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

JANUARY 20, 1982
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ADMINISTRATIONSPEAK

What follows are some comparisons of the faculty profile at the College.

The average age of the faculty in Fall, 1973 was 36.0 and in May, 1981 was 39.9.

For a further breakdown in age, we have

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Fall, 1977</th>
<th>May, 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>28 (24.5%)</td>
<td>11 (5.6%)</td>
</tr>
<tr>
<td>30's</td>
<td>57 (13.1%)</td>
<td>108 (55.4%)</td>
</tr>
<tr>
<td>40's</td>
<td>15 (13.1%)</td>
<td>52 (26.7%)</td>
</tr>
<tr>
<td>50's</td>
<td>10 (8.7%)</td>
<td>14 (7.2%)</td>
</tr>
<tr>
<td>60's</td>
<td>4 (3.5%)</td>
<td>10 (5.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>195</td>
</tr>
</tbody>
</table>

The average length of service in years was

<table>
<thead>
<tr>
<th>Years</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Seven</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>May, 1974</td>
<td>34</td>
<td>27</td>
<td>10</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>May, 1981</td>
<td>14</td>
<td>23</td>
<td>15</td>
<td>9</td>
<td>19</td>
<td>20</td>
<td>28</td>
<td>67</td>
</tr>
</tbody>
</table>

As of May, 1981, there were 14 who had been here for 8 yrs; 15, for 9 yrs; 8, for 10 yrs; 13, for 11 yrs; 3, for 12 yrs; 3, for 14 yrs; 1, for 15 yrs; 1, for 16 yrs; 1, for 18 yrs; 2, for 19 yrs; and 1 each for 20, 21, 23, 24, 26, and 34 yrs.

In 1973-74, 19 out of 114 (16.6%) were tenured; in 1981-82, 101 out of 195 (51.8%) were tenured. The distribution by rank is

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>12</td>
<td>16</td>
<td>82</td>
<td>114</td>
</tr>
<tr>
<td>1981-82</td>
<td>24</td>
<td>91</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>195</td>
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</table>

A committee consisting of the President, three faculty members, and three members of the Board of Trustees will be recommending candidates to the full Board for Honorary Degrees that will be given at the Spring Commencement. Please feel free to pass on any suggestions to one of the three faculty members on the committee (Jim Anderson, Clarence Davis, Julian Harrison).

At its January 13 meeting, the State College Board of Trustees once again postponed discussion on the proposal recommended by the faculty that the Education Center be named in honor of Ms. Septima Clark. Another name was proposed by a member of the Board. The Planning Committee of the College, consisting of five members of the Board and headed by F. Mitchell Johnson, will consider both names and make its recommendation to the full Board at its March meeting.

The Provost Selection Committee, at its January 18 meeting, tentatively reduced to 41 the number of candidates still under consideration from the 147 who had applied by the first week in January. At its January 25 meeting, the Committee plans to narrow this list further and eliminate some of the 60 applicants who have just recently applied and have not yet been reviewed.

Hugh Haynsworth has instituted a faculty partnership program in which an interested tenured faculty member may join in an informal partnership with a new professor. They may discuss teaching, research, or faculty governance; they may compare syllabi or visit each other's classes; they may review informally student evaluations or other materials of the profession. Those interested will meet for lunch at the Blacklock House on Tuesday, January 26. It is hoped that partnerships formed this semester will provide guidance for a more formal program next semester.

A Workshop on Registration, led by John Dempsey, was held for Department Chairpersons on Friday, January 15. Gerald Gibson, Hugh Haynsworth, and Norman Olsen discussed their scheduling procedures. Chip Jackson talked about registration policies and practices and the difficulties in processing over 600 overrides this semester. Suggestions for improving registration were discussed, but no changes have yet been determined.
COMMITTEESPEAK

The Committee on Nominations re-elected Bill Golightly as Chairperson and Katina Strauch as Secretary. The Committee will nominate candidates for Speaker of the Faculty at the February faculty meeting. Nominations from the floor will be accepted at both the February and March faculty meetings, with the election in March.

The Faculty Welfare Committee drafted a letter and a questionnaire that it hopes to send to appropriate officers at state institutions within South Carolina requesting information on fringe benefits at their institutions. The Committee is also investigating whether to recommend to the faculty an IRA program that could be used either as a supplement or an alternative to the deferred compensation plan offered by the state.

The Committee on Academic Standards, Admissions, and Financial Assistance reviewed and approved a student petition for readmission to the College.

The Committee on Curriculum and Academic Planning is discussing minimum and maximum hourly degree requirements for a major and hopes to make a future recommendation to the faculty. The Committee shorty will be considering the Global Issues Program at the College. Also under consideration are methods to process and make recommendations after receiving departmental curriculum reviews.

The Committee on Continuing Education and Special Programs will discuss incentive grant recipients, evening class schedules, and improvement of the advising system for continuing education students.

The Faculty Research and Development Committee received 17 applications requesting $40,000 for summer research and development grants. The Committee expects to recommend awards totaling approximately $22,000. Recipients should be notified by February 15.

The Committee on the Library will be meeting with David Cohen, new Director of the Library, to discuss with him the duties, functions, and purposes of the Committee.

An ad hoc committee has been formed to investigate the proposed by-laws change to merge the Graduate Faculty Committee and the Continuing Education and Special Programs. The Committee, consisting of Charles Matthews (Chair), Suzanne Moore, Jack Parson, Sheila Seaman, and Carol Foris, will make its recommendation at the February faculty meeting.

BUDGETSPEAK

There is a time, the Preacher says, to every purpose under heaven. I hope this is a time suitable for frankness, for in the paragraphs that follow I make some observations that come out of experiences during a semester's worth of work on the Budget Review and Planning Committee, and I have tried to calculate them to be just frank enough to serve the good purposes intended for them.

Observation #1: People seem too ready to view the new administrative reorganization as "cosmetic." Maybe it's because I misunderstand the implications, but that word--cosmetic--applied in this case appears to reflect a skepticism that is troubling. Skepticism is often a mark of wisdom, and there is surely a time too for it, but at this point I suggest that the swift judgments rendered are: (a) premature, (b) unfair, and (c) inimical to the interests of the faculty. The underlying assumption, I take it, is that while titles and charts may change, the College will still be paying the same substantial salaries to an over-abundance of administrators. Maybe others have data to support that prophecy; the BRPC does not. The view that the College could function quite well with a smaller ratio of non-teaching employees to faculty is one to which I have long (and loudly) subscribed, but the fact is that this ratio has declined from 2.1 to 1.8 over the last year. Yes, I grant that this decrease occurred without any direct impact on the higher-paid non-teaching College employees, but it is a start. The BRPC is at work, and I implore you all to give our committee time to proceed rationally in addressing this question in its proper context (the direction of the resources of the College to the best advantage) before making recommendations, and to give the President a fair chance to respond to those recommendations. Our interests as faculty members, the "front line troops," are best served, let me suggest, by holding onto optimism for a reasonable time, and a "reasonable time" here I would define as "until proven groundless." After all, we, the faculty, are hardly likely to encourage more decisions for change if every decision has little or no likelihood of success.

