What follows is the 1981-82 allocation of funds to aid state institutions in recruitment of black students and faculty. Clemson's large budget for faculty recruitment is probably a consequence of its inadequate and unsuccessful past recruitment attempts.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Student Recruitment</th>
<th>Faculty Recruitment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Citadel</td>
<td>$12,700</td>
<td>$2,500</td>
<td>$15,200</td>
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<tr>
<td>Clemson University</td>
<td>40,405</td>
<td>39,595</td>
<td>80,000</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>16,500</td>
<td>4,000</td>
<td>20,500</td>
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<tr>
<td>Francis Marion College</td>
<td>8,600</td>
<td>6,000</td>
<td>14,600</td>
</tr>
<tr>
<td>Lander College</td>
<td>24,500</td>
<td>7,000</td>
<td>31,500</td>
</tr>
<tr>
<td>Medical University of S.C.</td>
<td>6,000</td>
<td>5,500</td>
<td>11,500</td>
</tr>
<tr>
<td>University of South Carolina</td>
<td>55,416</td>
<td>8,405</td>
<td>63,821</td>
</tr>
<tr>
<td>Winthrop College</td>
<td>17,550</td>
<td>14,000</td>
<td>31,550</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$181,671</strong></td>
<td><strong>$87,000</strong></td>
<td><strong>$268,671</strong></td>
</tr>
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A five-year College of Charleston desegregation plan has been formulated to increase the percentages of freshman class minority students to at least 9.5%, of black faculty to at least 3.1%, and of upper level administrative staff to at least 11.6%. The members of the Task Force for the Implementation of the College Desegregation Plan are Septima Clark, Herbert Fielding (Community Leader), Leckyler Gaillard (Burke High School Principal), Otto German, Paul Hamill, Chip Jackson, Roy Jones (Chair), Ed Lawton, Dave Maves, Tina Marshall (SUMA President), Norman Olsen, Monica Scott, Sue Sommer, Bill Thraillkill (SGA President), and Vanessa Turner.

The following advertisement is to appear in the Chronicle of Higher Education:

The Provost-Dean of the Faculty is the chief academic officer at the College and its principal administrator under the President. Qualifications for the position include a doctorate, a record of successful teaching and scholarship, and appropriate administrative experience. The ability to work creatively with and provide leadership for faculty and staff is expected. A strong commitment to faculty development is required.

The College of Charleston is a state-supported, 4-year, liberal arts institution with approximately 5,000 students and 200 faculty. Graduate degrees are granted in Education, Marine Biology, and Public Administration.

Applications will be accepted through January 15, 1982, and should be accompanied by a vita, with at least three letters of reference sent to:

Dr. Brian Wesselink  
Chair of Search Committee  
College of Charleston  
Charleston, S.C.  29424

The College of Charleston is an Equal Opportunity and Affirmative Action Employer.
The following changes in administrative titles are effective as of January 1, 1982: Vice President for Administration to Executive Assistant to the President, Vice President for Institutional Research to Vice President for Institutional Research and Administration, and Vice President for Alumni Affairs to Assistant to the President for Alumni Affairs.

The following shifts in administrative responsibilities are effective as of January 1, 1982: Personnel, Security, and Communications, from Vice President for Administration to Vice President for Institutional Research and Administration; Physical Plant, from Vice President for Business Affairs to Vice President for Institutional Research and Administration; Print Shop, from Vice President for Administration to Vice President for Institutional Advancement; Intercollegiate Athletics and Financial Aid, from Vice President for Student Affairs to Vice President for Institutional Advancement.

As of July 1, 1982, the title of Vice President for Academic Affairs will be changed to Provost-Dean of the Faculty. The four vice presidents will report directly to the new Provost-Dean of the Faculty.

**NINE-MONTH SALARY PICTURE (1974-80)**

(AS MODIFIED FOR INFLATIONARY PRESSURE

*OR WHAT APPEARS TO BE GOING UP IS ACTUALLY GOING DOWN*)

<table>
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<tr>
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<tr>
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<td>18306</td>
<td>18251</td>
<td>19277</td>
<td>18502</td>
<td>17602</td>
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</tbody>
</table>

| ASSOCIATE PROFESSORS | | | | | | | |
| COC | 15668 | 14303 | 13877 | 13478 | 13886 | 13746 | 13051 |
| CITADEL | 16087 | 15412 | 15256 | 15136 | 14716 | 14680 | 14183 |
| FRAN MAR | 15879 | 14477 | 14058 | 13719 | 14658 | 14271 | 13682 |
| LANDER | 13131 | 14414 | 13423 | 13335 | 13406 | 13744 | 13129 |
| SC STATE | 15070 | 15200 | 13908 | 13481 | 13945 | 13426 | 12730 |
| WINTHROP | 15972 | 15210 | 15284 | 14960 | 15169 | 15093 | 14272 |

| ASSISTANT PROFESSORS | | | | | | | |
| COC | 12224 | 11777 | 11825 | 11640 | 11931 | 11804 | 10918 |
| CITADEL | 13509 | 12631 | 12554 | 11907 | 12109 | 12192 | 11845 |
| FRAN MAR | 13244 | 12694 | 12097 | 11807 | 12466 | 12507 | 11286 |
| LANDER | 12033 | 12162 | 11729 | 11636 | 11833 | 11605 | 11014 |
| SC STATE | 11044 | 12148 | 12198 | 11470 | 12161 | 11421 | 11342 |
| WINTHROP | 13609 | 12814 | 12709 | 12319 | 12627 | 12407 | 11808 |

| INSTRUCTOR RANK | | | | | | | |
| COC | 9425 | 9001 | 9142 | 9010 | 9501 | 9370 | 9079 |
| CITADEL | 0 | 0 | 9634 | 10061 | 9828 | 8977 | 9300 |
| FRAN MAR | 9760 | 10511 | 9032 | 8723 | 9449 | 10200 | 6241 |
| LANDER | 9318 | 9642 | 9165 | 9350 | 9467 | 9676 | 9035 |
| SC STATE | 10582 | 10037 | 9684 | 9293 | 9762 | 9475 | 9040 |
| WINTHROP | 10734 | 10374 | 10031 | 9998 | 9714 | 8892 | 8332 |

**COMMENTS:**

2. NO ADJUSTMENTS WERE MADE FOR 'TAX BRACKET CREEP'; THUS, THESE FIGURES WOULD BE FURTHER ERODED BY THAT UNFORTUNATE IRRITANT.
President Collins and Joe E. Berry, Jr., Chairman of the State College Board of Trustees, visited with Governor Riley to discuss the proposed Second Increment for the Science Center. Governor Riley said he expected passage of the Second Increment to be a high priority in the legislature next year and that he did not anticipate another veto of it. He further stated that construction of projects already approved probably would not begin for another three years because of the current unfavorable bond market, and hence that no delay would be created by passage of the Second Increment next year instead of this year.

