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

OCTOBER 21, 1981
VOL. 2, ISSUE 2

ADMINISTRATION SPEAK

The average two-year increase in state tax funds appropriated for the operating expenses of higher education nationally for 1981-82 is 20%. The average two-year increase in South Carolina is 13%. The breakdown by state institution within South Carolina is Winthrop (222), Francis Marion (147), U.S.C. (132), Clemson (123), Citadel (122), South Carolina State (92), MUSC (82), Lander (82), and -- picking up the rear -- The College of Charleston (31).

President Collins is in the process of reorganizing his administrative staff. He will inform the faculty of the new administrative structure within the next two weeks, after having discussed his reorganization plan with the seven vice presidents at the College.

As part of the process in the annual evaluation of administrators, "Evaluation of Administrative Skills" forms will be sent next month to at least ten faculty members for every non-classified administrator. Each such administrator will choose five faculty members to evaluate him or her; the additional faculty members will be chosen by President Collins, when the vice presidents are being evaluated, and by the appropriate vice president, when the other administrators are being evaluated. The President is evaluated by a committee composed of the Chairman of the Board of Trustees, at least three additional board members, and whichever else the Chairman may designate. There is not yet any mechanism for formal input by the faculty in the evaluation of the President.

A reception for black faculty and professional staff, sponsored by the Office of Human Relations and hosted by Roy Jones, Director of Human Relations, and Chip Jackson, Registrar, was held at the Blacklock House on Wednesday, October 7. The reception provided an opportunity for the thirty black faculty and professional staff in attendance to meet in a social atmosphere with various resource people on campus and to enhance communication.

A workshop to discuss faculty and administrative compliance with Section 504 of the Rehabilitation Act of 1973, which mandates non-discrimination against individuals on the basis of a handicap, is scheduled for Wednesday, October 28, from 7:30 - 9:30 PM in Room 110 of the Education Center. The workshop will feature "How to" techniques for accommodating students with disabilities in courses and programs. Please contact Roy Jones or David Mann for further information.

Faculty are expected to distribute student opinion questionnaires in their classrooms between November 9 and November 25. In order to minimize biasing the results, these forms should not be filled out by students at the class meeting that directly precedes or follows an exam in the course.

Faculty to be evaluated for promotion or tenure this year should have their information packets available for the departmental evaluation committee by November 1. A summary report from the panel should be received by the Academic Vice President no later than December 15. By February 1, the Vice President for Academic Affairs will make his recommendation to the President, and will notify in writing each faculty member being evaluated of that recommendation. The President will then render a decision and so inform the candidate by letter within 45 days of receiving the recommendation of the Vice President for Academic Affairs.

Out of a total enrollment of 5136 undergraduates, 342 (6.67%) are black students; last year our total enrollment was 5227, with 332 (6.35%) black students. A geographic breakdown of students is listed below.

<table>
<thead>
<tr>
<th>Region</th>
<th>Fall 1980</th>
<th>Fall 1981</th>
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<tbody>
<tr>
<td>Charleston</td>
<td>3077</td>
<td>2887</td>
</tr>
<tr>
<td>South Carolina</td>
<td>4868</td>
<td>4705</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>323</td>
<td>370</td>
</tr>
<tr>
<td>International</td>
<td>36</td>
<td>61</td>
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FALL 1980    FALL 1981
3077  58.5%  2887  56.2%
4868  93.1%  4705  91.6%
323   6.18%  370   7.20%
36    0.69%  61    1.19%
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<tbody>
<tr>
<td>Year</td>
<td>G of C</td>
<td>Citadel</td>
<td>Francis</td>
<td>Lander</td>
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<tr>
<td>1977-78</td>
<td>18,301</td>
<td>20,536</td>
<td>18,878</td>
<td>15,305</td>
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<tr>
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<td>16,087</td>
<td>15,879</td>
<td>13,131</td>
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<tr>
<td>Asst</td>
<td>12,324</td>
<td>13,509</td>
<td>12,234</td>
<td>12,023</td>
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<tr>
<td>Inst</td>
<td>9,625</td>
<td>9,966</td>
<td>9,318</td>
<td>10,582</td>
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<tr>
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<td>15,806</td>
<td>21,155</td>
<td>20,282</td>
<td>17,863</td>
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<tr>
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<td>12,857</td>
<td>13,789</td>
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<tr>
<td>Inst</td>
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<td>11,475</td>
<td>10,526</td>
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<tr>
<td>1979-80</td>
<td>18,776</td>
<td>22,031</td>
<td>20,596</td>
<td>18,450</td>
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<tr>
<td>Assoc</td>
<td>16,024</td>
<td>17,617</td>
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<tr>
<td>Asst</td>
<td>13,666</td>
<td>14,996</td>
<td>13,969</td>
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<tr>
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<td>10,557</td>
<td>11,125</td>
<td>10,429</td>
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<td>1980-81</td>
<td>19,388</td>
<td>23,068</td>
<td>21,857</td>
<td>19,322</td>
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<td>16,617</td>
<td>16,974</td>
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<td>14,317</td>
<td>14,646</td>
<td>14,523</td>
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<tr>
<td>Inst</td>
<td>11,082</td>
<td>12,375</td>
<td>10,730</td>
<td>11,431</td>
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<tr>
<td>1981-82</td>
<td>22,843</td>
<td>24,472</td>
<td>24,785</td>
<td>24,431</td>
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Note: The table above represents the mean salaries for 9 month contracts.
COMMITTEESPEAK

The Committee on Curriculum and Academic Planning is gathering further information from departments about minimum and maximum hourly requirements for a major and hopes to make a future recommendation to the faculty. The Committee will be recommending the approval of several new courses at the November faculty meeting.

The Faculty Welfare Committee gathered data on mean faculty salaries for colleges in South Carolina over the past seven years, which was presented in the first section of this issue. A resolution asking that salary inequities at the College be corrected will be given at the November faculty meeting.

The Faculty Research and Development Committee has made its recommendations to the administration for in-house fellowships for the spring semester. Guidelines and procedures for summer research and development grants are being discussed, and application forms should be ready for distribution to all faculty next month.

The Committee on the Library and the Library staff have agreed on a compromise in which $80,000 is to be set aside for the Book Approval Plan, $31,000 allocated to departments, and the remaining funds (approximately $15,000) to be retained by the Library to fill gaps in the collection. The Committee decided on a December 1 deadline for departments to place orders, with uncommitted funds then reverting to the library to be spent as its staff deems appropriate.