Observation #2: There is an excess of paranoia in evidence on campus. Such a reaction is surely not shocking in times when money is tight and there are people prowling about in search of "fat" to cut. But I can tell you that the BRPC is not out to get anyone; we have no "hit list," nor do I know of anyone who has one. If we can all pull back and look at the situation objectively, should we not feel encouragement rather than apprehension?
The faculty is a stronger force in shaping the future of the College than it has been in my memory. If you will permit another biblical allusion in a state-supported publication, there is a curious similarity here: presently to the murmurs of the waters and the rocks when they hungered in the wilderness of Sinai, Egypt seemed not so bad a place. My friends, I still remember Egypt vividly. We don't want to go back there. Since 1978 this faculty has run its own show; academic department chairmen have been made administratively responsible (and hence accountable) for matters that in the past had been dealt with administratively (paraphrastic) fiat; through ad hoc committees, such as the BRPC, the faculty has been included in high-level decision-making processes; and a decreased number of vice presidents has been located organizationally in a way that declares their roles to be supportive of those who carry out the primary—academic—mission of the College. We may choose to be cynical about motives, or we may yearn to reach the Promised Land faster, but we cannot—on the facts—complain that the faculty has been either ignored or trampled over. Nor will it be ignored or trampled over by the BRPC. In the Spring '82 term, high-authored, and I will be working with department chairmen in devising an optimal approach to collecting and interpreting the data to be used by the committee in meeting its mandate to draw up a contingency plan for faculty retracement, and for assessing the equitability of faculty large numbers. There is doubt whether any of the BRPC members met on additional occasions, and individual committee members invested varying numbers of hours on independent homework. Altogether I would estimate conservatively that 500 man-hours (sorry, but "person-hours" sounds just too affected) were expended in laying a sound foundation for budgeting and planning, and in responding to the State Budget and Control Board's mid-year budget-cutting order. It would be sorely degrading to think that all this effort was wasted in some sort of bizarre window dressing. I'll go further: Should the members of the BRPC ever become convinced that such is the case, I have no doubt that most of its members—including the chairman—would find more productive ways to while away the hours. And again, I await the evidence that this skeletal assumption has a basis in fact. So far the BRPC has had full administrative cooperation, has been kept informed of developments (most notably the surplus plan), and has been granted access to all data requested. Of the 21 objectives for 1981-82 and the nine recommendations for immediate action proposed by the committee to the president, all except one (that we eliminate midyear commencement) have been endorsed by him. Ah, you may say, is this simply expenditure of time, or has it translated into action? I agree. And that we shall learn about soon. But so far, based on the facts, there seems to me ample reason for optimism. The president has, in fact, asked for and received suggestions about implementation of each proposed objective or action. You may check the lists that follow this report to see how things are progressing.

The ratio of complaints to suggestions for solving them is an exceedingly doubtful some statistical value in grumbling about our circumstances, and certainly some circumstances that warrant grumbling. There is validity, too, in the assertion that we have administrators paid to anticipate and solve the problems we complain about, though it becomes easy to use this claim as a cop-out. But would it be more helpful and pleasant if we all concentrated less on dredging up aggravations and more on making things better? I am not urging that we develop tolerance for demonstrated indifference or to incoherence in dealing with College problems. I am proposing that grievances deserve to be taken more seriously when accompanied by concrete, creative ideas for dealing with them, ideas which should not be in short supply in an academic institution.

What we are and what we are to become as a college rests much more with us, the faculty, than with the administration. This observation, I confess, I made years ago in an assignment done in Creative Writing class: the writing of an essay entitled "A Program for Superior Students at Wofford College." Although time and experience have changed my views on a score of things, I remain convinced that the quality of a faculty above all determines the quality of a college. When I wrote that essay as a student, I knew nothing about paper credentials or national reputations. Then, as now, I had in mind such virtues as humanness, goodwill, integrity, and open devotion to scholarship and teaching. Today I would add to that list commitment to creative cooperation in getting done well the work of the College—all of the work. I suppose what I am wishing for is simply a shared vision so powerful that each of us would work unthinkingly to see that it becomes reality. If we had that shared vision, every committee, including the BRPC, would, I believe, take on its chores with a special group enthusiasm which could not fail to produce success.

This semester the BRPC will select a limited number of areas of the College to study in some detail, with a view to devising reasonable contingency plans needed as we face a future that promises serious challenges to our creativity and management ability. We shall be calling on many of you for information and help, and in behalf of our committee, I shall now for your best, most positive response.
Objectives for the 1981-82 Academic Year

Proposed by the Budget Review and Planning Committee and Endorsed by the President

1. Design a procedure so that faculty salaries
   a) can be recommended no later than April 15 for each year,
   b) can be increased at least 11% for 1982-83, and
   c) are above the state average by 1984-85.

2. Produce publications which are more attractive, including a "professional" media promotion for attracting students, soliciting contributions and improving public relations. Incorporate all off-campus publications including the Alumni Newsletter, The Center, and the Blacklock Papers into one quality publication.

3. Provide for faculty development in the office of Faculty Research and Development at a $60,000 annual level and for professional staff development at a $30,000 annual level, with built-in inflationary increases in each area.

4. Increase the quantity of the library holdings for research and instruction by increasing the financial commitment by 10% over the 1981-82 budget.

5. Insist that all employees of the College deal with students and the public in a responsive, energetic and positive fashion.

6. Maintain and enhance a program of evaluation of employee effectiveness and efficiency.

7. Increase the total student FTEs by 500 through programs which
   a) increase the number of transfer students from two year colleges by 20%,
   b) reduce the attrition rate by 5%,
   c) increase the number of freshmen recruited, with special emphasis on recruiting honor students, and
   d) increase the number of Continuing Education students by 20%.

8. Design a program which will increase the giving to the Foundation by 100%, including giving from at least 12% of the alumni and 60% of the faculty and administration over the next three years.

9. Provide for proper maintenance of facilities and utilities (delivery system).

10. Design procedures for determining divisional and departmental budgets by January 20th of each year, subject to later revision.

11. Investigate register-by-mail registration for all new students, with an experimental trial on a limited basis for the 1982-83 year.

12. Increase the minority faculty, staff and students using the South Carolina Plan for Equity and Equal Opportunity in the Public College and Universities as a guideline.

13. Establish guidelines and procedures for improved campus communication within the student body and among faculty and staff, including increased mailroom efficiency using current distribution lists and guaranteeing next-day delivery.

14. Establish guaranteed "close," safe parking for faculty and staff at an individual cost of no more than $100 per year.

15. Bring members of the tri-county delegation to the campus to meet with Chairmen and/or other faculty, students and administrators in an informal setting.

16. Reduce energy consumption by 10% per square foot.

17. Double the number of students who take advantage of the study abroad programs.

18. Establish a system of data collection for Continuing Education students which will be useful for planning and budgeting purposes.

19. Allow departments to include equipment purchase and maintenance costs as part of the regular budget planning process, with a guarantee that no department will receive less than the total of its student laboratory fees as the non-personnel portion of its operational budget.

20. Increase off-campus job placement of students to $200,000 in dollars earned.

SUGGESTIONS FOR IMMEDIATE ACTION

1. Introduce a system whereby Physical Plant keeps originators of work requests informed in writing of the disposition of the requests.

2. Eliminate registration at the municipal auditorium.

3. Eliminate Newsnotes.

4. Get a program established for getting the lights out.

5. Require each department to submit requests for major projects to be undertaken for 1982-83 by Physical Plant so that budget can be planned with these requests in mind.

6. Announcement from the President that again this year faculty raises will be as large as the state will permit, that every effort will be made to address any remaining inequities, and that raises will be based primarily on merit.