COMMITTEESPEAK

The Committee on Nominations will distribute forms to all who are eligible to serve as Speaker of the Faculty, asking about their interest in and qualifications for the position. These forms will then be passed on to next year's Committee to aid it in making nominations.

The Committee on Curriculum and Academic Planning is busily reviewing proposals for new courses and will be making its recommendations at the December 7 faculty meeting.

The Faculty Welfare Committee collected the data on faculty salaries, adjusted for inflation, which appears in the first section of this newsletter. It next plans to gather information on fringe benefits for state colleges and universities in South Carolina.

The Faculty Research and Development Committee completed its recommendations of in-house fellowships for Spring, 1982 (See Paul Hamill's letter for the recipients and their topics). The Committee shortly will distribute application forms for summer research and development grants.

The Committee on Student Affairs and Athletics expressed concern over the apparent one-sidedness of Spiritual Enrichment Day and will draft a letter to that effect for the December issue of Newspak (Editor's Note: An editorial will also appear on the separation of Church and State). John Burns and Boyce Cox will meet with the Committee to discuss the implications of decreased federal funds for student aid.

The Committee on Academic Standards, Admissions, and Financial Assistance received and denied two student petitions. The Committee will recommend to the faculty at the December 7 meeting that a predicted grade point average of 1.60 be used as the minimum standard for admission of freshman applicants. Those having a predicted GPA between 1.20 and 1.59 would also be accepted upon completion of six semester hours of summer school at the College with a GPA of at least 2.00 in courses chosen from among English, History, Foreign Languages, Mathematics or Logic, and the Laboratory Sciences.

The Committee on Continuing Education and Special Programs will be reviewing and approving non-credit course offerings for Spring, 1982. It will also discuss data gathered from a questionnaire distributed to continuing education students from Stall High School.

A Faculty Advisory Committee for Recruitment has been formed to assist in reinforcing the College's position in the recruitment of minority faculty members. When a vacancy occurs in an academic department, the Committee will meet with the department chairperson to provide information and assistance in locating and contacting minority candidates. The members of the Committee are Bob Dukes, Bob Fowler, Gene Hunt, Roy Jones (Chair), Theresa Singleton, and Nan Woodruff.

The Search Committee for a Provost-Dean of the Faculty would like to generate as large a list of qualified candidates as possible. Please pass on any recommendations to Brian Wessellink or another member of the Committee or contact potential applicants directly and inform Brian, who is maintaining a complete list of nominations for the position. The members of the Committee are Virginia Bennaman, Neale Bird, Norman Chamberlain, Carmette Clardy, George Haborak, Ralph Melnick, Frank Petrusak, Herb Silverman, Brian Wessellink (Chair), and Nan Woodruff.
We—both the Faculty as a group and the Budget Review and Planning Committee—have had some surprises since last I reported to you that President Collins has accepted the position of Executive Director of the Charleston Higher Education Consortium, Dr. Hugh Haysworth has been named interim Vice President for Academic Affairs, and President Collins has announced a reorganization of the administration of the College.

While the BRPC had not reached the stage of discussing formally the matter of administrative reorganization, most of us assumed that, when we had completed our study of College data and an analysis of current organization and programs within the College, the Committee would recommend to the President whatever reorganization promised to improve the effectiveness and responsiveness of the administrative apparatus. Because President Collins had thought something along the lines of the reorganization he preferred for the College in this phase of its history, he felt that the BRPC could better spend its time setting the priorities critical to sensible budget planning, making projections, and planning for the 1982-83 budget. The fact is that, while the President's announcement caught the Committee by surprise, it has had little effect on our daily work, and will, unquestionably, simplify our deliberations. The President has made clear, moreover, that he will entertain recommendations from the BRPC about other organizational changes later on, should we wish to make them.

The details of the reorganization you know already. The symbolism of the establishment of a Provost-Dean of the Faculty, who will be second in command, is not, I trust, lost on the Faculty. That change states formally that at the College of Charleston the primary mission is academic, and that divisions falling under the now smaller number of vice presidents have missions in support of the academic mission. This modification fits well with the statement of mission that the BRPC has adopted as its basis for setting priorities and making recommendations about the allocation of College resources. The full text of that mission statement follows this report. Let me point out that this statement is a "working document" for the Committee; it has no status as an official document of either the Faculty or College, although we would be pleased if it later came to be accepted as such.

Having agreed upon the definition of our College mission, the Committee has been in the throes of working out a definition of the "activities" of the College—an analysis of programs. This exercise has proven more difficult than I had expected, but we are getting there. In theory, what the College does is represented by the sum of the activities that fall within the purview of each vice presidential division, and the cost of operating the College is the sum of the costs of these activities. In practice, a complete list of divisional activities with their costs has not been easy, not because of a lack of cooperation on the part of anyone, but largely because of the difficulty in agreement on what is meant by 'activities'.

By the time this appears in Newspeak, it is my expectation that we will have that programmatic analysis completed, and that priorities will have been assigned to each activity by the Committee. Once we have the priorities agreed upon, the making of budgetary decisions should not only be easier than has traditionally been the case, but should also be clearly—and properly—mission-based.

