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URI BEACON

Last Week's
VIETNAM LOSSES
79 KILLED
519 WOUNDED
48,653 TOTAL

KINGSTON, R. I.

THE URI BEACON, WEDNESDAY, APRIL 8, 1970

VOL. LXV NO. 24

Fraternity-Sorority Report Received by Trustee Board

The combined majority and minority report of the fraternity/sorority study committee was presented to the Board of Trustees at the board's meeting on Thursday. The report, which favored the continuance of the Greek system by an 8 to 7 vote of committee members, will be acted upon at the board meeting next month.

The reason for delay in action of the board was that one of the board members, Roy E. Carr, who was also a member of the fraternity/sorority study committee, was absent from the meeting.

The final decision for the continuance or demise of the Greek system will rest with the Board of Trustees after discussion of the report.

The majority report favored

continuing the Greek system for five reasons: 1) fraternities and sororities "provide opportunity for diversity"; 2) provide student leadership and responsibility"; 3) undertake "philanthropic and community projects"; 4) "averages of fraternity and sorority members as a whole were higher than for non-members"; 5) individual chapters "exerted significant influence... in direction of eliminating discrimination in selection of members."

The minority group based its decision on three factors: inherent discrimination, institutionalized harms, and relevancy of the Greek system.

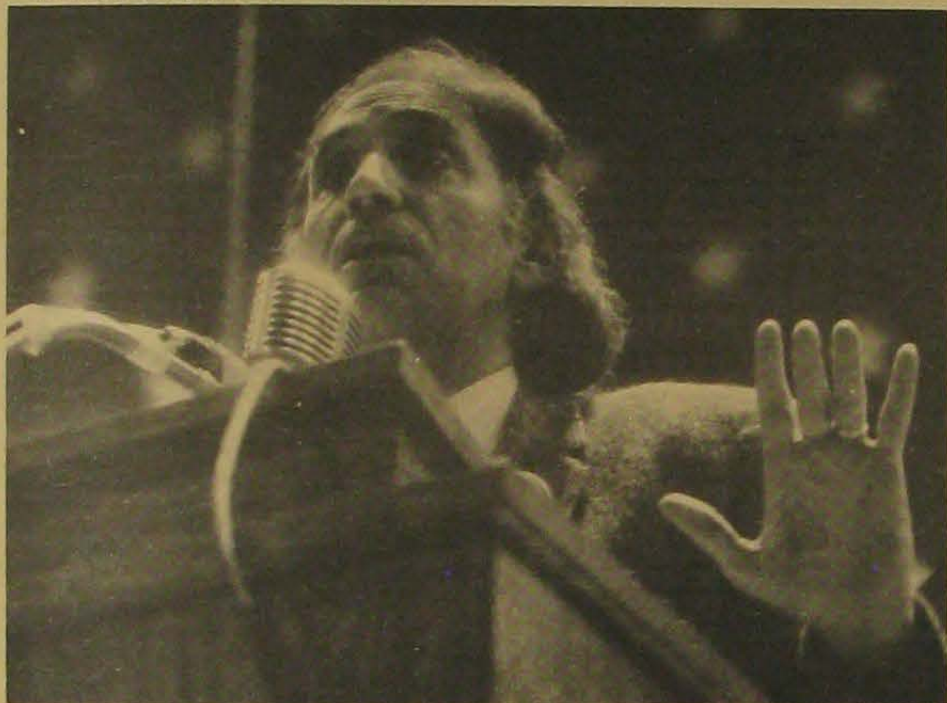
A copy of the complete report of the committee is in this week's BEACON.

Committee Recommends ROTC To Be Phased Out

The Ad-Hoc ROTC Study Committee has recommended "that the ROTC program at the University of Rhode Island be discontinued by no later than June 30, 1974." This recommendation is the major conclusion of a 40 page report, published in this week's BEACON in a special supplement.

Late last week, the report was submitted to President Werner A. Baum who sent the report to the Faculty Senate. Dr. Baum did this because it involves curriculum changes, a Faculty Senate matter. Walter A. Mueller, Senate Chairman, has scheduled a special discussion meeting of the Senate on April 21, 3:00 in Edwards Aud. He expects that at this meeting no action will be taken, and that the report will be dealt with at either the regular May meeting or at another special meeting.

Two additional recommendations were made concerning alternatives to the present ROTC program. The first involves joining with other land grant colleges to ask the Defense Department "to provide new programs of officer procurement for military services or to expand existing alternatives to ROTC." Further, "that the Department of Defense be urged to examine the academic offerings of this and other institutions for existing courses which could serve as a desirable preparation for students who may wish to enter anyone of the military services."



WILLIAM KUNSTLER speaks at Keaney. Story on page 7. BEACON photo by David S. Schneider

Divoll Vetoes Anti-Vietnam Strike Resolution For 15th

Student Senate President, Al Divoll has vetoed a resolution, passed by the Student Senate Monday night, which urged students to strike on April 15th and 16th against the war in Vietnam. The resolution which states that "it is imperative that all members of the community try to end this atrocity now" was passed by a roll call vote.

Mr. Divoll vetoed the bill because he feels that there was not enough participation in the last Moratorium to show that students "really care." He also feels that "people are confusing attendance at classes with objection to the war in Vietnam. These are two

separate issues." According to Mr. Divoll, "there are other adequate avenues for protest. Concerned students might very well be against the war but desire to go to classes."

Senator Evans Ralston proposed a student referendum to be held during senate primaries, which are to be held on April 15th and 16th. The referendum consists of one question - "Are you in favor of the immediate withdrawal of United States troops from Vietnam?" This bill was passed, and a ballot will be presented along with those for Student Senate offices.

In other issues, it was decided that "Who's Who" in

American Colleges and Universities will be abolished at the University of Rhode Island. Although the Student Senate voted for abolition, the organization can be continued if the Dean's office decides it is worthwhile. In passing this bill, a great deal of emphasis was placed on the method of selection of members. Senator Randy Lowe suggested that perhaps the selection committee could be made up of faculty members rather than students.

A bill was passed which would allow the freshmen to have cars on campus. As the

(Continued on page 3)

Trustees Allow Baum's Approval on 7-Day Parietals

by Bruce Daniel

The Board of Trustees of State Colleges agreed Thursday to allow President Baum to approve a revised version of the Social Regulations Committee report advocating seven-day intervisitation. The revised plan must be submitted to the Social Regulations Committee for a final decision.

According to Dr. Baum, the new plan will be instituted in "a week or ten days" once approved by the Social Regulations Committee. The revised proposal allows for seven-day intervisitation from 9 a.m. to 11:45 a.m. from Sunday to Thursday and from 9 a.m. to 1:45 a.m. on Friday and Saturday and days preceding official holidays.

The original hours in the Social Regulations proposal were from 9 a.m. to 3 a.m. daily.

The Social Regulations Committee met for two hours Monday and decided 6-1 to defend the hours recommended in their original report. The committee was to meet in closed session yesterday with President Baum to explain their position.

Strong opposition to passage of the intervisitation proposal was voiced by the Board of Trustees, particularly by Vice Chairman Carl W. Christiansen. However, because the board had previously given President Baum sole authority to act on intervisitation policy, there was no vote on the matter, although the President's decision could have been overridden.

The board also approved a \$30 room rate increase for next year. The rate increase is needed to finance the cost of fire safety improvements in residence halls, according to Joseph O'Connell, Vice President of Business Affairs. The total cost, estimated at

\$430,000, will be financed over a five-year period. The \$30 will be credited to a reserve account to repay the entire amount within five years.

The Board approved several staff changes and during the meeting Dr. Baum received a message that Richard R. Weeks had accepted the position as Dean of the College of Business Administration. The Board also approved that appointment.

Vice President O'Connell presented a progress report on construction of a new graduate student housing project. He said that nine proposals had been received but that only four of them were viable. These four proposals recommended construction under Section 236 of the National Housing Act. Under this act the university could gain a mortgage with an interest rate of one per cent and allow for minimum cost to graduates. However, under this section the housing units would have to be open to all low income families. For this reason the university is seeking other means of financing the project.

In other business the board approved implementation of a curriculum leading to a Bachelor of Science in Natural Resources and discontinued the curriculum in Agricultural Business. Also it approved a name change from the

(Continued on page 3)

INSIDE

Fraternity/Sorority Study Report	Page 4,5
Summary Editorial	Page 6
ROTC Supplement	Page 9-13

Some men see things as they are and ask why.

I dream things that never were and say why not.

Kennedy 1968

by Gerry Boudreau
Miss Joan Baez, who first achieved fame as a folk singer, notoriety as a protestor, and critical acclaim as an authoress (although her autobiography "Daybreak" was banned from certain cities, most notably Newport), has now entered a new field of endeavor — country and western music.

Those who have listened closely to her previous albums, particularly "David's Song," will probably not regard this as a new endeavor, yet I chose the phrase because it is the first album in which Miss Baez committed herself TOTALLY to country music.

The opening track "Sweet Sir Galahad" is closer to the early Baez whom we all knew,

though did not necessarily love, than any of the subsequent tracks. The country influence, however, takes hold immediately in the opening chords of "No Expectations," the Mick Jagger-Keith Richard ballad which was one of the Stones' least successful singles.

Next comes "Long Black Veil," a technically fine rendition, though unfortunately it lacks the drama of the earlier recording by The Band.

And it is at this point that "One Day at a Time" accelerates from a pleasant Baez album, to becoming the milestone in her lengthy career. "Ghetto," written by Bonnie Bramlett (wife of Delaney, and the other half of Delaney &

Joan Baez

Bonnie), is a gospel-esque vehicle, which becomes a lot more than just another protest song, given Joan's unique treatment.

Side One closes with "Carry It On" as swingin' and C & W track as has ever come out of Nashville, and one of those songs that you love to play over and over again.

The second side of the disc is one of the major country releases of the year. Three of the vocals on this side are shared with Jeffrey Shurtleff, and the harmonization which they manage to achieve, most notably on the title song, came as a surprise to at least one reviewer (To be perfectly honest, the whole album came as a surprise to me).

Also included is a traditional Cajun ballad, a la Doug Kershaw, called "Jolie Blonde" which in spite of what Creedance Clearwater Revival may tell you, is a true portrayal of the music of the bayou.

The supporting musicians, as any connoisseur of country music can affirm, are the finest that Nashville has to offer, including such luminaries as Jerry Reed, Charlie McCoy, Ken Buttrey, and so on.

Whether you're a fan of folk, country, or simply good music no matter what the label, you're in for a pleasant surprise with this album. "One Day at a Time" is a first-rate LP.

BULLETIN BOARD

Wednesday, April 8

- 9-4—SMC, Lobby
- Information, Lobby
- 10-3—U.S. Air Force, Rm 211
- 1:00—APO, Rm 118
- 4:00—French Club, Rm 322
- 6:00—SEC, Rm 308
- 7:00—YAF, Rm 305
- 7:00—Sigma Phi Epsilon, Rm 331
- 7:30—Speakers from Marathon House, Browsing Room
- 7:30—United World Federalists, Rm 316
- 7:30—Father John McLaughlin, "Morality on the ABM", Ballroom
- 7:30—URI Group Flight to Europe, Rm 320
- 8:00—S.I.M.S., Chapel

Thursday, April 9

- 9-4—SMC, Lobby
- 10-4—Summer Service Project Information, Lobby
- 10-3—U.S. Air Force, Rm 211
- 12-2—Open Hearing, Student Senate Pres. & Vice Pres. Candidates, Ballroom
- 3:00—Student Senate Reconstruction Com., Rm 306
- 4:00—"Socialism and Peace in the Middle East", Mr. Arie Boher M.U., Ballroom
- 7:30—Learn to Sail, Rm 322
- 7:30—Lambda Chi Alpha Miss Sorority Pledge, Ballroom
- 7:30—GSA, Rm 320
- 7:45—Honors Colloquium, Ind. Aud.

Friday, April 10

- 9-4—SMC, Lobby
- 3:00—Sachems, Rm 305
- 6:15—Hillel Services, Chapel
- 7:30—Film, "Romeo & Juliet", Edwards

Saturday, April 11

- 7:30—New England Intercollegiate Surfing Championship, Narragansett Pier.
- 11:00—IVCF, Rm 305
- 7:30—Film, "Romeo & Juliet", Edwards

Sunday, April 12

- 7:30—New England Intercollegiate Surfing Championships, Narragansett Pier
- 10 a.m.—Hillel Sunday School, Rm 308
- 7:30—Film, "100 Rifles", Edwards

Monday, April 13

- 8:30-4—Military Ball Tickets (\$3.50 per couple), Lobby
- 9-4—Young Republicans, Bookstore Lobby
- 10:00—Campus, Church Dialogue, Rm 211
- 2:00—Mortar Board, Rm 305
- 4:00—Student Traffic Appeals Board, Rm 306
- 4:00—SEC, Rm 308
- 6:30—Student Senate, Senate Rm 320
- 7:00—Union Activities Com., Rm 320
- 7:00—College Bowl, Browsing Rm
- 7:00—SMC, Rm 308
- 7:30—Perspective, Rm 305

7:45—Honors Colloquium, Ind. Aud.

Tuesday, April 14

- 9-4—Young Republicans, Bookstore Lobby
- 9-4—Students for Ralston, Lobby
- 3:00—Student Senate Re-organization Com., Rm 305
- 6:30—Union Arts Com., Rm 322
- 6:30—Union Recreation Com., Rm 316
- 6:30—IFC Forum, Rm 320
- 7:00—Scabbard & Blade, Rm 118
- 7:00—Fire & Safety Film, Green Aud.
- 7:00—SMC, Rm 308
- 8:30—Blue Key, Rm 316

April 13-15 Days For Vietnam Peace Fast

Peace Fasts and Taxpayers' Rallies are being planned by the Vietnam Moratorium Committee for April 13-15.

David Hawk, a co-coordinator of the Committee, explained that the Peace Fast is a demonstration of the moral opposition to the continuing and expanding of the war. The Fast, he said, will be mainly situated on college and university campuses.

A list of 212 student body presidents and campus newspaper editors who endorse the Peace Fast plan was released by the Committee. The University of Rhode Island was absent from the list.

Mr. Hawk said, "We are asking people not to eat for three days and to send the money saved while not eating to aid the victims of the war." He said most universities are making arrangements with their dining services to forward funds to the Moratorium Committee.

The Taxpayers' Rallies will be held on April 15 in more than 30 cities. The rallies will protest excessive taxation to pay for what Sam Brown, a co-coordinator of the Committee, termed "broadening involvement in Southeast Asia."

ANNOUNCEMENT

Attention summer job hunters! Summer job lists for undergrads are now available. Skilled career related jobs are on file in the Placement Office and unskilled jobs in the Financial Aid Office.

A Review:

Miss Joan Baez, who first achieved fame as a folk singer, notoriety as a protestor, and critical acclaim as an authoress (although her autobiography "Daybreak" was banned from certain cities, most notably Newport), has now entered a new field of endeavor — country and western music.

Those who have listened closely to her previous albums, particularly "David's Song," will probably not regard this as a new endeavor, yet I chose the phrase because it is the first album in which Miss Baez committed herself TOTALLY to country music.

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though did not necessarily love, than any of the subsequent tracks. The country influence, however, takes hold immediately in the opening chords of "No Expectations," the Mick Jagger-Keith Richard ballad which was one of the Stones' least successful singles.

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"The Family and World Population"

Professor Leon Bouvier

Thursday, April 9 • 7:30 P.M.

CATHOLIC CENTER

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Steve Babiec	226 Bressler	783-7905
Andy Aaronson	A-401-B Hopkins	792-4576
Barry Kuehl	C-201-C Burnside	792-4455
Kathy Curran	217 Hutchinson	783-7873
Lois Denenberg	314 Tucker	783-7914
John Lavdar	E-315 Heathman	792-5278

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Roosevelt's Fate Postponed: Panhel Approves New Rush System For Frosh Women

Will Re-open Next Year

by Jo-Ann Swinford

What is to become of Roosevelt Hall?

Despite charges that "Rosie" is a fire hazard, the hall will continue to house URI women next fall as it has for the last 33 years.

It is expected, however, that her fourth floor will be converted to offices.

Earlier this year, residents were told that prospects for Rosie, were dim. Dean Thomas J. Fencil visited the dorm and spoke to the residents, indicating that the dorm would be closed due to fire regulations. This gloomy prospect caused a great deal of unhappiness at the dormitory which prompted a later visit by Dr. Werner A. Baum who said the dormitory will re-open next year.

According to Mr. William P. Tirpaek, Director of Housing, closing of Roosevelt has been postponed. He said that if the present lack of housing space could be corrected, the dorm would probably close next year.

The main reason for the closing of Roosevelt is that it is considered a fire hazard. Roosevelt is a four-story wooden frame structure. According to state fire laws, any four story wooden structure that is being used as a residence hall, must be completely equipped with



ROOSEVELT HALL, first dormitory built to house URI women in 1937, has been classified a fire hazard by state authorities.

sprinklers. Roosevelt is not. In order to avoid the great expense of installing a sprinkler system, the fourth floor of Roosevelt will be closed next year.

Other safety features would have to be installed in order to meet stated safety requirements. Devices such as panic bars, fire escapes, emergency lighting and generating systems, and extended and updated fire alarms would have to be added. An estimate from the Charles A. Maguire Associates, Inc., places the cost of installation of these features at approximately \$300,000. However, a minimum amount of work could be done for \$75,000.

Mr. Tirpaek said that Roosevelt is just barely making its own way financially. This means that the money would have to come from an increase in room rent or from a bond issue. These alternatives have been proposed to the Board of Trustees.

Reaction to the predicted end of Roosevelt Hall seems to indicate that Rosie has many friends on campus. Mrs. Marion McCaughey, hall director at Roosevelt, feels that the dorm has more character than any other on campus. She feels that this character effects girls living in the dorm. Dean Fencil said, "I am personally pleased that Roosevelt will remain a women's dormitory. The dorm has a lot of character and charm which is an asset to the residence system."

