Scott, Paul Smith, Sue Sommer, Frank vanAalst, and Reid Wieseman. Suggestions were made on how better to coordinate registration among department chairpersons, the registrar, and the office for student affairs. It was the consensus of the Committee that preregistration by mail be used next year for incoming students.

An ad hoc committee has been appointed by George Haborak, Vice President for Student Affairs. Its purpose is to review the athletic program and study its financial situation in depth. Some questions the committee will consider are: What sports should be in our athletic programs for men and for women? What should be the level and geographic area of our sports competition? Which sports should have assistant coaches? What are alternate sources of revenue for athletics? Its findings and recommendations will be communicated to the Planning and Budgeting Committee by George Haborak. The members of the ad hoc committee are Carmette Clardy, John Dunbelberg, Skip Godow (Chair), Marsha Hass, Frank Kinard, Ed Lewton, Carmen Merchadal, Tony Meyer, Martha Runey, and Sue Sommer.
A subcommittee of the Planning and Budgeting Committee has been formed to draw up a Mission Statement for the College that could be used as an aid in determining institutional priorities. The members of this Sub-Mission-Committee are Jack Bevan, Gerald Gibson (ex officio), George Haborak, Frank Petrusek, William Thrallikill, and Brian Wesselink (Chair). Two other subcommittees have been formed. The members of the Subcommittee on Data Collection are Gerald Gibson (ex officio), Vernon Rivers, Jim Smiley (Chair), and Sue Sommer. The members of the Subcommittee on Projections are Gérard Clardy (Chair), Gerald Gibson (ex officio), Ralph Melnick, and Floyd Tyler.

SPEAKEASY

The three departments with the highest percentages of A's in Spring, 1980 all had significant drops in Spring, 1981: Education, from 58% to 36%; Library, from 40% to 22%; and Fine Arts, from 39% to 34%. English is the only department in either semester that gave fewer than 10% A's. Mathematics is the only department that gave more F's than A's, which it did in both semesters.

How can we improve communication among students, among faculty, and between students and faculty? How can we raise more money for student scholarships? How can we get to know our students, and each other, in a different setting? By attending and participating in the auction to be held in the Student Center on Friday, October 2 from 7:30 - 9:30 P.M. Students and faculty will bid on items and services contributed by students and faculty. Because it's for such a worthwhile cause, I have reluctantly agreed to contribute my beard to the festivities. I will shave for the highest bidder and will stay clean-shaven through the next faculty meeting, with the provision that if I outbid everyone else then I get to keep my beard — which is older than most of my students. Please let John Dempsey or me know what you wish to contribute. I look forward to your participation.

I asked Senator Dewey Wise if the task force that he formed last year to investigate the possibility of establishing a university in Charleston has published its findings. He said that all the subcommittees except for the one on administrative issues had completed its work and that members of the various subcommittees would shortly receive the finished document. He also agreed to send a copy to the College library. Dr. Monica Hamill, Associate Director for Programs at the Charleston Higher Education Consortium, has summarized the recommendations of the task force for this issue of Noweek.

The Center for Continuing Education is hosting a series of brown bag luncheon lectures and discussions in room 108 of the Education Center on Tuesdays at noon. Eugene Hunt will speak on Negro Spirituals and Their Interpretations, on October 6; Jeff Johnson, on Views on Vampires, on October 20; Frank van Aalst, on Do We Really Have to Work? on November 3; Amy McCandless, on Victorian Women, on November 17; and Annette Godow, on Sex Roles in Transition, on December 1.

Why is there no longer a faculty lounge in the Education Center? The room that was used last year is now a Graduate Office with a computer terminal. Negotiations are now under way to find another room in the building that can serve as a lounge for faculty.

How humid is Maybank Hall? Dave Mann installed a dehumidifier in his office that collects fifteen pints of water per day before shutting off automatically. What is the shelf life of our books under these conditions?

Andree Parrott has generously offered to prepare some of her internationally known pâté for the wine and sherry hour following the October faculty meeting. Security will be tight to prevent faculty who fail to attend the meeting from getting a piece.