Also by the time this appears in print, Jim Smiley's Subcommittee on Data should have completed the collection and compiling of a wide variety of data, much of it in forms that we have not previously used in studying College and activities at the College. We are deeply indebted to Monica Scott and Lynda Highsmith of Institutional Research for the vast amount of help they have provided in accomplishing this formidable task. The resulting data will be of tremendous value in making recommendations to the President about a broad range of matters that need attention.

Brian Wesselink's Subcommittee on Mission is in the process of considering what specific objectives we should set for the College for the 1981-82 year. They are also considering proposals for actions that might need to be taken in the very near future. Ideas that any of you have for items that belong on either list should be sent to Brian or to me right away.

In summary, by the end of this semester the BRPC intends to have accomplished these things: (1) definition of the mission of the College; (2) analysis of the I programs and activities currently requiring expenditure of College resources; (3) setting of priorities for all such College activities; (4) recommendations for objectives to be accomplished by the College in 1981-82; (5) recommendations for immediate actions to be taken by the President.
My thanks go to all the members of the Committee, who have worked long and hard all semester to get us over the significant hurdle of bringing order out of a fair amount of dispersed data and divisionally-isolated activities. I am encouraged by the progress we have made. I am encouraged, too, by the general shape which the President's administrative reorganization is to take. It should lead to the coordination of all the areas of College activity, and it places the emphasis on academics, where I, as a Faculty member, have long wished to see more emphasis placed. That, after all, is what most of us came into this profession believing that a College is about.

Gerald Gibson
Chairman, BRPC

MISSION STATEMENT FOR THE COLLEGE OF CHARLESTON
(BRPC working paper)

The College of Charleston is a liberal arts institution which has a threefold mission: the primary mission of educating undergraduate students, a support mission providing an environment in which the primary mission can be realized, and an outreach mission extending programs and information to our society.

A. The primary mission of the College of Charleston is to encourage each student to:

1. develop effective communication skills;
2. develop the ability to make decisions through critical analysis;
3. develop an awareness of the individual's relationship with society, culture, history and the sciences within the context of a global perspective;
4. develop a set of personal values and ideals;
5. develop an ability to interact constructively with other individuals;
6. develop a creative and inquiring mind;
7. develop a firm foundation in an academic discipline, including:
   a. the ability to recount and explain the basic facts and postulates of the discipline and to use these in the solution of problems with which the discipline concerns itself;
   b. proficiency in the use of the techniques and tools of the discipline;
   c. an awareness of the resources of the discipline and the ability to seek out and assimilate knowledge that has not been a part of the classroom experience;
   d. experiences which will encourage continued interest in the pursuit of the discipline;
   e. the ability to relate knowledge in the discipline to other disciplines.

B. All programs, offices and personnel of the College have missions that support the primary College mission. These support missions include:

1. the identification, recruitment and retention of students whose past performance and standardized test scores indicate a good likelihood of success in a college that emphasizes academic excellence;
2. the maintenance of a faculty that is well educated, sensitive to student needs, active and productive as scholars, enthusiastic and able as teachers, and of high morale;
3. the encouraging of research and the providing of an environment within which faculty members might participate in the search for knowledge;
4. the maintenance of a student affairs staff that is professionally well trained, sensitive to students' needs and enthusiastic about facilitating the social, physical, ethical and intellectual development of all students;
5. the securing and effective management of funds necessary to maintain a strong modern program of instruction;
6. the acquisition and maintenance of sound, attractive, secure and appropriate physical facilities that create an environment conducive to pleasant living and learning.
The responsibilities of the College extend to the larger society:

1. by providing information and expertise which can serve as a basis for sound decision-making;
2. by designing and conducting basic and advanced programs that are consonant with the primary academic mission of the College.

SPEAKESBY

I think the decision by President Collins to reorganize the administrative structure was a good one. I am particularly pleased with his elevation of the position of Vice President for Academic Affairs to Provost-Dean of the Faculty. Administrative communication should improve with the four vice presidents reporting directly to the Provost. My major reservation is that these additional responsibilities will not allow the Provost to devote full time to the academic area. This shortcoming can be remedied if the Dean of Undergraduate Studies is given some of the responsibilities formerly held by the Vice President for Academic Affairs.

Merely changing a title from Vice President for Alumni Affairs to Assistant to the President for Alumni Affairs is not worth the cost of new stationary. I would prefer to see the Offices of Alumni Affairs and Institutional Advancement combined and consolidated.

Is the Mathematics Department taking over the College? It would certainly seem so. When Hugh Hayworth becomes interim Academic Vice President, two of the five remaining vice presidents will be mathematicians. A mathematician is Speaker of the Faculty and mathematicians are chairing the Committee on Nominations, the Faculty Research and Development Committee, the Faculty Welfare Committee, and the Search Committee for a Provost-Dean of the Faculty. However, there is very little truth to the rumor that Bill Golightly will replace Floyd Tyler as Vice President for Business Affairs, that Nick Norton will take over for Vern Rivers as Vice President for Institutional Research and Administration, that Kathy Allgood will supplant Cermette Clardy as Vice President for Institutional Advancement, that Jim Anderson will substitute for Tony Meyer as Assistant to the President for Alumni Affairs, and that Sue Franz will succeed Tom Humby as Executive Assistant to President Brian Wesselinck.

The two most important committees at the College are probably the Budget Review and Planning Committee and the Search Committee for a Provost-Dean of the Faculty. There were fourteen candidates for five faculty positions on the Budget Committee and fifteen candidates for seven faculty positions on the Search Committee. Our cumbersome election process requires a majority for election, with only the bottom candidate eliminated on each ballot. Five of the top six vote getters on the first ballot were eventually the ones elected to the Budget Committee and all of the top seven vote getters on the first ballot were eventually elected to the Search Committee. Had faculty members not voluntarily withdrawn, we would have lost a quorum in both elections before a committee had been constituted. Perhaps someone would like to propose a by-laws change in our election procedures that would be both fair and efficient, such as eliminating a certain percentage of candidates or requiring a minimum percentage of votes on any given ballot.