7. Designate one individual will have the responsibility for coordinating and scheduling all College facilities for College and non-College events.

8. Get proposals and select a word processor for College use.

SPEAKEASY

I had hoped that the mid-year commencement address by James B. Edwards, Department of Energy Secretary and alumnus of the College, would have been more suited to the needs of the graduating seniors. Instead, it sounded like a standard Republican campaign speech decrying the liberal bureaucrats in Washington who are responsible for the trillion dollar national debt and asking for an end to governmental red tape and regulations that stifle prosperity. Edwards closed by exhorting our graduates to serve God, country, and fellow man.

Who won and who lost? An article in the Charleston Evening Post by Steve Waters, recounting the 92-54 thrashing last month of Florida Institute of Technology by the College of Charleston basketball team, made it appear that the College places more emphasis on athletics than academics. Waters felt sympathy for the Florida coach because "When you coach a basketball team at a school where a player's worth is measured not in scoring average but grade point average, you're in trouble right off the bat." The story was peppered with sentences like "An academic institution with the emphasis on academics, when the Engineers speak of board scores, they're not talking about rebounds." The report quoted the Florida coach as saying "The College plays during their exam week. We don't even practice."

Vern Rivers, Vice President for Administration and Institutional Research, recently became responsible for the Physical Plant, Security, Personnel, Mail Service, Duplicating, and Telephone Operations. I received a memo from him asking for my assistance in alerting him to problems in these areas that might require his prompt attention. Should you know of any, please let me know or contact him directly.

I have been asked how I determine the order of Letters to the Editor in Newspeak. My first priority goes to letters from high-ranking administrators and those not directly connected to the College. I put letters back-to-back that deal with the same topic. I try to avoid forcing the reader to turn the page in order to complete a letter. Finally, I like to save humorous or light letters for the end.

I just received a letter from Cerise Oberman-Soroka, former reference librarian at the College and currently Head of Reference at the University of Minnesota. She sent me a document distributed by the University of Minnesota Faculty Association and the University of Minnesota Candidate Support Committee, which has recently been organized in an attempt to obtain better political representation in the legislature. Thus far, faculty officials of the organization have met with key legislators to explain the financial position of the University, organized phone calls to representatives, monitored key committee hearings, and given formal testimony before a special meeting of the House Appropriations Committee. The association is planning to organize a screening committee to interview candidates for the legislature. It is hoped that this forum will give faculty a chance to hear candidates' views and help to educate the legislators as to the needs of the faculty at the institution. I have passed this document on to the Faculty Welfare Committee to see if it feels any of the actions taken by the University of Minnesota faculty could be incorporated at the College.
No pages of Newspeak, with the possible exception of the last, should be blank. Through an error at the Print Shop, numerous copies of the previous issue had a blank page. Should this occur again, please feel free to stop by and pick up an additional copy from me.

Newsnotes, published monthly by the Office of College Relations since 1971, has ceased publication. Items of interest to the general faculty that might have been submitted to Newsnotes may now be submitted to Newspeak, if appropriate.

"As regards present needs, this library is at least fifty years out of date. It contains almost none of the authorities which the modern student needs primarily to consult, so that he is crippled at the very beginning of his investigation. It is no exaggeration to say that the expenditure of even a few hundred dollars for books and periodicals would, in a number of the courses, double the effectiveness of the work, and there is every reason to believe that, were the stimulus of library-study once well introduced, it would prove of ever increasing benefit to the whole intellectual tone of the College." Sound familiar? Those were the words of President Harrison Randolph in an annual report to the City of Charleston delivered on March 8, 1901.

To an unknown author: As humorous as the memorandum on the Special High Intensity Training Program may have been, forgery is still a criminal offense.

EDITORIALS

Faculty Evaluations

One of the most important and one of the most difficult tasks a faculty member must undertake is to evaluate peers. We do not work in ivory towers and we are not islands. It is not enough to teach and do research well if we condone mediocrity in our colleagues. If we are concerned about the quality of education our students receive at the College, we must do what we can to provide all students with a fine education and not merely those few students we reach in those few classes we teach. The evaluation of teaching effectiveness, professional development, and service to the academic community is one of the institutional means to the institutional end we say we all seek. To perform a satisfactory service in this sensitive and serious role, we must sometimes say "No" to a colleague we like, whose family we know, and whose friendship we value; we might also have to say "Yes" to a peer we feel threatened by, are uncomfortable around, and personally dislike.

Our Faculty and Administration Manual mentions the criteria for promotion and tenure and the procedures to be used in evaluating faculty members. It does not specify relative weights to be assigned to the criteria, standards to be applied, or suggested methods on which to base a recommendation. It distinguishes between tenure and promotion only in that a decision on tenure normally is made in the fifth year and on promotion normally not before the seventh, and that tenure requires substantial evidence of consistently high professional competence in teaching, research, and service, whereas promotion requires evidence of unusual performance of a creative nature in one or all of the specified professional competency areas. No distinction, other than normal length of service, is made between promotion to Associate Professor and promotion to Professor. It was hoped that the vagueness of the guidelines would inspire departments to develop their own standards so long as they did not conflict with those of the institution.

To my knowledge, the Chemistry Department is the only one that has designed a document of standards for professional performance that are generally expected of those being considered for tenure or promotion to the various ranks. Perhaps it is more than a coincidence that the Chemistry Department is one of the best on campus, as measured by productivity of its faculty and academic success of its majors. This semester, the Faculty Welfare Committee will attempt to recommend to the faculty a more explicit set of criteria to be used in evaluations for tenure and promotion. These criteria and guidelines would still have to be general enough to allow diverse departments latitude in prescribing more specific expectations and standards suited to agreed-upon departmental goals and needs. What follows are some of my thoughts on the subject. Please feel free to forward yours either to me or to the Faculty Welfare Committee.

Faculty members tend to evaluate as quantifiers or qualitizers. A quantifier ideally would like a dispassionate method of assigning to each criterion a number for the evaluatee and taking some weighted average of teaching, research, and service in order to construct another number, which would then determine whether a faculty member should be retained, terminated, tenured, or promoted. Such a procedure, in my opinion, would be efficient to administer, easy to compute, objective to evaluate — and very wrong to adopt. To abdicate responsibility for judging colleagues by ignoring individual strengths and weaknesses that cannot be quantified is to impersonalize the faculty and depersonalize the institution to the ultimate detriment of all. A qualitizer, on the other hand, ideally would like to eliminate all criteria because experience and intuition are thought to be the best determinants. Adoption of the qualitizer philosophy would allow for decisions to be based exclusively on personalities and would create general paranoia throughout the institution.
I don't think we have any pure qualitizers or quantifiers on peer evaluation, although many faculty members are pure quantifiers in assigning grades to students. Our institution has become more quantification oriented, motivated in part by legal necessities. Having explicit measurable criteria does enable one to be fair and objective. Objectivity, however, is beneficial only when it leads to proper conclusions. I can usually find more useful information about my teaching, and that of my colleagues, by reading thoughtful written comments from students rather than by looking at a set of numbers between one and five on a questionnaire. Unfortunately, for evaluation purposes we have chosen to sacrifice these written comments to the god of objectivity.