What would you be willing to do for a shiny new quarter? Last year I appealed to your respect for parliamentary procedure, which views sitting in the back when there are seats available near the front to be improper decorum. That having failed, I am trying a different approach. To each faculty member who sits on the first two rows of the October 12 faculty meeting (at the last meeting there were none) I will give a quarter.
Service at the College

The faculty at the College are evaluated by three criteria: teaching, research and professional development, and service to the academic community. Of the three, I believe that service is the least important only because the first two are so very important. Before describing what service is, let me describe what service is not. Service is not eating lunch with the President, becoming a scout leader, going to concerts, contributing to United Way or political parties, donating old clothes to the Salvation Army, or joining the Sierra Club and the Palmetto Alliance. While these may all be admirable activities that distinguish one as a contributing member to one's local community, these activities neither enhance nor detract from one's chances for promotion and tenure. Service does include departmental and college-wide committees, participation at faculty meetings, advising, participation in off-campus activities related to the College, contributions to Newspeak, and any form of faculty governance.

Can an institution afford to allow some faculty members to dedicate themselves totally to teaching and research, ignoring all forms of service? The answer is "yes" at large universities where policies and procedures are well-established, where departments are isolated, and where the primary focus is on research and obtaining grants. The answer is a qualified "yes" at the College, if the faculty member is outstanding in teaching and research, does not feel guilty about saddling others with additional responsibilities, and does not wish to feel a part of the college community.

I don't mean to imply that we should not hire or retain fine teachers and productive scholars whose only communication with students outside the classroom is during office hours and whose only communication with other faculty at the College is purely social. They are certainly more valuable members than service-oriented faculty whose teaching is mediocre and whose research is virtually non-existent. With our current faculty, I think we either are or have the potential to become more productive than the larger research universities in the southeast, more personal than most of the smaller colleges, and more dedicated than both types of institutions to furnishing students with a first-class education. These goals cannot be realized, however, without significant contributions in service areas by the majority of faculty.

I used to think I would prefer working at an institution led by a benevolent dictator so that I could devote more time to teaching and research. The dictators I have known, though, all became malevolent. A benevolent dictator, of course, is one whose opinions are the same as mine. Even if I agreed with most of the administrative dictates, I would still want to exercise more control in shaping my destiny. We at the College have a significant and sometimes final say as to the courses and times we teach, hours we work, research we do, standards we maintain, actions we take, and lifestyles we lead. For me, this freedom in academia outweighs the monetary rewards of industry and government.

As with all freedoms, there is a price to pay. The price of academic freedom is academic vigilance, academic committees, and academic verbosity. We can't all teach the courses we want at the times we want under the curriculum we want; that is why we have departmental and college-wide curriculum committees. We can't all have our summer research projects funded by the College; that is why we have the Faculty Research and Development Committee. We can't all order the books and journals we want for the library; that is why we have a Library Committee and departmental liaisons. For every limited resource, for every "We can't all---", it is our responsibility to provide a structure for fair and equitable allocations.

We are in a profession in which we must continually remind ourselves as well as both students and administrators, those we have power over and those who have power over us, that facts should be gathered before making determinations, that it is better to persuade through reason than to decide by fiat, and that sometimes the worst decision is postponing a decision when a decision needs to be made. The new Planning and Budgeting Committee will be making important recommendations that could lead to expansion of some programs and consolidation or elimination of others. Teaching may compete with research, department with department, bricks with books, and administrative positions with faculty positions for portions of a decreasing budget pie. We won't all be happy with the judgments, but we should all welcome the opportunity to express our sentiments. If there is a careful study, if the opinions of all groups are heard, if the conclusions seem fair and objective and reasonable, only then will we as a faculty be able to move swiftly and enthusiastically in a path we believe to be the correct one for this institution at that time.
At a session for new faculty, led by the vice president for academic affairs and the dean of undergraduate studies, the administrators were questioned about items like why our grading system had pluses but not minuses, why there were so many required courses, and why we had the standards we had for academic probation. While the dean and vice president were giving the rationales, some of the more vocal new faculty appeared to be trying to convince them that changes should be made. What the new faculty did not realize was that they were channeling their energies in the wrong direction. Change could not come as swiftly as they had hoped, but would come more democratically than they had anticipated. It was the faculty, not the administration, that had set these policies, and it is the faculty alone that can change them. New, or old, faculty members may join committees to work for change or may propose change at faculty meetings.