Speaking of by-laws changes, last year I had hoped for the abolition of the Graduate Faculty Committee because traditionally it hardly ever met and rarely accomplished anything when it did meet. This year, true to form, it has met once and failed to decide on its duties. Since the positions of Graduate Dean and Dean of Continuing Education have now been combined, I am asking the Committee on Continuing Education and Special Programs to investigate the possibility of defining and assuming the duties appropriate to graduate education that might be handled by a faculty committee. Faculty acceptance of such a proposal would obviate the need for a Graduate Faculty Committee.

According to Robert's Rules, for the Good of the Order affords members an opportunity to make constructive suggestions or express pleasure at certain undertakings or offer constructive criticism. This session at the November faculty meeting was designed to pass the time while waiting for the election results. Because of the enthusiasm generated by the discussion, I plan to have for the Good of the Order placed at the end of the agenda at future faculty meetings.

On Wednesday, November 3, Frank van Aalst was scheduled to speak at a brown bag luncheon sponsored by the Center for Continuing Education on the topic "Do We Really Have to Work?" A clear and concise answer was provided by Frank when he failed to show up for his talk.
EDITORIALS

Breaking Away

There are three types of faculty members at the College: (1) those who would never voluntarily leave, (2) those who would like nothing better than to leave, and (3) those who do not fall into either of the first two categories. Almost all of us consider ourselves to be in the third category, but we may be distinguished: the extent to which our actions and our outlooks bring us closer to Category 1 or Category 2. Positions within the categories change from time to time just as surely as the College itself changes. New developments within our institution, within other institutions, and within ourselves sometimes inspire us to shift categories. Let us first look at the kinds of faculty that can be found in the different groups.

A gross oversimplification and stereotyping would be to say that Professors tend toward Category 1, Assistant Professors toward Category 2, with Associate Professors solidly uncommitted in the middle of Category 3. As gross oversimplifications go, this one isn’t too bad. The average Professor has been at the College for 20 years; he has well-established roots in the Charleston community, and would find it difficult to locate suitable employment at a comparable level elsewhere. The average Assistant Professor has been here for 2.8 years, has not established roots or even fully adjusted to the Charleston community, and thinks of the College as a temporary stop on the way to a more suitable institution. The average Associate Professor has been here for 8.4 years and is going through a mid-career crisis.

Can these apparently disparate groups mesh to form a community that will work enthusiastically toward common goals? To facilitate communication, it helps to acknowledge that one’s attitudes and dispositions may vary according to one’s category. In particular, I would like to examine how our categories may affect our views about loyalty, change, and hiring at the College.

Loyalty is a value praised by faculty in Category 1 and belittled by faculty in Category 2. Philosophical or semantical differences in categorizing views on loyalty. Very few of us can empathize with a “My College right or wrong” sentiment. To me, loyalty to the College may be measured by the degree to which our professional goals and needs are influenced by institutional goals and needs. Most of the junior faculty are concerned primarily with teaching well and establishing solid research credentials. They can best serve the institution by serving their professions. Thus, many faculty members selfishly arriving for professional recognition may be doing precisely what the most loyal faculty members are, or should be, doing.

Some faculty, on the other hand, especially senior faculty, do see a conflict between what would benefit the institution and what would benefit the college. Mutual good of the College, they might help newer faculty get started with research projects at the expense of their own, might assume heavier teaching responsibilities in order to allow others to devote more time to professional development, and might move into areas of teaching or service solely to fill a gap at the institution. The actions of some of these seemingly loyal faculty members, however, might be ascribed to the belief that the best road to promotion, tenure, or respect is through self-denial, through appearing to sacrifice professional advancement for institutional advancement. It is difficult, and not necessarily important, to determine whether to attribute to our associates selfish, selfless, or Machiavellian motives. Regardless of motives, we should judge—when judge we must—our colleagues primarily on what they have accomplished for themselves and the institution rather than on how loyal they have been to the institution.

Another difference between Category 1 sympathizers and Category 2 sympathizers is a disposition toward change. Quite naturally, the more satisfied one is the less alteration one seeks. I am troubled by dissatisfied faculty members, wedded to the institution, who fear change because change might make a bad situation worse, who fear the devil they can’t see more than the devil they can see. Faculty who have an option and an interest in leaving also have the freedom to propose change, plausible or preposterous, without necessarily experiencing its consequences. When those who are reluctant to support any major changes in programs, policies, or organizational structure communicate with those who are inclined to favor change for change’s sake, our system works well if reason prevails. A reasonable guideline for change might be: If it ain’t broke, don’t fix it; if it don’t work, fix it.
The most important disparity between Category 1 and Category 2 types has to do with unstated criteria that influence recommendations in hiring. Taking into account affirmative action guidelines and departmental and institutional needs, we say we want to hire the best person for the job. We sometimes define "best" to be "most like us". If we think we are important contributing members to the College community, we favor recruiting those who share our outlooks. If we like the College, we want to hire faculty who also will. I expect faculty in every department on campus have examined and rejected candidates from outstanding universities with superb credentials because of a belief that these overqualified candidates would neither fit in nor be happy at the College.

If I could eliminate just one word from the English language that word would be "overqualified". I don't know the meaning of the phrase "whiter than white" in an advertisement for a laundry detergent, but at least I understand that the detergent is purported to be preferable to competing brands capable of no more than making dirty clothes "white". If a person is overqualified for a position, it means that the person is qualified for the position and has additional worthwhile attributes. We should not need a word whose connotation is that it is bad to be good. "Underqualified", on the other hand, is a perfectly legitimate word that might be the subject of a future editorial.

We have an obligation to be honest with any applicant for a position at the College, but we have neither the right nor the ability to decide if he or she would be happy at the College. That decision can only be made by the candidate. Certainly we want to hire outstanding faculty who will be here long enough to make positive contributions to the College. Still it is better to have a productive faculty member who stays only three years than an unproductive one who lingers for twenty. It is better yet to have a productive faculty member, intending to stay only three years, who then chooses to remain at the College longer because of an attractive academic environment that we help to create.