Roosevelt was the first building on campus to be built specifically as a women's residence hall. It was opened in 1937. Prior to this, Davis Hall had served as the women's dormitory.

Eleanor Roosevelt attended the dedication of the building, she had luncheon in the Great Room of Roosevelt Hall.

Dean Evelyn B. Morris served as Hall Director from 1942 until 1945 when she became Dean of Women. This was during World War II.

From 1943-44 a special Army program was carried on at URI that brought army personnel to the campus for special training in engineering. In order to accommodate these men, Roosevelt, Davis and East Halls were vacated and the girls were moved to fraternity houses which were practically empty due to the war.

While the dorm was not being used to house army personnel, dances were held in the Great Room for the men of Quonset and Davisville.

Dean Morris has great respect for Rosie's personality. She said the Oriental rugs in the Great Room were donated by parents of girls who had lived in the dorm. Eleanor Roosevelt also contributed for the rugs.

Roosevelt Hall's future is not yet settled. It most likely will become an office complex of some sort, but Mr. Tirpaek said that after it has been vacated as a dormitory he no longer has any say in the matter.

Starting next fall, freshman girls who wish to join sororities will receive bids before the Christmas vacation.

URI's Panhellenic Association approved a new rush system last Wednesday which will allow girls to be given a bid from a sorority before their first semester cumulative averages have been determined. Formerly, freshmen women needed a 2.0 cumulative average to be eligible for a bid. Panhel will vote on specific dates and rules for the new rush system in the near future.

Mr. Ralph Nathan and Mr. Edward Simon, co-chairmen of "Greek Week," informed the sorority representatives of the rules and schedules of "Greek Week," which will begin with "Greek Sing" on April 26. They also discussed how the fraternities and sororities will be paired up for the events. Mr. Nathan expressed the hope that the pairings would give each Greek unit "an equal chance."

Panhel's philanthropic

project this year will be a fashion show, to be held in the Union Ballroom on April 28. The proceeds will go to the Campus Chest and the U.S.O.

A committee is being formed to revise Panhel's constitution. It is hoped that through this change, Panhel can keep up with the many changes taking place in Greek systems all over the country, and will not be considered "outdated" by anyone here at URI.

New Dept. Head

Dr. Virgil J. Norton, professor of resource economics at URI, has been appointed chairman of that department.

He replaces Dr. Niels Rorholm who has been appointed director of the University Self-Study Committee.

Dr. Norton, a graduate of Kansas State University, received his doctorate from Oregon State University. He has been at URI since 1968.

Divoll

(Continued from page 1)

University policy is now, freshmen are not allowed to have cars on campus unless they commute. It was felt that this policy is discriminating against the freshmen. The problem of facilities was raised. It was decided that allowing freshmen to have cars on campus would not add considerably to the parking problems at the University.

A resolution which would grant greater autonomy to the housing units in the area of social regulations was introduced by Senator Leslie Rich. However, the resolution was not taken into consideration. A similar constitutional amendment had been defeated six weeks ago, and it was felt that there was no reason to rehash the issue.

Trustees

(Continued from page 1)

Department of Agricultural Chemistry to Department of Food and Resource Chemistry.

The board tabled consideration of a report on the Fraternities and Sororities at URI until next meeting. Of the fifteen members of the committee evaluating the role of fraternal organizations at the university, eight voted to retain fraternities and sororities and seven felt that they should be phased out completely.

It was also reported to the Board that construction of the Chafee Social Science Center is scheduled to begin shortly. Estimated cost of the structure is \$4,700,000.

8th Annual URI Group Flight To

EUROPE

June 16, 1970-August 26, 1970

\$245.00

Meeting TONIGHT, Wednesday, April 8 at 7:30 P.M. in Union Room 320 for all FACULTY, STUDENTS, and members of the campus community to answer any questions on European travel.

FOR FURTHER INFORMATION CONTACT:

Donna Fisher:792-2183; Steve Klitgard: 423-0687



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The Chaplains Invite The University Community to this annual

CAMPUS- CHURCH DIALOGUE

APRIL 13 10 A.M. to 3 P.M.

Theme:

Responsibility and Punishment in The Twentieth Century.

Featuring:

- Fr. David Inman, URI
- Dean Thomas Fencil, URI
- Mr. Harold Langlois, former Warden, Adult Correctional Institution
- Mr. Leonard Anderson, URI
- Cooperative Extension Service
- Judge Edward Gallogly, Chief Judge, Family Court
- Fr. Alfred Lonardo, Catholic Family Service

Majority

— Fraternity-Sorority

INTRODUCTION. The committee has met 16 times, has heard the testimony of 17 persons, has received correspondence from several individuals, has obtained reports from fraternities and sororities on their membership and activities, has studied 240 responses to a survey of both Greek and non-Greek students on campus concerning their attitudes toward fraternities and sororities, and has maintained a continuing dialogue among its own members.

From the beginning, it was obvious that there was a wide range of opinions among members of the committee; however, it was equally clear that the committee was approaching its charge seriously and searchingly. Before the final decision was made, each member of the committee presented his position with qualifications and justifications. Again, there was a wide range of opinions which formed a continuum. Some would have eliminated fraternities and sororities with no reservations; others would have allowed them to remain with no connection to the University other than their charter to exist; others wanted them to remain, believing that they make a contribution to the University. No one, however, presented the

position that fraternities and sororities as they are not constituted and as they now operate should be allowed to remain a part of the University without change. When an attempt was made to find the focus of opinion, eight of the fifteen members of the committee voted to retain fraternities and sororities with the qualification that certain changes must be made, and seven voted to phase out fraternities and sororities. In order to write summary reports, the committee then separated into the two groups resulting from the decision.

The following statement is the report of the majority of the committee. For the sake of brevity and clarity, and to prevent the need for you and the Board of Trustees of State Colleges to study and reinterpret the material which has been presented to the committee, the copious background reports have not been included. A complete set of the materials is on file in the office of the Dean of Students.

The committee is aware that its prerogative goes no further than making recommendations and that the majority decision to recommend retention is no clear mandate to fraternities and sororities that "all is well."

The body of the report is in three parts:

I. A statement giving reasons

why the majority of the committee believes fraternities and sororities are relevant to a public university.

II. Stipulations which the committee believes must be met by the individual chapters if fraternities and sororities are to continue at the University of Rhode Island.

III. Recommendations directed to the administration of the University.

I. THE COMMITTEE PRESENTS THE FOLLOWING JUSTIFICATION FOR THE CONTINUED PRESENCE OF FRATERNITIES AND SORORITIES AT THE UNIVERSITY OF RHODE ISLAND.

It should be noted that the majority position of the committee was strongly supported by those appearing before the committee. This group included seven members of fraternities and sororities, five independent students, a national officer of a sorority, the fraternity manager who provides managerial services to fifteen fraternities and one sorority on campus, two former personnel deans, and one current personnel dean. Of the entire group of individuals who were heard, and to the surprise of the committee, only one person recommended that fraternities and sororities be phased out of existence at the University. This position was part of a larger recommendation that the University provide no housing for students.

The majority of the committee believes that the following reasons justify the continuance of fraternities and sororities of the University of Rhode Island.

1) These organizations provide opportunity for diversity in living situations at the University. Recommendations for future campus housing reflect the need for small living groups in which the individual can achieve and/or maintain his identity in an ever expanding and ever less personal institution. Fraternities and sororities provide groups with more individuality and cohesiveness than dormitories of the same size, along with greater continuity of associations. Such groups offer opportunities, not yet developed, for experimentation in integrating living and learning.

2) Fraternities and sororities provide at present 27 groups where student leadership and responsibility can develop and where considerable alumni support for the University is generated.

3) Philanthropic and community projects carried on both by individual chapters and by the Inter Fraternity Council and Panhellenic Council make a contribution to the larger community as well as to the University. These projects include among others, a blood drive, book drives for both the Crow Indian Reservation and the University Library, support of speakers, a symposium on drugs, and volunteer services to nursing homes and the Ladd School. In addition, members participate as individuals in university-wide philanthropic projects.

4) When academic averages based on group membership were last computed (1966-67), the averages of fraternity and sorority members as a whole were higher than for

non-members. Although activities vary from chapter to chapter, each sorority and many fraternities have activities to encourage academic excellence and to improve the academic standing of their members.

5) Individual chapters of fraternities and sororities have, over the last decade, exerted significant influence upon their national organizations in the direction of eliminating discrimination in the selection of members. Relatively small groups such as fraternities and sororities not only can react with sensitivity to the necessity for change, but can more easily than larger and less cohesive groups adapt to and support change.

II. THE COMMITTEE RECOMMENDS THAT THE FOLLOWING STIPULATIONS BE MADE, THAT EACH CHAPTER BE HELD INDIVIDUALLY RESPONSIBLE FOR COMPLIANCE, AND THAT FAILURE TO COMPLY BE CONSIDERED SUFFICIENT GROUNDS FOR REVOKING THE CHARTER OF THE OFFENDING CHAPTER.

1) The committee upholds the present position of the University that no fraternity or sorority may have any restrictive membership clauses based on race, religion or national origin. The committee believes further that it must be a prime responsibility of the local chapters to see that this stipulation is followed in fact as well as in policy statements.

2) The committee highly recommends that chapters review their present methods of selecting individual members with the view to eliminating, where it may exist, the black-ball system and to initiating a more positive method of selection. The committee recommends that fraternities and sororities consider pledging as a trial period for both members and pledges with the result that pledges shall be treated as of equal stature to members, with the exception of voting on certain matters to be specified by the fraternity or sorority at the time of pledging.

3) As with all living groups on campus, each fraternity and sorority shall maintain with the office of the Dean of Students a close working relationship with mutually agreed upon and clear cut channels of authority and responsibility.

4) It goes without saying that every fraternity and sorority shall comply with local ordinances, with state

and/or federal laws, and with health and safety standards.

5) Each chapter shall be required to file annually with the Vice President for Business Affairs a certified auditor's report of the organization's financial status for both the chapter and the alumni corporation.

6) In addition to inspections by state agencies, it shall be the responsibility of the Inter Fraternity Council and Panhellenic Council to conduct regular and more frequent inspections relative to safety, sanitation, and living conditions. Reports shall be made a matter of record and copies made available to University officials.

III. THE COMMITTEE HAS THREE FURTHER RECOMMENDATIONS DIRECTED TO THE UNIVERSITY ADMINISTRATION.

1) Fraternities and sororities shall receive no subsidies not available to all students living on campus. The committee considers the guarantee of mortgage loans and provision of land for fraternities and sororities to be comparable to the initial financing of dormitories through bond issues and would recommend that this practice be retained.

2) Although at present there are sufficient places in the fraternity system for those who wish to do so to become members, the committee, believing

3) Finally, the committee recommends that at the end of three years, the situation be reevaluated to see whether the recommended changes and stipulations have, in fact, occurred. In the meantime, the committee recommends continuing study by the Inter Fraternity Council, Panhellenic Council, and personnel deans and, should serious problems arise, that action be taken against an offending group or groups rather than by disbanding the system. Respectfully submitted

by the majority,
Mr. J. William Corr, Jr.,
Alumnus
Mr. Raymond H. Christopher,
Jr., alumnus
Prof. Elizabeth W. Crandall,
Faculty member
Mr. Allen Divoll,
independent student
Miss Evelyn D. Morris,
Associate Dean of Student
Students
Mr. Alex Nelson,
fraternity member
Miss Myra Shaw,
sorority member
Mr. L. Allen Wells,
budget officer

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Study Report — Minority

This is the MINORITY REPORT OF THE FRATERNITY-SORORITY STUDY COMMITTEE and is the result of a 8-7 vote on the question of continuance. Members of the minority are as follows:

- Roy E. Carr, Trustee
- Chuck Colarulli, Student
- Mary Ann Haczynski, Student
- Robert W. MacMillan, Chairman of the Study Committee
- Jerome Pollack, Dean of Arts and Sciences
- Alton W. Wiley, Vice President for Student Affairs
- George L. Young, Former Trustee

It is the recommendation of this group that fraternities and sororities should be phased out at the University of Rhode Island. We feel that this system is counterproductive to the values and goals of a university community. The problem of a public institution versus a private institution and our right to impose certain value systems on one and not the other is unnecessary to resolve. We all believe that the values expressed herein can and should be used in dealing with a public institution at least.

The basic arguments for such a recommendation are as follows: inherent discrimination, institutionalized harm, and a lack of relevancy.

We believe that the fraternity-sorority system is inherently discriminatory. A certain number of students who wish and indeterminate number who might wish to join a fraternity or sorority are unable to do so by reason of requirements so vague that were they a matter of law, they would probably be declared unconstitutional as discriminatory. We find this system unacceptable on two levels.

First, on a human level, we find this in violation of the dignity of man. Such violations cause the kind of alienation and resentment which divides our society. As human beings we reject this system, and as men in the twentieth century we all are aware of its tragic results. This is especially true of a society formed from many different elements.

Secondly, as members of an academic community whose whole existence can be described as the process of making distinctions with clarity and logic, the Greek system's existence contradicts and opposes this process. A student should not be encouraged to think logically and clearly about ideas and man in the classroom, and then be equally encouraged to make superficial and vague judgements about his contemporaries in his Greek associations. This kind of situation is not viable.

It is important to note that the selection requirements and their interpretations are not laid down nor made by the general public nor its representatives, the state legislature, nor by the administration, the faculty, nor by the student body, but by select groups of the student body. For us, it has not been necessary to decide whether or not there are specific discriminatory requirements since we believe the fact that the system is inherently discriminatory to be the crucial test.

It is important to mention here that we have found that

fraternities and sororities receive more economic support from the University than do other housing units. Further, the administration of the University, by its own admission, has less direct control of the system than it does over dormitory residents.

The Greek system is not only inherently discriminatory, but encouraged by favorable economic supports and protected by a lack of control on the part of the University.

The harm that can be caused by institutionalized mechanisms is just beginning to be realized. The fraternity-sorority system is institutionalized at the University through formal recognition, economic support, and the provision of land, administrative facilities, and personnel. It is further reinforced by an ever-present alumni which maintains the system in times of difficulties and lends continuity active members cannot provide. This institutionalization gives the judgments and ideas of the system a significantly greater force than does an individual student's judgments and ideas. This greater force is both group-reinforced and group-protected. An individual has no such reinforcement and no such protection.

Therefore, when the system selects or excludes, it does so with the raw power of an

institution and not with the normal force of an individual. The divisions and the resentments that are caused are not to be underestimated. And what does this do to the character of those responsible for excluding others?

The Greek system at URI reflects the ethnic divisions, the race distinctions, and superficial judgments of our larger society. It takes those divisions, feeds and lives off them, and gives them legitimacy and protection of an institution. We refuse to accept this conditioned disease as human nature, and we must change the environment that has created it. We believe the role of the University is to be a place in pursuit of truth, to lead a society, not to reflect its malaise.

A necessary step towards bringing this about would be to remove the legitimacy of such divisions and judgments by removing their institutionalized protection. We find the judgments and the divisions of the Greek system to be in contradiction to a university's goals of truth.

Another area of concern is the fact that a forced system can misuse the very ideals upon which the system is purported to be based. The ideal of brotherhood is professed by Greeks. It is emphasized as the ultimate idea. This universally-honored

ideal has been subverted to ignoble and illegitimate purposes. In the name of brotherhood, for brotherhood, the members have justified acts, such as dishonesty and cheating. When an ideal such as brotherhood can be used to rationalize or justify any act at all, then a system without the capacity to make distinctions, because of the blinding weight its institution has, must be reconsidered, and that system and its pervasive effects must be removed. We must conclude that this system contradicts this university's purpose and intent.

This brings us to the last and for some the conclusive argument — a question of relevance. The Greek system as the center of social or cultural activities is decreasing rapidly each year. This is due not only to the rise of many and varied groups whose membership is rarely restrictive; but can also be seen in the senior year exodus from Greek houses to off-campus life. Further, because the emphasis of a caring and involved student is, directed today toward world problems, community action, the war, racism, education, pollution, one must give his time and energy to the world outside his house in order to help solve these problems. A man must be relevant to his times, to a newer awareness of his world. A fraternity can no

longer be a "brother's" world. Can a system in 1970 which is inherently discriminating be relevant? Can a system which because of institutionalization causes harm to outsiders and to its brothers, both in quality of their character and the nature of their intellect, be relevant? Can a system which takes the highest ideals, exaggerates their application and is unable to make critical distinctions be relevant?

You are probably asking the question "relevant to what." The answer is to the university, its goals, its purpose. The final answer is ultimately to society.

We are convinced it is not relevant. But more than this we are convinced it is harmful to individuals and to the community. We ask you, the President's Council, the Board of Trustees and Board of Regents, to consider our arguments and the individuals that make them.

This time we can take the initiative rather than only reacting and we therefore recommend that you begin a program of phasing out fraternities and sororities at the University of Rhode Island.

Finally, we charge the University, through its student personnel division, with the responsibility of developing creative living situations.