At a dinner for the State College Board of Trustees held at the Mills House on September 8, I sat at a table with Helen Byrd, Assistant to the President at Lander College. She seemed shocked that a faculty member, instead of the president, presided at faculty meetings and that the faculty at the College were so involved with so many forms of governance. She then requested good-naturedly, I think, that I not visit Lander because I might stir up some trouble with their faculty. It was the first time I felt flattered when told to stay out of town.

One of the worst features of faculty governance, or any form of democracy, is its inefficiency. It is frustrating to spend hours in a committee preparing a document that is voted down by the faculty in a matter of minutes. There are many actions we regularly take, though, which we know to be meaningless. We spend hours studying and discussing the candidates and the issues in a presidential campaign so that we can cast an informed vote. Yet even in a presidential election that the pollsters consider "too close to call" the likelihood that your vote or my vote will make a difference in the outcome is approximately $1/\sqrt{n}$, where n is the number of votes cast. To the less mathematically inclined, this means that it is more likely that you will be mugged on the way to the polls than that your vote will change the outcome. Your vote is probably cast primarily because you feel it your duty as a citizen to support the right to vote. As citizens of the College, we should recognize that faculty issues frequently are decided by one vote, one speech, or one memo, and that almost anything we say or do or don't do is liable to influence the end result.

I would like to close in the same way I opened, by saying that service -- though important-- is not as important as teaching and research. We tend to overemphasize what we spend most of our time doing. At some points in my career it has been teaching and at other times it has been research. Last year and this year, because of my position as Speaker, I find myself spending more time on service than on either teaching or research -- and that disturbs me. Two months of research at the University of Maryland this summer helped me put the role of service for a faculty member into its proper perspective. A little may be good, but it doesn't necessarily mean that a lot is better. Faculty are hired to teach and do research, and administrators are hired to serve. Service is merely a cog, though a necessary one, that helps prevent the wheels of teaching and research from breaking down.

Losing It

On Monday, April 13, 1981, at approximately 5:45 P.M., Mike Marcell lost his virginity. There were the usual preliminary symptoms: palpitations, rapid pulse, perspiration, dry throat, throbbing head, and general performance anxiety. He rose to the occasion, though, and did fine. His next time, I expect, will feel more natural and less traumatic.

Most of us have been or will be just as self-conscious and uncomfortable the first time we speak to all our colleagues at a faculty meeting. We are members of a profession that prides itself in its ability to communicate. Yet few of us fit the stereotype of the glib professor who can pontificate extemporaneously on any issue. We were accepted into our professions because we worked hard enough to become experts in a relatively narrow area. We have become competent teachers because we could impart to our students concepts, ideas, and information that we have studied and thought about more than they. We have managed to overcome the nervousness we felt the first couple of times we lectured before our students, and can even reveal our opinions at department meetings. Why, then, do most of us sit at faculty meetings hoping that someone else will make the points we feel should be made?
Some of the excuses and reasons I have in the past either given or heard for not speaking at faculty meetings are as follows: Other faculty are far more articulate than I, more knowledgeable than I, and feel more strongly than I. I don't want to waste the time of the professor, or offend anybody. Whatever I say won't make a difference because nobody else respects my opinion or cares what I have to say. Everybody else knows the answer to my question. The usual faculty do all the talking. I get too nervous. I don't have tenure.

I would rather not insult your professional competence by giving detailed rebuttals to such comments. We, as teachers, have heard and quite effectively responded to most of these remarks when made by students too hesitant to participate in class. I, like most of you, want my students to ask more questions and join more fully in class discussions. I am frustrated by the passive students who hope that their questions will be asked by one of the active students. We know that students who communicate inside class will probably communicate more effectively and learn more efficiently outside of class.

There are, of course, potential drawbacks from too much classroom discussion just as there are from too many faculty, or at least too many of the same faculty, speaking at faculty meetings. Time may be wasted, content sacrificed, and continuity destroyed. The ideal amount of student interaction in class varies according to discipline, level, size, and teacher. In advanced mathematics courses with only seven or eight students, I have sometimes required them to essentially take over the class for part of the semester. Each was told to give one or more lectures on a special project, while the remaining students asked questions and made comments. The good news was that the students learned more than I could possibly have taught them about communication skills and the topic on which they, themselves, lectured; the bad news was that the students seemed to learn very little from each other. Oral communication is neither easy nor pleasant for most students when I began teaching in graduate school, my policy was to give oral make-up exams. Although this discouraged students from missing regularly scheduled exams, several sets of tears convinced me to abandon this practice that was considered by many students to be cruel and unusual punishment.