Jack Bevan

I don't believe that anyone at the College is irreplaceable; but if I did, that person would be Jack Bevan. Jack Bevan came to the College as Vice President for Academic Affairs in 1975 after having held similar positions at Davidson College, University of the Pacific, and Eckerd College. Since receiving his Ph.D. in Psychology from Duke University in 1953, he has published in periodicals as varied as Physiological Zoology, Journal of Parapsychology, and Learning Today on topics ranging from faculty evaluations and institutional rewards to spontaneous aggressiveness in castrated mice (which I hope is unrelated). Jack has presented 68 papers at annual meetings and has received numerous grants for both his scholarly and pedagogical research.

Jack Bevan's academic credentials, as impressive as they are, could not indicate the strength, the energy, the dedication, and the vision that he would bring to the job. Jack came to the College when there was a prevailing institutional philosophy that what was good for Charleston was good for the College, that the primary purpose of the institution was to serve and respond to local community needs. He came to a regional school where the faculty were treated as children in a family ruled by a patriarchal president. Although Jack never became president, he has been more responsible than either president under whom he has served for changes in the direction and philosophy of the College.

Under Jack's leadership and support, incentives were furnished for faculty who wanted to begin research projects. Institutional research and development grants were awarded and information and assistance given to faculty who wished to apply for funding from outside agencies. Jack encouraged faculty to develop professionally and hired faculty who would. A scholarly community at the College gradually began to receive some national recognition. Concurrently, existing academic programs were strengthened and Maymester, Governor's School, the Honors Program, and International Programs were added. Jack took an institution bound by tradition and helped create an atmosphere conducive to innovation.

Jack's tenure at the College, especially in the beginning, was not always smooth. He tried to make more changes more quickly than most people were willing to accept. He expected more from the faculty than the faculty expected from itself. When these expectations were fulfilled, many of his adversaries became allies. All admired Jack for his hard work and dedication to the institution. Not all faculty were pleased with the direction Jack provided for the College, but all faculty respected Jack for providing direction.

Because I agreed with so many of his long-range goals and short-term policy decisions, I was worried -- as Speaker of the Faculty -- that I might be viewed as a spokesperson for Jack Bevan rather than for the faculty. I have been raising issues with Jack, and he with me, several times a week for the past two years; so it is not surprising that we have had both major and minor disagreements on a number of occasions. I think we have agreed considerably more than we have disagreed because Jack, too, is a spokesperson for the faculty.
Lest this sound like a eulogy, I should point out that Jack Bevan does not walk on water, puts on his shoes one foot at a time, and has some faults. He knows a lot about a lot, and for this reason tends to be a better talker than a listener. By the sheer force of his assertive self-assured personality, those who are lacking in confidence can easily feel dominated and intimidated by Jack. His candor and blunt demeanor sometimes make him appear tactless. He has more conceptions and ideas than he alone can execute and has some difficulty delegating authority. However, Jack might be the only administrator at the College whose faults I can enumerate in just one paragraph.

Prior to my first visit to the College, I had forsaken the adage "Never trust anyone over thirty", but still held to the maxim "Never trust an administrator". At my interview for a faculty position, Jack Bevan explained his goals for the College and how he hoped to achieve these goals. I liked what he said, and assumed he said what he said because he knew I would like what he said. Some of his goals have been realized, most have been partially realized, and a few have not been realized at all. But I recognize now what I did not recognize at my interview -- that Jack meant what he said then as he has meant what he has said in all my subsequent dealings with him. There is also at least one administrator that I now trust, admire, and respect.

Jack Bevan, from 1975 to 1981, made his mark on the College. Jack Bevan, from 1982 to ..., will make his mark on the Consortium. Jack Bevan will be missed at the College.

Hugh Haynsworth

He's a Haynsworth, not a Bevan. Hugh Haynsworth, who will be serving as interim academic vice president next semester, does not have the qualifications for the position. Hugh Haynsworth, a year after receiving his Ph.D. from the University of Miami in 1970, did not have the qualifications to assume the Chairmanship of the Mathematics Department at the College of Charleston. Yet he did a fine job in that position for ten years. Some people have skills that are immediately apparent, some have skills that take time to appreciate, and some have no skills at all. That Hugh's skills take time to appreciate is a reflection of his unassuming manner, his self-deprecating sense of humor, and the kinds of skills he has.

It is no accident that the Mathematics Department is one of the most smoothly functioning, politically active, and harmonious departments on campus. Hugh has encouraged comments, criticisms, suggestions, and ideas from all members in his department. He has listened to them and responded -- with sympathy when needed, with encouragement when needed, with direction when needed, with advice when needed, with an apology when appropriate, and with a promise to change when appropriate. No one has held back expressing a point of view to Hugh for fear of reprisals. Hugh tries not to let his personal feelings cloud his professional judgments; when he fails, he errs on the side of compassion rather than retribution. A department with a warm, open, friendly atmosphere is usually more envied by faculty who lack it than appreciated by faculty who have it. I think I can speak for the entire Mathematics Department in saying to Hugh that we do appreciate what we have and appreciate he who was instrumental in guiding us toward it.

Hugh's management skills are superior to his academic credentials. He published one mathematical paper in 1971. He received one National Science Foundation student science training grant to establish programs on problem solving with mathematics and computers and another to institute research apprenticeships for minority high school students. He has also participated in several short courses and workshops at the College. While research is not Hugh's forte, he does recognize the need for both research and development at the College. He has encouraged and provided incentives for faculty in his department to either start or continue with projects and has tried to reward those who have been successful.

As interim academic vice president, I expect Hugh will give birth to many more good ideas than he actually conceives. He will listen to the ideas of his staff, of the other vice presidents, of the president, and of you and me. He will discuss them, assimilate them, synthesize them, and add his own. The final product will be well designed, workable, and fair. Hugh knows his strengths and his limitations. He will not try to do what he is not capable of doing and will follow through with what he starts to do. Hugh sees both forests and trees. His office will not permit deadlines to pass unmet nor proposals to pass unchallenged. His decisions will almost always be reasonable and fair.