The Committee on Continuing Education and Special Programs learned of the generous donation by Betty Kinlock of $5,000 to the College of Charleston Foundation, earmarked for scholarships for Continuing Education students. The Committee has recommended expansion of the outreach program through course offerings at other high schools in the community as well as continuing the program at Stall High School. At its next meeting, the Committee will review non-credit courses.

The Committee on Student Affairs and Athletics has decided to focus this year on ways to improve communication among and understanding between different groups of students. It plans to examine minority student relationships and the student newspaper. At its next meeting, the Committee will review annual reports of last year from the various departments of Student Affairs.

The Committee on Academic Standards, Admissions, and Financial Assistance received and denied one student petition. Fred Daniels, Dean of Admissions, will shortly be asking the Committee to review some of the current admissions policies.

An ad hoc committee has been formed to study the proposed by-laws change that members of the Faculty Research and Development Committee be declared ineligible for awards on which the Committee would be making recommendations. The ad hoc committee, consisting of Bill Golightly, Sue Hetherington, Mike Marcell (Chair), Glen Merrill, and Pat Seed, will be making its recommendation on this proposal at the November 9 faculty meeting, at which time a vote will be taken.

The Ad Hoc Committee on Athletics has met with Joan Cronan, John Kresse, Jerry Sanders, and Nancy Wilson to discuss the following questions: Is the current level of funding appropriate? Is it advisable to add any teams to the program? Should some of the present teams be dropped? Are we in compliance with Title IX? Should we change the level of competition in any sports? How can more revenue be raised through SCAT, concessions, ticket sales, and the like? Is current staffing appropriate, given the goals of the program? Faculty with opinions on these matters are encouraged to convey them in writing to Skip Godow, who will forward them to the other members of the committee.

BUDGETSPEAK

The official name of the committee is the Budget Review and Planning Committee. It is a committee of and for the College community.

Notice that I did not say "the College empire." The premises underlying the formation and composition of this committee are, I believe, several, and foremost among them is that we are citizens rather than subjects. Beyond that assumption are these: that the years ahead promise to present special and difficult challenges for all colleges, including this one; that careful planning is preferable to crisis management or rash reaction; and that, even in hard times, we can, to a significant extent, shape our own future.
Many of the faculty will view the formation of this committee with cynicism. Too many of us have worked too long on too many committees whose contributions were expected to produce a beam of universal optimism as still one more is announced. I can only say to you that I sense a difference this time. I believe that the intentions behind the creation of the Budget Review and Planning Committee are different, and further, that its creation offers a unique opportunity that calls for an especially positive and vigorous response on the part of all the College community.

President Collins has spoken and written to the Faculty and staff about the responsibilities of the committee. I shall expand briefly on what he has said and written, and describe how we are proceeding. This committee is an extension of the Budget Review Committee to which the Faculty elected five members last year for their three-year terms. Dr. John Dempsey, who studied budgeting and planning extensively during his A.C.E. fellowship year, recommended the expansion of the Budget Review Committee's membership to include a broader cross section of the College community, and of its charge to include a planning function. His recommendations were endorsed by the chairmen of the academic departments at their fall retreat, and approved by the President. The President neither presides over nor participates in committee meetings, but has declared his availability on occasions when discussions with him are in order.

In his first meeting with the committee, and subsequently at a weekend committee retreat, the President affirmed that this group is to have access to whatsoever information and expertise are needed to make sound recommendations, and that whatever recommendations are forthcoming will receive serious consideration. I take him at his word. It is our intention to scrutinize the organization and operation of the College as objectively and thoroughly as possible, to examine alternatives, and to strive to make recommendations that reflect the square facing of what we perceive as real problems and rational responses to them.

At present three subcommittees are operating. The Subcommittee on Mission is chaired by Dr. Brian Wesselink, and is developing a statement of mission that is to serve as the basis for justification of programs and personnel, and for the setting of priorities for the College. The Subcommittee on Data is chaired by Dr. Jim Smiley, and is collecting data that will reveal trends as well as assist in the analysis of the current disposition of College resources. The Subcommittee on Projections, chaired by Mr. Germette Clardy, will be projecting enrollments, income, and expenditures over the next five-year period, and will be looking for ways to increase the availability of operating funds in future years.

We intend for this to be a committee that moves forward, not one that spins its wheels. It is not a "hatchet committee," although some of its recommendations may involve the elimination of positions that we become convinced cannot be afforded and/or make no significant contribution to the mission of the College. Some recommendations will probably be made this semester for changes that seem to require immediate attention. By January we hope to make recommendations for the 1982-83 budget, and are working toward a procedure that will lead to a much earlier determination of future budgets than has been possible in past years.

It is my personal hope that to the greatest extent possible, as we approach difficult questions and consider proposals, those of us on the committee will be able to put the good of the College ahead of protecting turf. We know that will not always be easy. We intend to start at the logical beginning, with the mission of the College, and to make that the touchstone for planning and budgeting. We recognize that deciding how to spend money wisely to accomplish our mission is not merely deciding what sizes the various pieces of pie are to be; it is an exercise in priority setting. Regardless of how large or small the pie, some things must take precedence over others, and we must try to reach consensus as to how those priorities are to be ordered. The process of priority setting is now under way.

I invite all of you--faculty, administration, staff, and students--to contribute ideas and concerns that relate to planning and budgeting. Suggestions for fund raising, cost cutting, redirection of resources--all these are welcomed by the committee. You should not expect miracles of us, but you may legitimately expect us to give the job our best. Our very best will be possible only with your active support. That means getting beyond the gripe stage, taking the time to seek possible solutions to problems that you see, and sharing your ideas with the committee.

Herb has asked that I keep you regularly informed through Newspeak as to what we are getting done. I shall certainly do that. And I share the cautious optimism--an apt characterization, I think, of the initial reaction to the creation of the Budget Review and Planning Committee--that what we get done will be substantial. If we do our work well, and the response of the President to our recommendations is prompt and positive, the outcome could be historically significant.