I am not trying to say that what goes on at faculty meetings is nearly as important as what takes place in the classroom. I am saying that attending faculty meetings as spectators rather than participants can inhibit our involvement in faculty governance just as surely as attending classes as spectators rather than participants can inhibit students from learning. The longer we remain silent, the harder it is to break the silence. If we haven't spoken for a long time, we expect others to expect something brilliant from us when first we speak. If only brilliance were allowed, our 5:00 P.M. faculty meetings would usually end before 5:10 P.M.

When someone other than one of the regulars speaks at a faculty meeting, anywhere from two to thirty heads turn to a neighbor and whisper "Who's that?". Initially attention is centered on the opinion being enunciated, but ultimately it is the faculty member who is remembered as one who is willing to express an opinion. Colleagues who recall the opinion as well as the opinion-maker are usually those who agree with the opinion and find in the opinion-maker a new political ally or friend.

The day after the faculty meeting at which Mike Marcell first spoke out, I ran into him (literally) at Colonial Lake. As we jogged around the lake together, we discussed the issue he had raised concerning whether a faculty member should read information packets of colleagues prior to writing a letter of evaluation. Though we were on opposite sides of the issue, somewhere between the third and fourth mile we came to understand each other's positions better and we somewhat modified our own. We also became closer friends.

I would like to thank Mike for allowing me to use his name, and would certainly like to encourage all faculty to participate at our faculty meetings. As Speaker of the Faculty, I hope to preside over numerous deflowerings in the coming year.
Dear Herb,

There is substantial evidence that most adults go through a mid-life career crisis, and a disproportionate number of our faculty are in the age group in which such a crisis is most likely to occur. There is also evidence that individuals benefit from the opportunity to relate their personal experiences to current adult career development theory and that retreats with peers are particularly beneficial.

The intention of the 2½ day faculty retreat on Mid-Life Career Planning at camp St. Christophers in May was to allow the participants to use their own experiences as case studies of major theories of adult development (e.g. Erikson and Levinson). We discussed our individual reasons for entering academe, brainstormed how to modify or change our career paths, suggested how the college might better respond to faculty professional/personal development needs, and concluded with a time of personal individual planning.

Ten of the 12 faculty who filled out the evaluation form at the conclusion of the retreat indicated that the program had been "personally helpful", and that it was "stimulating." In all, 15 persons attended, including the three "former" faculty who led the various sessions (George Haborak, Paul Hamill and Frank van Aalst).

There was general agreement that the game intended to illustrate leadership styles didn't work. One participant had played it before in a military officer's training setting and said he most enjoyed watching his colleagues' reactions. Another participant noted that some people withdrew from the activity almost entirely; others only participated minimally; there was male/female role interference, etc. Concerning the other parts of the program, the reactions were positive but diverse. One suggested that preparatory reading would have improved the quality of the discussion; another that a case study approach would have been helpful. Many indicated that the content was less valuable than the opportunity for informal exchange.

The staff development project for which we have just received FIPSE funding to provide a series of retreats for Consortium Student Affairs staff is a more extensive and systematic application of the principles used in the faculty retreat. I suggest that faculty who were unable to attend the May retreat, but would like to address the questions of mid-career planning, indicate their interest to Paul Hamill. We might have a similar retreat for a new group and then identify a leadership group to design a second stage retreat which could take us further in addressing the specific development needs of mid-career faculty.

I want to take this opportunity to let the faculty know that the resources of the Career Development office are available to them, and I hope we will not lose the chance to build on the positive experiences of last May's retreat.

Frank van Aalst
Dean of Career Development

Dear Herb,

This letter is in answer to your request that I contribute a letter to NewsSpeak about the outcomes of the "University of Charleston" Task Force and the likely future of the Consortium. I am happy to respond, particularly because The College of Charleston is such an important partner in the Consortium and because I hope that the faculty and staff of The College will be quick to respond to the current opportunities for increased interinstitutional activity.