He's a Haynsworth, not a Bevan. We must avoid the temptation of making comparisons between Jack Bevan and Hugh Haynsworth or Jack Bevan and our future provost. None of us, including Hugh, knows all the difficulties and pitfalls inherent in the position of interim academic vice president. Hugh will be the best interim academic vice president he knows how to be. With our support, he can succeed in providing a smooth transition and effective leadership in the coming semester. Good luck, Hugh!
Dear Herb:

I am pleased to respond to your request that I describe the function of the Office of the President. The College of Charleston is many things to many people, and the President is expected to respond to and be a part of all the constituencies. What goes on in and outside of the classroom between the student and the teacher constitutes what we are all about. The President must be committed to this purpose, provide administrative services in order that it can occur in an efficient manner as possible, and lead the institution in the definition of its mission.

The President's responsibility also is to articulate the goals and mission of the institution to the external public. This includes the State College Board of Trustees, the General Assembly, the Governor’s Office, the Commission on Higher Education, the Alumni, and friends of the College in the local community as well as over the entire state. In this capacity, a good deal of my time is spent in meetings with individuals and groups. For example, this year I am Chairman of the Council of Presidents which calls for a monthly meeting as well as representing the Council at each meeting of the Commission on Higher Education. In addition, as President of the College of Charleston, I am called on to make an average of six speeches a month in the local community as well as over the state.

The President also is the representative and chief spokesman for the institution in national and regional educational organizations. I belong to ten national and regional organizations, and hold office in six. Over the past four years I have made twelve presentations at national conventions ranging from serving on a panel to making a major address. Last week I was elected Chairman of the South Carolina Committee for the Humanities, and in March, 1982, I am scheduled to assume the presidency of the Southern University Conference, a conference begun in 1933 composed of over a hundred colleges and universities in twelve southern states.

You also asked me to describe a typical day. I must smile at that request as there are no "typical" days. The best way to respond is to say that the day begins around 8:30 a.m. and at least four out of the seven days ends between 10:00 - 11:00 p.m.

Like all human beings, I must admit that there are days when I wonder whether what I do makes any difference, but when I see accomplishments by our faculty and students, when I talk to alumni and friends who are excited about what we are doing, when we receive regional and national recognition, then the spirits rise and I know that it is all worthwhile.

Sincerely,

Edward M. Collins, Jr.
President

Dear Herb:

I should like to take this opportunity to let members of the faculty know that within the next few days they will be receiving information regarding The Human Endeavor fund drive. The Human Endeavor (formerly The Other Way of South Carolina) is an umbrella charity which helps to raise money for a number of organizations around the state that are working for social progress. Many of these organizations play an important role in the lives of Charleston citizens: the Opportunity Industrialization Center of Charleston County, Parents Anonymous, the Pastoral Counseling Center, People Against Rape, West Side Youth Community Club, and the Women’s Advocacy Center.

In September of this year The Human Endeavor was certified by the South Carolina Secretary of State as eligible to solicit state employees for payroll deductions. Faculty members who wish to make contributions, either through payroll deductions or by check, may do so using the forms they will be receiving.

Sincerely,

Faye B. Steuer
Dear Herb,

We would like to remind our friends and colleagues that we are drawing near the end of the 1981 Faculty-Staff Fund Drive, and although the Fund Drive has progressed well, we are still somewhat short of our goals.

Recently one faculty member arranged to set up a Septima Clark Award in the amount of $500. Proceeds from this amount are to be given annually to a graduating senior who has completed a minimum of sixty hours at the College. Preference is to be given to the minority student with the highest grade point ratio upon graduation. We would like to point out that anyone who would like to add to the amount of this award may do so by designating their contribution for that purpose.

We thank those of you who have already contributed; your generosity will benefit all of the College of Charleston community.

Sincerely,

Suzanne Moore
Department of Languages

Paul Hamill
Faculty Research and Development

Dear Herb,

The following have been offered in-house fellowships for faculty development for Spring, 1982:

Professor Phillip Dusen, Biology
Project start-up funds for study of "fronts" in harbor and ocean waters.

Professor James Hawkes, Business Administration
Funds for release time and project expenses to produce pilot videotapes on basic statistical concepts, using computer graphics.

Professor Robert Mignone, Mathematics
Funds for release time to carry on research in symbolic logic.

Professor Patricia Seed, History
Funds for release time to pursue research and interdisciplinary course preparation in Latin American history.

As this list makes clear, the Faculty Research and Development committee chose to emphasize support for junior faculty. Some of the function of last Spring's "Interdisciplinary Fellows" will be filled this Spring by persons working with the Internationalizing the Curriculum grant, and by the implementation of Professor Anna Katona's project of co-teaching literature on values questions with colleagues from science and business.

The quality of applications for in-house fellowships was (in my opinion) very good, and the winners deserve congratulations as well as good wishes for success.

Sincerely,

Paul Hamill
Director
Faculty Research and Development

Dear Herb:

Faculty members have asked me a variety of questions concerning the demographic data for students in the Honors Program. Through Newspeak, I thought I would share some of the data with the entire faculty and staff. A summary of the basic data is as follows:
<table>
<thead>
<tr>
<th>Class Standing:</th>
<th>STUDENTS ACCEPTED FOR</th>
<th>STUDENTS ENROLLING IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorians</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Median Class Rank</td>
<td>Top 2.1%</td>
<td>Top 2.0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT Scores:</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td></td>
<td>Verbal</td>
<td>Math</td>
<td>Total</td>
<td></td>
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<tr>
<td></td>
<td>625</td>
<td>627</td>
<td>1252</td>
<td></td>
</tr>
<tr>
<td></td>
<td>636</td>
<td>631</td>
<td>1267</td>
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</tr>
<tr>
<td></td>
<td>631</td>
<td>617</td>
<td>1248</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Sex:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Females</td>
<td>30 (70%)</td>
<td>23 (56%)</td>
<td>24 (77%)</td>
<td>15 (56%)</td>
</tr>
<tr>
<td>Males</td>
<td>13 (30%)</td>
<td>18 (44%)</td>
<td>7 (23%)</td>
<td>12 (44%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geographical Distribution:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Charleston County</td>
<td>Berkeley/Dorchester</td>
<td>Other Areas in SC</td>
<td>Outside of SC</td>
</tr>
<tr>
<td></td>
<td>16 (37%)</td>
<td>6 (14%)</td>
<td>19 (44%)</td>
<td>2 (05%)</td>
</tr>
<tr>
<td></td>
<td>8 (19%)</td>
<td>5 (12%)</td>
<td>19 (47%)</td>
<td>9 (22%)</td>
</tr>
<tr>
<td></td>
<td>13 (42%)</td>
<td>5 (16%)</td>
<td>11 (36%)</td>
<td>2 (06%)</td>
</tr>
<tr>
<td></td>
<td>6 (22%)</td>
<td>3 (11%)</td>
<td>12 (45%)</td>
<td>6 (22%)</td>
</tr>
</tbody>
</table>

