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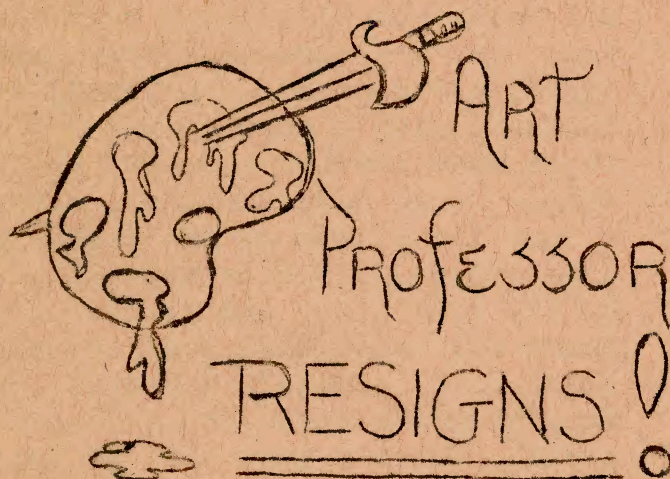


MADISON COLLEGE PRESS (FREE)

Box 35, Broadway, Va. 22815

OUR PURPOSE

To create freedom, where it does not exist, for ourselves and others.



Wiesener Speaks Out:

After much thought and consideration, I have decided to tender my resignation effective immediately. I realize that there are many rumors that are circulating at this point, some believed, some not, but I would like to state the reasons for my decision.

I am tremendously concerned with the dismissal of three faculty members for the 1970-71 school year, not because the reasons given for their dismissals are, or are not valid, but because I am sure that there are other reasons which have not been stated and, in some cases, even denied.

In all three cases, these men are respected by their students because of their open-minded, fair policies, both in the classroom and out. They are liberal in their socio-political thinking and perhaps this is what makes them dangerous to the administration. They are teachers,

"In a sick country, EVERY step to health is an insult to those who live on its sickness."

The Fixer - Bernard Malamud

11 February 1970

This paper is written, edited, and published by SIG; a non-political, non-sectarian, non-sexual, non-radical, non-national, non-Harambee aggregation.

educators, not babysitters who are content with letting the students come to their classes, reading them a story or two, page by page, and then letting them go the instant the bell rings so that they might get home in time to....

In the cases of Mr. Houston Rogers and Mr. Roger Adkins, there might possibly be substantial departmental reasons for their dismissals. The word from the Business Administration Department is that there will be a cut in the faculty because Business Administration is splitting away from Economics and this split facilitates the cut. Mr. Adkins supposedly is the man in the department who is least qualified and in a democratic way was dismissed. Another reason for his dismissal was stated by the head of the department as being that the AAUP requires a minimum of four doctorates within a department that plans to offer a masters program. The Business Administration Department is planning this program for the near future, and so Mr. Adkins must go because he does not hold a doctorate. Funny, the Art Department offers two masters programs and we only have one doctor there. Of course, there are two others within the department who are working on their doctorates, but it will be some time before they complete their work.

and guess what's happening in the English department?

In Mr. Houston Rogers' and Mr. James McClung's cases, the English Department and Dr. Louis Locke, Dean of the School of Humanities, state that because of the Basic Studies curriculum changes, there will be fewer students taking fewer English classes next year; thus

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two faculty members within the department must be released. Of course, due consideration has been given to the selection of these two people, and after studying the files of all non-tenured faculty in the department, Mr. Rogers and Mr. McClung were chosen, and informed.

The dismissal letter from Dr. Locke to Mr. McClung stated: Greatest consideration was given to the prognosis of future scholarly competence and productivity, to quality of previous academic study and attainments, advancement toward terminal degree, along with factors of rank, length of service, family responsibilities and teaching experience." It seems to me that no stone was left unturned in a desperate attempt to get rid of Mr. McClung and Mr. Rogers.

Mr. Rogers is presently employed as an instructor; he was promised and denied the rank of assistant professor this past year. He has three years teaching experience and is presently working on his doctorate. In all honesty, he might be one of the two to be selected from the staff of the English Department based on an overall analysis of his credentials. But at the same time, I would like to see the credentials of other non-tenured instructors, who have less teaching experience and fill the above-mentioned criteria no better than Mr. Rogers. I feel compelled to mention, however, that Mr. Rogers has long hair, a moustache, been known to wear turtle neck sweaters, medallions, and boots, and apparently has tremendous rapport with his students.

HOW
ABOUT

Mr. McClung?

Mr. Rogers could possibly have been dismissed for legitimate reasons, but Mr. McClung's dismissal is almost unexplainable.