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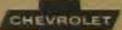
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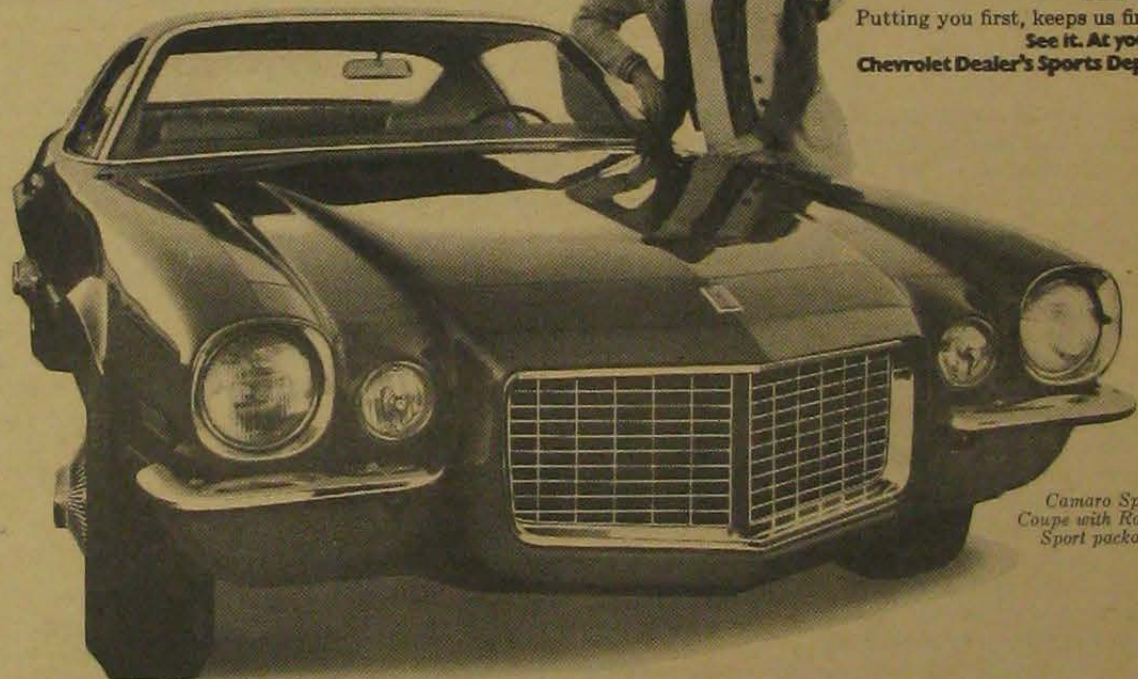
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Editorial



For the first time in forty editions, I will use the word "I" in an editorial. I do so because I have chosen to make this editorial a summary of where I am as a student, graduating in June, from the unique position (for a student) as editor of this newspaper. I say unique because it requires an undergraduate to be informed, aware, in dialogue, and available to all segments, groups, interests, and structures of the faculty, students, administration, trustees, and alumni of this university. To what extent this has been accomplished, I will leave to you to decide. And if this editorial becomes self-admiration or self-flagellation, let me apologize in advance.

It has become clear that if we, as a university, cannot work together, then we will not work at all. Inherent in community life is the community's need to respect and trust its own groups. All too often we have allowed issues, positions, and circumstances to polarize the major segments of this community.

We are not the students who burned down buildings in California or rioted at Columbia, nor should we be treated or regarded in that light. (Note that I am not commenting on the substance of either case.)

Nor, on the other hand, should we automatically assume that President Baum is like Nathan Pusey of Harvard. Nor should the president distrust us, as has become apparent, when we articulate the needs of the students. This polarization can make community life impossible.

We are presently involved in what has been described as a self-study. It seems obvious that the approach of the group is on an institutional, rather than human level. We need to define more clearly our proper roles and areas of interaction in the university of today.

ADMINISTRATION

The administration faces problems on a daily basis that ought to be understood by students and faculty. The complexity of running a modern university requires that we, as students and faculty, become aware of these problems. It is so easy to yell slogans and so difficult to get those who do the yelling to work to change this university. William Kunstler is tragically wrong when he speaks of resistance, for that is polarization. It is merely a step toward revolution and not a step toward change. Under the present administration, we have had change fairly quickly. But it has been reasoned change in which community committees have labored many hours. This administration has been available and open to an increasing number of students. This is, of course, not sufficient, but we are moving toward greater interaction, not less. We are moving toward change, not revolution.

FACULTY

Too many faculty are still holding onto their tenure security blankets and their privileged academic freedom, caring little for the total university. They are forced by the system to be more concerned, and sometimes solely concerned, with publishing and research than with teaching.

What is needed is a change in emphasis by the system so that those who care about teaching can be rewarded for doing so. Student participation in tenure procedures is one step toward this change. Other steps on the university level to reinforce these values are also necessary.

The faculty is in itself segregated. For example, interaction of engineering faculty with those in the social sciences seems to be minimal. The implications of bringing faculty of all colleges together are important to the university. The dialogue alone in such a meeting would be invaluable. This could encourage interdisciplinary courses and study which is presently lacking.

Of particular interest at this time is the study begun by the Dean of Arts and Sciences in the area of individualized majors. This kind of option will require students and faculty to become much more aware of each other.

The faculty, as well as the society at large, is going to have to find the courage to stand up for what they believe. Too often, faculty members are nowhere to be found in tenure questions, community problems and crises. Ask not why our country is in a state of malaise. It is because you are in a state of intellectual malaise and rigidity.

STUDENTS

We the students are to blame for our situation. Ninety per cent of us have not stirred from the bleak dorms or the secure fraternities and sororities or have even had the guts to care. We go through college to get the degree that gets a higher-paying job to buy a higher-priced house to live and die in. That's all we want!

It is true that more students than ever before have become involved in their lives and society and are working to change the many existing wrongs. It is also true that the majority couldn't care less.

I have seen an ever-increasing rate of polarization among ourselves. We are as divided and insecure as the society we reflect. William Campbell, a former political science faculty member stated in an article he wrote for my first edition in February, 1969, "We should have offered them a culture, not a hammer, if we hope to avoid terminal damage from a blunt instrument." We have no culture because all that we have been taught to believe in and hold sacred has been shown in the last ten years to be lies in reality. This is the why of student violence. This is the reason, but never the justification.

I have had the opportunity to deal with all extremes and groups in the student spectrum. All too often, the rightness of their cause became an excuse to lie and be deceptive in their means. They took on all the immorality they were supposedly fighting. Then they wonder why they have failed. Then they turn to revolt, without ever having the stamina or the conviction to be true to their ideals. What else can we expect from the children of today's America?

I still call for involvement in the ways which we ourselves have developed. Find your place and cause, and work toward it. Hundreds of students at URI have given of themselves not only to articulate their concerns, but to act upon them. Whether it was a Big Brother-Big Sister program or marching on Washington, they were there. Whether it was spending an academic year doing an honest and complete study of ROTC or fighting for the rights of the poor in Peace Dale, many were there.

The quality of our lives is decided here today at URI as much as in any other time or place in which we may find ourselves. There is no tomorrow for us. We must become involved in our own education so that we can be better prepared to live our lives.

The words in a quote in my first editorial can apply to the many challenges we face today as students:

"To a less significant challenge, this editor is not the best qualified at URI. He may be the best of the few who applied, but this is not enough. In the past we at the university have been slow to accept life's challenges. We have preferred to hide behind the blue blazers and handsome smiles of college life long dead elsewhere. Although we welcome and demand criticism let us be aware that our product, the BEACON, is the result of those willing to participate and not necessarily the best paper possible. This editor needs your criticism, your contributions, and your support, as does the entire community. This then is a time to work together. This then is also the reason for the BEACON."

This should be the approach we take to today's problems. For fifteen months I would like to believe that quote has been proven correct.

THE UNIVERSITY

It is "the role of a university is not to reflect a society's malaise but to lead a society." This is the community's challenge. This is my summation.

I have written it now in the hope that I could provoke the comments of the community and reply to them. In the final five editions I hope this can be done. I am asking and perhaps pleading for your view, for the benefit of your experience, and as always I await your response.

Chuck Colarulli
Editor

Clough Questions Values At URI

EDITOR'S NOTE

Dr. Garrett C. Clough wrote the following letter to the BEACON after being informed by the administration that his contract will be terminated after the 1970-71 academic year.

Dr. Clough is a teacher in the Zoology Dept. at the University of Rhode Island presently on a leave of absence for 1969-70 to do research work at the University of Oslo sponsored by a national Institute of Health Research Grant.

Dr. Clough appealed last year the decision of the Zoology Dept. which denied him promotion on a charge of teaching ineffectiveness. He stated in a letter to the Faculty Appeal Board that in denying him promotion to the rank of Associate Professor his academic freedom was being denied.

The decision of the Board last March was to uphold the decision of the Zoology Dept. which in effect makes 1970-71 the last year for Dr. Clough as a member of the Zoology Dept. The following letter is an expression of Dr. Clough's feelings concerning the case and the decision.

Dear Editor,

I thank all of you, students, faculty and the one Dean, who have openly supported my own private questioning of the university system and I ask you not to diminish your own strong and relentless quest for answers and your own strong determination to push forward to humane improvements at all levels. I ask all of you who privately supported me but who were afraid or too hesitant to speak openly against the system and its tyrants, to be stronger and more worthy of your own sense of rightness in the future. "If you are among brigands and you are silent, you are a brigand yourself."

I share the "present world-wide revulsion among men and women at being pushed around and kept in the dark by bureaucracy," its self-seeking lords and its administrative slaves. Those who hold the power are making a mess of things.

The reasons for the failure at all levels of the University of Rhode Island administration to give me my just rewards for my contributions to the university community have never been disclosed. No one has told me, after two years of asking, why I am really being fired now. Of the written reasons coming from my department a crucial one is a blatant lie, easily exposed as such by the facts, and the other reasons they have announced are all matters of extremely doubtful and limited hearsay value judgements on teaching which have mostly been contradicted by students and faculty who have had first hand experience with me.

All of you must continue to ask the question, Why should Garrett Clough have to leave? The question may provide a clue to how this university operates and who controls it and therefore lead you to ways of improving the university, the society and the world of which it is a part. To question, to always seek answers to everything from the greatest mysteries of human life and of nature down to problems which seem clear to the simple

mind, is what a university is all about. Because I dared to question, and too frequently reached different answers from the authoritarian persons above me, I have to be forced away. But the act of my leaving will not squelch the questions nor solve the problems which all of us face. What do you think is the reason for the existence of the university?

The need for your insistent press for new answers to present problems is so urgent that you must do no more than pause briefly to reflect upon the sad lesson of my case and the historic evidence that the pursuit of truth and a better society contains revolutionary potentialities often directly inimical to the comfortable habits of the entrenched. The really effective leaders towards a better future in many lands have been murdered or jailed: in universities it is easier to refuse tenure and promotion to faculty members who have such vision and the determination to act. For such inquiring minds among students the most often used faculty tactics to silence them are low grades, loading them with trivial tasks and boring them into distraction. But, without the minutest doubt, these dangers of pursuing honesty and harmony are tiny in comparison to the tremendous needs of all men for solutions to the vast problems which endanger our well-being and continued existence.

We must all act to help change the dangerous direction in which our society is speeding. On the one hand we must stifle parts of it from misguided lethargy and on the other we must resist the blunt-headed ignoramuses who lead us into chaos. Tenure, a safe job, good grades for students, are as nothing compared to a free and peaceful mind. **DON'T BE INTIMIDATED.** A contemporary philosopher said "the greatest security in this tumultuous world is faith in your own mind" providing, I would add, that you know you have been free to arrive at your own answers and to pursue all questions.

I assure you who support me that your efforts are worthwhile to you and to me only if you remain convinced that you must work continually for improvements in and out of the university. It will never be easy because all institutions are resistant to change, and universities like ours especially so because they lack leaders with vision and authority.

Never forget that students are our main responsibility as university professors. Many of the best of our students are fearless in challenging the existing hypocrisy, lies and errors and in unselfishly pursuing a better future for everyone. Let us all teach and work according to our highest ideals and values and encourage the same in others by the example of our lives.

I have worked as a university professor to bring a coherence and unity to the university's crucial need to study man in nature and to show that the sciences, humanities and technical areas need to join. I tried to show that a world-oriented ecological approach to man in the largest sense is the most appropriate

framework for cooperation in teaching and scholarship. I tried to teach my students in ecology and ethology to move towards some order and love and excitement in learning for themselves. I was not afraid to express to some of my colleagues my failure to always attain all that I had hoped to achieve. You can learn nothing positive from the judgements of the zoology department and the faculty appeal board and from the silence of the higher administration concerning me.

Although the zoology department said that I taught too much about the place of man in nature and the rest of the authorities agreed with this judgement, I want to give you a much better judgement about such questions of education. A prominent teacher and biologist, I.M. Lerner, writes in his new textbook of genetics, "for the student who must live through the last third of the twentieth century, the most important facts are those that have social implications, those bits of information that demonstrate the involvement of every human being in the ethical, social and political

problems, of this age of science." The failure and inability of the University of Rhode Island to allow such ideas to be expressed by me demands that all of you do something. You must redouble your efforts to break down the deadening oppression of traditional departments, the special institutes and the largely analytical disciplines they represent.

I am one ecologist among others in my department and in the university. Now I see why Max Nicholson, one of the world's leaders in the application and direction of ecology, said this year that "some of ecology's worst enemies are ecologists, who do not understand how a science advances and who exercise a veto wherever possible on steps leading to its advance, in order that they may comfortably play out time in the more or less cozy niches which they have created for themselves and their intimates." (from *The Environmental Revolution*). We must recognize that we can solve worldwide social and environmental problems and our own immediate university

problems only by making new beginnings involving basic changes of direction in our society and in our institutions.

Wisdom combined with courage and vision is needed. But there is no other way. The present ways and the present leaders are not viable, we must find alternatives. Great changes must come; it is our task to help them evolve rapidly and smoothly as possible. Otherwise they will come with revolution and destruction. Science can supply many answers but poetry and other humanities point out the direction.

What I want to convey as my thanks to all of you who have helped me is expressed by Robert Frost . . .
"Ah, when to the heart
of man
Was it ever less than
a treason
To go with the drift
of things,
To yield with a grace
to reason,
And bow and accept
the end . . ."

Garrett C. Clough
Oslo, Norway
Easter 1970

William Kunstler Advocates 'Resistance' As '70 Goal

The signs that hung in Keaney Gym Wednesday night protested the Vietnam war; but William M. Kunstler, lawyer for the "Chicago 7," said that outmoded protest must be replaced by actual resistance.

In a speech before an estimated 2500 people, Mr. Kunstler said, "Conventional protest is not the time we're in, because because the government does not yield to conventional protest for they have become used to it."

Mr. Kunstler called for resistance against what he termed "illegitimate use of authority by the government," the Vietnam war, and the hunger problem.

The result of the "Chicago 7," he said, was a radicalization of the people and a realization that "the government will stoop to any level to kill, inhibit or destroy anyone who it fears."

He said that the point has been reached when people must again rule the government and not the government dictate to the people: "We are at the point now where the government must listen to what is going on or bear the consequences."

The "Chicago 7" trial, the noted lawyer said, was but another example of the government trying to suppress those that threatened its position; the trial's significance was the defendants' decisions "not to yield an inch on life style, political philosophy or courtroom decorum."

In relation to the trial Mr. Kunstler said the defendants wanted to accomplish three things: to rebuff the prosecutor's case, to show why they came to Chicago, and to present their life styles. "We put in a defense of three months in which we did all of these things."

Mr. Kunstler asserted several times that there is a lack of communication between people and government and among generations.

Judge Hoffman, famous for his part in the trial, Mr. Kunstler cited as an example of an official who would not listen. "The judge would not listen; the judge was afraid to listen."

At the end of his speech, Mr. Kunstler was presented with an honorary degree from the URI Free University and People's Movement. The Honorary Doctor of Justice degree was given in recognition of Mr. Kunstler's "efforts to protect freedom and promotion of justice."

In an interview held before his speech, Mr. Kunstler indicated that the decade of the 70's would be "the era of the clenched fist." He said that the government is waging an "attack on youth" and spoke of the 70's as a period when "people will resist rather than protest."

Speaking of the "Chicago 7" trial, Mr. Kunstler said he reacted vigorously to situations in court and in several instances protested decisions made by Judge Hoffman which the attorney considered unfair.

Although Mr. Kunstler was sentenced to four years and 13 days in prison for contempt charges, he said he had no regrets, adding that he hoped lawyers would stand firm when treated unfairly. He said it is about time lawyers began to do something in court where the trial would become a "battle field" for justice.

In answer to a final question, Mr. Kunstler disclaimed any responsibility for the burning of a Bank of America branch building in California where he was scheduled to speak at the University of California. He said his speeches might provoke people to some actions, which would be good, if the objectives of burning a bank building were worthy enough.

Writer Asks What Will Happen After Final Peace

Dear Editor,

An open question to the readers of this letter . . . why is it that students intent upon peace seem to be concerned only with the here and now. After peace, what then? What will insure that systems which bred dissent, war and corruption will not brush off the dust and spring up anew either at the seat of revolt or elsewhere? I think many of us will have to admit that complete withdrawal from sensitive areas in this world, while desirable, is only part of the answer. Ending wars does

not end problems—problems which encouraged violence and hatred.

World Federalist Youth (U.R.I. Chapter) feels that there is a way, through world law, to stabilize problems, prevent violence from occurring as the only way to settle dispute. Come to our meeting Wednesday, April 8, M.U. Room 316. Bring your thoughts, sympathetic or not, bring your friends, but come. We'd appreciate having you there.

Robert E. Yantorno, '70



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Seniors Realize Tight Local Job Market in N.E.

Raymond H. Stockard, director of the office of career planning and placement at URI, said that there was a national shortage of jobs which has led to a tight job market.

This tight job market was caused by President Nixon's attempt to curb inflation by cutting down on government spending. The hardest hit areas have been in the fields of manufacturing, aerospace and defense. Mr. Stockard listed accountants, engineers, scientists and teachers as the most sought after personnel upon graduation.

The job market used to be a seller's market, where the graduate could choose from several offers for a job depending upon how favorable the factors were. Now, the graduate has a narrower field to choose from and sometimes must accept an offer he would not ordinarily accept because of geographic or other factors.

Mr. Stockard said that New England offers a limited market for most jobs.