Teaching is the chief obligation and the primary criterion by which a faculty member's contribution to the department and College is usually judged. No amount of research or service can compensate for poor teaching. The teacher must know his or her subject, like it well enough to continue to learn, and desire to share that knowledge. Teaching is also the most ambiguous function to define and the most difficult to appraise. The means used to convey learning vary widely, according to the nature of the subject, the student, and the teacher. Nevertheless, teaching effectiveness is generally measured by student evaluations, college evaluations, opinions of graduates, course materials, and student course performance. In general, these discussions and class violations by more colleagues could help to improve the quality of both instruction and evaluation at the College.

Continued vitality as a teacher is intimately related to professional growth and development. Presentation of papers at professional meetings, active participation in professional societies, and keeping abreast of current research in teaching fields are all noteworthy. Scholarly publications of articles, books, or reviews are especially encouraged. It is the responsibility of each of us to ascertain the scholarly pursuits of our colleagues, so that we may provide encouragement and support when we can and an informed evaluation when we must.

Contributions to the College of an academic or professional nature outside the classroom, including participation on departmental and college-wide committees, participation at faculty meetings, and advising serve to round out the faculty member as an overall contributor to the College community.

I anticipate the most difficult task of the Faculty Welfare Committee to be formulating criteria, other than length of service, that distinguish those deserving of tenure from those who merit promotion to Associate Professor from those worthy of promotion to Professor. No matter how explicit the criteria, the proposal must be sprinkled with words like "generally", "normally", "typically", or "usually". The Chemistry Department, for example, has the following standards for scholarship at the various ranks: Assistant Professor - Evidence of promise as a scholar; typically, two or three publications; Associate Professor - Evidence of sustained scholarship; typically, presentations at professional meetings and two or three publications based on work done while at the College; Professor - Evidence of noteworthy scholarship; typically, ten publications based on work done while at the College. I expect that one aspect leading to the Nobel Prize in Chemistry would be deemed appropriate scholarship for promotion to any rank and that meeting the minimum quantity with very low quality papers would not. I also trust that outstanding contributions in other areas could allow for advancement with slightly lowered scholarship expectations. Having a fairly specific document does provide a solid framework on which to blend quality and quantity to come up with a sound judgment. I hope to see other departments follow the lead of the Chemistry Department in establishing somewhat precise guidelines, standards, and expectations of their faculty members.

I have a few general thoughts on how to weigh the criteria for tenure and promotion. Teaching effectiveness should be the principal criterion for tenure. Evidence of professional growth and continued scholarship ought to be present, as well as a willingness to participate in College and departmental activities. After a faculty member has been at the College for five years, his or her reputation as a teacher has probably been pretty well established and is not likely to vary substantially. While teaching should continue to be monitored, I think scholarship ought to be as significant a factor as teaching when considering promotion to Associate Professor. We are teachers and we are professionals who must contribute to our profession by communicating with our peers at other institutions through presentations and publications. This, to me, is what distinguishes Higher Education from what, for lack of a better term, I will call Lower Education. Going one step further, I feel that scholarship should be the foremost criterion when deciding on promotion to Professor. Naturally, exceptions ought to be made for exceptional cases.

Letters of recommendation are one of the prime considerations in hiring faculty. After faculty members have spent several years at this institution, their teaching and service can best be evaluated internally. However, each is likely to be the only specialist at the College in his or her field of research. I would like to see, particularly for promotions to the higher ranks, letters from outside referees who are familiar with the candidate's area and who can comment on the quality and impact of the research on the field.
My final suggestion, I suppose, is the most radical. In a sense, I am advocating that all departments do the opposite of what they are currently doing. It is quite natural for departments whose major strength is teaching, research, or service to want to hire faculty members with that strength and encourage them to maximize it. I would like to see more departments become more balanced. This does not mean that a department with research weaknesses should make special efforts to overcome those weaknesses. It ought to be harder, instead of easier, for a faculty member to advance whose shortcomings match those of his or her departmental colleagues. A department with several offices for quite a while complaining about the teaching time on a clock moving along so fast was less, than on a stationary clock. In particular, if the clock is another's, at the velocity of light, then the time indicated would not change. People who are perhaps more readily aware of the time from standing Einstein's special theory of relativity or Minkowski's 4-dimensional space-time continuum universe nevertheless feel that time flies when they're having fun and stands still when they are not. Yet watched potho do boil and time, though it may, be viewed more as an ally than an enemy.

Time

Albert Einstein formulated in a theory what people knew for centuries in their hearts -- that time is relative. Einstein demonstrated that the elapsed time on a clock moving along a path is the same as time on a stationary clock. In particular, if the clock is another's, at the velocity of light, then the time indicated would not change. People who are perhaps more readily aware of the time from standing Einstein's special theory of relativity or Minkowski's 4-dimensional space-time continuum universe nevertheless feel that time flies when they're having fun and stands still when they are not. Yet watched potho do boil and time, though it may, be viewed more as an ally than an enemy.

Time, as the song says, "is on my side". This, I believe, is the most optimistic statement one can make. If anything may be viewed as infinite in this finite world it is "time". If time sometimes appears to pass, it is time that stays and we who pass. Some segments of the medical profession have divided personalities into Type A and Type B. The Type B's tend to be hard-driving, nervous, tense, and prone to be coronary risks; the Type B's tend to be mellow, relaxed, unproductive, and prone to be terminally dull. In other words, the Type B's waste time and the Type A's allow time to waste them. To incorporate the best attributes of Type A and B in order to be happy, healthy, and productive, one must manage time wisely. The timeless within us recognizes the timelessness of time, while the infinite within us recognizes our own finiteness. To thus be able to manage time wisely is the secret of life.

I realized, when I became Speaker of the Faculty, that to do a competent job I would have to understand the need for time to service than to teaching or research. While attending a dozen or so meetings per week, it became difficult for me to empathize with colleagues who complained of having to go to a meeting or two every week -- until I remembered that those were my complaints a couple of years ago. What I do not like to hear, and have repeated saying myself, is that "I don't have time", which usually means either that I don't wish to make time or that I don't have the ability.

Three incidents come to mind within the past couple of years. One faculty member was in my office for quite a while complaining about how busy he was. I attempted to leave because I had work to do and was too busy to listen to his complaint. He spent approximately ten minutes explaining why he didn't have time to do it. Finally, I saw a couple of my student's mucking last spring as I was jogging, and urged them to join me. One said he wished he could, but just didn't have time to jog. As I passed again near the end of my run, I was invited to stop and have a beer with them. As tempted and thirsty as I was, I got more of a didactic satisfaction out of telling them as I sped by that I didn't have time. Most of us frequently have students peer into our offices to ask if we're busy. Our usual response is "No!", as we beckon them to enter. I think we teach them more than our disciplines when instead we respond "Yes, but I have time for you".

I don't mean to place value judgments on how others utilize time. One person's waste is another's relaxation and enjoyment; one person's productivity is another's nervous breakdown. I do mean to say that nothing is ours but time, and that time can be taken from us when life itself is taken. Impressionism, even for life, even when cruel and unusual, is merely "doing time". To have time on your side is to live.

The Budget Review and Planning Committee has been hard at work all year trying to determine academic priorities on which to base financial decisions. Each day we must determine for ourselves, formally or informally, personal priorities on which to base time decisions. That priority terminology and methodology is used when discussing time is evidence of the interrelationship and importance of both time and money in our society. We are taught to budget time and to spend time, which might well be the most valuable thing we do spend. Those of us in academic do not receive hourly wages or financial...
compensation for performing specific tasks, so we are less likely than most to have time-money decisions about teaching additional courses in the evening or summer. Often one must choose between financial stability and professional development. The Faculty Research and Development Committee has recognized the problem, and has instituted a program in which faculty members with worthwhile projects may receive a small stipend for research or to buy a course reduction during the academic year to work on an important project.