The "University" Task Force was formed last Spring by Senator Wise under the auspices of the State Reorganization Commission to study the postsecondary educational needs of the tri-county area and the best means of meeting those needs. The Task Force and its six sub-committees—covering academic, faculty, administrative, student, community and "institutional identity" issues—involved the work of more than 100 persons, representatives from the business, industrial and academic communities who included a substantial number from The College. The Task Force quickly concluded that the most serious needs were to strengthen and expand graduate-level programs in the area; engineering, education, chemistry, and computer sciences were the fields most often mentioned. The Task Force also concluded early on that the establishment of a comprehensive University was not feasible at this time, and so focused its attention on the potentials of a strengthened Consortium.
Since the Task Force has not yet published its summary report, I cannot give you the particulars of its final recommendations. At its last meeting (May 18), however, the Task Force voted unanimously to accept the recommendations of the Academic Issues Subcommittee as the foundation of its own report. Those recommenda-
tions were: that the Consortium be strengthened through hiring a full-time Executive Director and additional staff and increasing its funding for program development and the support of research and graduate students; that a community-
based Advisory Committee be established; and that the priorities for the Consortium should be in the area of graduate programs, continuing education, articulation, faculty and staff development, libraries, and administrative services (e.g., purchasing, computer services). These recommendations, in their turn, became the basis for the legislation proposed by Senator Wise that resulted in the Consortium's receiving an additional $100,000 in State funds for this current fiscal year. That legislation mandates the Consortium to submit a five-year Master Plan to the Com-
mission on Higher Education by next April that will specify the institutions' plans to realize the following seven consortial objectives:

1. to strengthen the member institutions' capacity to meet the increasing need for graduate level programs in the area;
2. to assist the member institutions in realizing the potential of the area's postsecondary institutions to capitalize on the unique research and educational resources of the lowcountry region;
3. to facilitate the development and implementation of joint research projects;
4. to increase coordination and to eliminate unnecessary duplication among programs wherever possible, most particularly in the areas of continuing education and historically "low enrollment" programs and courses;
5. to increase coordination and to eliminate unnecessary duplication among administrative and support services such as libraries, purchasing, computer services, and student activities facilities;
6. to improve articulation among the member institutions with policies and procedures that facilitate the transfer and/or cross-registration of students from one institution to another;
and 7. to improve the opportunities for joint faculty and staff development through such means as jointly sponsored enrichment activities, faculty interchanges and joint appointments.

The Consortium's plans and means for fulfilling these objectives will be significantly affected by the Executive (President's) Committee's choice for the new Executive Director (currently, the Committee is "searching and screening") and by the allocation of CBHE's budget (currently being reviewed by the Commission on Higher Education). For now, we can predict that we shall certainly have more resources available to support programs, projects, and planning activities that fall in any of the seven above-listed priority areas. Our established committees will, of course, be examining the possibilities that fall under their jurisdiction, but I also want to urge any interested faculty or staff members at The College to offer their suggestions and to explore their particular proposals with the Consortium staff. Even aside from the new legislative mandates and increased resources the Consortium has recently received, the attractiveness and potential for success of Consortium projects has been widely recognized—witness the awarding of a FIPSE grant to support a 2-year CBHE student affairs staff development program (You might want to ask Frank van Aalst, who is directing this project, to describe it for NewSpeak). With the additional impetus provided by the possibility of financial support from the Consortium plus the sense of "new beginnings" generated by the work of the Task Force and the subsequent legislation, the enthusiasm for interinstitutional activities of every sort and the potential for their success have never been higher.

Sincerely,

Monica J. Hamill, Ph.D.
Associate Director for Programs
Dear Herb:

My first purpose is to wish you good luck with this year's "edition" of Newspeak. It's an excellent forum for campus communication, and I hope you keep it up.

My second purpose - somewhat more substantive - is to express dismay over what I see as missed opportunities on the part of the College. Last week's faculty retreat was focused on 'The College and Its Communities'. In that context, I would like to suggest that several obvious opportunities exist which would significantly enhance our relationships with our various 'communities'.