Education Courses Present 'Nothing New' Says Student

Dear Editor:

After having read the article written by Mike DelPrete in last week's BEACON, I find myself, and indeed many of my colleagues also, agreeing wholeheartedly with Mr. DelPrete. Education courses are really nothing we haven't already heard or are already aware of through our own experience in our prior education.

Because "models" of behavior and ways of learning are the current trend among the educators of our country do we have to get ourselves so caught up with models and having our views published in the next issue of the "All American Educators Soapbox" to be a good teacher? I think not and I sincerely hope not. We students in Education would like to learn how to deal with some of the problems that will confront us when we leave here for the public schools in the next year or so. We are tired of relishing the inane platitudes that Mr. DelPrete mentioned in his article. We recognize these things. What we would prefer would be to consider how some teachers face and resolve these problems and bring out our own ideas on the subject before these ideas are stifled, along with our will to go into the teaching profession, by boring professors who spew forth such ominous pieces of knowledge as: "The classrooms are overcrowded." Give us a break!

People in the Department of Education compliment us on how we are the cream of the crop and are very carefully chosen to receive the honor of entering the General Teacher Education curriculum and then turn around and insult us by denying our intelligence and feeding us this elementary (Is that the current term?) school pabulum. We are not stupid. As a matter of fact we probably know quite a bit more about what is currently happening in the schools than some faculty members who are all caught up

Letters to the editor:

G. S. A. Scored For Lack Of Officer Representation

Dear Editor,

As stated in the G.S.A. constitution, "The nominating committee . . . shall present a slate of at least 2 nominees for each of the four Executive Officers and at least one nominee for each Area Representative to the membership of the association by mail at least five days prior to a general meeting in March." These procedures were not followed by the G.S.A. nominating committee thus invalidating the "election" of March 19, 1970. Since the term of office for the previously elected Executive Officers ended April 1, 1970, the graduate students find themselves without a Graduate Student Council. Apparently no one on the former council was aware of this section of the Constitution (Page 2 Section B Election of Members to the

Graduate Student Council). Surely there must be a reasonable explanation for their failure to adhere to constitutional election procedures.

I would like to make one additional point. My comments should neither be construed as personal attacks on the former Graduate Student Council nor as being anti-Graduate Student Association. I merely offered (in my letter of March 20) an interpretation for the lack of choice on the "election ballot," and, if correct, questioned the justification for maintaining the presently structured and oriented G.S.A. Personally, it is difficult to support a Graduate Student Association whose primary concern is in entertaining graduate students via frequent "Happy Hours." The aims of the association as stated in the Constitution "shall be to further the intellectual, cultural, social, and academic interests of all graduate students." It is my contention that little time, effort and money has been channelled into areas other than the social.

Perhaps when our representatives are properly elected they will consider this when formulating policy for the next academic year. Perhaps also, a re-orientation of the G.S.A. will involve a broader segment of the graduate students and elicit more active participation.

Frank Saitta
Graduate Student
Zoology

in hopping about the country attending conferences and getting their names in educational journals. These people are far removed from the classrooms that they profess to be preparing us to enter and this makes me wonder if they have a hand in preparing us for anything but the next hour exam!

Brian Robert
Theta Chi

THE BEACON

University of Rhode Island

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URI BEACON

Supplement

ROTC

Report

I. Introduction

This committee was appointed by President Baum on July 1, 1969, in response to Report No. 2 of the University Placement Policy Committee, dated May 3, 1969. The President directed the committee "to study the relationship of ROTC and military training to the educational objectives and procedures of the University." In addition, he instructed the committee to take as much time in its deliberations as its members felt was necessary to fulfill this charge.

The committee's membership consisted of four faculty members nominated by the Faculty Senate (Professors Maurice Klein, Virgil Norton, David Pratt, and Stephen Wood), four student members, three nominated by the Student Senate and the fourth by the Graduate Student Association (Messrs. John Breguet, Stephen Katzen, Francis Pimental, and William Brooks), and a single presidential nominee (Vice President E. James Archer). The President held in abeyance a second appointee pending the outcome of negotiations with the Department of the Army to modify Clause 2.e of the ROTC contract which obligated the University "to include a representative of the Department of Military Science designated by the Professor of Military Science on all faculty committees whose recommendations would directly affect the Department of Military Science." In the interval, the President requested the committee to use Colonel Frank Bates, Professor of Military Science, as a consultant and to invite him to all committee meetings until the contractual question could be clarified.

On September 29, the President informed us that he had succeeded in amending the University's contract with the Department of the Army so that "The membership of a member of the Department of Military Science on the committee is no longer required." The revised contract provides for consultation between the Professor of Military Science, or his designee, and any such committee as ours.

At this time, President Baum made his second appointment to the committee (Dr. James A. Gold). In turn, the committee voted unanimously to invite Colonel Bates to attend its further meetings which he did regularly until the committee went into executive session on November 21. We wish to acknowledge the invaluable assistance Colonel Bates rendered to the committee in his capacity as a consultant, both with respect to information about ROTC and about relevant aspects of the military services.

The committee met initially on September 12, after faculty and students had returned to campus for the Autumn Semester, and has met weekly during most of the period between that date and the

present. At the first meeting it was agreed, by formal motion, that seven members of the committee must be in accord to carry any substantive motion, and this agreement has been adhered to throughout the committee's deliberations.

A brief enumeration of the activities undertaken by the committee may suggest the scope and intensiveness of our inquiry. We obtained and reviewed copies of the study reports of similar committees at other universities carefully selecting our sample in an effort to insure that a wide spectrum of views would be represented. We investigated the history of military training programs on the nation's campuses and, specifically, at the University of Rhode Island. We discussed at considerable length with Colonel Bates the ROTC programs on this and other campuses and explored alternative programs for officer procurement. We examined current professional and periodical literature which deals with these subjects. We explored, again at very considerable length, the Report of the Special Committee on ROTC to the Secretary of Defense, a statement about which is described in the second section of our report. We invited and considered communications about ROTC from members of the university community. We held two open hearings to facilitate public discussion about the relationship of ROTC to the university. We attended ROTC classes, both in the "Option C" program and in the junior-senior year contractual program. And we discussed, on a continuing basis throughout our meetings, the nature of the university in contemporary society and whether ROTC was compatible with the university's objectives and procedures.

The report that follows results from this intensive study. Before turning to it, however, we believe that three additional points of information should be clarified. First, our committee did not fully appreciate the breadth of the charge we had received from President Baum until we began to examine the reports from ROTC study committees at other universities. Typically, these committees were asked either to evaluate the quality of ROTC programs or to recommend changes in these programs that would bring them into harmony with the institutions' academic standards. For example, at Brown University the Ad Hoc Committee on ROTC Programs was given the charge "to make concrete recommendations of ways of insuring the intellectual quality of the portions of the ROTC programs for which academic credit is given." In its report, this committee states: "Implicit in the charge of the Curriculum Committee was the basic assumption that the ROTC programs should remain on campus." And at Cornell

University a presidential Commission on Military Training was asked "to determine the most appropriate way for a modern land-grant institution to respond to the provisions of the Morrill Act and its charter regarding instruction in military tactics." In contrast to these narrow charges we were asked to examine the fundamental objectives of the University and to assess the effect of ROTC upon these objectives over an extended period of years. This approach we believe to have been a wise and fruitful one.

Second, despite the limited nature of the charges generally given to similar study committees, we found a pronounced tendency in their recommendations: a movement to modify, often drastically, existing ROTC programs. In private universities we noted a trend toward depriving ROTC of curricular status or

terminating the program altogether. In public universities we noted a trend toward involving the faculty (and usually the student body) in determining the content of ROTC programs and in approving appointments to their instructional staffs. We did not examine a single report that recommended retaining an ROTC program without any changes whatsoever.

Third, special mention should be made of the committee's treatment of the Vietnam war. Many, if not most, of the communications addressed to the committee, representing every point of view, alluded to this conflict as a crucial factor in evaluating and passing judgment upon the ROTC program at the University. However, our committee, from the beginning, rejected such assumptions as both false and misleading. We believe that the Vietnam war neither created

nor defined the question of propriety of ROTC on the nation's campuses. Rather we look upon it as a temporary (though lengthy) aberration that has provoked deep and violent controversy within our society. That controversy in turn has illuminated numerous problems of long standing and fastened upon them as symbols of conflict and confrontation. In this manner, we believe, ROTC on the campus has become linked to the Vietnam war with unfortunate consequences for careful consideration of either issue. As a first conclusion, then, the committee consciously decided to separate the two issues in order to concentrate fully upon the former while avoiding the distortions produced by the latter. In sum, the committee carried out its study as much as possible as if the Vietnam war had never occurred.

II. The Benson Committee Report

Midway in this committee's deliberations its members received copies of the Report of the Special Committee on ROTC to the Secretary of Defense. This committee was "appointed for the purpose of examining the existing armed services Reserve Officers' Training Corps (ROTC) programs in their relationships with each other, in their relationships with the host colleges and universities in particular, and in their relationship with the academic community." Its membership consisted of five administrative officials from major universities, three ranking officers from the military services each of whom is involved in ROTC training programs, and the chairman, Dr. George C.S. Benson, formerly President of Claremont Men's College and now Deputy Assistant Secretary of Defense for Education. (It is characteristic of the Report that Dr. Benson is identified as a Professor of Political Science and that no mention is made of his administrative position within the Department of Defense.) The committee's report (hereafter referred to as the Benson Committee Report) has been approved by Secretary of Defense Melvin R. Laird and by an Advisory Panel on ROTC affairs made up of eight representatives of the academic community - five university presidents, the chancellor of a state board of regents, the secretary of a university and a regular faculty member. However, the Advisory Panel added to its statement of approval several comments which we believe represent fundamental departures from the recommendations presented by the Benson Committee.

In our view the Benson Committee Report has unusual importance since it presents for the first time a definitive analysis of ROTC endorsed by the Department of Defense. As such it is used extensively in our report both as an

authoritative description of the nature of ROTC and as a defense of the propriety of existing programs. In this connection we should stress that the ROTC study committees at other universities whose reports we have examined did not have this report available when they formulated their recommendations. Here, again, as in the instance of the breadth of our charge, we believe that this committee enjoyed unique opportunities foreclosed to earlier study groups or not available to them.

The Benson Committee describes the substance of its report thusly:

1. A brief history of ROTC and a factual description of the existing programs of the United States Army, the United States Navy, and the United States Air Force.

2. An evaluation of alternative methods of preparing candidates for commissions in the armed services.

3. A consideration and appraisal of the criticisms of various kinds and from various sources (concerning ROTC) with the Committee's evaluation of their validity.

4. A set of recommendations which the Committee believes will strengthen ROTC.

Obviously, a little purpose would be served by trying to present a summary of the Committee's treatment of these topics. However, we believe that certain aspects of the report warrant explicit discussion at this time. Other aspects will be introduced in succeeding sections as seems desirable.

The report identifies as a fundamental problem "the propriety of an 'outside directed' program within the framework of an otherwise autonomous academic community" - whether, specifically, "governmental use of colleges and universities as sites for military education" remains consistent with university purposes and

procedures. The Benson Committee concludes that no such impropriety need exist if the military services make significant adjustments in ROTC programs and if faculties, administrators, and students of colleges and universities similarly make significant accommodations to facilitate these programs. On the military side, these adjustments take the form of recommended revisions in the ROTC Vitalization Act of 1964 which would make the language of that statute compatible with the concepts of curriculum formation, teaching quality, and faculty competence held by contemporary faculties. The Benson Committee contends that ROTC courses should be "judged on the same standards as are other institutional course offerings" and that the "qualifications and abilities of ROTC teaching staffs" should be evaluated "in much the same way those institutions evaluate and assess other members of their teaching staffs." On the academic side, the accommodations take the form of recommendations that the universities both exercise their "proper institutional responsibilities," too often neglected, to supervise and maintain ROTC programs of desired quality and also face squarely the facts that ROTC courses "are clearly different in their intended cumulative objective: the motivation and preparation of students for leadership in the military services" from other university offerings and "that most military professionals who come to teach on their campuses are only incidentally academicians." This contradictory burden which the universities are asked to assume in the "peculiar military-educational marriage which is ROTC.. is justified, in the short-run at least, as a necessary contribution to the military security of the nation.

(Continued on page 10)

Benson

(Continued from page 9)

These recommendations, as spelled out in detail, involve basic revisions in existing ROTC programs throughout the country. For example, "the Committee recommends that each host institution establish a high level faculty-administration committee to oversee and work with the ROTC programs." Minimally, such a committee should, among other functions, review and recommend all courses to be offered by ROTC and all proposed ROTC instructional appointments. Obviously, such recommendations entail notable concessions on the part of the military services. But the services appear prepared to make these adjustments in the interest of retaining ROTC on the campuses. When compared to alternative methods of officer procurement, ROTC is said to possess unique advantages, perhaps most important among them being close officer-cadet contact which insures "proper guidance to the student," makes "possible continuous observation of his leadership potential," and facilitates the development of desired attitudes and values.

At the same time, the Benson Committee insisted "that there are certain minimal organizational conditions essential to the effective functioning of ROTC." It must, for example, be accorded the status of "an academic unit organized within the academic structure of the institution." Further, the committee states: "It should be recognized that the wearing of the uniform, along with drilling, are regular parts of military training, and neither can nor should be dispensed with on campus as part of ROTC instruction." It is at this point that the Advisory Panel appears to disagree with the Benson Committee, or to express serious reservations. The Panel contends that the main purpose of the program should be "officer education, which is a form of professional education, to be conducted at the highest level." As results of this definition of the purpose of the program, "the term 'Reserve Officers' Training Corps' is outmoded" and "so much of the program as is military orientation, and not professional education, should not receive academic credit."

Two further aspects of the Benson Committee Report should be emphasized at this point: namely, that its conclusions rest upon certain explicit assumptions, some of which, though not all, have been expressly stated; and that its recommendations are explicitly confined to solving the "immediate problem" of officer procurement. Our committee has numerous questions about the correctness of these assumptions as well as numerous disagreements with the report's conclusions about basic issues. Nevertheless, its members find gratifying the fact that the Benson Committee expresses "the firm conviction that as the study of long-range alternative military manpower systems progress, THE ROTC QUESTION MUST BE CONSIDERED FURTHER IN A VERY FUNDAMENTAL MANNER."

III. ROTC as an Academic Entity

The ROTC program occupies a unique position among the academic departments that comprise the university as an educational institution. In the words of the Benson Committee Report:

Currently, ROTC is the only instructional program on campus whose curriculum and methods of instruction is largely determined by an external body, whose instructional staff is furnished by one external source, and which prepares young men for a single employer.

To be specific, the ROTC contract binds the University to establish "a Department of Military Science as an integral academic and administrative department of the institution and to adopt as part of its curriculum . . . [courses of military training and instruction] which the Secretary of the Army WILL PRESCRIBE AND CONDUCT." The University must grant appropriate academic credit applicable towards graduation requirements for successful completion of such courses; it must require students enrolled in ROTC "to devote the number of hours to military instruction prescribed by the Secretary of the Army;" it must make available necessary classrooms and other required facilities "in a fair and equitable manner in comparison with other departments" as well as schedule military classes "to make it equally convenient for students to participate in Army ROTC as in other courses;" and it must give the rank of professor to the senior commissioned officer assigned to the institution. (In addition, the University is required, as part of the contract, "To produce a minimum of twenty-five officers each year," and "To maintain an enrollment of one hundred in the basic course, when the basic course is maintained.")

The ROTC program at the University of Rhode Island is one of the few in the nation that follows the "Track C" curriculum, an attempt to develop a program of study that is academically acceptable, with a minimum of technical military content. This latter subject matter is confined to the junior and senior years. The first two years are largely devoted to courses in military history and military political science in which some lectures are given by members of regular university departments. Even so, the committee finds the content and conduct of these courses substandard and narrowly defined. The same material could be more effectively presented in the regular departments of the University within the context of recognized courses. Here the greater give and take of discussion in a heterogeneous student body, and the freedom of thought and expression not encouraged in a setting dominated by military influence, would be far more intellectually stimulating.

But the terms of the contract require independent departmental status for ROTC, which is part of an intentional segregation of military instruction from the university life of the cadet. The reason for insistence on this point becomes evident when one reads in the Benson Committee Report:

But to what degree are ROTC courses different from other university offerings?

They are clearly different in their intended cumulative objective: the motivation and preparation of students for leadership in the military services. Institutions which host ROTC units must, it seems to us, face that fact squarely. ROTC courses are also probably different from many other university courses in the degree to which they depend upon a continuing, participative, personal and relational contact between instructor and student apart from the quantitative and measurable content of each course . . . The armed services desire continuing contact over a four-year period between the professional officer and the student based on the same logic as the lawyer, dentist and medical doctor desire continuing contact with their students. There appears to be no acceptable substitute for the contacts of THE UNIQUENESS OF THE PROFESSION is to be transmitted from the senior members to the students.

Our committee sees the following as concomitants to this deliberate insulation of the ROTC program. ROTC has no real contribution to make to substantive university curricula. Indeed, it does not purport to offer any basic knowledge. There are no sets of learnings or competencies which are not already found in the regular University program. It provides nothing more than "vocational-technical" courses, augmented by distinctly extra-curricular activities such as close order drill. What it does offer, therefore, is an orientation or advertisement of a

military career. ROTC has the further advantage of both promoting a military career and carefully selecting from ROTC applicants the candidates it views as most suited for a military career.

Further, ROTC "faculty" are placed in a role that is neither military nor academic. Universities have been required through contractual stipulation to grant faculty rank to ROTC officers regardless of their experience and academic training. By and large ROTC officers are not acceptable as regular faculty because they are neither prepared nor motivated to assume the responsibilities of an academic career. Indeed we doubt that the University would seriously contemplate offering faculty appointments in a recognized discipline to any present or former member of the ROTC staff on this campus. Accordingly, ROTC officers become second class participants in the academic community, assigned for brief tours of duty before returning to normal military activities. This alienation becomes increasingly apparent as ROTC officers are unable to integrate basic areas of study such as economics, political science, history, etc. into their course offerings.