A substitution of "money" for "charity" in a well-known biblical passage has often been cited to demonstrate how materialistic our society has become. We in academe have neither taken vows of poverty nor sold ourselves to the highest bidder. I think it is fitting to close by quoting from I Corinthians, viii, 1-4, 13, with "time" substituted for "charity".

Though I speak with the tongues of men and of angels, and have not time, I am become as sounding brass or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not time, I am nothing. And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not time, it profiteth me nothing. Time suffereth long, and is kind; time envieth not; time vaunteth not itself, is not puffed up ... and now abideth faith, hope, time, these three; but the greatest of these is time.

Dear Herb,

Reminiscing is dangerous because one tends to accentuate the positive and ignore the less positive. So, if you'll forgive my bias and allow me to fill my lungs, I'll speak from this expanded posture and recall some of good beginnings and good endings. First let me say, I'm very proud of what has happened here. I would not have guessed seven years ago that our students would be competing so successfully in Rhodes, Rotary and Fulbright fellowship competition; that an ever increasing number of them would receive stipends to pursue graduate and professional study in distinguished universities; that our students would have immediate access to so many colleges and universities abroad, and more than a few would be eager to learn to speak proficiently another language. I would not have guessed seven years ago that hundreds of articles and 28 books would have been published by a faculty who had come to believe that contributing to knowledge distracted professors from their professional responsibility to teach; that so many more scholars would know about the College because of the presence of our faculty members at professional meetings, because of their contributions at the same meetings or exhibits, and because of the announcements of several million dollars in grants secured by our faculty and staff; that a greater number of prestigious awards and fellowships would come to the faculty than its size would merit - even to its presence being very favorably recognized both in a concert given in the White House and in the Organization in African Unity competition held in Washington.

I would not have guessed seven years ago that the Governor's School would have been put into place so rapidly and contribute so significantly to the reputation of "academic excellence" the College enjoys throughout this state; that programs such as EDC, Upward Bound, Memphisian School, the Work Education Council, Accelerated Learning on the Peninsula, the College's Center for Continuing Education, the College Planetarium, the Academy of Fine Arts and the transfer articulation program would reach out to touch thousands of persons in the surrounding community; that cooperation through the Charleston-Charleston-Interstate High Education Consortium would be looked upon as holding out promise of enriching not only all institutions of learning in the Low Country, but also the persons in our businesses, industries and governments.

It's staggering to think of the many other programs developed and implemented; the Honors Program and the Honors Center, the 3/2 Engineering Programs (with Clemson University, Case Western Reserve University, Georgia Institute of Technology), the pre-Engineering Program, the Governor's Intern Program, the Washington Center for Learning Alternatives, the SEA Program, the Master of Public Affairs Program jointly developed with the University of South Carolina, the Critical Languages Program, the Language Department's Individualized Learning Program, the Student Peer Mentor Program, the Summer Science Program, the five year program in biochemistry with the Medical University of South Carolina, the International Student Exchange Program coordinated through Georgetown University, the Mint Computer Program, the Bachelor of Science Program in Computer Science, the Career Development Program, the Elderhostel Program, the "Remin" Student Program, the Journal of Urban Studies, Spolets, Freshman Abstract Reasoning Program, the Mathematics and Computer Science Institute, the National Science Foundation - LDCI Program, the Lilly sponsored faculty development program in the Low Country-Avery Program, the Math Meet, the Summer Marine Biology Program, the several study
abroad programs, the Chautauqua Course programs, the Middle School Problem Solving Program, the mini grants for research and travel, the Day Care Training Program, the Mainstreaming Program, the annual Bibliographical Instruction Conference, and the faculty and administrative evaluation programs. Some of these have been highly successful and others hardly successful. Successful or not they were all given a try and tested.

If I were to be asked to name the program which stands out as contributing most significantly to our development, it would have to be the faculty development/evaluation programs. Faculty members are a college's or university's primary resource for stimulating learning and the central force in maintaining and enhancing its character, vitality, and outreach. Therefore, an ongoing program of faculty development/evaluation should be of the highest priority in every institution of higher learning. The primary goals of faculty evaluation are identical to those of faculty development, i.e., the improvement to college teaching and the improvement of student learning. Such evaluation means guiding the growth of faculty members as persons embodying the qualities which a college or university seeks to cultivate. When appropriately used, the information derived from evaluation can be most valuable in the promotion and propagation of faculty development. It was an important day when the Lilly Foundation awarded the College of Charleston the sum of $93,000 for faculty development, probably the single most important day in the last seven years.

What next would I suggest for the five years ahead? This is a question I hesitate to answer because what is appropriate today may not be applicable tomorrow, next week, or next year. In 1970 the crystal ball specialists were saying that most small private colleges would be victims by 1980 of economic strangulation. Well, most of them are still around and breathing better than they were in 1970. One thing is certain, however, there were fewer babies in the sixties, which translates into fewer students in the eighties, unless we can count on parents returning to class in greater numbers, an expectation not included in the ageing governmental support package and its projections. Also, I believe somebody once a big mistake driving through South Carolina as they travel to and from there. In all, there are so many uncertainties and somehow we may have to become more tolerant or less fearful of uncertainty, defining our situation more in terms of experience than data. So not having the data, but some experience, I'll venture a few suggestions:

1) Admission efforts in the search for good students must be reinforced. Don't wait to resolve the housing problem before taking on the enrollment problem, because if we do the enrollment problem will remove the housing problem. More scholarship money will be needed to secure more students and this should take precedence over endowment funds which must be accumulated in large sums to derive significant immediate returns. Students must come faster than endowment money will accumulate - and because many more good students will be looking for financial aid, selectivity should improve.

2) Image building of the College must continue in an effort to improve enrollment and funding. The Governor's School, the College outreach programs, professional accomplishments of faculty members and administrators will contribute immeasurably. The Rhodes Scholarships will come and the Rotary International Fellowships will continue to be received.

3) The Center for Continuing Education provides a significant average for variety of outreach which will add diversity and enrich the student body and added funding to the College. It must continue to be encouraged and strengthened. Service to the community will be given more weight by the legislature.

4) Internationalizing of the curriculum must continue, along with an emphasis on study abroad. The College has an excellent opportunity to increase foreign student enrollment from its present level of 63 to 100 (possibly 150) very good students. Many students from Hong Kong, Japan, Thailand, Taiwan and elsewhere are able to handle the costs levied by state colleges in the United States.

5) Give full attention to the meaning of computer skills in the academic program. Continued workshops for faculty of all disciplines are critical. At the same time support the fine arts; a broad exposure of students to the fine arts is necessary in the decade ahead. In the words of the contemporary poet, playwright, painter, musician and writer, students sense a critical and imaginative vitality, an abrasive and startling interpretation of things as they are, an antidote to pretense and monotonous routine and an outlet to pent up imagination. Somehow the fine arts are seen as focusing on human problems.
6) A retrenchment program must be developed now so it can stand in readiness should the occasion for its need arrive. Don't use it as a crutch.