I speak specifically of the fact that there currently exist three major buildings on campus which are essentially unnamed. To be sure, "Men's", "Science" and "Education", do serve to describe a dormitory, a center, and a building, respectively - but these names seem rather unimaginative. If we are concerned with improving our ties to the 'communities', why do we not take advantage of the situation and name the buildings after suitable persons?

Admittedly, the naming of college buildings is a tricky business. One never knows whether to bestow the honor upon a major educational figure, a political stalwart, or a well-heeled financial contributor. Since we have three buildings currently without names, however, we can select one person from each category to be so honored.

Personally, I believe that the Education Building should be named for a great educator and great Charlestonian, Ms. Septima Clark. Such a move would not only honor a great American, but would symbolize our commitment as an institution to the concerns of the Black Community in Charleston. I am sure that equally worthy persons could be discovered for the other buildings on campus which are still unnamed.

One last thought. While on this important subject, the question of honorary degrees (or the lack thereof) comes to mind. Surely there exist worthy individuals upon whom the bestowal of honorary degrees would reflect mutual credit on the persons and our institution.

Please look into these matters for me, Herb. I know you've got so little else to do.

Sincerely,

John R. Dempsey

Dear John,

Thank you for giving me something to help break the monotony of playing solitaire all day. I spoke with President Collins, who said that the authority to name College buildings lies with the State College Board of Trustees. He is willing to forward any formal requests by you, or any other faculty member, to the Board for its consideration. I think any such request would carry more weight if it had the endorsement of the entire faculty. I strongly support your suggestion that the Education Center be named in honor of Ms. Septima Clark, and would like to encourage you to propose this at the October faculty meeting. Incidentally, the Board of Trustees has just decided to name the new Physical Education Building after F. Mitchell Johnson, retiring Chairman of the Board.

Dear Herb,

The 1980-81 Budget Review Committee met several times last year. At most of the meetings, we received and reviewed information supplied by Mr. Tyler on past and current year budgets. We also received information on each division request for 1981-82 and heard reports from each vice president on his budget request. With this period of acclimation behind us and with the increased scope of the new committee, I am hopeful that we will take a hard look at priorities and budget accordingly.

Brian Wesselink
Assoc. Prof. of Mathematics
Dear Herb:

Once upon a time there was a kingdom named Cougarland. The Master of this
feudom, King Edward, ruled over his serfs (students) and artisans (teachers).
The King and many of the serfs lived on the Manor and quartered their horses on
the few pieces of property that the King designated for this purpose. In contrast,
most of the artisans could not afford to live near the Manor. Instead they had to
travel across large moats (the Ashley Moat, the Copper Moat, and the Intercoastal
Moat) to get to the kingdom of Cougarland. When they got to Cougarland, however,
they could not find any place to quarter their horses. Designated sites were
reserved for serfs living within the Manor or allocated to them on the first day
of the growing season.

For two and a half years the artisans pleaded with King Edward to allow them
to quarter their horses near the Manor but to no avail. Finally, King Edward
agreed to use a favorite technique of Lords -- appoint a council of artisans to
study the issue. Unfortunately, King Edward did not follow through on his promise
for nine months.

During this time, King Edward ignored the rules of the Manor concerning the
quartering of horses. He rode his horse from his castle to his throne room one
and a half fields away. He then quartered his horse in an area reserved for fire
horses. In fact, his own horse lacked the King’s seal which was required for all
horses quartered within the Manor. Despite these violations of the code of the
Manor the King’s Knights failed to apply the law of the land to the King. The
end result was a lessening of respect for King Edward because of his ignorance
of the law and the failure to follow through on his promise. While this might
have been seen as a "manor" problem to King Edward, many of the artisans began
to question the leadership of a king who would not follow through on his promises
and who did not have respect for the rule of law. One artisan Emeritus, Thomas
Hobbes, said that King Edward could basically do what he wanted to do according
to the contract he had with the people of Cougarland. However, a second artisan
Emeritus, John Locke, said the people had the right to replace a sovereign who was
not responsive to the wishes of the people. In short, there is unrest in
Cougarland over an issue which King Edward might consider insignificant; however,
if one cannot handle the minor issues, how does one cope with the major problems?