To many students, the chief attraction of ROTC is negative: it is a lesser evil than being drafted, serving as an enlisted soldier, or being without the means to subsidize a college education as provided through the ROTC scholarship program. More than this, the armed services induce a potentially premature career

commitment by nature of its contractual arrangements with advanced students. This commitment is required at a time when students should be free to change their career goals in line with new learnings about themselves. Participation in ROTC also requires student time that could be spent in the pursuit of a regular university education.

Lastly, ROTC is primarily a recruitment device, the purpose of which is not education but promotion of an orientation toward a military career. ROTC attempts to mask its essential recruitment function through numerous adjustments of its curriculum and procedures, particularly at the present time when there exists unprecedented faculty and student opposition to the program on many campuses, so as to try to make the program more palatable to the academic community. It is therefore a deceptive program which promises to train officers but does little more than deliver officer candidates.

Our committee's general Conclusion is that, because of essential characteristics which ROTC lacks, and because of extraneous characteristics which it possesses, the ROTC program cannot be considered a normal academic entity in the University. When judged, as the Benson Committee requests, on the same institutional criteria as other programs and instructional staffs, this "outside directed" program within the framework of an otherwise autonomous academic community" fails conspicuously to meet the standards of a contemporary university.

IV. The University and ROTC

This committee's basic charge led immediately to an examination of the University's purposes and methods and then to an examination of the relationship between these and the purposes and methods of ROTC. We found the first of these tasks a difficult undertaking, for there exists a general reluctance to define the purposes of higher education with precision. The University's catalog statement typically is remarkably general:

The function of a university is the discovery and dissemination of truth. The University of Rhode Island carries out this function through its activities in the three major areas of instruction, research, and extension. To enable it to do so most effectively, its Board of Trustees has given official support to the principle of freedom in inquiry and expression for both faculty and students, pointing out however, that such academic freedom carries with it duties correlative with rights. The Board in its statement declares that the common good depends upon the free search for truth and its free expression.

The committee did not find this statement very helpful and the same can be said for the definitions we encountered in other sources. Interestingly, none of the other university reports we examined actually sought to face this problem squarely; in most instances it was simply ignored and recommendations were based on more pragmatic considerations. It was far easier merely to assert institutional mastery in one's own university and, in recognition

of the right and responsibility to maintain academic standards, to take specific positions with respect to modify or terminating ROTC.

Although this committee was unable to formulate a definitive statement, we are satisfied that our reflection and deliberation resulted in sufficient agreement to make possible the discharge of our responsibilities. In our view, the modern university has evolved and specialized to the point where there are no two universities exactly alike, and the functions of each university are many and diverse. The variety of educational, research, and service programs is bewildering and at first seems to deny common ground. But there are some purposes and means that are central, essential, and common to all universities. Through education and research, the university conserves and advances the elements of the culture which it deems most valuable; it constantly re-examines and evaluates the culture through free discussion and constructive criticism, and hence promotes social change. Its role is not simply to reflect the culture but to lead it. Its ultimate goal is to help individuals lead fuller lives. If it does this, the quality of our citizenry will inevitably but incidentally be improved. The highest values our species has discovered have to do with the quality of life of the individual, not that of society, or the State, or any entity above the individual. To urge that the basic objective of the university is to make good citizens—a view sometimes expressed on land grant

campuses—is inconsistent with the aims of democracy. This conception of the university's purposes tends to make the university reflect rather than to shape and create the culture.

The university's mode of action is characterized by flexibility, an open-mindedness in the interchange of ideas, and an appeal to reason rather than force in settling disputes. These characteristics run throughout the university's apparently diverse activities. They are, in fact, the qualities that hold the university together and give it its essential character as a social institution. However, the mode of action of a military organization is, of necessity, the very antithesis of all this. It is not concerned with the advancement of the culture nor with the full development of the individual; it cannot abide freedom of discussion, criticism, or the questioning of basic assumptions. It perpetuates a status quo in social ideology and conditions; and the use of force in the resolution of conflict is the very reason for its existence. These attitudes are necessary and proper to the philosophy and purpose of the military services. They are embodied in ROTC, and an ROTC program is successful to the extent that it inculcates its cadets with these values.

Specifically, the Benson Committee contends that "the principal difference between ROTC instruction and much other college level instruction appears to the committee to be the development of attitudes and values." It is to serve this objective that the Benson Committee lays heavy stress on prolonged and continuous officer-cadet contact on the

(Continued on page 11)

University

(Continued from page 10)

campuses. And it is for this reason that that committee asks the university community to appreciate the unique mission of ROTC, a mission in which nonquantitative and intangible objectives predominate. However, we do not believe that the university can legitimately seek to change attitudes or create a special military ethos. As an autonomous educational institution dedicated to "the free search for truth and its free expression," it cannot shelter a sub-academic program whose explicit purpose is to inculcate particular attitudes through the mechanism of the special relationship between cadets and their military superiors. Nowhere else in the

University do we permit a program to select its candidates according to a principle of "fitness" which rests almost exclusively on commitment to a specific ideology.

The contrast drawn above is especially sharp because the aims and means of the military are being contrasted with the central and essential purposes of the university; when this is done, qualities considered virtues in the one system are seen as vices in the other. But the contrast persists just as sharply when one compares ROTC with the university's many activities and programs that are vocational or somewhat peripheral. Even here the same qualities of the university pervade the educational undertaking, be it in teaching, research, or service, no matter how applied or technical. In the university setting, the underlying

questions are: What is the basic purpose of this activity? What human values does it serve? With what values might it conflict? Is there a better way to do this?

The nature of the military commitment fundamentally precludes such questions in the ROTC program. A skeptical, open-ended search for truth and for basic values, wherever that search may lead, is a luxury that cannot be afforded. Freedom of inquiry must give way to discipline, authority, and regimentation. The clear and necessary purpose is indoctrination rather than education, an unquestioning allegiance to military superiors. ROTC does not purport to evaluate objectively the nation's foreign policy, the importance of defense as a national priority, or the inevitability of war. Academic freedom is subtly

suppressed not only in discussion of aims and assumptions but even that of means. We do not argue that discipline and regimentation are out of place in the military services but they are out of place in the university. Thus, the ROTC unit within the university is the palpable and visible proof of the university's acceptance of and cooperation with an entity whose ideals and methods are not reconcilable with its own.

Lastly, in discharging its essential functions, the university is a counterbalance to other, far more powerful forces in our society, such as the press, industry, and notably the government itself. If it is to serve society, the university must maintain its integrity, its independence from undue outside pressures, and its critical stance. It must

not allow itself to be a passive instrument of national policy. But this it actually does in acquiescing to the presence on the campus of an agency for the recruitment, selection, and indoctrination of military officers. Not only are the objectives and procedures of ROTC inconsistent with those of the university: they are diametrically opposed. The collision is head-on — between authority and special relationship on the one side and searching, free inquiry and expression on the other. For the university to continue to harbor a program so alien to its own philosophy is to raise grave doubts—in society at large, and especially in the minds of her own undergraduates—as to the credibility of the university's avowed purposes. ROTC is thus positively harmful to the university's central aims.

V. The Viability of ROTC

Although the conclusions reach in the preceding two sections provided sufficient basis for the committee to formulate its recommendations, the Benson Committee Report suggested another necessary line of inquiry. That committee addressed itself explicitly to an "immediate problem" of the military services — how to attract new, young officers, essentially for short term service, "on the assumption that the armed forces [for some years to come] will be of the same order of magnitude as those prior to the intervention in the Vietnam War." "Nevertheless," the committee stated, "we have the firm conviction that as the study of long-range alternative military manpower systems progress, THE ROTC QUESTION MUST BE CONSIDERED FURTHER IN A VERY FUNDAMENTAL MANNER."

Moreover, the Benson Committee recognized that "the rapidly changing character of American higher education" as well as proposed changes in national policies with regard to the military services have important implications for ROTC. About the former, the committee observed:

... This process of change is likely to continue for some years to come, and ... the emerging pattern is not yet fully clear. Given this degree of uncertainty, the committee believes that the armed services should approach the problem of their procurement flexibly and with practical alternatives to the present ROTC programs available when and if circumstances warrant.

And about the latter, the committee wrote:

Any system of officer procurement and education must be related to the future nature, size and mission of the armed forces. If the active forces should be much reduced in size and were largely volunteer in nature, there would be tremendous implications for ROTC. Indeed, its very existence might be called into question. Report adds that: "If there were to be a revision of the pre-World War II pattern of using ROTC almost exclusively as a source of reserve officers, that, too, would have major consequences."

Unlike the Benson Committee, our committee did not feel constrained to study present circumstances alone. Rather, the nature of its charge led our committee to examine in a fundamental manner the

viability of ROTC in the long-run, given the changing nature of military technology and training, the changing nature of higher education, and possible changes in the nature and function of the military services.

Viewed historically, the idea of recruiting and training officer candidates on the campuses of the nation's colleges and universities was a pragmatic response to the immediate needs. The Morrill Act which established the American system of land grant institutions of higher learning was enacted by Congress while the country was engaged in the Civil War. The existing service academies could not produce the large numbers of officers urgently required to lead troops into battle. In these circumstances, it made sense for Congress to obligate land grant colleges and universities to include military training in their instructional programs. As Justin Morrill explained: "Something of military education has been incorporated in the bill in consequence of the new conviction of its necessity forced ... by the history of the past years." The land grant institutions primarily undertook to train students in practical mechanical arts, and instruction in military skills differed little in kind from this form of instruction.

Following the Civil War, officer training programs at land grant colleges and universities largely ceased to exist. As before the war, the officer corps of the armed forces were staffed almost exclusively by graduates from the service academies. The Reserve Officer Training Corps, as we know it, was not established until 1916, as part of the National Defense Act of that year. As the nation prepared militarily for possible entry into another major war, Congress once again deemed it necessary to supplement the output of the service academies with large numbers of short-term reserve officers.

During both World War I and World War II, the ROTC units established at colleges and universities contributed significantly to fulfilling the officer requirements of the various services. In each war, however, the services utilized additional programs, notably Officer Candidate Schools and direct commissioning, to meet their needs for qualified officers. More important, in World War II the services instituted a variety of intensive

training programs, such as the Army Specialized Training Program and the Navy V-5 and V-12 programs, which suggest that they recognized inadequacies in ROTC. The campus plainly was losing its suitability as a training site for the acquisition of essential military skills.

Today, military technology and operations have become exceedingly complex and undoubtedly will become vastly more sophisticated in the immediate future. In an age of nuclear weapons, intercontinental ballistic missiles, high performance jet aircraft, and other highly sophisticated defense systems, it is no longer possible (even if it were desirable) to devise any form of meaningful military training for reserve officers on the nation's campuses. The services apparently recognize this fact, for the Benson Committee acknowledges that ROTC does not prepare cadets for active duty. Rather, most professional training for officers commissioned through ROTC is deferred until entry into active service. They received extensive training at branch schools prior to their first assignments. Thus, we conclude that ROTC has become out-moded and does not presently serve any practical purpose. We note that the Advisory Panel which reviewed the Benson Committee Report shares this view without equivocation. Indeed, one member (see Addendum to this report) argues that it became outmoded twenty years ago.

Just as the military service and their requirements have changed dramatically since the Civil War, so too has American higher education changed dramatically during the past century. Those changes can perhaps be summarized by observing that there is practically nothing done in a university today that was done, or in precisely the same way, one hundred years ago. Course work was rudimentary at best, even in the most distinguished institutions, and most universities were little more than technical institutes. We see little point in trying to identify even the major aspects of the transformation that has occurred. However, one trend has such crucial importance for the relationship between military training and the university's purposes that it must be discussed. We refer to the tendency to reduce the technical elements in programs while strengthening the academic ones. This trend is so general throughout the country, we believe, as to be

irreversible. Whatever pattern of higher education emerges in the future, and universities by their very nature engender change, we anticipate the further rapid decline in technical and vocational training. We need not, therefore, attempt to assess other aspects of change — for example, in national attitudes, student culture, and faculty aspirations — in order to conclude that ROTC has lost its relevance for students and become an academic embarrassment to the university.

Lastly, it seems clear to us that national policies with respect to the nature and the mission of the armed forces are being significantly modified — in exactly those directions that the Benson Committee observed would have tremendous implications for ROTC. The present national administration has committed the country to a policy of moving toward all-volunteer armed services which means in effect retaining in military careers officers and enlisted men who have been trained, at considerable public expense, to operate the nation's highly complex defense systems. A Presidential Commission, headed by former Secretary of Defense Thomas S. Gates, Jr., has concluded that such all volunteer forces are feasible and recommended to President Nixon that they be established as soon as possible. If this unanimous recommendation is approved by Congress and the President, and this result appears likely — within a few years if not immediately — it would mean ending for all

practical purposes the Selective Service system. In addition, the President has told the nation that he intends to reduce American military commitments abroad, and the leadership of the Democratic Party appears in general to concur with this changing definition of the mission of the armed forces.

Already these efforts to shift national policies seem to have had important consequences for ROTC. Although the influence of various causal factors cannot be determined with crystalline clarity, the decline of nearly 30% in ROTC enrollments this year in contrast to last must be attributed in large measure to announced or expected changes in military and foreign policies. Further reductions can be anticipated in coming years as the armed services strive to retain larger numbers of trained personnel, and the process will no doubt accelerate with the establishment of all-volunteer services accompanied by reductions in their size. We conclude that ROTC may well become redundant in the near future in addition to having already become irrelevant.

Once again, it seems to us, as so often in the human experience, we have tended to think in traditional ways while the world has been transformed about us. With respect to ROTC, the nation's colleges and universities have not been sufficiently reflective about what they were doing. As a result, we have continued to serve a diminishing social need while failing to identify evolving needs.

VI. Recommendations

For the reasons set forth in the foregoing sections we do not believe that ROTC should be retained, in present or modified form, at the University of Rhode Island. It is neither consistent with the University's purposes nor can it be made consistent with those purposes. The committee, therefore, submits the following recommendations:

(a) that the ROTC program at the University of Rhode Island be discontinued by no later than June 30, 1975;

Two supplemental recommendations are implied and the committee believes they should be made explicit:

(1) that freshmen who enter the University after September, 1970, not be permitted to enter the ROTC program, and
(2) that transfer students with two years standing who

enter the University after September, 1971, not be permitted to enter this program.

(b) that President Baum be requested to communicate with officials of other land grant colleges and universities to explore whether they might be willing to join with us in asking the Department of Defense to provide new programs of officer procurement for the military services or to expand existing alternatives to ROTC;

(c) that the Department of Defense be urged to examine the academic offerings of this and other educational institutions for existing courses which could serve as a desirable preparation for students who

(Continued on page 12)

Recommend

(Continued from page 11)

may wish to enter any one of the military services.

Although the committee concurred that military recruitment and training on campus no longer remains tenable or practical, it is not prepared to recommend either that the ROTC program be immediately terminated or that the program be deprived of curricular status and its instructional staff of faculty standing. Such action, many persons would agree, could do a disservice to the university, to the military services, and to the nation, for it would disregard during a period of transition the legitimate interest of American society in having an assured system to meet the manpower requirements of the armed forces. Therefore, the committee tried to formulate a set of recommendations that would permit an orderly discontinuation of the ROTC program and at the same time encourage the Department of Defense to develop alternative programs for the recruitment and training of prospective officers. The committee is confident that "as the study of long-range alternative military manpower systems progresses," the military services will discover ways to strengthen existing alternative officer training programs and to devise new programs, and that these changes can be effected within a four year period. (It was felt that the university has a commitment to maintain the ROTC program for students matriculating this autumn but that those who enroll subsequently would not be affected by the phasing out of the program.)

At the same time, the committee is conscious that this university acting unilaterally probably has little chance of persuading the Department of Defense to pursue the development of such programs with the urgency we believe is essential. Thus, our recommendations include a request that President Baum communicate with the leaders of other land grant institutions to determine whether a broader base of support can be developed for our position. In addition, the committee sought to determine what role, if any, the university might properly play in helping prepare students who may choose to enter the military services following graduation. We concluded that there is a limited and indirect service function which the university can provide within its regular forms of operation.

The committee acknowledges that its recommendations represent a compromise and are pragmatic in nature. Nevertheless, its members believe that they constitute the best course of action for the university in its circumstances. To some members of the university community these conclusions may appear inconsistent; they will ask why the committee did not recommend abolishing the ROTC program as soon as contractual commitments permit. To such persons we feel we have already given a satisfactory answer. ROTC should be ended, of this we have no doubt. But it should not be terminated precipitously (at the conclusion of the one year notification period required in order to modify the contract with the Department of the

VII. Civilian Control of the Armed Forces

The main argument in support of ROTC is that it strengthens our traditional civilian control of the military services by providing the armed forces with officers having a liberal, civilian-oriented education. This leavening influence, it is said, is a valuable counterbalance to the military-oriented products of the professional service academies. In the words of the Benson Committee Report:

"... The most important argument in the minds of this Committee - both civilian and military members - is that officer education by means of ROTC on civilian campuses strengthens our traditional civilian participation in and influence upon the military, whereas alternative plans YIELD MORE DOMINATION BY THE MILITARY ORGANIZATION ACTING ON ITS OWN."

The American people have throughout their history relied on two principles of organization to maintain civilian control of the military. We have tried to maintain minimal armed forces and we have officered them with a substantial proportion of men trained in civilian institutions. Although today we need larger forces, there seems little need to abandon this traditional means of providing officer leadership for the military services. If ROTC were to be removed from the nation's campuses THERE WOULD BE GRAVE DANGER OF ISOLATING THE SERVICES FROM THE INTELLECTUAL CENTERS OF THE PUBLIC WHICH THEY SERVE AND DEFEND."