7) Competency based learning and Experiential Learning should be explored as models for the immediate usefulness of the liberal arts. Internships and field projects are important. This would be appropriate also when outcome measures are introduced to establish students' comprehensive knowledge and skill levels upon graduation from college.

8) Faculty development and faculty evaluation must always be at the forefront of the academic thrust. Alternatives to traditional faculty rewards should be pursued and introduced.

9) A diplomat, artist or scholar-in-residence could add much to enrich life in Charleston, particularly at the College of Charleston.

There will be much change in the institutions of higher learning in the next decade. It will be important to change. It will be more important to survive change. We should not be surprised to discover that the most important keys to surviving change are energy, imagination and perspective. On perspective, please bear with me for one parting reflection:

We live at so many levels: local and state, national and international, thing and human, practical and ideal, product and principle, real and fantasy, doing and being, ephemeral and ethereal. So frequently we wonder which level is which and at what level we are. It's spooky at times, but we search, make inquiry, even ponder and explore the old liberal arts questions of who we are, what we are, where we're going, or who I am or why I am. The I and We entwine, intermingle, and each (the I and We) becomes defined in terms of the other.

How fascinating it is that each person must seek out others to know himself or herself - that people seek out people in order to be people for people's sake. We search the beginnings and the ends to find that the ends become only and ever the beginnings - all things only and always becoming, grounded in being and in the ground of being. Now easily we become confused; painfully, yet with exhilaration, we say, "But to know!"

We do know that we are human beings, human beings striving, striving for a common meaning and a common voice speaking for humanity, striving to share our knowledge of our humanness in our hope to alleviate ignorance, strife and misery wherever they exist. We seek truth, the truth of meaning, i.e., the meaning that grows out of our understanding and knowledge of human relationships, human problems and human destiny - the truth telling of persons, the kind of knowledge and wisdom, which is the continuous resurrection to life, conceivably the very well spring to life itself. We seek skills, primarily the skills of being a human being.

To these ends we will always be joined as colleagues. It's been great ---- and may it always be said of you that you dare to risk.

A Votre Sante'

J. M. Bevan

Dear Gerald and Herb,

The budget planning process in which we are now engaged is long overdue, and made more urgent by the current recession, demographic changes and waning public support for higher education. My sense is that we need to do more than set priorities among existing programs and patterns of expenditure; we need rather to think creatively of the needs of the future, and then design the most economic and effective ways to meet them.

Some of the problems we face are: high cost for support services, increasing financial needs of students, increasing numbers of non-traditional students, poor preparation and low motivation of many students, negative public opinion about liberal arts, the difficulty our graduates have in finding employment, and low faculty morale at least partly associated with being overworked and underpaid.

The budget planning process provides an opportunity to address these various kinds of problems, but it strikes me that it is difficult for the committee to do the necessary research and analysis without considerable input from the larger college community.
I would like to suggest some possible approaches to these problems, not as firm proposals, but as topics for discussion, in the hope that we will not lose the opportunity to make some significant breakthroughs in meeting our goals and improving the quality of our central purpose, namely, to provide a liberal arts education.

1. Invest now in microprocessing equipment to improve the quality of both our internal and external communications. The technology is readily available to do this and concurrently limit the need for additional personnel in admissions, accounting, college skills, personnel, alumni affairs, career development, library and internal communications. As a spinoff benefit, our students can become more literate in computer technology.

2. Use faculty and staff to write the news releases and articles for college publications. Let the community relations staff do the coordination and allow persons with good writing skills to provide copy for designated periods as an alternative to committee work.

3. Encourage students having motivational problems to stop-out, but then maintain contact with them and make it easy for them to return to college when they are ready.

4. Require all students to get work experience before they graduate and write a paper on what they learned about themselves, about the relationship between thinking and doing, and about their understanding of the world of work. This experience could range from a part-time job to an independent research project, from an internship to a leadership role in student government. This would be of particular assistance to commuter students who get less of the traditional benefit from campus life.

5. Abandon the academic calendar in continuing education special programs. To persons who have been out of school for awhile, and have regular jobs, alternate calendars of study make sense. Where appropriate, academic credit can be calculated by formula (14 hours of classroom time = 1 credit). Also, faculty can more easily teach an overload course when it does not parallel their regular semester-long assignments.

6. Assess prior learning for academic credit. There are now many quality programs to accomplish this, and we discourage some students from coming to the College of Charleston because we will accept only past classroom learning for credit. Embarking on such a program would require an investment, but would gradually attract more non-traditional students.

7. Limit faculty teaching of regular courses, allowing no overload except in special courses in continuing education. A declining quality of instruction and experience of burnout are related to overwork.

8. Change the normal number of credit hours for courses from 3 to 4. This would mean a normal student load would be 4 courses, which has pedagogical advantages (it also would increase our FTE by about 350), and a normal teaching load would be 3 courses, which has both pedagogical and work strain advantages. Of course this requires calendar changes (classes meet 4 hours per week) and curricular changes to increase the content of courses by 1/3, but it may well be worth the effort. A thorough evaluation of long-established courses is healthy.

9. Hire students to provide support services with professional supervision. There are a few notable examples of colleges that have used students as employees to do the maintenance, food service, and clerical support for the institution. The working student shares in the success of the institution, develops positive work attitudes, learns specific job skills, and earns the money required to stay in school. The supervisor has the opportunity to perform a teaching role as well, creating a total learning environment. The federal work-study program is not a good example of what can be accomplished, and implementation of a successful program would not be easy, but it would address a number of the problems confronting us.

10. Make business administration a liberal arts program. We suffer internally and in the eyes of the public by allowing the dichotomy between the business curriculum and the liberal arts and sciences curriculum to persist. The general education requirements here are different from those in a business school, and we have talked about capstone courses in all departments, including business, to integrate learning and focus on ethical and interdisciplinary issues. We would do well to work together on a total curriculum that affirmed the importance of business to the non-business major and the importance of the humanities and social sciences to the business major. We might then be able to minimize the anxiety of the student in selecting a major and the superficial criticism of liberal arts in the community.
11. Use qualified administrative staff to teach more courses and use faculty for more administrative assignments. There are skills which are not being fully utilized. Too sharp a distinction between faculty and administrator may hinder us from getting the best out of every person employed by the College.

Let me repeat my disclaimer: this is not a list of formal proposals. I only intend to raise some issues and encourage some constructive debate. I urge both of you to use your offices to take full advantage of the current opportunity to respond creatively to the problems confronting the college.

Sincerely,

Frank D. van Aalst
Dean of Career Development
Professor of Humanities

Dear Mr. Silverman,

We would like to point out several misleading statements made in the December 15, 1981 editorial "Church and State". We are concerned with the statement: "These students also had the opportunity to speak with representatives from and purchase wares of the West Ashley Bible Book Store, which had been invited by the College to set up it's display in the Stern Center". We would like the Faculty of the College to know that:

a) there were no representatives of our establishment present at any "Spiritual Enrichment Day" activities
b) our establishment has never offered for sale items on the campus of the College
c) we did not set up a display in the Stern Center
d) Our establishment has never been invited by the college to do any of the above

Our impression is that the person or persons who wrote this editorial became angered and pieced together their "gut-reaction" without any serious consideration to the facts. The way inaccuracies were reported concerning our establishment causes one to wonder about the validity of the editorial as a whole.