One must be careful when drawing conclusions from these data. After all, the numbers are quite small and two years does not a trend make. Despite this caveat, however, several comments seem to me to be in order. A comparison of those students who enrolled in the Honors Program in the fall of 1980 with those who enrolled in the fall of 1981 shows very little change in academic credentials. There was no change in the median class rank and the average total SAT score actually decreased by two points. On the positive side, however, there was a very small increase in the number of valedictorians and a more significant increase in the number of Governor's Scholars. The data concerning sex and geographical distribution are especially significant. More than three-quarters of the fall 1980 incoming class were female and nearly 60% came from the tri-county area. The fall 1981 class, however, had a much more even distribution by sex and had only one-third of its members from the tri-county area. I am extremely pleased that both the number and percentage of students outside of South Carolina have roughly tripled.

When a comparison is made of those students accepted by the Honors Program Committee for fall 1980 and fall 1981, the results are even more dramatic and encouraging. Once more, there was a significant change in the ratio of "locals" to "nonlocals" and in the ratio of females to males, as well as a small increase in the number of valedictorians. The number of Governor's Scholars increased dramatically (nearly 50%), the median class rank improved very slightly, and there was a 15 point increase in total SAT scores.

Three other comments: First, it is somewhat surprising that although math scores are higher than verbal scores in South Carolina and throughout the nation, the Honors Program students scored higher on the verbal portion of the SAT than they did on the math portion. This discrepancy is not due to any bias on the part of the Committee towards verbal scores, but rather is a function of the sort of students that apply (it seems plausible, for example, to think that those with very high math scores would tend to go to schools which have engineering programs). Second, the students who were accepted into the Honors Program but decided not to attend the College have attended very good schools. Last year, for instance, of the 14 who declined, 11 went to schools outside of South Carolina, 7 going to either Davidson or Duke. Finally, I want to note that last year there were many more applications than there were the year before. Moreover, the number of applications received this year is far ahead of what it was at this time in the previous years.

Once more I would like to emphasize how careful one must be in drawing conclusions from these data, since they involve a relatively small number of students and only reflect a two-year history. All in all, though, they seem to me to provide evidence that the College is having some success in recruiting superior students from around the state and even from outside of the state.

Sincerely,

Ship

Rew A. Godow, Jr.
Director of the Honors Program
Associate Professor of Philosophy
This letter is in reaction to Mr. River's letter which appeared in the last issue of NEWSPEAK.

Apparently the word "lounge" is getting in the way of Mr. Rivers' understanding what it is really that the faculty is requesting. We do not require a place in which to recline, snack and drink coffee. We all have discovered the vending machines (often inoperable) and the snack bar. Those of us who systematically abuse our pancreas at ten, two and four, have figured out ways to avail ourselves of a hot cup whenever we crave it. And, as for lounging, the couches and benches in the atrium are being used for that, or were until life and limb were threatened by failing building materials.

What we don't have, and what we are begging for is a work-room—a room where we can go before or between classes taught in that building. Those of us who are full-time have offices across campus and often need to transport materials for more than one class at one time, since not infrequently the classes are scheduled back to back. The convenience of depositing materials unnecessary for one class in that room and of composing ourselves after rushing across campus with a full load seems appealing. Those who are adjunct faculty have no offices, and truly need such a room for those activities which regular faculty perform in their offices. Seen in this light, a work-room would be beneficial to every faculty member teaching in the Education Center.

We also need a room where we can interact at an intellectual level with our colleagues in an atmosphere of calm and seriousness. During my first three semesters at the College, I taught in Maybank, and, naturally, regularly visited the lounge there. Through interaction with colleagues in that lounge, I became involved in two exciting inter-disciplinary projects with colleagues whom I might have never met if the circumstances had been then what they are now. There were also many conversations with colleagues about our classes, our research, current events, national, local and campus politics, experiences abroad, films, etc. I am presently missing these contacts, conversations and exchanges and regretting it on a daily basis.

May I respectfully urge the decision-makers to reconsider the denial of our request.

Sincerely,

[Signature]

Oralia M. Preble

Editor's Note: I am pleased to say that the decision-makers have reconsidered. Beginning Monday, November 30, Room 121 of the Education Center will be made available as a Faculty Lounge/Work-Room.

Dear Herb,

Robin Yarrow. Who is Robin Yarrow? Robin: a common bird that can be seen on American front lawns plucking earthworms. Yarrow: an aromatic plant which in herbal medicine is used as a vulnerary. Robin Yarrow, flower-child-bird does not exist except on a mailing label. She shares a common trait with Samuel Clemens, Flora Fairfield, Clarke Fitch, and perhaps even Kilgore Trout. Pseudonyms or pen names have been common in literature for hundreds of years. Ah, but what does Robin Yarrow write? She wrote letters requesting materials for the information files of the Robert Scott Small Library. Robin Yarrow is a name and only a name. Was it Shakespeare or J. Edgar Hoover who said, "'Tis but thy name that is my enemy. . . . What's in a name? That which we call a rose/ By any other name would smell as sweet." (Romeo and Juliet. Act 2 Scene 2)

So when a representative from the Federal Bureau of Investigation did come to Charleston to smell a Robin, the bird did not exist. Riddles. Yes, it's true, Robin Yarrow, a nom de plume with a nom that sounded like a flower child was investigated by the government. Someone in Washington wanted to know what kind of a person would order materials simultaneously from the John Birch Society, the Revolutionary Communist Youth, and the National Association to Keep and Bear Arms. And you might be wondering too.