The man is presently employed as an assistant professor in the English Department. He has six years teaching experience and fifteen hours toward his doctorate, and has given a great amount of time to the betterment of the English Department and the college in general. He is a member of departmental committees and seems to be concerned with a goal

of enlightenment as much as anything else.

Being fair I should state that Mr. McClung has committed several faux pas in the eyes of the administration. He attended a few Harambee organizational meetings and offered his help and advice. This couldn't have been much of an embarrassment to the hierarchy because Harambee was not even an organization and no official statements from the group had been issued, and since when can't a faculty member meet with several students after classes and discuss problems that they might have in common? Of course we must remember that Harambee has been judged and sentenced in the past and they have yet to commit the crime. Mr. McClung also spoke at the Moratorium, something that should be lauded rather than damned, or is peace or the desire for peace, bad? The administration might even know that Mr. McClung helped with the students' version of the Basic Studies curriculum, but it was not even considered, so where is the danger here? He also helped father the pass-fail proposal which was circulated here last year, but the administration probably didn't know and apparently the students didn't care enough for it to go much further than the petition stage--so no harm done here either.

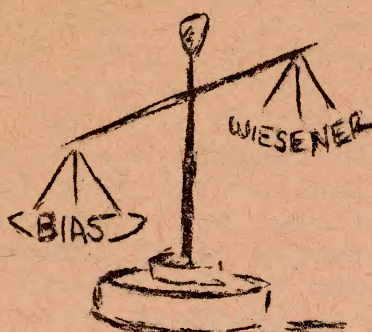
Now let's look at the facts. He does happen to have a moustache and fairly long hair, and it is a well-known fact that this type of appearance is Dr. Locke's personal fetish; he can't abide those "arty types". It is a fact that he has been responsible for or has helped with the dismissal of three people with beards or moustaches in the past two years. Mr. Kenestrick, Drama Department, was dismissed last year for some obscure reason. Mr. McClung wrote a letter to the paper praising some of Mr. Kenestrick's work and was promptly lambasted by both Dr. Moulton, who said that the affair was none of McClung's business, and Dr. Locke, who stated that he wanted harmony in his division and that McClung should mind his own affairs. And now Mr. Rogers and Mr. McClung have been released for debatable reasons.

So, what it boils down to is this. Mr. McClung has an impeccable academic record; considering his years, a great deal of teaching experience; a good service record; again, as with Mr. Rogers, rapport with his students--all of whom I spoke with stated that he is an

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(Wiesener cont.)

excellent teacher and is concerned with the direction that the school is taking. So...why was he fired?



Take My Case

If other examples of Dr. Locke's biased outlook are needed, take my case. When I came here for an interview from South Carolina State College, which happens to be a Negro school in Orangeburg, S.C., Dr. Locke immediately decided that my affiliation with a Negro college plus my moustache categorized me as a liberal racial agitator and he promptly went on record, via a letter that was filed for future use, saying that I definitely was not suited for this position. I was hired anyway, thanks to the efforts of Dr. Crystal Theodore, but at a very low salary, which was not at all in keeping with my education and teaching experience, and at the rank of instructor. I was told that I would get both a better salary and rank within a year if I proved myself stable and respectable. Apparently I did right because I was rehired for 1969-70, but I was not given the rank of assistant professor which I was promised. I fought it and the rank was given to me several months after all other appointments were issued to the faculty.

Pettiness in a college dean is inexcusable, but apparently this is the way things will be in this college for a long time to come.

The second reason for my resignation is one which is quite apparent to most teachers and I'm sure to many students. I have trouble understanding apathy. I don't understand why a person will spend good money to go to school for four years or more and not want to soak up all that he can tolerate. If I pay for something, I want my money's worth and the same applies to education. Students, please believe me when I say that the places with the available jobs are looking for more than people with certificates; they must also be educated. Certification is fine but, God, aren't you concerned with others? Doesn't it bother you that you are leaving this and other schools with an inferior education? It bothers me that I am partly to blame for it and I pray that I haven't shortchanged too many people. I would hate to think that I was responsible for messing up someone's chances for

personal satisfaction and "happiness" because I didn't prepare them to the best of my ability. What really hurts me more is the fact that the majors in the Art Department don't seem to care. They do a minimum of work and expect a maximum of praise. And when they graduate, they will go out into the world and teach others to be inferior or mediocre, or even worse, they will try to compete in a competent world with individuals from other schools who care and who had instructors who cared enough to beat the truth into them. If I could leave anything of value to my past students and sympathizers in the Art Department, it would be the thought that "instructors" in the Art Department do not teach. They supervise and the student's ability to absorb is dependent upon his willingness to soak up all information and abstract it to his own needs. If he waits for the instructor to show him the way, he will never be "educated."