Sincerely,

John R. Olson, Owner

1 TIMOTHY 4:13 – "TILL I COME, GIVE ATTENDANCE TO READING, TO EXHORTATION, TO DOCTRINE."

Editor's Note: I was told by those who had set up the display at the Stern Center that money collected from the sale of books was to go to the West Ashley Bible Book Store. I inferred, incorrectly, that representatives from the store were selling the books. I have subsequently discovered that the books were lent by consignment to members of the Campus Crusade for Christ at the College, which then sold the books. Ten per cent of the money received through sales went to the Campus Crusade, with the remainder to the Book Store. The Campus Crusade for Christ collected $110.00 and returned the unsold books and $100.00 to the West Ashley Bible Book Store.
Dear Herb:

I was relieved that in your editorial, "Church and State" in the December issue of Newspeak, you clearly stated the "abuses of the First Amendment" you have viewed on the College of Charleston campus as your personal opinion. Neither you nor I, nor, for that matter, anyone else on the faculty of the College is in a position to make this statement justly or authoritatively. Neither man nor woman, by their interpretations decide what is and what is not constitutional, there is apparently no dissent from the position that "a state university's property to be used for purely religious services without violating the First and Fourteenth Amendments" as recently stated by Justice White.

According to Justice Powell in a majority opinion, there is "no doubt that the First Amendment rights of speech and association extend to the campuses of state universities." Thus, public college campuses are to be free from regulations that would prevent students from saying grace in the school cafeteria, or prevent distribution on campus of religious literature, according to Justice White. Although Justice White does not consider the foregoing position debatable, you and others of my colleagues apparently do.

I believe you are unfortunately misinformed in representing the situation as regards the "wares of the West Ashley Bible Book Store." The "wares" did, indeed, belong to the indicated establishment, but the "invitation" was really a request made by the local Campus Crusade for Christ group who were the beneficiaries of any sales.

I apparently disagree with you and others of my colleagues at the College in that I believe that a college, whether public or private, should foster an atmosphere of development of the entire student - his physical, intellectual, and, yes, spiritual development. I would not have to be a Christian to feel that an atmosphere was lacking if such an atmosphere was not present. Therefore, to "throw the baby out with the bath water" because a few do not like it makes the mistake of requiring or rewarding attendance during Spiritual Enrichment Day or because the mistake was made of not inviting others to take advantage of the opportunity to present their spiritual perspectives is entirely too radical for me. Also, to propose that all religious activity on the campus be restricted entirely to a debate format where all viewpoints had to be represented is an even more radical idea.

Now, though I have not spoken to every point in your editorial with which I disagree, I would like to move on to something which to me is more fundamental and relevant. This is that which to others may be much more debatable. That something is Christianity. It may or may not be true that "the assumption that ours is a Christian nation is heard less frequently than in past years." But, a majority of Americans, Christ and God are synonymous and, certainly, America is a godly country in ways other than our coins proclaiming "In God We Trust." I have only been a Christian for a half dozen years or so, but that places me with a majority of my fellow countrymen. However, I resolutely believe in the right and privilege of others to hold contrary religious beliefs or to emphatically deny the existence by the local Campus Crusade for Christ group who were the beneficiaries of any sales.

In this time of rampant crime and when human life seems to be of reduced importance to many people in America and throughout the world, one would think that caring people (and, I hope all of us on this campus are caring people) would have causes to rise against other than an "invasion of Christianity." But, it appears that Christians and their ideas are feared and fought as though we were invading legions of marauders led by the reincarnation of Genghis Khan. Certainly, there have been abuses perpetrated in the name of Christ, the period of the Inquisition being only one of the more notable times. And since the time of Christ there have been people who have called themselves Christians whose lives in no way approached the principles He advocates. I call myself a Christian, but do not always behave as one of His disciples despite my desire to the contrary.

However, I firmly believe the world would be an incredibly wonderful place to live were all people to become Christians in the truest sense of the word or even to come to the full and abiding realization that God exists and loves all of His creation.

Why so many are so afraid of modern day Christians used to puzzle me. But now I believe it is because those whose lives are filled with various kinds of evil are very uncomfortable when there are Christians about.
Christianity has been around for nearly 2,000 years despite periods of severe persecution, or perhaps in a large measure, because of it. Christianity seems to thrive on persecution, so those opposed to it may obtain the best results by leaving it alone.

Sincerely,

[Signature]

Dear Herb and Members of the Student Affairs and Athletic Committee:

Your comments regarding Spiritual Enrichment Day being devoted entirely to a fundamentalist Christian perspective and not offering other viewpoints for students and faculty are understandable. While I was quite willing for members of the Health Enrichment Committee or others within the College community to schedule alternative programs to Christianity on Spiritual Enrichment Day, I did not make known the opportunity for other such programs. This was an error on my part. If I enjoy the freedom of having my Christian perspective presented, then others also should have the freedom of having their perspectives presented.

I would be glad to have you work with me on planning next fall’s program or to receive any ideas you have.

Sincerely,

[Signature]  
Ellen Mahon

Dear Herb, and fellow colleagues:

Upon reading the editorial in the December issue of Newspeak re the first amendment and such activities as Spiritual Enrichment Day and campus literature-distribution policy, I was spurred to write this letter.

If this institution in any way prevents or discourages distribution of literature or other vehicles of communication that is identifiably communist, moone, anti-nuclear, pro-nuclear, or for that matter of any persuasion on any subject, there should be an immediate about-face. It is the historic legacy of colleges and universities to be the grounds on which any and all ideas, philosophies, religions and politics may be, and in fact are encouraged to be, heard and judged by individuals.

Admittedly centers of learning have been historically among the first to be violated, but when any segment of society takes it upon itself to limit the range of ideas that can be presented on a college campus they place themselves in no better company than the current regimes in Poland, the U.S.S.R., other “Eastern-bloc” nations, or any other repressive leaders today and in the past. It is only a matter of degree, we are so openly violated, as are our fellow-humans in Poland today, we would rise up in staunch resistance. It is because the restrictions are so seemingly small, and thus insidious, that we seldom cry out.

Some may say, "...but The College is a state-supported institution, therefore we must knuckle under to public and governmental pressure else our purse strings be knotted." (Not that they aren’t already.) To that I say, in the inimitable words of Sherman T. Potter (MASH, 4066th), "Bull-cookies"! If the faculty and administration of this college really want to accomplish what they have stated as the mission of The College of Charleston, then they should start now. We could become a center for open and honest debate in the Southeast, but to do so we must let all sides speak, and officially encourage none in particular.

The role of the faculty and administration then is to aid and encourage students in assessing the myriad options and ideas that they will be exposed to in such an open atmosphere. The campus should fairly bristle with activity and controversy. The open forum provided by the college would draw students and thinkers from areas wider than the Charleston and South Carolina borders. Might they, the Carolinians or Charlestonians, lose "their" home grown school? To a degree yes, but the "new" school could be so dynamic that this fair city might become the envy of many others in the country.

I suggest that the faculty go on record as supporting the pursuit of free and open inquiry; and that it would support legal action if state funds are again used to support any Spiritual Enrichment Day that is not meaningfully representative of the world’s major religions, and if this campus is not open to all ideas, politics, religious views, and philosophies. We owe it to ourselves and our students.

[Signature]
Dear Herb:

I would like to reply to the letter from "Penny Pickthorn" which was published in the last issue of NEWSPEAK. Having just completed three years of service on the Library Committee and having closely observed the operation of the Library during my seven years at the College I feel reasonably well qualified to respond to the charges she made.