Two corollaries to this position, usually implied and somewhat expressly stated, are (1) that if the ROTC program were abandoned on a nationwide basis, the staffing of the officer corps from the service academies would be proportionally increased, and (2) that the ROTC program provides the only, or, alternatively, the best possible, means of supplying the desired civilian influence within the officer corps of the various services.

This is a plausible argument of widespread and immediate appeal. To some of us, it was, at the outset, convincing and so significant as to override opposing considerations. We determined, therefore, to examine it at length. Following this examination we concluded that the liberalizing influence of ROTC officers in the military services is far less effective than might have been supposed. There are two principal reasons for this. First, a disproportionately small number of ROTC officers rise to positions of a policy making level. They are typically short-term officers, most of whom leave the services for civilian pursuits following the

Army) or destroyed in indirection (the practical result when academic credit is removed from ROTC courses and/or the instructional staff is denied faculty status). To other members of the university community our conclusions may appear irresponsible; they will feel that the committee did not pay sufficient attention to the university's obligation to contribute to the military security of the nation. To such persons we hope to give persuasive answers in the succeeding sections.

expiration of minimum tours of duty. Indeed, in peacetime, ROTC officers tend to revert to reserve status immediately after receiving their commissions. In addition, virtually all ROTC officers, as the designation of the program makes plain, receive reserve rather than regular commissions. The opportunities of reserve officers for advancement are limited in comparison with service academy graduates and with the small number of ROTC trained officers who are selected for regular commissions. Secondly, the ROTC program is highly selective. Its characteristic product is not the typical college graduate; rather, it is an individual chosen for qualities of temperament and philosophy that suit him to a military organization. We have heard evidence showing that ROTC officers attempting to engage their peers and subordinates in open-minded discussion of current social problems have been discriminated against in their assignments and promotions.

The first corollary of the civilian control argument states that wholesale disbanding of ROTC would bring a commensurate expansion of the service academies and their influence upon the armed forces. This appears highly unrealistic to us. The cost would be prohibitive. According to the Benson Committee Report, "the cost to the federal government of each officer produced in a service academy is ... at least five times more per officer produced than the cost of ROTC or Officer Candidate School officers." The report points out further that it would be wholly impractical to try to expand and contract the enrollments, staffs, and physical facilities of the academies to match the need for officers as it fluctuates over the years.

The second corollary draws apparent strength from the fact that most of the officers in the armed forces who are university graduates have entered through ROTC programs. This tends to make many persons identify the

VIII. University and National Security

A second major argument in support of ROTC is that the universities, despite any reservations they may have about the program, necessarily must maintain it in the interest of national security. This obligation has particular force for land grant institutions, it is said, because the Morrill Act mandates instruction in military tactics. The Benson Committee Report states that in considering the unique relationship between ROTC and the academic community: "one overriding priority must be recognized, namely the national security of the country... without national security we have no basis for pursuing our multiple and diverse activities. The national government can properly look to public institutions, supported as they are by the taxpayer, to provide leadership in safeguarding the entire population. Nor can the nation's privately supported universities be exempted from a part in the responsibility... the Committee does believe that most American colleges

civilian-oriented influence with ROTC, and leads to the inference that ROTC is the indispensable means for recruiting these individuals.

However, we are convinced that this inference is fallacious. If the ROTC programs were discontinued, the requisite number of officers could be provided, not through the enlargement of the service academies, but through other types of procurement programs having no association with universities. The last section of this report deals with various existing or potential alternative programs. As will be seen, the Benson Committee Report finds these programs to have numerous advantages and, in certain important ways, to involve more efficacious training experiences than those provided by ROTC programs.

In this connection, our committee considers it important to deal directly with two propositions developed in the Benson Committee Report and quoted previously: namely, that "alternative (officer training) plans yield more domination by the military organization acting on its own" and that "if ROTC were to be removed from the nation's campuses there would be grave danger of isolating the services from the intellectual centers of the public which they serve and defend." If, in fact, the military organization tends to act on its own, and inferentially in ways inimical to the public interest, our committee believes that the nation should urgently consider significant modifications in the service academies, even their abandonment. The Benson Committee reports that the academies produce "able, loyal officers" and that they "possess singular advantages in securing notable loyalty to a military career."

It is these loyal, professional officers, men with predominately military backgrounds, who exercise whatever dominating force the military services exert in the determination of national policies and priorities. If that force constitutes a danger (and this committee does not feel qualified to make such a judgment), we believe the nation should drastically reshape the service academies so that their graduates become

and universities do have a responsibility to share in the defense of the free society of which they are a part. It is to their own institutional self-interest to contribute to the leadership of the armed forces.

Certainly, no one can quarrel with the general principles embodied in these statements. They are just as plausible as the premise that the armed forces must be subject to civilian control. But certainly there is considerable debate about numerous assumptions, some explicit and other implicit, contained in them. In our view, the most important are: (1) that there is a direct and vital relationship between the ROTC program and the national security of the United States; (2) that an ROTC program is the most appropriate way for the Universities to share responsibility for the protection of free society; (3) that the universities must support ROTC in consideration of its students' desire to prepare for military service

firmly committed to the principle of civilian control. Lesser curatives, such as the supposed leavening influence of ROTC officers, appear singularly inadequate.

Further, our committee challenges the assertion that ending ROTC would isolate the services from the intellectual life of the nation. Whatever isolation presently exists results chiefly, we believe, from the peculiar "ethos" developed within the military services and from the characteristics of the men who are selected for integration into that system. If the services select out, when choosing ROTC cadets, OCS candidates, and military academy appointees, men attracted to intellectual life, or, having commissioned such men, impose constraints on them which penalize intellectual activity, barriers will inevitably be imposed between the officer corps and the intellectual centers of the public. But there is little the universities can do to erode or collapse those barriers. Communication must work both ways. To us it appears that the services, rather than the intellectual centers (including the universities), are largely responsible for whatever isolation currently exists. This matter transcends the removal or continuation of ROTC. (In this instance, as in the previous one, some members of this committee feel that the Benson Committee has, by exaggerating dangers, done a disservice to the military services.)

In summary, our committee concurs wholeheartedly in the desirability of maintaining and strengthening civilian control over and influence within the armed forces. It looks to the graduates of the nation's colleges and universities to increase this influence but it doubts the efficacy of the ROTC program to achieve this objective. And it contends that alternative and more effective programs could be devised that would have no direct connection with universities but which would, in fact, attract the same individuals who are now seeking commissions through ROTC units as well as other youths more typical of college graduates as a whole.

(and appropriate to their station in life, as officers); (4) that the universities' campuses are the appropriate place for military officers to be trained; and (5) that such direct involvement in defense programs is the best way for the universities to serve their own self-interest.

To accept these assumptions is to accept a particular point of view, and a particular philosophic position, toward the relationship between the university and the ROTC program. Our committee finds this particular position no more acceptable than the anti-ROTC argument that the program should be abolished on the grounds that it makes a positive contribution to the Vietnam war effort. Both positions distort the actual issues involved, which concern not so much the moral judgment involved in the maintenance of the relationship as the question of whether or not it achieves the objectives it seeks to accomplish.

(Continued on page 13)

Nat. Sec.

(Continued from page 12)

As a result of its work, our committee rejects, in whole or in part, the various assumptions set forth above. We do not believe that the maintenance of national security would be seriously impaired by the discontinuation of outmoded programs of officer recruitment and training on the nation's campuses. Rather we are convinced that alternative methods of officer procurement would contribute substantially to the defense of the nation. We reject the proposition that the university must, as a general service to society, provide practical vocational training programs merely because certain students are interested in them—no matter how voluntary in nature such programs may be. By this criteria the university would be forced to offer virtually any kind of program any sizeable group of students might request, no matter how inconsistent with the institution's purposes or priorities.

Lastly, and most important, we reject unequivocally the proposition that the continuation of ROTC is essential to the university's "own institutional self-interest" or is the best way for the university to contribute to the leadership of the armed forces. If the nation were seriously endangered, and if the margin of safety could be provided by, and only by, reserve officers who receive very limited military training in ROTC programs, then there undoubtedly would be merit in this position. But the facts are actually quite different. The university, we have argued earlier, must preserve its autonomy against competing forces in society and not become the passive instrument of anyone. This principle applies in bad times as well as good. From our point of view, nothing transcends in importance the universities' right to determine for themselves exactly how they shall contribute to the common defense and general welfare of the society. They, and they alone, must decide what is in "their own institutional self-interest." The Benson Committee affirms that colleges and universities "elect whether they will invite the [ROTC] program. They are under no compulsion to do so. . . . We trust that universities will never find themselves compelled by outside agencies, even government, to act in ways prejudicial to academic freedom or contrary to their own conceptions of how best to serve society—in peace or in war.

In the preceding two sections this committee has argued that ROTC can be

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IX Alternative Methods of Officer Procurement

discontinued without either endangering civilian control of the military services or impairing national security. There remains, we feel, only one further task to complete our work. That is to demonstrate that the military services have available or can develop within a period of several years alternative programs for recruiting and training officer candidates in the numbers they require. To do this, however, we believe we must first inquire whether the university has any role which it can properly play in helping students prepare for military careers, as officers or as enlisted men.

Our third recommendation makes plain we believe such a responsibility exists. However, this role does not involve creating any kind of specialized military curriculum whatsoever. To be specific, the university should neither seek to establish a civilian taught curriculum in military science nor a department of military science empowered to grant a degree. The role we conceive as compatible with the university's purposes is to continue to offer a spectrum of regular departmental courses taught by faculty members on regular academic appointments that would afford a foundation upon which the military services could build effective specialized training programs. We have in mind a variety of courses in such disciplines as psychology, political science, history, economics, management, engineering and resource development. In much the same way that students preparing to enter graduate school work out programs that include necessary prerequisite courses, we anticipate that officer candidates would select courses to prepare themselves for military service generally or for service within specialized branches.

Our recommendations concerning this program go one step further. We believe the university, in cooperation with other colleges and universities if possible, should urge the Department of Defense to endorse this concept and begin to substitute it for existing ROTC programs. Indeed, it would be a logical extension for the military services to suggest certain courses as desirable preparation for men who wish to enter particular branches or who intend to complete some form of graduate or professional education before receiving their commissions.

Under a program of the kind we have suggested, our students would be able to enter any branch of military service on a basis of equality rather than merely to qualify for commissioning within one as currently under the Army ROTC program. In addition, they probably would have available to them more varied officer training programs than at present. Further, the creation of such a program should eliminate any question about the university's responsibility under the Morrill Act and parallel state legislation to provide instruction in military tactics. The actions of certain land-grant institutions in terminating ROTC seem to remove any doubt that these statutes compel retention of the program. Nevertheless, the program we have suggested

seems to us to meet in contemporary fashion not only the letter but in the best possible way the spirit of these obligations.

Turning to alternative programs for recruiting and training officer candidates, the committee readily acknowledges that its members do not possess any controlling competence with respect to the subject. However, the Benson Committee Report provides an extensive catalogue of such programs, including both those currently employed by the Department of Defense and certain suggested programs at least one of which is presently in operation in western Europe. Moreover, the Benson Committee acknowledges that a number of these programs have distinct advantages in comparison with ROTC in that they make possible a greater concentration of operational military equipment, more realistic military setting and atmosphere, and more intensive training.

At present all of the services maintain Officer Candidate Schools or Officer Training Schools that operate on a continuous basis. Those college graduates who attend institutions which do not host ROTC programs (the vast majority of American colleges and universities) and who wish to become commissioned officers typically receive their training in OCS programs. For example, David Eisenhower will enter Naval OCS following his graduation from Amherst College. And graduates of this university who seek commissions in the Navy or Air Force typically will attend OCS programs. The major disadvantage to OCS, according to the Benson Committee, is that OCS cadets do not acquire "the depth of the ROTC product." We are not clear what this means—whether a judgment about competence or attitude—but we see no reason why the military services cannot lengthen and sophisticate OCS training as appears desirable.

In France, university students may compete for commissions by attending off-campus centers where military training is offered on weekends and/or evenings. A complementary summer program corresponds to our ROTC summer camps and sea training. The Benson Committee recognizes that the off-campus center possess certain distinct advantages. Training would be more realistic and take place in a military environment. Most important, "the MAJOR ADVANTAGE OF ON-CAMPUS TRAINING WOULD BE RETAINED in

that students would be taking civilian and military courses simultaneously, and SOME OF THE DISADVANTAGES WOULD BE ELIMINATED." However, two disadvantages are suggested: "that American colleges and universities are not bunched in metropolitan centers" so that transportation to military centers would be difficult, and "the blending of civilian and military influences which is the essence of ROTC" would be lost.

If the French can surmount the locational problem we believe that Americans can, especially since we are a more urbanized society than France. In this connection, we find highly relevant that large numbers of our students regularly participate on weekends and/or evenings in military training programs in reserve units. Since we have already discussed at length our skepticism about the validity of the civilian influence proposition, we see no reason to pursue it further except to remark that the Benson Committee's conclusion appears contradictory after the acknowledgement "that students would be taking civilian and military courses simultaneously."

In this country, the "Marine Corps has had considerable success with a program for training junior officers" which involves enlistment in the reserve and attendance at two summer training camps. This program has the advantage "that it does not interfere with academic work in any way." However, the Benson Committee feels that it does not attract an adequate number of officer candidates and that it lacks the important officer-cadet contact which characterizes ROTC. In our view, the military services might well exploit the successful elements of this program and extend it to all branches. We perceive no inherent reason why such programs should not be able to attract as many officers as the services require.

Although there are other programs for commissioning officers and the Benson Committee discusses suggestions for new methods,

we feel that the three programs we have identified demonstrate beyond question that there exist effective alternatives to recruiting and training officer candidates on the nation's campuses. We are confident that the military services possess the skill and ingenuity to expand existing programs and to create new ones, especially if universities such as ours create general liberal arts programs as educational preparation for students who plan to enter service as a career. (Some members of the committee believe that the military services should seriously consider establishing a fifth year program of instruction and training at the military academies for officers commissioned through other programs. We see in such a plan the possibility of infusing into the career officer corps significant numbers of men educated in civilian institutions and thereby a way of dampening the tendency for the military organization to act on its own. But a recommendation of this nature goes well beyond the charge of this committee.) And we believe that many other colleges and universities are moving or have already moved, in this direction.

A year ago (on March 3, 1969), for example, the Ad Hoc Committee on ROTC at Princeton University reported to the Faculty Senate:

It is clear that traditional ROTC is intended by Congress to be the chief means for recruiting college men for officer ranks. But the Committee believes that ROTC, as it presently functions, is not necessarily the most effective means for Princeton men to earn officer commissions. The University administration, the Faculty, and the Joint ROTC Advisory Council have long urged the military services to accept regularly offered University courses in fulfillment of ROTC requirements, to minimize the claim of ROTC on the time of Princeton students during the academic year and to shift military training from the academic year and the initial weeks of military active duty to summer periods.

X Conclusion

This report is submitted by the members of the committee whose names appear hereafter. We request that it be presented to the Faculty Senate for consideration and that copies be made available to members of the University community.

- William Brooks
- James A. Gold
- Stephen Katzen
- Maurice Klein
- Virgil Norton
- Francis Pimental
- David Pratt

Stephen Wood, Chairman
One member of the committee, E. James Archer, concurs in principle with the substance of the report but has certain reservations about whether the proposed recommendations for change can be implemented. He is writing a separate statement on this subject.

The last member, John Breguet, plans to present a minority report in the future.

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Israeli Socialist Letters to the Editor

To Speak About Middle East

Mr. Arie Boher, a representative of the Israeli Socialist Organization, will speak here at URI tomorrow afternoon in the Union Ballroom at 4 p.m. His lecture, "Socialism and Peace in the Middle East," is co-sponsored by the Graduate Student Association and the URI History Department.

The Israeli Socialist Organization which publishes the magazine MATZPEN, is a joint Jewish-Arab organization committed to the struggle for a socialist, unified Middle East, freed of all imperialism and colonialism, in which all peoples enjoy full national rights. As a first step toward this goal, it demands the immediate withdrawal of Israel from all occupied territories, recognition of the right of all displaced Palestinians to return or to receive compensation as they choose, and the abrogation of all laws conferring special privileges in Israel on Jews, especially the Law of Return.

The ISO has recently come under increasingly severe attack from the Israeli government. The Arabic edition of MATZPEN has been completely banned, and the Hebrew edition of the magazine has been heavily censored.

Arie Boher was born in Haifa and lived on the Kefar Rupin Kibbutz in Beit Sha'an Valley during his early youth. He served three and a half

'Board' Will Allow Students To Choose Own Regulations

Dear Editor,
Regarding visitation policy, the Board of Governors of Burnside Hall has reviewed its previous proposals of September 18, 1969 and October 10, 1969 and the proposals of the Social Regulations Committee.

On April 13, 1970, individual tower meetings will be held. At these meetings the social regulations of Burnside Hall will be decided by the residents. The results of these meetings will go into effect on April 15, 1970.

Taking this action is necessary in order that the residents can participate in a self-regulatory atmosphere and achieve personal involvement which this University fosters. Since the initiative of this proposal was taken by the Board of Governors, the responsibility will rest with them.

Juan F. Mariscal
years in the Israeli navy, and has just been released from a three-month tour of duty in the army. He is a graduate student of economics and political science at the Hebrew University in Jerusalem and a research assistant in the Vaerold School of Social Work there. He has published a number of articles on the Israeli economy and is a frequent contributor to MATZPEN.