Gerald W. Gibson
Chairman, BRFCC
Despite the loss of my beard (for $130.00), I thought the auction for students and faculty was the best social event on campus in the five years I have been at the College. Thanks to donors and participants, $1,750 was collected for student scholarships. Some of the items or services that received the highest bids were: dinner for two at Robert’s, contributed by Jerry Nuss, to Derrick Peninger for $76.75; a weekend at Seabrook Island, compliments of Bill Moore, to Jack Bevan for $75; a rib eye steak dinner for six, cooked by Jack Bevan, to Skip Godow for $67; the drawing of a will, by Marsha Hass, to Hugh Haysworth for $60.

After some heavy bidding, Nan Woodruff outlasted both Lala Preble and Susan Schenck to procure a collection of erotica, contributed by an anonymous faculty member. Clarence Davis got to keep his own shirt for $25.50. John Dempsey gave up his hat, and George Haborak his tie and jacket. The George Haborak jacket was then generously donated for next year’s auction. The parking place in Ed Collins’ back yard was won for $55 by the sentimental favorite, Bill Moore.

Incidentally, an Ad Hoc Committee on Parking was formed by President Collins. Its members are Tom Hamby, Marsha Hass, Callum Johnston, Frank Kinard (Chair), Sam Levin, and Vernon Rivers.

Because of the success of the auction this year, it will probably become an annual affair. Much credit goes to John Dempsey and George Haborak, who were outstanding auctioneers, and Robin Hardin and Susan Sanders, who helped coordinate the event. This spring we hope to have a Casino Night for faculty, students, and staff, with the proceeds again going toward scholarships for students.

An unofficial record has been set for the most faculty members sitting on the first three rows at a faculty meeting. I hope to see more faculty sitting closer to the front at future meetings when there is less financial incentive to do so. If you have an announcement to make at any faculty meeting, please let me know as far in advance as possible.

I have informed President Collins of the endorsement by the faculty that the Education Facilities Center be named in honor of Ms. Septima Clark. We will pass this endorsement along to the State College Board of Trustees at its meeting on November 18.

The Honorary Degree Committee consists of the President, three faculty members, and three members of the Board of Trustees. Recommendations for recipients for either the December or May graduation may be submitted to the President or any of the three faculty committee members — Jim Anderson, Clarence Davis, or Julia Harrison. President Collins would also like future faculty recommendations for the naming of buildings to be submitted to the Honorary Degree Committee, which will then make its recommendations to the full Board of Trustees.

I would like to thank Andree Parrott for preparing her wonderful pâte at the wine and sherry hour following the October faculty meeting. Sue Prazak has generously offered to provide hors d’oeuvres at the wine and sherry hour after the November faculty meeting.

Klaus de Albuquerque will be on leave from the College from January 1982 to January 1983. Any faculty member who would be interested in subletting his Glebe Street apartment, owned by the College, should contact him for details.

With every issue of Newspeak I hear from faculty, and sometimes departments, who do not receive copies. This can be attributed to distribution problems in the mailroom rather than intentional slights. Should you fail to receive an issue, please let me know and I will hand deliver one.

I hate to criticize a rival publication, but I wish the College of Charleston Newsletter, published by the Office of Alumni Affairs, contained more information about academic programs, faculty research projects and accomplishments, institutional goals and needs, and obstacles that hinder institutional progress and advancement. It would seem that alumni who are better informed of the programs and needs of the College would become more active in behalf of the institution.

President Collins was to give a first-hand account this month of what he does and what he would like to do. What he did not do was submit this first-hand account because he did not find the time. He has been out of town for most of the month and has not held his weekly staff meetings for four consecutive weeks. The President has promised to make his contribution for the next issue of Newspeak.
ACADEMIC FREEDOM

We at the College are a reasonable faculty. We act reasonably, think reasonably, and work reasonably. We are so reasonable that sometimes it bores me. It also scares me. I worry not about our arguments being too sound, but about what we argue — or, more specifically, about what we don’t argue. Sure we’ll clash on the number of hours a major should require, the number of books our library should have, and the number of absences a student should be allowed. We all agree that one has the right to disagree and the right to express an opinion without fear of reprisal. We are proud to be in a profession that has a commitment to academic freedom and at an institution that honors this commitment. Yet I have some questions I can’t answer and some fears about what the answers might be.

Why don’t we have disputes, like many colleges and universities, over hiring or not hiring communists and socialists? Why don’t the citizens of Charleston feel that some of our faculty are too radical to be employed in this community? Why doesn’t the News and Courier ever have an editorial calling for the dismissal of one of our faculty members? Why don’t our faculty argue with each other openly and publicly on major political issues?

Perhaps it is ludicrous to have misgivings about not being torn apart by internal strife or condemned by the community. My real concern is that we might be treating academic freedom like an insurance policy, something that is good to have but had to use. I hope we think of academic freedom more as a way of life than as a piece of paper; otherwise, academic freedom could become to freedom what a democratic election with one candidate is to democracy.

This editorial is prompted in part by a call I received last month from John Dempsey, Dean of Undergraduate Studies. He asked me to give a talk in the Faculty Seminar Series and requested a title. I had no title in mind, so I jokingly supplied him with the most preposterous one that a nice liberal Jewish boy from Philadelphia could come up with. I said "Negros and Kikes: The Scum of Society". As I had anticipated, he laughed at a title so ridiculous that it might even embarrass some self-respecting members of the Ku Klux Klan. A couple of days later, John called to ask what my real title was. When I repeated the original racial and religious slurs, he laughed again — only much less heartily. A week later, John called to say that a notice would be coming out advertising the talk, and that a title was needed. Without a trace of humor he said he would substitute his own title if I didn’t provide him with one. At this point, I realized that the joke was over. I furnished him with a reasonable title and gave a reasonable talk on "Man, God, and Infinity".

I am not accusing John of infringing on my academic freedom. He knew I was joking and that I wouldn’t, even in jest, have mentioned such an absurd title if I had thought there were any chance of its being misconstrued. John and I both understand that to speak publicly on a sensitive topic for the express purpose of being offensive merely serves to make a mockery of academic freedom.

To paraphrase Oliver Wendell Holmes, academic freedom does not give one the right to yell "Bomb!" in a crowded classroom. We are entitled to discuss our subject matter in the classroom as we see fit, but not to introduce controversial material that has no relation to the subject. We may write or speak as citizens, free from institutional censorship or discipline, but must recognize that our special position in the community imposes special obligations. We should remember that the public may judge our profession and our institution by our utterances. We should at all times be accurate, exercise appropriate restraint, and show respect for the opinions of others. We must also make every effort to indicate that we are not speaking for the institution.