At the outset I want to point out that while I entirely support the trial of an approval plan for book purchases that I feel this trial should be closely monitored by both the Library Staff and the Faculty. At the end of the trial if the approval plan didn’t live up to its advance billing then it should be terminated. Unfortunately some members of the Faculty such as "Penny" seem to be so opposed to the very idea of such a plan that they seem to be doing their best to undermine it and prevent it from having a fair trial. Such actions seem to me to be the very antithesis of the open-minded attitude which I thought lay at the basis of the Liberal Arts tradition.

Now let’s consider some of "Penny’s" particular comments. First she charges that the approval plan is a plot to insure that book publishers make a profit. In fact, she seems to imply that there is something wrong with book publishers making a profit. I wish that she would explain to me why this is so. I also find the implication in her letter that the approval plan is somehow going to load the shelves of the Library with many worthless books. There seems to be the suggestion that the librarians are either a willing party to a conspiracy to do this or are incompetent to prevent it.

On the basis of her letter I’m not sure that "Penny" understands either how the approval plan works or how the book ordering process worked in the past. First let’s consider the economics of the approval plan. The additional discount offered by the jobber for purchasing books on the approval plan over the average discount we received under the old system is about 5%. This may not sound like much money but remember that the book budget this year is about $120,000. Five percent of this figure is six thousand dollars. Even at today’s high prices this will buy a lot of books. The approval plan also saves money in the book ordering process. It is my understanding that the Library would need at least another staff position to process book orders at today’s level without the approval plan. Many Faculty don’t seem to realize the complicated process required for a Library to order a book and properly place it in a library so that it is readily accessible.

Another argument in favor of the approval plan is due to a recent Internal Revenue Service ruling that changes the way publishers are taxed on their unsold stock. Publishers are now very reluctant to keep books in print for more than one to two years. Given the lead time for the publishing of book reviews if Penny waits until she sees a book reviewed or is otherwise informed of it to fill in the order card the book may well be unavailable. This is especially true if she waits until "between Graduation and Maymester; ... Thanksgiving Day; ... the end of August; (or) ... even New Year’s Day." This situation is unfortunate but it is also one of the facts of the library profession today.

"Penny" seems to think that all Faculty are mendacious and conscientious concerning book ordering. I suggest that she examine the situation a little more closely. There are many Faculty members who never order books. If the book selection process were left entirely to the Faculty there would be many fields that were not represented in the collection. To me this would be a terrible situation. An academic library should be more than just a collection of books which appeal to particular individuals who happen to be Faculty members at the institution and who happen to be interested in ordering books. An academic library should contain a representative selection of the breadth and depth of human knowledge. Every discipline and subdiscipline should be represented. The library should be a source for a student to go to to find information not covered in his classes or perhaps find out that there are other opinions on a given subject other than those of his professor. I agree with "Penny" that people should think for themselves. I encourage my students to examine different opinions, to weigh evidence, and to reach their own conclusions. I hope that the Approval Plan will ensure that diverse opinions do reach the library shelves and that students will find out that conflicts exist in most disciplines.

In conclusion I would encourage each member of the Faculty to be a thinking person, examine the evidence, to seek additional opinions, to consider alternatives, and to exercise an educated judgement in making up his/her own mind regarding the Approval Plan. Don’t let your opinion be swayed by either me or "Penny Pickthorn."

Visit the Library, examine the books received in your field; discuss them with the acquisitions staff, and finally reject the garbage. I have always found the librarians will to be very helpful. I suggest that if "Penny" saw them as colleagues interested in building a good library collection in their field instead of adversaries that she, too, would find the librarians a competent and helpful group.

Sincerely,

Bob Dukes

Bob Dukes
Dear Herb:

We wanted to take this opportunity to tell the faculty about several forthcoming events of interest.

Center Stage will present Bertolt Brecht's "The Good Woman of Setzuwan" as its first spring production on February 19, 20, 21. As a SPECIAL offer for this production only, tickets will be sold TWO FOR ONE TO COLLEGE OF CHARLESTON STUDENTS, FACULTY AND STAFF! So...that's only $3 for TWO tickets! Certainly a good deal and the chance to see a production which should be excellent!

Visiting professor and director of this play, Jim Carlson, who by the way directed the first U.S. production of "The Good Woman" when the play was first translated and Brecht was still living in the U.S., says of the play:

"Brecht's "Good Woman" is one of his parables for the theatre in which he explores the difficulty, perhaps the impossibility, of being good in an evil world. Shen Te, the "good woman" tries...and to help resolve her problems invents a "cousin". Shen Te, who comes to her rescue by being efficient and ruthless. But her dilemma is not resolved:

"I can't tell how it was
but to be good to others
And myself at the same time
I could not do it
Your world is not an easy one, illustrious ones!
When we extend our hand to a beggar, he tears if off for us.
When we help the lost, we are lost ourselves.
And so
Since not to eat is to die
Who can long refuse to be bad?"

Another event of particular note is the March 1 concert by the Guarnieri String Quartet to be held in the Garden Theatre. This is the fourth season for the Quartet here under the sponsorship of the College of Charleston Foundation...and it may very well be the last...at least for a while!

Tickets for the College are $3 for students and $5 for faculty/staff. General public tickets are $10 and there are a limited number of preferred seats for $20 which includes a gala champagne reception with the Quartet in the Blacklock House following the concert.

And finally..."Casino Night" on St. Patrick's Day, March 17 from 8-10 p.m. to benefit the Foundation scholarship program...Since the auction last fall was such a smashing success, we wanted to plan another event which would bring faculty, staff and students together for fun, games and GREEN profit for the Foundation!

We are in the preliminary planning stages with the College Union Board and are eagerly looking forward to faculty participation...not only in attendance and playing the games...but also in planning the event, suggesting and providing prizes to be redeemed at the the conclusion of the games, etc. We hope that anyone interested in helping will contact either you or me (2-5525).

Thank you for your enthusiastic support of our efforts! We look forward to seeing you and other faculty members at all of these events.

Sincerely,

Susan Sanders
Special Events/College Relations
TO: Herb Silverman

FROM: John Dunkelberg, Bus. Ad./Econ Dept.

Included with our December 15 paychecks was a statement concerning our S.C. Retirement Fund. The interest on our investment fund is just less than four percent. In today’s inflationary economy, we simply can not afford to have money deducted from our salaries and invested at such a low rate. I honestly do not know how one could find a place to invest at this low a rate when literally thousands of better opportunities are available. I think we must immediately act to change a situation that amounts to confiscation of our money.

HOUSE EXCHANGE—JULY-AUGUST

BOSTON-CAPE COD AREA

A faculty member at Bridgewater State University who will be teaching at the College of Charleston during the Second Summer Session (approximately July 10-August 15) is seeking to exchange homes during this period. He has a wife and two boys, aged ten and eight. Their home, located in Bridgewater Massachusetts, about midway between Boston and Cape Cod, is a three bedroom split level with a large deck. The house is located in a wooded area, two miles from the college campus. There are good recreational opportunities, and Bridgewater is convenient to Boston transit lines.

For further information, contact Clarence Davis in the Summer Sessions Office. (792-5620)

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 Monday, February 15.

COMING NEXT MONTH

Is Hugh Haynsworth really soft on research? Hugh tells his story.