William V. Moore
Associate Artisan
Follies of Mankind Department

Dear Bill,

I spoke with President (King Edward) Collins who, after asking me for an
interpretation of this parable, apologized for the delay of several months in
establishing the Committee on Parking that he promised the Presidential
Advisory Committee. He said the Committee on Parking would be formed within
two weeks (as of September 16). The president said he was unaware that the
gate at which he parks is a fire hazard, and that he only drives the block
and a half to campus on days when it is necessary for him to drive round
town to conduct business. The next issue of Newspeak will contain the names
of the newly formed Committee on Parking and the progress that is being made
toward solving the problems.

Dear Faculty:

I know many of you are very concerned about the escalating costs of
textbooks and I would like to be presumptuous enough to offer some suggestions
as to how we might better stretch the student dollar.

1. I would like to suggest that we try to use the same textbooks, as much
   as possible, for the more popular introductory and lower level courses
   for several semesters in a row. I have used the same text in Introductory
   Sociology for seven semesters (it has gone through six printings and a
   second edition). This allows for a sizeable number of used texts to be in
   circulation and promotes a fairly healthy underground economy.
2. We should remind students, especially Freshmen, that they are better served by selling, buying, borrowing or lending used texts from each other rather than selling or buying used texts from the College Bookstore. On the first day of class I generally suggest to students alternatives to buying a new text, and make available a list of former students who have taken a course from me. Invariably my new students know one or more of my former students and are able to borrow or buy the text from the latter.

3. We are trying to institute in the Sociology Department, at the behest of the Sociology Club, a textbook cooperative. Examination copies and extra copies of textbooks being used in sociology courses this semester will be placed in the Sociology Club library for use by students. Sociology majors will contribute to the library other widely used texts. Eventually we hope to establish a system whereby these texts may be checked out for the entire semester. All this does not augur very well for Bookstore profits which go to a very worthy cause — the General Scholarship Fund, but in an era of belt tightening, student contributions to the Scholarship Fund should be voluntary.

4. Finally, I would like to recommend that when we order a textbook we attempt to find what the current list price of the textbook is. Many of the examination copies on our shelves have gone through several printings and editions, and the price the student pays for a new or used textbook is far in excess of what we generally believe the book costs. For example, I ordered a small paperback for use in one of my courses this fall. The price of the book on the cover was $4.50. In August I was informed that the book was still or order and that attempts were being made to obtain it from a used book supplier. On visiting the College Bookstore the week before classes began, I discovered that used copies of the paperback had been obtained, some with torn covers and heavily scribbled in, and these used copies were being sold for $10.50 (I had not been advised about this although I had requested that I be informed if used copies could be obtained from a used book supplier). All of the used copies being sold in the College Bookstore had been printed in 1971 and had originally sold for $4.50, but there were numerous labels covering the bonafide price. The Bookstore manager insisted that the price of $10.50 for the used book was the correct price and was based on the current list price of $13.95 for the new book. When I suggested that $10.50 was unconscionable for a small paperback that had originally cost $4.50 and that the Bookstore was more than likely charging the hardback price, the Bookstore manager took extreme umbrage but offered to take the book off the shelf. I have since discovered from Books in Print that the book in question is listed as being in print and that the hardcover sells for $13.95 and the paperback for $16.95. Had I not gone to the Bookstore to examine prices, my students would have had to pay for a costly error. Needless to say, I had the book in question taken off the shelf.

It is thus critical that we monitor the entire process of textbook ordering from the original request until the books are placed on the shelf. This will greatly assist the Bookstore and should cut down on the losses absorbed by the Bookstore when a professor changes his/her mind and cancels a book order because he/she discovers how much the book costs.

I hope these suggestions are taken in the spirit in which they are offered.

Sincerely,

Klaus de Albuquerque

Dear Dr. Silverman:

Thank you for your consideration and the opportunity to respond to Dr. Klaus de Albuquerque's letter.

There has always been an exchange of textbooks within the student body. I don't know why it is necessary to call it an underground economy as it is a very bright forward exchange of personal property between two adults. However, if we presume to advise students where to purchase and sell textbooks we should warn of the risks involved in purchasing books from a private party that may be the incorrect title or old edition.
The textbook used as an example was ordered from the publisher who advised that the book requested was not in stock and was on back order. A phone call verified that the back ordered item was the cloth bound edition and that the paperback edition was out-of-print. The BOOKSTORE does not intentionally stock out-of-print editions, but in this case it seemed reasonable to try to obtain the requested book from the used book market. Professor de Albuquerque was informed that the BOOKSTORE would be receiving the book from a used textbook supplier.