If anything, I think we err more through omission than commission, by exercising too much rather than too little restraint. We would rise in protest, I am sure, if our academic freedom were flagrantly threatened. We would not tolerate an administrator who would attempt to take away any rights to which we as citizens are entitled. The potential danger, I believe, is more subtle and insidious. There are no obvious villains to implicate in an evil for which we may all be unwitting collaborators.
In these financially difficult times, state colleges and universities are under increasing pressure to become more accountable to taxpayers. This accountability might ultimately make us more responsive to the needs of the people we purportedly serve; it could also tempt us to base decisions primarily on fiscal and political rather than academic considerations. I worry when, at a Presidential Staff Meeting, there is a discussion of whether an ROTC program on campus would be financially profitable. I worry when more is said about space allocations and political consequences than about how such a move would affect the character and purpose of this institution. I also worry about Robin Yarrow.

Who is Robin Yarrow, and why do I want this person to stop requesting subservive material for our library? Whenever librarians at the College want to order books or pamphlets for what they have deemed the "Extreme Right and Radical Left Collection", they do so under the pseudonym "Robin Yarrow". Our friend Robin has been ordering material for a longer period of time than any of our current library staff has been employed at the College. A justification given for this cherished library tradition was that the staff did not want to waste time responding to inquiries by governmental agencies that might find cause for an investigation. What measures, I wonder, would we have taken during the McCarthy era?

While some of our machinations may exist more for amusement than for protection, I am troubled by the consequences of doing things the easy way or the way they have always been done. Do we, for instance, ever not hire an otherwise qualified faculty member because he or she may be too radical or simply have views different from the rest of the department? I would like to think not, but I don't.

Maybe our faculty isn't as conventional or apathetic on controversial issues as I imagine. If I am wrong, I would like to urge our communists and creationists, socialists and acolytes, witches and warlocks to emerge from their respective cloisters. President Collins might be uneasy, but it would be his responsibility to explain to whomver raises objections that all members of the College of Charleston community are encouraged to exercise their rights as citizens and that the students, the faculty, and the public can all benefit from this diversity of opinion and free exchange of ideas.

We should certainly be sensitive to the economic and political consequences of our actions. But if it is a business whose ultimate success is measured by how well we educate, not by how well we control the curriculum, we should at times try to lead our society rather than merely follow it, to inspire it to act rather than react to it. If we neglect our business affairs, we may someday wonder if our institution can be saved; yet if we neglect academic freedom, we may someday wonder if our institution is worth saving.

Power at the College

What is it? Who has it? Who wants it? Power corrupts and power humbles. Power is something to be proud of and ashamed of, to run for and to run from, to seek and to shun. The powerful fear those with more power and the powerless flail at those with less power. To know the pain of power, we must go to those who have it; to know the pleasures of power, we must go to those who seek it; to know the dread of power, we must go to those who avoid it. We may not be able to define power, but we know it when we see it. I would like to consider the power, both potential and actual, of different constituencies at the College.

The final authority and responsibility for the governance of the College lies with the sixteen members of the State College Board of Trustees. The Board may take any measures or make any regulations it deems necessary for the proper operation of the College. It may hire or fire personnel, raise or lower tuition, buy or sell property, and confer or withhold degrees. Each trustee is elected by the State of South Carolina General Assembly for a term of four years, with re-elections possible. Only the courts may overturn any decisions of the Board. In practice, the Board has chosen not to involve itself in the day-to-day operations of the three institutions (The College of Charleston, Francis Marion, and Lander) over which it has jurisdiction. The Board usually endorses recommendations made by the three presidents, the chief executive officers, who are responsible for the ongoing operations and for achieving the stated goals and purposes of their respective colleges.
The President serves as the official medium of communication between the Board of Trustees, on the one hand, and the faculty, administrative officers, and students on the other. He is the representative of the College in its relationships with other institutions, the news media, government agencies, alumni, and the general public. Internally, the President is responsible for the management of fiscal and personnel affairs and the development of policies and programs at the College. Subject to legal and Trustee constraints, the President may assume as much or as little power as he wishes. His power is determined by the extent to which he chooses to delegate authority within the administrative structure he establishes and the extent to which he becomes involved with the daily operations of the College. From this point of view, President Collins is less powerful than was his predecessor.

Of the seven vice presidents, the Vice President for Academic Affairs is the most powerful. He is the administrator most directly involved with academic programs and faculty business. Next in power is the Vice President for Business Affairs, who acts as the chief financial officer of the College and advises the President on all financial matters. He is responsible for the preparation and control of all budgets on campus. The Vice President for Student Affairs coordinates and directs most of the student activities and has jurisdiction over counseling, student housing, health services, and intercollegiate athletic programs. The Vice President for Institutional Advancement is responsible for developing and administering an effective fund raising program for the College and interpreting and promoting the ambitions and goals of the College. He has jurisdiction over the Foundation and the Dean of Admissions. The Vice President for Institutional Research is responsible for planning and reporting of College management information to external agencies. He also makes long-range facility projections and coordinates the architects and engineers in construction plans and campus site development. The two Vice Presidents with the least power are the Vice President for Administration, who coordinates administrative functions for the President and is responsible for campus security and public safety, and the Vice President for Alumni Affairs, who coordinates, promotes, and maintains liaison between the College administration and alumni, and publishes three times a year the College of Charleston Newsletter, which carries information about the College to more than 9,000 alumni, friends, faculty, and administrators.

There are four Deans (Undergraduate Studies, Graduate & Continuing Education, Admissions, and Career Development & Planning), nine Assistant Vice Presidents, and fourteen Directors at the College. With some exceptions, the Deans have more power than the Assistant Vice Presidents who have more power than the Directors. All of these administrators are responsible to one of the Vice Presidents, except for the Director of Human Relations, who reports directly to the President. Other administrators with some power are the Registrar, Bursar, and Internal Auditor.

Next we come to the faculty. Generally, the most powerful are Department Chairpersons, followed by other tenured faculty, untenured permanent faculty, and visiting and temporary faculty.

Tenure is power because it gives one a measure of security, freedom, and influence. Tenured faculty is to the members of the faculty what the economists; the confident think little of it and the insecure think little else. While in theory a tenured faculty member may be dismissed for incompetence, in practice such a formal charge is almost never made either here or elsewhere. No one in the institution can speak as freely or openly without fear of reprisals as tenured faculty members. The President serves at the pleasure of the Board while other administrators at the College serve at the pleasure of the President and their immediate superiors. The President is free to restructure the administrative organization at any time, and thus eliminate any positions he wishes.