Painters OR Teachers?

Art department
decide....

I am also very dismayed and upset with the attitude of the faculty in the Art Department. I consider myself a dedicated painter, not a teacher. Painting is my vocation, teaching is my avocation, and I cannot imagine people calling themselves one thing and doing something else. In the Art Department, the faculty lacks direction. There are members of the department who are painters, sculptors, potters, who don't want to take the time to grow and evolve in their chosen fields. They have other things to do and it's hard for me to understand.

The final reason for my resignation is short and sweet. The rumors I referred to earlier are all connected with my resignation. I won't deny or affirm these rumors as I'm sure that I haven't

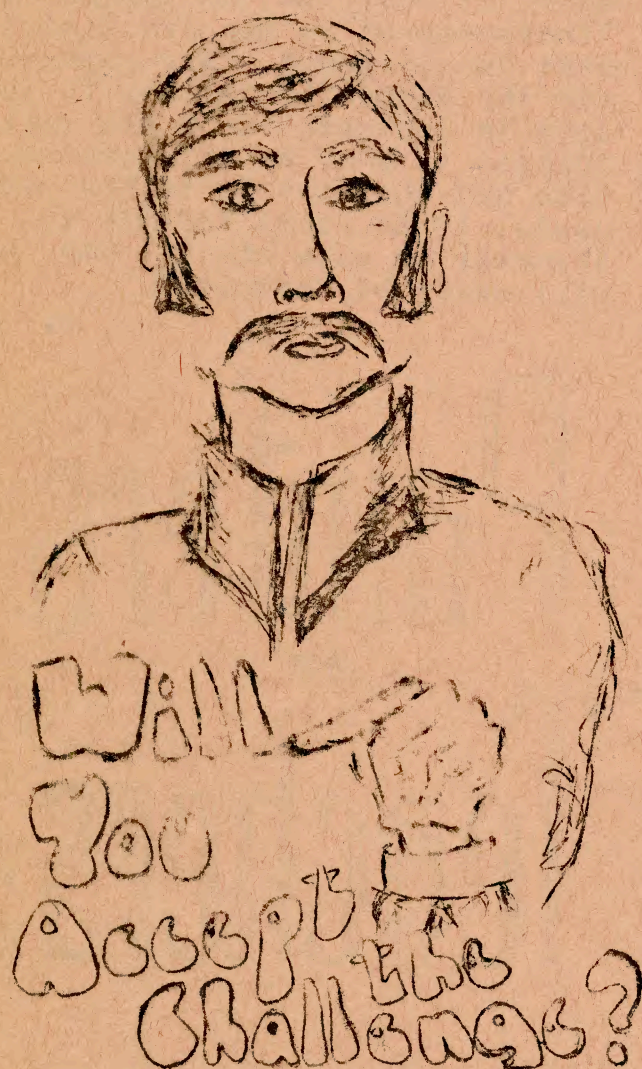
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(Wiesener cont.)

heard them all. I will say that I was not forced to resign, although I would have done so gladly. If the rumors are true, then I have committed a wrong against the school. But at the same time, I am incensed that my privacy has been violated. I have the right to see and talk with any individual on this campus without the administration breathing down my neck.

I HOPE THAT SOMEONE DOES SOMETHING.

Leon Wiesener



Nearly everyone at Madison has by this time been apprised of the rumor that several of our better-liked and more competent professors are being sacked. Some of us, cognizant of the autocratic timbre of our administration, could smell this development long ago. Now the rumors have been confirmed; the ugly fact smirks at us and its veracity shocks us.

The facts of the matter must be known. Good professors should not disappear under a cloud of secrecy. Therefore, I will state the facts in the case of Mr. McClung, with the firm hope and conviction that he has the courage to resist the administration's summary deprivation of his livelihood.

Mr. McClung has been teaching English for six years. He is a competent and often inspiring professor; he has taught me and I can confirm his teaching abilities first-hand. Other students will

join me in this confirmation. And the students are in the best position to judge these abilities, for the administration's knowledge of them is vicarious at best.

Nonetheless, Mr. McClung recently received notice from the administration that his contract would not be continued next year. The ostensible reasons for this action were an anticipated drop in freshman enrollment next year and a projected paucity of sophomore English classes due to the cutback in basic studies requirements. Because of these factors, the administration contended that two professors would have to be dismissed; therefore, the services of Messrs. McClung and Rogers would be required no longer.