Chairman, Burnside Hall
Robert A. Czekanski
President, Sigma Phi Epsilon
Rick B. Silverman
Vice-President,
Pi Lambda Phi

HEED Thanks Current Events Committee

Dear Editor:
On April 2, 1970, Dr. Lawrence Slobodkin, professor of biology at New York State University at Stony Brook, presented a lecture here at URI on "Environmental Crises and Social Justice." This lecture was sponsored jointly by the Current Events Committee of the Union Board, and by HEED, and was probably one of the best and most interesting talks URI has heard in a long time. As usual, it was a shame there weren't more people to hear it. Dr. Slobodkin discussed such seemingly diverse problems as the Vietnam War, woman power, pollution, racial issues, and the population problem, and tied them all together in a way that has been needed for a long time now.

On behalf of HEED, I would like to thank the Current Events Committee for making it possible for Dr. Slobodkin to come.

Lisa Lofland
HEED -Program Chairman

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ROBINSON

by Tony Robinson

For too long students have been manipulated by faculty and administration, and the university, in turn, has been manipulated by the larger society. This situation is abhorrent to the expressed goals and traditions of our university. The university is a community of students working for the development of all mankind (not just some of the people). The idea of a community of students has not been recognized by those who are given more fanciful titles than students.

By establishing a hierarchy of academic positions and power, a manipulative education is facilitated and becomes an aim of education. Manipulative education is a controlling and channeling of intellectual responses into certain patterns of thought. This breeds conformity of the worst sort and a stifling of creativity. The only type of education is dialogue—the mutual exchange of ideas. Monologue leads to monotony and forced acceptance of ideas.

Some people are sure that manipulative education enhances the development of a student. Manipulative education stifles a continuous development as it helps to terminate education at commencement (a contradiction). To smash manipulative education, the power structures and barriers which maintain the status quo must be eliminated. Freedom is of the essence in educational rights. The students must be free to direct their own education.

Students must have the power to direct their social development. This means that the university has no right to determine how students live, just as students shouldn't tell faculty how to live their personal lives. Student organizations have long debated social regulations. This has led to the undue emphasis on such regulations and a serious neglect of the more important educational aspects of the university. Social rights must be defined by individual living units and no one else.

The university community must be governed as a community or the present indoctrination will continue. This means that all students and faculty must be respected as equal and nothing else. The University Senate must be implemented immediately to insure quality education for all. Quality education means many things, but in too many cases, it is alien to URI students. Optional pass/fail, extended drop period, smaller classes, and university emphasis on teaching rather than research must become a reality.

The departmental structure at the university has led to bickering and petty jealousies which lead to a fragmented association working independently to convince people that life is indeed compartmentalized. The need to integrate education is becoming more and more apparent. As the university must lead society and not reflect it, it is imperative that the university must study the problems of society and work towards their solution. Now is the time to work for the necessary changes that must be made at URI.

Vote **Robinson** — President. and **Joyce Kroeller** — Vice-President!

DAIELL

by Roy B. Daiell

Throughout this year, the Student Senate has borne the brunt of a multitude of attacks that have been made by much of the student body. Among others the Student Senate has been considered a "joke" by a sizeable portion of the university. Sadly, the criticism has been valid. The Student Senate has suffered gravely from a lack of cooperation among senators. There has been a great deal of chaos present at almost every meeting which has prevented the Student Senate from accomplishing anything at all. The situation was not helped either, by mass resignations of many capable senators.

Unfortunately, no matter who is elected, next year will show no improvement unless changes are made in the basic function of the Student Senate.

At the present time, all bills which are passed by the Student Senate are sent to either the Faculty Senate, or President Baum. If the bill is sent to the President, it is often referred back to a Faculty Senate committee, which leaves the bill in the Faculty Senate whether or not it was sent there.

The Faculty Senate must then approve the bill before it can be put into effect. If the Faculty Senate decides that it doesn't like the bill, then the

Student Senate's efforts have been wasted. All too often this year, this has been the case. Interestingly enough, Faculty Senate legislation does not have to be approved by the Student Senate before it becomes effective. Thus, the present situation keeps the Faculty Senate on a pedestal above the Student Senate, from where it can kick the Student Senate, and in essence the student body, right in the teeth just about any time it wants. In other words the Student Senate is no more than an advisory body, whose advice is rejected more often than not.

This situation is intolerable and must be changed. The only answer is to give the student body sole power to govern student affairs. If an All-university Senate is formed, then at least a MAJORITY of the representatives should be students. Anything less than a majority will be dominated by faculty and administration, and students will be no better off than today. The proposal which recently came out of the Student Life Committee does not give students a majority, and is therefore not a solution to the present problem. The only solution is to put sole power over student affairs in the hands of a student-dominated Senate. If elected Vice-President, this is what I will work for.

KROELLER

by Joyce Kroeller

doesn't say is up to each individual student.

"Hurry up, please, it's time." T.S. Eliot

It's time to form a viable all-university senate. For too long have students, faculty and administration worked separately, in isolation from each other. Although all-university committees provide one channel of communication it is not sufficiently wide or inclusive.

To achieve a viable governing body it is necessary that the coming year ESPECIALLY be one of cooperation. Flexibility and rationality must be exercised by all members of the university community in their relations with each other and in their dealing with the outside community.

Hopefully, 1970-71 will be the last year of life for the Student Senate. Although the major goal of this group will be the formulation of a unicameral body it also has the potential and ability to accomplish other ends.

What is its potential? This depends on the quality, seriousness and concern of students representing the students on committees, on the Senate, and at state-wide meetings. The Senate's potential also depends on its desire to communicate to the student body but also the students desire to be communicated WITH. Unlike President Nixon, the silent majority cannot expect its voice to be heard if it doesn't speak, doesn't show concern or interest. A vote doesn't count if it isn't cast.

What is the Senate's ability? It has the ability to investigate an area, communicate its findings to the students, and then act upon its conclusions. It can appoint students to committees to achieve communication among all members of URI. It is the voice of the students - limited, yes, but the only official one we have THIS year. What it says or

URI's main function is education. If universities had been achieving this goal in the past perhaps some of our present issues would be non-existent. A university graduate should have an understanding of humanity and be able to cope with life, culturally, economically, socially and politically. This goal can't be reached by one student, a group of students or in one year. It is a continuing process that moves as quickly as we make it go. I think it's time to use all our energies to speed it up.

Students must establish their priorities and articulate formally and informally. We must demand quality education and act to achieve it by working to gain increased salaries for faculty, to participate in tenure decisions, and to eliminate the devastating "publish or perish" basis for tenure attainment.

We must work towards independent study programs and inter-disciplinary majors, residential colleges and more faculty and facilities. We must decide if we want a hockey rink INSTEAD of the elimination of classes of 800, a swimming team in place of stimulating professors who could alleviate the very tangible boredom WE ALL FEEL in some classes, the chore it is to attend class.

We must understand state policies - the key to achieving so many of the needed improvements rests with the size of the state budget.

We need the participation and awareness of every student to obtain increased social freedom and the responsibility that accompanies it.

All of these areas concern us; all of us should be concerned. Act on an individual basis or a collective basis - but act! Now is the time - start by supporting Tony Robinson for President and myself for Vice-President.

HIGGINS

by Ted Higgins

An effective vice-president must work cohesively with the President. It is the vice-president's job to make the task of the president less hectic. At URI the President has some extremely time consuming functions; president of the senate, member of the Athletic Council and Senator in the Faculty Senate, to name a few. As vice-president, I would try to ease the burden of the president. With the separation of the tax committee chairmanship from the vice-presidency, the vice-president has more time to devote to these tasks if delegated to him by the president. As vice-president, I would also try to use some of this time to go to all the Senate committee meetings so that the president and vice-president will be more aware of the proceedings at the committee meetings. Too often during the past semester the president and vice-president had only a vague idea of what was going on at these committee meetings. I would like to see the vice-president made an ex-officio member of all the committees of the Student Senate.

Also, more emphasis should be placed in giving the students a chance to learn in uncrowded classrooms. As a member of the Academic Affairs committee and later on as its chairman, I urged the passage of the pass-fail system and extension of the drop period which would be two steps leading to an more effective academic atmosphere at URI. I feel that at URI many students are drop-outs in their curriculums. They seem to be going through the motions of just taking the required courses. With the adoption of a pass-fail system, I feel we might save some of these internal drop-outs.

It has been mentioned that the Senate in the past was not acting in the interests of the students but in the senators' own interests. As vice-president, I would try to bring the Senate into touch with the student body. The first objective here is to get people involved in the functions of their government. I think one way of reaching the people is to hold meetings in different places during the semester. This method would reveal the business of the Senate to the students which may in turn lead to their participation in the Senate.

One of the biggest problems of past Senates was keeping the Senators interested. Too often in the past because of petty grievances, some really qualified students have resigned. With the new apportionment law coming into effect, it will do a great deal to make the senate a more cohesive unit.

URI does not give their students enough power to govern themselves. I feel that the students should be given authority to govern themselves outside the classroom. All student organizations should, and probably would function more effectively, if governed exclusively by the students themselves. As for the power the vice-president has, it is more or less up to the individual. A dynamic vice-president could draw upon the many assets at his disposal to make his job and the Senate more of a spokesman for the students than it is now.

I would like to see the adoption of the proposed University Senate and in the office of vice-president, I would do as much as possible to try to hasten the adoption of the new Senate.

RALSTON

Fellow students,

As you know, I hope, I am a candidate for President of your Student Senate. My election to this position is dependent upon your vote, each of you. Therefore, I am writing this letter to facilitate your decision as to which of the three candidates you shall seek to support.

I refuse to use the standard political ploy used around this campus of charging you with being apathetic. If you, as students, have interests in other areas I have no right to call you apathetic. This has been a term thrown at you since freshman registration and I feel it not only unfair, it's untrue. I think one of the most important functions I could perform as President is to show creative, effective leadership and adapt the student government to your needs and interests.

It seems to me that the concept of extra-curricular activities is orientated about the concept of hurrah, racoon coat and frivolities of the 1920's. Today's student is interested with civic related topics such as the War, Pollution, Birth Control, Ecology, Drug Problems, Civil Rights, etc. The student government has not changed its accent and tenor to conform to these interests.

The primary reason we are all here, in fact also for the existence of the institution, is the quest for academic education. But in order to achieve this objective we must develop socially, culturally and intellectually. This is the justification for extra-curricular activities.

We, as students, are much more sophisticated than students of 20 years ago, this is common knowledge. But we are restricted by a system of University structure older than that. We as students are strictured by rules and regulations (both academic and social) that we have little or no voice in making. We are confronted with a meaningless world, made so by our "elders," and it is they who are making and enforcing these archaic rules and structures. Well, I say they have proven as inept as possible; they have created the problems that we will inherit if we do not change the system. And, we will never change the University by accepting their mandates.

Therefore, I stand as a candidate who will not yield to dominance by the faculty and administration, I yield to your needs and interests. I WILL VIGOROUSLY PURSUE THE UNIVERSITY'S RECOGNITION OF YOUR RIGHT TO DEVELOP SOCIALLY, CULTURALLY AND INTELLECTUALLY AS YOU SEE FIT.

My whole platform that can be stated briefly by saying: We students are, as a body, mature and responsible. We are cognizant of the fundamental reason why we are a part of the University. I, as President, will do everything within my power to insure that we are treated as such in the whole spectrum of University affairs. I feel somehow student government has lost contact with the student body. Therefore, I propose not only to bring it back in contact but to adapt it in a manner that will better serve your interests.

Part of my specific ideas were indicated in last week's BEACON, if you would like to hear them all please come to the "Open Hearing," tomorrow in the Memorial Union or come to listen and question when I come to your residence unit.

Evans Ralston

RICH

During the late 1800's and into the early 1900's a student was looked upon by educators as someone that is seen but not heard. And so today at U.R.I. this most grand tradition is being followed in its most glorious form. The University (defined as the faculty and the administration) has initiated a new deception called progressive traditionalism. On the surface, every change seems progressive, yet deep down the change follows a strict traditional line.

One may ask how can the University be both progressive and traditional. The entire problem boils down to one basic fact, that the administration and the faculty are the ones that make all the rules all the time. Students have no governing powers farther than the power of suggestion. Thus, the University does implement change in the form of a "tokenistic" gratuity so that the status quo tradition can be kept, in other words, if one gives the peasants some bread they will keep quiet.

The mere fact that this tradition is allowed to exist is enough basis for students to revolt, for nothing can be really changed while such a philosophy is being followed. Students must strive to change the "establishment" of the

University first before any other real change can be made.

I truly believe that this basic philosophy, which is completely oppressive to student rights, must be destroyed. The question arises how students can destroy something they have no power over. One must look at the present situation of the University to answer this question. The Student Senate is officially a student suggestion box. This must be changed. The Student Senate must become an effective power organization at all costs for this is of primary importance. Students must begin to take an active role in all committees in the university. The "tokenistic" approach of allowing one student on each committee is inadequate to the effective governing of the university. The Faculty Senate is becoming a stale piece of bread that is beginning to crumble. Students should help crumble this useless bureaucracy. The Administration, headed by the "Rock," is the prime supporter of tradition. The administration must be changed or destroyed. Students must watch out for the deceptions of the "Rock" with his uncompromising compromises. Once all these changes have been made,

Student Senate Candidates SPEAK-OUT

President:
Mark Hodosh
Evans Ralston
Tony Robinson

Vice-President:
Roy Daiell
Ted Higgins
Joyce Kroeller
Leslie Rich

Primaries April 15-16

HODOSH

by Mark Hodosh

In this year's election in our student "government" I believe that I have provided the student body with a clear cut choice - they can vote for the two candidates from the Student Senate, or they can vote for the person running as a candidate from the student body - me. It is my belief that this is the fundamental issue that must be decided in this election.

It is my belief that despite what the Senate constitution may say, they do not represent student opinion - they represent their own prejudices and opinions. It would be very easy to argue that the Senate has had to fill a void created by student apathy but this assumption is incorrect, for in fact, it seems that the Senate did a great deal to create the student apathy that caused the void the senate had to fill. I believe that this void could be eliminated if only the senate would assume, for once, its most important role - LEADING the student body and exposing them to new ideas; even to controversy.

In examining the issues that Senators Tony Robinson and Evans Ralston have "raised," I find the same intellectual sterility that has marked the Student Senate since I came here three years ago. Tony wants to better the academic situation on campus and Evans is concerned with student primacy "outside the classroom." May I ask what is so startling about these issues? Everyone knows we have academic problems that must be cured and at this point there is nearly total agreement among students that they should be able to control their own lives no matter where they are; in affect then, these issues say only what everyone already knows. I believe that action must be taken on these matters immediately and if no prompt and reasonable response is given by the administration, then the students have a right to do whatever necessary to change the oppressive circumstances. Further, I believe that the students of this university must become involved in problems that go beyond the campus, for we are not only citizens of URI but, more importantly, of a much larger community. Not five miles from campus "shanties" can be found; do we as students have any responsibility to help our neighbors? I maintain that we do.

So long as we continue to fool ourselves that the senate represents the students we can not change the Senate; we must understand that the senate is isolated from the student body and has become a self-perpetating institution. One need only remember that the Senate has NEVER nominated anyone for president other than a student senator to see how the senate is self-prepetuating. I am not presently on the senate and I do not wish to be associated with the kind of student senate that we presently have; I wish to become president of the student body, not of the Senate, and change the philosophy from one of "do what we can as students," to "do what we MUST as human beings."

students will be able to have an effective voice in University government.

It has been said that the University Senate is the answer to all questions. If the Faculty Senate does give up its powers, and if the Administration gives up its executive powers, and if students have equal representation on this Senate, the University Senate will work. At present the

Administration has said it won't give up its executive powers, and there have been many rumors that the Faculty Senate won't give up its powers unless the faculty have a larger voice in the University Senate, and students have less representatives than the faculty. The University Senate may turn into the worst catastrophe for students.

must be protected at all costs, and if elected I will work to give students a true voice in University government. Unless students fight for what is truly theirs, they won't ever have a true University, a University of faculty, administration, and students working together for the "discovery and dissemination of truth."

Lesley Rich

I feel that student rights

Polled Students Disagree With Proposed Parietals

by Barbara Quill

Twenty-five students polled about the proposed policy calling for 7-day intervisitation from 9 a.m. to 3 a.m. the following day agreed unanimously with President Baum's disapproval of the 3 a.m. closing hour. The 25 dormitory residents, Greeks, and commuters favored "more reasonable hours."

The students' main concern was for those to be responsible for removing visitors from rooms at 3 a.m. to the main lounge which would be open at all hours. The three RA's interviewed voiced strong opposition to their having to carry out this duty. One female RA thought this would ask too much additional responsibility and time of the Resident Assistants.

(Editor's note: The Social Regulations Committee did not indicate that RA's would be required to continue in their duty of "parietal patrol.")

Those interviewed, had no suggestions to improve the present proposal. Instead, they suggested 24-hour visitation reasoning that 3 a.m. was just six hours shy of the full 24. They did not necessarily favor this suggestion but regarded it as resignation to the fact or last resort.

Those interviewed agreed that there is no practical way to have someone stay up until 3 a.m., check rooms, and herd guests in the open lounges.

A majority of the 25 favor a trial run for the proposed policy if a majority of the campus community so desires. One fraternity member felt that only a minority wants 24-hour parietals and "they'll

Blue Key Applications Available

Eight new members will be selected this spring for the Blue Key Society: one junior, two sophomores, and five freshmen.

Candidates must be active members of the university, must be academically rated in the upper fifty per cent of their class, and must show leadership and interest in university functions. All applicants must appear for an interview before the Blue Key.

Blue Key assists at university functions such as Homecoming and New Student Week. It coordinates the Campus Chest Drive and holds the Blue Key Bazaar every year to support the Drive. Blue Keys serve as hosts and guides to visitors on the campus, and usher at convocations and university functions.