The difference between tenured and untenured faculty is perceived to be greater by the untenured; both groups, I believe, give tenure more power than it deserves. I have heard many faculty use their untenured status as an excuse for not speaking out on an issue, for avoiding controversy, for not making waves. Of these faculty who eventually did get tenure, most either found other excuses or no longer bothered giving excuses for acting as they always had. Attainment of tenure does not insulate a faculty member from social pressures or annual evaluations.

Even those faculty who do become paranoid about tenure often adopt the wrong strategy. The first rule is to recognize that your immediate superior has the most power over your faculty. The Chairperson, for their students, Chairpersons for their students, Academic Vice President over Chairpersons, President over Vice Presidents, and the Board over the President. Many faculty feel they must exercise great caution and restraint in the presence of the President because of the nature of the office. Yet in the vast majority of cases, departmental recommendations eventually become presidential decisions. On the rare occasions that they do not, extra care is taken to assure due process.
I think more faculty members at the College have been denied tenure for not speaking enough rather than for speaking too much, for not getting enough involved rather than for getting too involved. A strategy that had worked for individuals with marginal tenure credentials at other schools, especially during the late sixties and early seventies, was to affiliate with sincere believers and become a leader for a radical cause while — at the same time — criticizing one’s own institution for not supporting the cause. This tended to obfuscate the issues and forced colleagues and administrators to wonder if their own judgments on teaching and research could be, or would be thought to be, based solely on merit and not on the politics of the faculty member in question.

I am certainly not advocating hypocrisy and subterfuge as a road to tenure, promotion, or power. The direct and honorable path requires dedication, determination, and hard work. To be secure in our profession, to have the respect of our peers, to be able to influence our colleagues, to have an impact on our institution, to feel free to speak out, to have control over our destiny — that is the kind of power most of us want. The best way to attain this power is to teach well, to develop professionally, and to take an active part in the College community.

LETTERS TO THE EDITOR

Dear Herb:

I am pleased to follow up my recent meeting at The College of Charleston with Dr. Collins, Dr. Bevan, Dr. Dempsey, and the chairs of the various academic departments with this letter.

Before I summarize some of my remarks, I want to thank all of you for the opportunity to share in your retreat and planning process. It was an exciting two days for me. I was very much impressed that The College of Charleston’s academic leaders are confronting the problems faced by virtually all of us in higher education. It is too common for colleges and their leaders to acknowledge the problems of a 20% decline in the 18 to 21 year old population during the next decade; to bemoan the effects inflation is having on salaries, costs, etc.; to express concern over the impact of federal and state government commitments to cut spending on education and to grieve when a college fails. However, it is generally as common for colleges, their administrators and faculty to presume that the devastating consequences of these converging forces will not really be felt at his or her college. The results of these naive presumptions can be devastating to the colleges and the individuals who populate them.

Problem recognition is not sufficient to avoid the potentially severe consequences these problems offer. Leadership, planning, and budgeting based on planning are critical requirements that must be present if a college is to manage an uncertain and hostile future where resources will be stable or declining and avoid being tossed from crisis to escalating crisis. Most colleges will not grow (and many will shrink in size) during this decade. Hence, colleges now, more than ever before, require courageous leaders who are also competent managers. Presidents, vice presidents, and deans must raise the specter of retrenchment— and plan with department chairs and faculty to retrench if and when necessary.

These leaders must avoid the paths of least resistance in budget cutting, i.e., cutting across the board (quality erodes across the board); deferring maintenance projects (as the physical plant deteriorates, your campus becomes less attractive to potential students, attrition mounts, and the costs to repair the problems exacerbated by neglect can be ten times the original cost); eliminating faculty development programs (as problems and, therefore, stress mount, the need to renew, refresh, stimulate and develop our human resources is more important than ever). There are other paths frequently employed to avoid retrenchment: A decision to defer replacing a roof to avoid retrenching is frequently popular in the short term and devastating in the long term. Generally, the result is a leaking roof and greater retrenching a few years later.
I think the key for any campus community is planning as a community for this future. Establish a collegial and manageable process that clearly establishes the college's goals, objectives, and strategies for meeting goals with the resources one can reasonably forecast and obtain. Establish the process for academic program evaluation and planning that is accepted by faculty and administration. The earlier programs and personnel are informed of their vulnerability if revenues or enrollments fall (or do not rise), the greater the chance you can avoid a trauma that can devastate the entire college and individuals alike. This is the most ethical and humane approach and two key aspects of good management. Time is available for phasing out programs and retooling and placing people with this planning.

Budgeting should follow the same collegial process. The budget is the annual statement of your plan expressed in numbers. It documents how resources are directed towards the fulfillment of objectives. The budget also provides the means for control and evaluation within the institution. For the budget to be effective, I believe, it must have pre-stated objectives and priorities established by a collegial process. These objectives should be widely communicated and when the budget is set, a report should be given detailing the response to the priorities.

I believe that all budget decisions must be made with the chief academic officer, student services officer, institutional advancement officer, and financial officer's input. The involvement of faculty representatives with this group of vice presidents in the budget decisions making process is strongly recommended. Budget decisions in an era of stable or declining resources will be difficult. They will require the knowledge and support of the college's officers and faculty. Therefore, the budgeting process must be an open one.

For faculty to be effective contributors to the process, they must be trained and must educate themselves to the language and mechanics of budgeting. They need not be accountants but they need to develop a good feel for finance and have a conceptual understanding of the entire process and the college's needs, limitations and strengths. Commitment and courage are required, but my observations lead me to believe that both are in ample supply at The College of Charleston.

I believe that The College of Charleston is in an admirable position. As a "late blooming college," you have an opportunity to evaluate the experiences of many similar colleges that grew rapidly in the 1960's and stabilized or declined in the 1970's. With courageous leadership, competent management, realistic planning and effective budgeting, and the continued commitment of faculty, The College of Charleston can prosper in the 1980's, a decade in which an estimated 200 to 500 colleges will close.

I shall watch with interest and anticipation your progress. I wish you well in your efforts to manage that decade.

Sincerely,

Arthur F. Kirk, Jr.
Vice President

Editor's Note: Arthur Kirk is Vice President for Administration and Planning at College Misericordia.