On the surface, all this appears to be legitimate. Any investigation however, reveals it to be a contrivance. The drop in freshman enrollment next year is expected to involve some 25 to 75 students. The concomitant loss of freshman English classes would be at most three sections. There may perhaps be none at all! In assuming that there will be a massive drop in sophomore English enrollment due to the change in basic studies requirements, the administration assumes that great numbers of sophomores will opt to change their present catalogue. This assumption may prove to be somewhat hasty.

Factors not even mentioned by the administration, in regard to the need for professors to teach these freshman and sophomore courses, are vital. One is the fact that two professors in the department have resigned, effective next year. In addition, the faculty has voted six new English courses for next year. Both of these factors, less professors and more courses, cast serious doubts on the prudence of dismissing two more professors.

Even if it were necessary to drop two English professors, why should Mr. McClung be one of them? The degree of seniority and experience he has acquired would appear to obviate the possibility that he would be. With these factors in mind, Mr. McClung justifiably took issue with the administration's decision. The written reply to his inquiry was couched in sweetly nebulous bureaucratic terms.

Though deliberately evasive, the reply did reveal the enlightening bit of administrative lunacy that led to Mr. McClung's present situation. The decision as to who would be dropped was negotiated by asking four high-ranking departmental stalwarts whom they would recommend for that distinction. Each was required to submit a list of four names and, ostensibly, Mr. McClung appeared on all four lists. This procedure has all the overtones of a popularity contest. Still, it would be inter-

(cont. page 5)

(Challenge cont.)

esting to know the order of the names on these lists. Mr. McClung may well have been fourth on every list!

To evaluate the facts in this case is to know that the given reasons for Mr. McClung's dismissal were a smokescreen, that even the administration considers the REAL reasons too dishonorable to be revealed.

I challenge the administration to reveal the contents of the four lists.

I challenge the administration to deny that its ostensible justification for this action is a patent fabrication.

I challenge the administration to reveal the real reasons for this action.

I challenge the administration to deny the bitter interdepartmental jealousy and antagonism that laid the groundwork for Mr. McClung's dismissal.

I challenge the administration to deny the systematic elimination of all professors whose ideas are not uniformly innocuous; in short, the elimination of intellectual dialogue and interchange of ideas on campus.

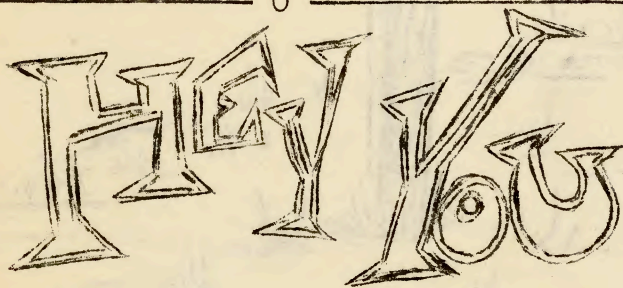
I challenge the administration to justify its apparent plan to propagate an ambiance of social insensitivity, intellectual dictatorship and moral stagnation on this campus.

Above all, I challenge any of the professors who will REMAIN at Madison to freely express themselves, knowing that any idea they express may be so "controversial" as to require their dismissal from the college.

It won't be easy.

Lewis H. Sword

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--yes, I mean you. You're a student here, aren't you? You live here, don't you? Okay then, do me and yourself a favor and read what I have to say. I want you to know what goes on at Madison behind all the pat cliches about intellectual freedom. I want you to know so that you can start doing something. It's about time that you and I and everyone else around here quit swallowing lies like they tasted good. The truth may be a little harder to swallow, but at least it doesn't make you sick.

Three professors at Madison have not had their contracts renewed.

So what, you say? So PLENTY. These professors, Mr. McClung, Mr. Rogers and Mr. Adkins, won't be here next year. They won't be teaching. That's pretty sad after you begin to realize that when they leave, you are the loser. You and no one else because these men are really teaching. They are not just mouthing words; they are thinking and questioning words. And what's even more important, they are showing their students how to think and question. I didn't know that Madison had such a surplus of good teachers that it could afford to let three of them go. As a matter of fact, I don't know of many places that get rid of good professors. Somehow, it just doesn't make sense.

What's happening around this college? To be perfectly frank with you, I really don't know. Is Madison really so afraid of these professors--who incidentally don't look that frightening to me--that they have to be done in? I intend to find out, and I'm not going to stop searching for the real reason behind the sham. When I stop demanding the truth, I become part of the lie. I don't know how you feel, but I refuse to be the victim of my own lack of concern. How about you? Do you want to cop out on what you actually believe? If you don't, prove it.

Debbie Darr

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". . .with a little help from our friends. . ."