BOOKSTORE selling prices are based on the suppliers list price or the invoiced cost price. Follett of Chicago supplied the book and used a list price of $13.95 on the invoice. Used selling prices are 75% of list so this book was priced at $10.50. Books in Print indicated that the list price of the cloth bound edition of this title was $13.95. The book was processed through the BOOKSTORE receiving area as invoiced and the supplier's error was not detected.

While the original price of this book may have been $4.50, the latest list price of this out-of-print edition listed in Books in Print is $6.95. It is standard practice for used book suppliers to buy and sell used textbooks at current list prices. It is not unusual for publishers to re-price warehouse stock of new books when prices are increased by affixing sticker to cover old prices. This practice may not meet with your or my approval but it is considered legal and done almost daily by the publishing industry. The bona fide price of a textbook is the price invoiced the BOOKSTORE until we can establish that a pricing error has been made by the supplier.

My perception of the discussion with Dr. de Albuquerque is somewhat different than reported or implied by his letter. As I remember the conversation I was being ask to reduce the price of the book due to the book's condition and the price appearing in Books in Print for the paperback edition.

After verifying the invoiced price I removed the book from sale because of the disputed price. I offered to order immediately any book that would fill the requirement for the course. The fact that I would not haggle over the price of a used book may seem to Professor de Albuquerque to be extreme unbusiness but it is embarrassing to have a professor impinge my integrity before several individuals including customers of the BOOKSTORE.

As most of us know, the BUNKER "Books in Print" is outdated when it is received. Price information reflects prices that existed when the information was assembled. Books are discontinued by the publisher after the information is compiled. As a general statement, we are working with a data source that is at least 18 months old when we process fall textbook information.

The cost of textbooks is a very real concern of the Bookstore Manager, as well as most of the faculty that I deal with. Textbooks as well as other merchandise sold in the BOOKSTORE must generate sufficient revenue to defray the operating expenses of the BOOKSTORE.

Any faculty member can and should visit the BOOKSTORE and review the textbook operation near the start of each term. Many faculty members do this now.

The BOOKSTORE staff has been working with a recently developed and installed TEXTBOOK INFORMATION SYSTEM. This computer program will provide timely information on textbooks ordered by the faculty. A copy of the MASTER TEXTBOOK LISTING output is furnished to the department chairman after each update along with a summary listing of sections without text information. The BOOKSTORE now subscribes to the AMERICAN ASSOCIATION OF PUBLISHERS Microfiche Service which will provide a monthly update of subscribing publisher's title status. As more publishers subscribe to this service more complete and timely information on available title will be available to the faculty.

As a closing comment, the BOOKSTORE is owned and operated by the College of Charleston to support the faculty's textbook requirements and to provide the students a convenient location to purchase required textbooks and school supplies. By South Carolina Law the BOOKSTORE must be a self sustaining operation.

Sincerely,

Ralph Conrad
Bookstore Manager
At some time between the rush to prepare for this semester's classes and signing course override slips for students with all sorts of problems, I rediscovered this little article which again touched me.

I Taught Them All

I have taught in high school for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips, and the imbecile a soft-eyed little animal seeking the shadows.

The murderer awaits death in the State penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tiptoe, can see the windows of my room from the County jail, and the once gentle-eyed little moron beats his head against a padded wall in the State asylum.

All of those pupils once sat in my room, and looked at me gravely across worn desks. I must have been a great help to those pupils. I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence.

Author Unknown

I hope the English Department will pardon me for suggesting the article. My purpose was to call attention to the frustration we all feel from time to time in bridging subject matter and College concerns and dealing with plain humans.

Roy Hills

I would like to thank all contributors to this issue of Newspeak. The deadline for submitting letters and pieces of information in the next issue is Tuesday, October 20.

COMING NEXT MONTH

THE PRESIDENT: What does he do, what is he supposed to do, and what would he like to do? An exclusive first-hand account.