The faculty retreat for 1981-82 was held September 19, 1981 at the South Carolina Electric and Gas Company's Sand Dunes Club on Sullivan's Island.

The focus of the retreat was on the College of Charleston and its relations with the community.

Dr. Robert Sexton, Deputy Executive Director for Planning and Policy Studies of the Kentucky Council on Higher Education was invited to speak to the faculty on College and Community Relationships.

In addition to Dr. Sexton's speech, four workshops were given. Each attendant chose one workshop in which to participate. The four workshops were:
The College and the Minority Community
The College and the School System
The College and the Community-Partners in Progress?

The workshops were designed to present information on the topic, stimulate discussion, and to formulate proposals for actions to be taken during the school year.

The Retreat Committee appreciates the time, effort and contributions of the workshop leaders, Bill Moore, David Mann, Cermette Clardy, John Dempsey, Lala Preble, Ken Bower and Frank van Aalst; the participants from the community; Jim Carson from SCE&G; Paul Hamill; Herb Silverman; and Dr. Sexton.

I appreciate the work of the Retreat Committee, Carla Drost, Bob Fowler, Gary Giamartino, and Roy Hills.

Below are the initial comments of Dr. Sexton's speech, the entire text of which will appear in the report on the retreat, and brief reports on each workshop.

Betsy Martin
From the speech given by Dr. Robert F. Sexton at the 1981-82 Faculty Retreat - September 19, 1981

About 20 months ago I left an administrative position at the University of Kentucky to join the Kentucky coordinating board, the Kentucky Council on Higher Education, as Deputy Executive Director for Planning and Policy Studies. I came to that position from a background at various educational institutions - as a faculty member in history and one who was trying to help the University of Kentucky reform itself. I also worked with community, internships and government relations.

I must say I came with skepticism about the state's involving itself in what I considered to be institutions (universities) with legitimate and historic claims to autonomy. In my mind that autonomy was based primarily on faculty control of the curriculum, academic appointments, etc.

On the other hand, I also came to that position with a strong feeling that higher education had, as one of the least helpful parts of its tradition, gone too far in being "above" the rest of society - especially properly constituted political authority, above the "ordinary" people who made up the electorate and the taxpayers, and above the corporate and business sector. It had always been my view, because I'd moved in and out of campus and community roles for my entire career, that communication with the "outside world" was a serious road block to higher education and that someday it could cause real problems.

Robert F. Sexton

For Newspeak - College and the Legislature Workshop

This workshop was intended to assist the faculty in attendance in their understanding of College and Legislative interactions and to explore ways to improve communication between the College and the Legislature. A short "State politics" test indicated a dearth of knowledge and understanding among those in attendance. Several presentations followed, concerning personal and power relationships in the legislature and the process of budget. Correct answers to the short test and a Who's Who list of legislators and politicians was distributed. After considerable discussion about several kinds of problems, several themes developed:

1. We should promote our mission and our excellence.
2. We should increase our public relations effort.
3. There should be two informational budget meetings (one in the fall, one in the spring) to inform the faculty about budget priorities.
4. Whenever a faculty member has an idea to enhance the college's legislative standing, they should refer that idea to Cermette Clardy.
5. We should take a larger view of "our delegation" and not restrict our thinking to just the tri-county area.

Roy Hills
RECOMMENDATIONS RESULTING FROM THE FACULTY RETREAT WORKSHOP ON THE COLLEGE AND THE MINORITY COMMUNITY:

1. A firm commitment to the recruitment and retention of minority students needs to be made by the President and Vice President.
2. Present recruiting efforts should attempt to focus directly on minority students and those efforts should be active, rather than receptive.
3. The Faculty needs to be sensitized to the needs of minorities on the campus.
4. Two-way lines of communication need to be established between the College and the black community, in order to clarify the image of the College of Charleston.

Bob Fowler

"The College and the Community: Partners in Progress?"

This workshop was proposed to stimulate faculty awareness, discussion, and action regarding the College's participation in issues and programs of service to the local community. Participants' recommendations for future action in this area fell into four categories:

1) The College should articulate a statement of purpose which balances the missions of a liberal arts institution and an urban college providing development assistance to its host region. It was noted that the Planning and Budget Committee has a subcommittee dealing with the mission of the College. The group recommended that Gary Giamartino, Frank van Aalst, and David Kowall should inform that subcommittee of the workshop's discussion and to offer further participation in the work of the subcommittee.

2) Internal and external communication of College contributions to improvement of the Trident region must be improved. A summary of College, department, and individual contributions to local community improvement should be developed for internal and external dissemination. A systematic strategy should be developed to improve information dissemination internally and to the local news media. The College should allocate resources for a systematic study of its image among various local constituencies. The study should be designed so that implications for improving the College's image and aligning it with its mission statement should be clear. The faculty Communications Committee and the data collection subcommittee of the Planning and Budget Committee will be informed of the recommendations.

3) The College should clarify its position on the value and nature of community service for faculty members. There should be explicit consideration of the incentives for such service. The group recommended that the Faculty Welfare Committee address these issues in its discussion of criteria for promotion and tenure.

4) Given that the first three recommendations will be carried out, the College should target new projects which will a) enhance its image with local constituencies, b) address community educational and service needs as articulated by faculty and local constituencies, and c) generally improve the quality of the College's contribution to the local community. The group felt that these recommendations fell within the purview of the Planning and Budget Committee, the Continuing Education Committee, and the Communications Committee.

Gary A. Giamartino
Center for Metropolitan Affairs & Public Policy
The participants in the workshop on the College and the Schools make the following suggestions to further the cause of more effective interaction between the College and the area schools:

1. In order to encourage the faculty to work with area school teachers and/or students, the Administration should take such work into consideration on decisions concerning tenure, promotion, and salaries.

2. The International Studies Program should be extended to include high school teachers and qualified students.

3. Each discipline should offer summer courses and/or workshops for high school teachers for recertification credit. The individual departments at the College can organize and publicize such courses through the Subject Area Coordinators with the county school administration.

4. Periodically each department should sponsor a "Field Day" in the discipline to bring high school students and teachers to the campus. In addition, department members should try to invite high schoolers to participate in whatever activities they sponsor for their own freshman and sophomore students.

5. Professors at the College should join the professional organization that includes high school as well as college and university teachers.