It was a group of librarians who consciously collected materials from a wide range of left wing/right wing groups. The philosophy was that students and faculty need to find out about all different points of view. This studied effort to collect materials which are rarely available in any other library supports the principle of intellectual freedom.
As far as the name of Robin Yarrow, it was merely a protective device. If the library staff, historical and present wishes to order materials from the National Knights of the Ku Klux Klan and that organization does not wish to send materials to an institution, why should the person ordering on behalf of the library have to risk being confronted at home when the local chapter of the Klan has its next fund drive. A name is personal and I would prefer mine to be kept pristine by keeping it off the mailing list of the National White People’s Party.

If the fake name offends, I propose we use a real one, Robert Scott Small, Library that is. And if a group does not send information to an institution, it will have that option. And if the FBI wants to visit Robert Scott Small, the agent will be curious about a building subversive in its front steps. Robin Yarrow and the age of using personal names to order library materials is dead. Robert Scott Small (Library) shall rise to take her place.

Sincerely,

Sheila L. Seaman

TO: Roy Jones, Director of Human Relations
FROM: Ralph Meinick, Acting Director of Libraries
RE: Ethnic Slurs

We often don’t consider such "innocent" words as Gyped or "Gypsy," when used as verbs or adjectives, as ethnic slurs, but in actuality they are. To ignore this misuse of these words is comparable to saying "nigger-rigged" when referring to makeshift, or "jewed down" when speaking of bargaining over a price.

A memo crossed my desk from the bookstore speaking of "Gypsy" Book Buyers, who I assume are not members of the Gypsy people. While I am sure that the use of such a term was not for reasons of slurring a particular people, at an institution of higher learning we should be more sensitive to the implications of the words we use.

I would appreciate your advising the College community with regard to this misuse of words. Thank you very much.

Dear Herb:

I couldn’t help but wonder, as I was reading your article on academic freedom in the last issue of NEWSPEAK, if the citizens of Charleston would recognize the existence of radical behavior on the part of our faculty. Trouble can’t exist in Paradise can it?

But, that was just a side note. What I would really like to know, Herb, is how in a radical faculty member supposed to come out of the closet? If we are not allowed to venture from our specified subject matter in special classroom, where do you suggest we express this radicalism? Now, I suppose I could stand up at the faculty meetings and speak out about the present administration (Reagan that is), but somehow that does not seem appropriate. No, the only vehicle that I have found for this self-expression so far has been my door. There have been times when I have put “controversial” material on my door. But, unfortunately, my door is usually open and the controversy goes unnoticed.

Sincerely,

Dear Rebecca,

If you would like to venture beyond your door to express yourself, there are several outlets — both internal and external. I hope you will consider discussing your radicalism in a talk given to the Faculty Seminar Series or, at the very least, in a letter to Newspeak. As a citizen of the country as well as the College, you should also feel free to join any radical groups and espouse openly any radical causes without fear of institutional reprisals. If you should show me the closet from which you would like to emerge, I would be pleased to discuss with you the appropriate forum for your debut.
Dear Herb,

As we approach a period of evaluation, retreatment, and redefinition, marching proudly behind the unfurled banner of the College's mission (whatever it may be), I think that the enclosed letter, excerpted from the College Music Society's Fall Journal, Symposium, will be a wonderful help in the continuing clarification of collegial purpose.

Love,

David W. Maves, Chairman
Department of Fine Arts

Dear Dean X:

I write in response to your suggestion of an appointment to our faculty for Mr. W.A. Mozart, currently of Vienna, Austria. While the Music Department appreciates your interest, faculty are sensitive about their prerogatives in the selection of new colleagues.

While the list of works and performances that the candidate submitted is undoubtedly a full one, though not always accurate in the view of our musicologists, it reflects activity outside education. Mr. Mozart does not have an earned doctorate; indeed, very little in the way of formal training or teaching experience. There is a good deal of instability too evidenced in the resume. Would he really settle down in a large state university? And while we have no church connections, as chairman I must voice a concern over the incidents with the Archbishop of Salzburg. They hardly confirm his abilities to be a good team man.

I know that the strong supporting letter from Mr. Haydn, himself a successful composer, suggests that some of the candidate's problems are not really to the heart of the matter. But Mr. Haydn is writing from a very special situation. Esterhaza is a well-funded private institution, rather a long way from our university, and better able than we are to accommodate a nonacademic like Mr. Haydn. Our concern is not just with the most gifted but because state funds are involved, with all who come to us seeking an education in music. I have drawn to your attention many times the budget and space problems in the department.

The musicology faculty did say after the interview that Mr. Mozart seemed to have little knowledge of music before Bach and Handel. If he were only to teach composition, that might not be a serious impediment, but we expect everyone to be able to assume some of the burden of large undergraduate survey classes in music history.

The applied faculty were impressed by his piano playing, rather old-fashioned though some thought it to be. That he also performed on the violin and viola seemed to us to be stretching versatility dangerously thin.

The composition faculty were in the same way skeptical about his extensive output. They rightly warn us from their own experience that to receive many performances is no guarantee of quality, and the senior professor points out that Mr. Mozart promotes many of these performances himself. He has never won the support of a major foundation.

Naturally, he proved to be an entertaining man at dinner and spoke amusingly of his travels. It was perhaps significant that he and our colleagues seemed to have few acquaintances in common. One lady colleague was offended by an anecdote our guest told and left early. We are glad as a faculty to have had the chance to meet the visitor, but do not see our way to recommending an appointment, and least of all tenure. Our first need, as I have emphasized to your office, is for a specialist in music education primary methoods.

Please give my regards to Mr. Mozart when you write him. I am sure he will continue to do well in that very different world he has chosen and which suits him better, I believe, than higher education.

Yours Sincerely,

...........
Chairman

I would like to thank all contributors to this issue of Newspeak. The deadline for submitting letters and pieces of information for the next issue is Monday, December 14, one week after our faculty meeting. I would like all standing committees to send me their end of semester reports for publication in the next issue. The reports should include accomplishments of this semester and goals for next semester.