Students interested in Blue Key may obtain an application at the Student Activities desk in the Memorial Union. All completed forms be in the Blue Key mailbox by 6:30 p.m., April 18. Candidates will receive notification of their scheduled interview soon after the deadline. New members will be tapped at the Honors Convocation in May.

Baum Considers Plans to Benefit URI Community

President Werner A. Baum is considering five proposals by the Student Life Committee to solve major problems of several university community groups.

If approved, these plans would 1. establish an all-university committee to study setting up an appeal board for students receiving what they consider unfair grades, 2. allow the library staff to be represented in the faculty senate 3. formally recognize the Graduate Student Association as governing body of the grad students, 4. subject all legislative matters to student approval, and 5. form a council of executive committee members, faculty and student senators, and GSA to approve certain legislation.

Another Student Life Committee proposal referred to the Student Conduct Board and Appeal Board would suspend the President's power to suspend students. Section 15 or paragraph B reads: "Pending final action on violation of University regulations, the status of a student shall not be altered. Similarly, the status of a student shall not be altered in reaction to arraignments, indictments, or verdicts of public courts."

The Student Life Committee meets every other Thursday to discuss the general welfare of the students, and to make

scream until they get them. It is a small minority infringing on the rights of the majority."

Another principal concern was for roommates and other members of the residence situation. This varied according to the different housing facilities. Those within dorms felt that visitation is not conducive to their physical set-up and that they would not be able to utilize them in the proper sense. The major drawbacks were infringements upon roommates' rights and invasion of privacy.

In the Roger Williams complex, however, the majority favored the new visitation policy. They felt that the environment is more conducive to increased parietals.

One sorority member could not comment because her particular house, as is true of several others, has voted down parietals due to their living situations or architecture.

Fraternity members questioned said their situation is conducive to visitation if it is not abused.

Much the same expressions were true of men living in residence halls who commented "Hours are messed up" and "Hours should be changed." Conflicts between roommates were expressed, but a general acceptance of the visitation proposal in some form was apparent.

recommendations to administrators and to President Baum. The committee provides an open line of communication among students, faculty, and administrators. Composing the committee are four undergraduate students, one graduate student, three faculty members, and three administrators.

URI Is Awarded Grant to Expand

The National Science Foundation has awarded to URI \$200,000 to expand the staff and facilities of the computer laboratory.

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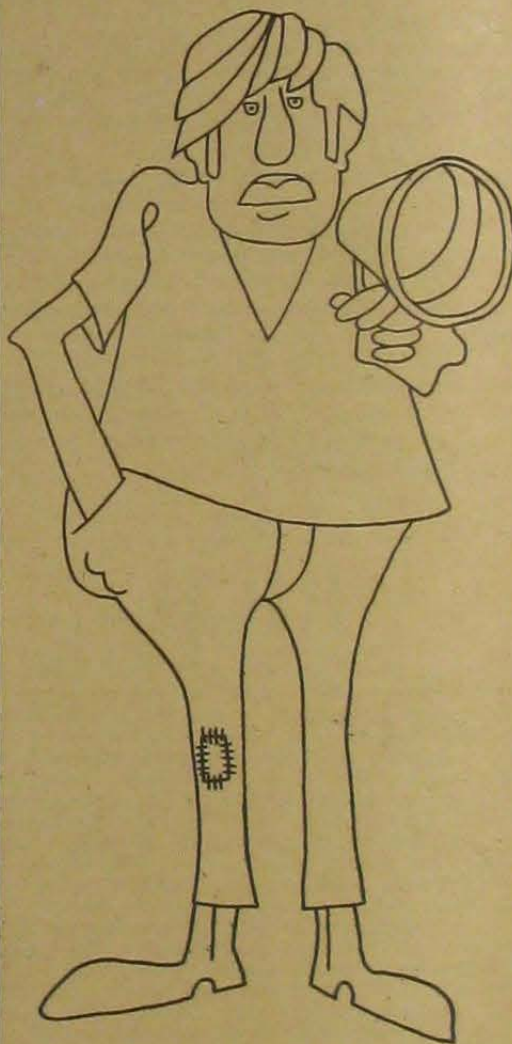
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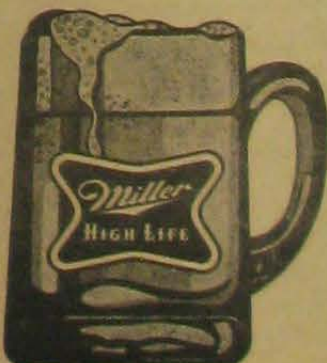
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Cane Programs Continued In New Decade of 1970's

by John Levesque

Louise T. Miller, president of the Committee to Negro Education (CANE) said in a BEACON interview that the main purpose of the committee is "to inspire Negro students to continue their education."

CANE accomplishes this in three ways, through a tutorial program, by obtaining scholarships for worthy students, and through a sponsorship program in which the student is "sponsored" by a committee member or a member of the community who helps the child investigate possibilities to further his education.

Miss Miller, a research associate in animal pathology, briefly outlined CANE's history and explained the committee's actions.

In 1960, a graduate student named Stuart Taylor started an organization to alleviate the Negro drop-out rate in the South County area. Today, CANE continues to carry out Mr. Taylor's directives.

Mr. Taylor directed his efforts at the area's high schools because he believed that the secondary schools were the center of the drop-out problem. In addition, he tried to prepare the college community for Negroes since, at the time, many organizations were closed to them.

The program met with limited results until the members began tutoring in the junior high schools. It was at this point that the committee realized that the dropout problem began in about the third grade.

Thus, in 1964, CANE started a nursery school so it could attack the problem before it began. Six months later the committee was invited to take part in a Head Start program initiated by Doctors Russell and Mollie Smart of the Child Development and Family Relations department.

When the Head Start program ended the next year, CANE was forced to "farm out" the students to various nursery schools. Two years ago, the committee re-started the nursery school and is currently in the process of establishing a day-care center for the children.

CANE receives funds from its 200 members and through various fund-raising activities in

South County. URI expressed interest in the committee recently, as well. The monetary equivalent of a day's intake of meal-book stamps was donated to CANE as was one-third of the proceeds of Alpha Phi Omega's "Ugly Man on Campus" contest.

As a result of this support, CANE is now attempting to form a student arm of the committee. At present, there is only one student representative on the committee, and in its current newsletter an invitation is extended to anyone interested in CANE's activities.

Flooding of Manholes Cause Of Power Failure At URI

by Kathy Winters

Mr. Lewis B. Bischoff, director of the physical plant revealed in a recent interview that the heavy rain experienced last week caused the power failure which plagued the university community Thursday and Sunday.

Mr. Bischoff went on to explain that that electricity for the campus is transported by a system of underground ducting and wiring. The electricity travels from manhole to manhole and in each manhole are huge switches which control the power in individual buildings. According to Mr. Bischoff last week's rains produced a very high water table and as he stated "We were flooded out."

The first indications of a possible power shortage occurred Thursday afternoon at 4:17 p.m. when Washburn Hall reported that it was experiencing electrical difficulty. Soon after, all the academic buildings were out. Roosevelt Hall also reported that their power had been lost.

As the cause of the power shortage was unknown, Mr. Bischoff explained that all the power had to be turned off so the men could pump the manholes dry to restore "power." The trouble was discovered at Fogarty and after correcting the situation power was regained at 10:00 p.m.

Sunday at 10 a.m. Mr. Bischoff again received a report that practically the same thing was recurring. Contractors from Providence, qualified to handle heavy voltage, were called in. The problem was discovered in the manhole outside of Kelley Hall where the water level was 12 feet deep. With the aid of the fire department the contractors opened the manhole, pumped it and dried it out. The wires were then spliced and after undergoing a special process were waterproofed. Power was regained soon after.

Mr. Bischoff explained that when the power goes off there is usually trouble with the heating system. The heat turns to steam and condenses into water. This is what occurred in Morrill, Independence, Crawford, Kelley and Woodward Halls where gasoline driven pumps were used to pump out the water. However, preventive measures were taken in Roosevelt Hall and as a result it experienced no heat loss. Also lighting was maintained in the library and Fine Arts Building.

As a means of preventing future recurrences of power

Comm. Begins To Study URI's Role in Future

A 21-member committee made up of faculty, administrators, and students has begun a study of the University of Rhode Island's long-range objectives. Dr. Niels Rorholm, professor of food and resource economics, is chairman.

In a memorandum to the committee Dr. Werner A. Baum said "this self-study, hopefully, will chart our objectives for the next decade or so. It should also seek to establish consensus on our scope as a university and our role in a coordinated state system of higher education and

to provide an academic and physical master plan for our development."

Dr. Rorholm said some of the questions the study group in the next 18 months will try to answer are: "How can we do a better job of teaching students? What curriculums should the University have?" He also stated, "Our programs of study have to, somehow, relate to the world around us, but majors should not be tied to departments as much as they have in perhaps the past."

"We are also concerned with research, creativity and scholarship activity. Should all research bolster the educational effort? To what extent should some of our resources be used to solve community problems? In terms of graduate studies what programs should we have ten

years from now?" he continued.

Dr. Rorholm said there will also be a study of student life. "I'd like to see students compose this group with possibly one faculty member and one administrator," he suggested.

ANNOUNCEMENT

A dinner dance will be sponsored by the Pharmacy Department on April 3, at the Holiday Inn, Kingston. It will be open to all faculty, students, and grad students in the College of Pharmacy. Sponsors within the college are Kappa Phi and Lambda Kappa Sigma, the national pharmaceutical fraternity and sorority, respectively.

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Fultz, English Drafted By ABA, NBA Teams

by Steve Cheslow

"Little Rhody" certainly made a substantial showing in this year's professional basketball player draft meetings, and if all goes well, URI co-captains John Fultz and Claude English may join URI's Steve Chubin of the Kentucky Colonels (ABA) and former Providence College stars Johnny Egan (Los Angeles Lakers, NBA), Mike Riordan (New York Knicks, NBA), Jimmy Walker (Detroit Pistons, NBA), and Lennie Wilkens (player-coach, Seattle SuperSonics, NBA) in the 1970-71 professional basketball ranks.

Fultz, URI's third-leading career scorer behind Steve Chubin and Ernie Calverley (also a former pro with the defunct Providence Steamrollers, a post-World War II NBA franchise) was the fourth draft choice of the Lakers, coached by former PC mentor, Joe Mullaney. The Carolina Cougars also have the rights to the 6'7" forward, and John is as yet undecided about where he will sign a professional contract. Although the NBA bidder, the Lakers, is a firmly-established team in a thriving sports area, it may be easier for him to crack the lineup of the Cougars. The Lakers, a powerhouse team, seems fairly well-set despite the advancing ages of stars Jerry West, Elgin Baylor and Wilt Chamberlain. Fultz has a fine shot, but he may have to improve his rebounding and defensive skills to be a regular performer in the NBA, where big men play a larger defensive role than they do in the junior circuit.

The ABA is more a run-and-shoot league, its players are generally smaller, and Fultz's shooting could earn him a spot on the Cougars at forward. The Cougars are in

need of a good offensive forward and John could be the man.

English was drafted in the seventh round by the expansion Portland Trailblazers of the NBA. Claude's problems will probably be physical, rather than ability-wise. At URI, Claude, at 6'4" was a big man on a relatively tiny URI team. Consequently, he is accustomed to playing forward. In fact, since Claude was such a fine leaper, he was used almost exclusively at center by URI coach Tom Carmody this season. Claude, at 6'4" and 175-180 pounds, is too small and too light to play forward in the pros, where forwards go up to 6'10" and 250 pounds.

Especially with his damaged knee, it is questionable whether Claude would be quick enough to play guard in the pros. He would probably also have to improve his ball-handling and passing. Only time will tell if Claude will be mobile enough to defend against speedy NBA guards such as current stars Jerry West, Walt Frazier and Earl Monroe, or Pete Maravich and Calvin Murphy, both of whom will be NBA rookies next season.

It will unquestionably be difficult for Fultz and English to find places in the NBA or in the ABA, for that matter. It is for any collegian, save the All-Americans.

However, if pride and desire are needed, John and Claude certainly have plenty of that. Regardless of what happens next year, these two and indeed all URI fans, can point to their achievements with pride.

Fultz and English have accomplished a lot, and we all hope that their athletic successes will continue in the professional basketball ranks.

Letter to Editor

No Average Games

Dear Editor:

To Mr. Bergan, Commuter: If you attended the URI home basketball games this year, you didn't see "mediocre" basketball. What you saw were some games which were outstanding, exciting, even fantastic. You saw a couple which were bad news, way below par. I disagree that you saw any average basketball games, "average" being the dictionary definition of "mediocre."

We have a second-year coach, not a "second-rate" coach. He is the coach who directed the Rams to a clean sweep of Brown and PC - a new high for URI. He is the coach who recruited English, Toller, Adger and Hickson, and under

whose coaching English and Fultz were recognized for their abilities and drafted by the NBA.

The URI Rams under Coach Carmody have earned and deserve the respect and support of the entire University community - students, faculty, alumni, and other fans. This past season they achieved a complete reversal of last year's record; how about a complete reversal of your attitude? Next year why not get behind the team and the coach and cheer them on, instead of down-grading them? Enthusiasm is contagious, and if the fans can generate enough enthusiasm, maybe the team will win a few more games.

Jane Nuuttila, Fan

Sailors Take 3rd, Ranked in Top 10

by Skip Whyte

The URI sailing team finished third last weekend in the important Boston Dinghy Club regatta held at Massachusetts Institute of Technology, MIT, sailing in their home waters, finished first with a low score of 74 points. Harvard, also sailing at home, finished second with 82 points. The Rams were third with 100, while Navy was a close fourth with 101.

There were a total of seven-teen schools represented at the regatta from four districts. Among those present, MIT, Tulane, Navy, Notre Dame, and URI were ranked in the top ten in the nation. Kings Point, winner of the Admiral Moore Trophy two weeks ago, was also present.

The regatta took place under extremely difficult conditions both days. Saturday the sailors were forced to use storm sails due to the high winds. Extremely high waves on the normally calm Charles River, also caused several boats to "sink". Sunday the winds abated considerably, but frequent 90 de-

gree wind shifts made the sailing quite tricky.

Tom Dykstra and Skip Whyte sailed for the Rams in the A and B divisions respectively with each of them having a low score of 50 points after eight races. This gave them fourth and third places in the two respective divisions. Steve Lirakis crewed for Dykstra and Henry Bossett and John Telfeyan crewed for Whyte.

The URI team was ranked 10th nationally in a poll published before the start of the season and the Rams in two regattas so far this spring have finished ahead of four other teams—Navy, Tulane, Penn., and Notre Dame—which were ranked higher on that poll.

Other scores in the regatta were Notre Dame, 104; Dartmouth, 121; Coast Guard, 130; Yale, 132; Brown, 140; Northeastern, 150; Kings Point, 152; Tufts, 167; Tulane, 177; Boston University, 186; Maine Maritime, 208; Providence College, 209, and Marquette, 283.

The next major meet for the Rams will be on Sunday, April 19 when they will be at MIT for the Geiger Trophy competition.



UNH Arnold, Swim Coach

Charles G. Arnold, coach of swimming and aquatics at the University of New Hampshire, will become URI's first swimming coach when the Fred D. Tootell Physical Education Center opens in September. Coach Arnold will officially assume his duties July 1.

Mr. Arnold, a native of Woodhaven, New York, is married and has five children.

He received a bachelor of science degree from Springfield College in 1951 and received his master's there four years later. While he worked for his master's, Mr. Arnold served as instructor of physical education and swimming coach at Horace Mann School and the Albany Academy.

Mr. Arnold began his collegiate coaching career at Virginia Military Institute in Lexington, Virginia, in 1955. During his eleven years as swimming coach and associate professor of physical education there, his swim teams won seven Southern Conference championships and were runners-up three times.

In addition to coaching the swimming team, Mr. Arnold will also direct all aquatic courses for men, women's professional aquatic courses, intramurals, extension courses and club activities. He will also be the pool director and will supervise life guards used for recreational swim programs. Finally, he will conduct aquatic clinics, institutes and seminars.

Norris Hopeful for Ram 9

by Peter Panagiotis

"Pitching is the big thing in baseball. I think that we could beat Arizona State on any given day," Coach Norris explained confidently as he spoke about this year's squad. "With a sound team down the middle, defensively and offensively, and if we can get outside, we'll be in the Yankee Conference race this year."

Although coach Norris did not indulge in any detailed winning plans, he did say that "action speaks louder than words, so on April 14 we will see what happens."

Now in contention for the starting nine positions are Richie Potvin, Vin Sheehan, Dave Nacci, Glen Garipey, Harry Najarian, Skip Eichoff,

and Rich Crocker. They have been the outstanding players in practices so far.

Coach Norris, who came here from Norwich University, commented that the facilities at Norwich were much smaller than athletic accommodations at URI. "The bubble helps immensely, especially this early in the season when the weather is still bad." He also said that everyone was hustling well but more intersquad practice games were needed. Finally, coach Norris said he really enjoyed his work and was very hopeful for the coming season. Everyone is anxiously awaiting the outcome of the first varsity clash against Brown, at Providence, on April 14.

Surfing In Arizona?

The URI Surf Club is preparing to travel to Tempe, Arizona, to meet the challenge from Arizona State University Surf Club to surf against them at the "Big Surf", a man made wave environment located in the middle of the desert.

The Arizona club, attracted by the spirit of the Ram club, sent the challenge last month. They said that they will be able to meet the Rams any day after April 11. The URI club plans to send a team of six members,

four men and two "wahines", to Tempe at the end of the spring semester.

Although it is doubtful that the URI club members will find that "perfect wave" in the man made tub, they hope to bring back to URI the team trophy.

ANNOUNCEMENT

A discussion about William Kunstler's speech will be held Thursday, April 9 at 7:30 p.m. in the Browsing Room.

Tennis
vs.
Providence
College
Friday
2:30