6. Qualified high school seniors should be actively recruited for college-level courses during their senior year.

Carla Brost
Faculty Retreat Committee

This is in response to your telephone request that I provide you and some members of the faculty the reasons why there is no faculty lounge in the Education Center.

In the early seventies when our campus construction program began, during the design of the Science Center and Maybank Hall, it was decided because of our compact campus that the College would allocate space for one large faculty lounge rather than several smaller ones which would be located in various buildings to be constructed throughout the campus. The faculty lounge was designed and furnished in Maybank Hall. This decision has prevailed throughout the years. We have not allocated space or constructed faculty lounges in any of the following academic facilities: Science Center First and Second Increments, the Library and the two-wing addition, the Fine Arts Center, the Education Center, and the Physical Education Center.

Space is one of the resources that the College has always been short of since becoming a state institution. Acquiring additional space is becoming more difficult as each year passes as demonstrated in our current experience with the Science Center Second Increment. The Education Center was designed, approved by the Board of Trustees and constructed to serve students as a classroom facility. Faculty offices and lounge space were intentionally omitted in an effort to provide adequate classroom space for our expanding enrollment. The eight seminar rooms were specifically designed and provided expensive chalkboards, audio-visual facilities and furnishings to be utilized by the expanding upper-level undergraduate and graduate instructional programs. Three of four seminar rooms on the ground floor have already been converted to provide office space for Continuing Education personnel such as Maymester, Summer School, Special Projects and Graduate School. After reviewing several locations in the Educational Center, including Continuing Education facilities, you have recommended that Room 205, a seminar room, be converted to a faculty lounge. In my judgement, the College cannot continue to view this building as possible office or faculty lounge space. All seminar and classroom space throughout the campus is needed. Also, converting newly constructed space for other purposes is not cost effective (something auditors enjoy unearthing and publishing). Currently, there is nearly 100% occupancy of classrooms during popular hours and high utilization during other periods, including evening hours. Conversion of any of our classroom and seminar rooms for other purposes, regardless of how worthwhile, would have a severe negative impact on academic scheduling.
Historically it takes approximately one year for a new facility to attain maximum utilization. The Education Center is realizing that maximization somewhat earlier due to the College's previous lack of classroom space. Additionally, just in the last two semesters, several departments have begun to use a tutorial method of teaching traditionally lecture courses. For example, history and philosophy are offering a section of their introductory courses that schedules a large section of students (70+ students) for lectures twice a week and then divides this section into small groups (15 students) to meet for the third meeting time. The small seminar rooms in the Education Center are needed for this purpose. It appears that the number of courses being taught this way will increase in the future due to the success of this teaching method. Also, as our Computer Science degree program progresses, more smaller, upper-level courses will be offered that will need to utilize these seminar rooms. Room 205 is being used this semester although not as extensively as the other rooms. This is because that room was being utilized as a temporary faculty office last semester; our office delayed assigning classes to it until we were sure that the faculty member would be able to vacate in time for the Fall Semester. Three language courses are being held there this semester; a philosophy course and several individualized language courses are scheduled for that room in the Spring.

In the Education Center there is ample lounge space both on the first and second floors. A coffee machine is located just off the lounge next to the elevator. Within 25 yards of the Education Center there is the College cafeteria serving many hours during the day. Within sixty yards there is the Student Service Center Snack Bar serving throughout the day and early evening. At considerable expense, the College constructed a short-cut pedestrian walkway between the Education and Student Centers to facilitate access to the Snack Bar by students and faculty.

I hope I have provided you with the information you need. If not, please contact me.

Cordially,

V. G. Rivers
Vice President
Institutional Research

Editor's Note:
The penultimate buck stops here; only the President may overrule a decision made by one of his Vice Presidents.

Beginning in November, the Library is starting an Approval Plan for receipt of new books. An Approval Plan is designed to simplify and enhance book selection and acquisition. The primary aim of the Plan is to send selected new books published by university and trade presses and professional associations to a library so that the Library does not have to incur the expense necessary in traditional book selection and acquisition.

An Approval Plan assumes that a Library can characterize the types of books which it wishes to receive. In designing a Plan, the Library assigns subject and non-subject parameters to those books which it wishes to receive. Each book which is received by a jobber is scanned to determine whether or not it matches a particular Library's "profile" (subject and non-subject parameters). Non-subject parameters include items such as readership level, type of library, language of book, etc. Subject parameters allow treatment of broad or very specific areas, i.e., we may choose to collect all books on "Trees" or we may select only books on "Flowering Trees," "Flowering Trees," etc. For example, a Department can, by combining subject and non-subject parameters, collect all new books on "Flowering Trees" in the English language suitable for undergraduate collections.

If a book seems to match the Library's profile, then it is sent to the Library for examination, at which point it can be kept or returned. If the book is returned, the jobber attempts to adjust the profile so that this type of item will not be sent again. In some areas where collection cannot be characterized, bibliographic forms from which selection can be made, may be received in lieu of books.
The Approval Plan has been used successfully by a multitude of colleges and universities and offers several significant advantages for the College of Charleston. First, it saves library personnel from the traditional search time necessary for orders. Since the library, and more specifically the Collection Development Department, has been severely cut back in staff, both regular, CETA, and student, it would be impossible to process orders for this year as they have been processed in the past. Second, the jobber gives the library a flat 17% discount, which is 7% higher than the discount which the library usually receives, and agrees to pay postage on all books mailed to the library. Third, the plan will provide for a coherent policy of collection development in each area in which the library collects material. Many faculty have noted that the collection is uneven in many areas currently covered by the curriculum. The Approval Plan will establish more comprehensive book selection and acquisition.

There are, of course, some disadvantages to an Approval Plan. First, it is only for newly published books, not retrospective collection development. Second, it places the burden on the library (and on the faculty) to review new materials as they are received in the library to determine whether or not they should be kept. Third, many faculty feel that the plan is taking away their right to order the books that they need.

The library is soliciting the faculty's help in trying to make the Approval Plan work. A portion of funds are available for retrospective collection development ($31,000 was recently allocated to the departments by the Faculty Library Committee as in the past). Indeed, the jobber has agreed to supply bibliographic information on previously published books in specifically requested areas. This information can then be used for retrospective collection building.

In addition, choice cards will continue to be distributed to faculty so that current acquisitions can be checked against books received on the Approval Plan. Faculty are encouraged to submit any and all requests for books needed as they have in the past. In order to receive the 17% discount, $80,000 is being deposited with the jobber. This figure is the minimum needed to receive the discount and is the estimated amount needed to buy projected 81/82 imprints in the areas collected by the College of Charleston Library. The library is under no obligation to spend all the money with this jobber and will receive the discount regardless of the total amount spent. Books will be received in the library each week and will be available for faculty inspection for two weeks. In addition, a librarian assigned to each department will complement faculty selection by reviewing all books received. This plan will give both teaching and library faculty an opportunity to see new books published in areas in which the library collects materials and to decide for themselves whether or not the item should be added to the library's collection.

It is important to stress that scholarly publishing is undergoing many changes. Economic stringencies are driving many publishers out of business. Because of the recent Supreme Court decision regarding inventory write-downs, publishers are cutting down the numbers of new titles published and the numbers of copies printed, creating shorter and shorter runs of books. This means that many books will be going out of print more quickly than in the past; projections suggest between 1½ to 2 years. Therefore, for many books now being published, the Approval Plan may be our only opportunity to see and decide if they should be added to the library's collection.

The library earnestly solicits all faculty help in instituting this new plan. It is only with the cooperation and active participation of all faculty that our collection can continue to serve the needs of the academic community.

/A general memorandum will be sent out to all faculty regarding the days books will be received in the library and other logistics./

Katina Strauch
Head, Collection Development Department
Robert S. Small Library
Dear Herb,

In response to your inquiry regarding recent actions of the department chairmen I would like to make a few general comments. First, the "Council of Chairmen" is a name chosen to represent the unstructured organization of the academic department chairmen (I could say chairpersons, but I am a confirmed male chauvanist pig). The council meets periodically to discuss issues that we in our unique faculty/administrator roles deem important and to decide whether our feelings and/or recommendations are to be expressed to our immediate superior (the Vice President for Academic Affairs), to the faculty at large, or to other quarters.

Last year there arose strong concern about the direction in which the College seemed to be heading (or not heading) and various other closely related concerns. The chairmen decided that these feelings should be expressed directly to the President. First thoughts were to make this expression via a "white paper". Some efforts to this end and much discussion led into the Summer during which little was accomplished by the council. This Fall it was finally decided that the council should communicate with the President by meeting with him.

A meeting was arranged and took place on October 8 at 3 pm. The President's schedule was such that at the last minute a time limit of an hour and fifteen minutes was imposed. Dr. Collins' opening remarks, discussion of events surrounding the Science Center Second Increment, and enumeration of the College's problems as viewed by the President took the first hour giving little time for the chairmen to express their feelings.

President Collins did vow to give the council a second chance and another meeting has been scheduled for October 26.

Dick Crosby

Editor's Note:
Dick Crosby was elected this year to be Chairman of the "Council of Chairmen".

Dear Herb,

I would like to take advantage of NEWSPEAK to address myself to all my colleagues on the faculty.

Last Spring I was asked by the College Union Board to serve as faculty representative to that body. Early in September I went on retreat with the group and became acquainted with the students and the Stern Center administrators as well as with the purpose of the Board. I've been attending the College Union Board meetings since the beginning of classes, and am beginning to get a real feeling for the many functions of the group.

I had not considered myself to be a disinterested or unaware citizen of the College community, but I must admit that until my involvement with the Board, I had only a vague idea of who or what it was and what it did on campus. On the off chance that I'm not alone in somehow missing the information boat on this one, I'd like to share with the faculty what I have learned.
The College Union Board is, logically, the governing body of the College Union. It budgets and expends the Union's monies and plans various types of programs and activities. The choice of programs and activities is made with educational and recreational as well as community service goals in mind. Programming is handled by committees such as the Films, Special Events, Visual and Performing Arts and Concerts Committees. Other types of activities are made available to the College community by the Travel and Games Committees. In other words, these are the folks bringing us Showplate, the Sunday evening movie series, harbor cruises, ski trips, lectures, concerts and dances.

All segments of the College community are represented on the Board: Dorm residents, Commuters, Greeks and Faculty. We all have voice and vote in the formation of policy, choice of programming and disbursement of funds. As a constituting part of the College Union, the faculty has a right and responsibility to make their feelings known to the Board, and, then, the privilege to participate fully in the College Union sponsored activities.

If any of you have any questions which I can answer or if there is anything you wish me to communicate to the Board, I hope you will call me and let me know. I will relay anything you wish to the Board.

sincerely,

[Signature]

Dear Herb,

As we all know, midterms often have, in recent years, been accompanied by disruptive bomb threats which have forced cancellation of classes and rescheduling of tests. As no change in the behavior of the small minority of students who commit these offenses is forthcoming and since none has been apprehended, I suggest the following as a countermeasure:

1) At the beginning of each term, all classes will be informed that in the event a building must be evacuated at a time when a test is scheduled, the class will assemble at an outdoor location (say, the Porter's Lodge).

2) A list of available rooms, especially large halls like the Physicians Memorial Auditorium, will be compiled for each class period. Offices which now schedule room assignments, the Director of Planning and the Office of Special Events, should be able to do this without a great deal of difficulty. The information should be given to the Dean of Undergraduate Studies and kept updated.

3) The Dean, consulting with faculty who had planned to give tests, will, at the time a building is cleared, assign alternate class space for testing. In the best possible case, all tests may be given in Physicians Memorial Auditorium. In any event, there will be some probability that a bomb threat will not force rescheduling of a test.

4) The mere existence of this policy, widely publicized to students, may help reduce the number of bomb threats made to disrupt testing.

[Signature]
TO: College of Charleston Club Members

FROM: Lindsey W. Hale, Manager

Don Appetit

Blacklock House Brunch Menus

12:30pm - 2:30pm

Sunday Nov. 14th

- Onion Soup & French Bread
- Shrimp Crepes
- Barley Rice
- Baked Torte
- Tea & Coffee

Sunday Nov. 15th

- Curried Corn Soup & Crackers
- Chicken Vol-au-Vent
- Caesar Salad
- Chocolate Mousse
- Tea & Coffee

Sunday Dec. 6th

- Crime St. Jacques Soup
- English Shepherd's Pie
- Peas & Onions in Cream Sauce
- Fruit Tart & Cream
- Tea & Coffee

NOTE: Complimentary wine will be served. Charges for children under 12 years of age - $4.00. Remember to make your reservations by calling 792-5567 by noon Friday before each scheduled brunch.

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, November 17.