Some of the workers on The Fixer are Carl Bailey, Marie Boland, Dean Brown, Eddie Bumbaugh, Debbie Darr, Mary Donohue, Dee Dee Erikson, Les Hammond, Marsha Henderson, Dave Mercier, Sherry Puglisi, Jay and Tina Rainey, HEB, Chris Vuxton, Kaye Pulchine, Sarah Schaffner, Nancy Cox, Mike Marsh, Don Conner, Pat Ferguson, Ronnie Fike, Dennis Gregory, Diane Ledger, Toni Flitter, James McDonald, Marilyn Miller, Nancy Burroughs, Sharon Hughes, Mar Feldman, Dete Roberts, Cliff Hupp, Elaine Kirkland, Mary Hicks, Mike Worniak, Lynne Atkinson, Kathy Small, Carolyn Bailey, Ed Johnson, Bev Coley, Faith Harbeck, Linda Faber, Barbara Fletcher, Peggy Green, Frankie Deisher, Diane Eicher, Bruce King, Smilin' Jack, Sue Bennett, Louis and Mary Ellen Sword, Rose Oglesby, Mark Hoback, and Steve Rochelle.

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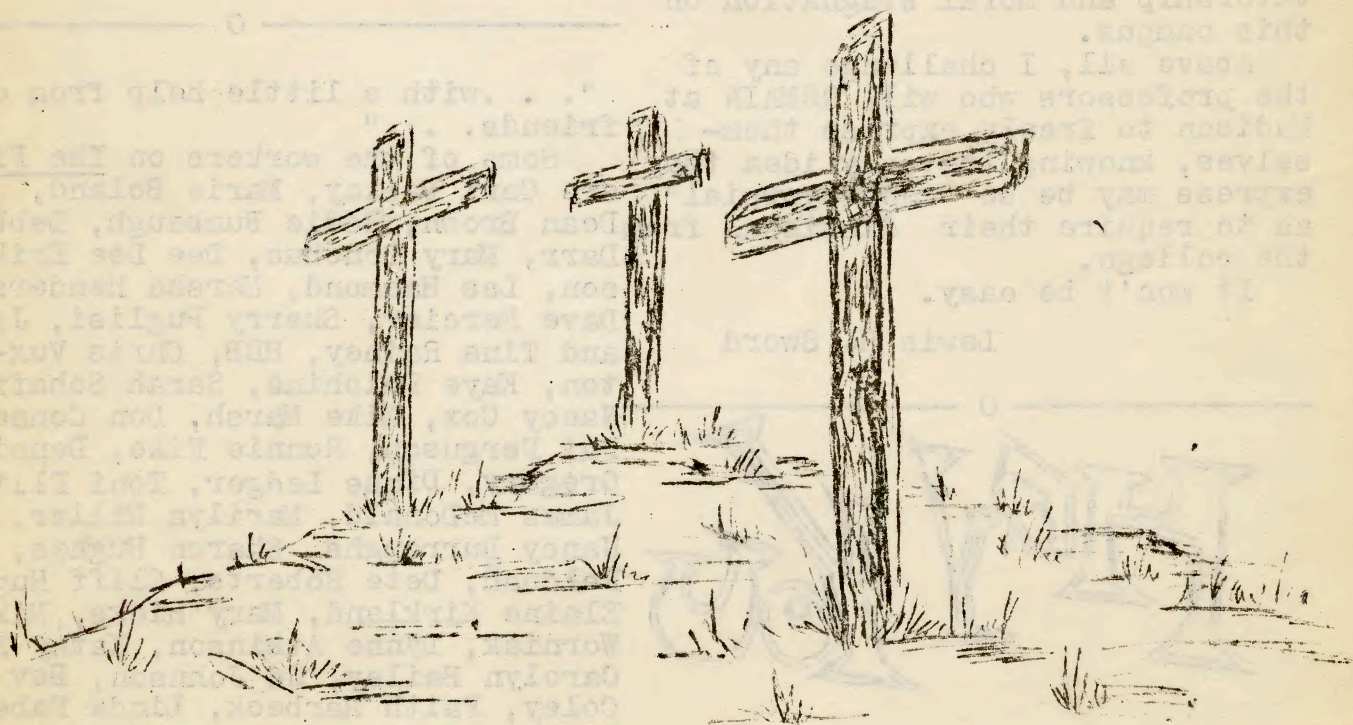
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This paper cannot, and will not, stand idly by and allow the school to cut out the few examples of academic freedom existing within its domain. Letter campaigns, marches, strikes, petitions, boycotts, and other means (if necessary) will be used in this struggle to stop the school's attempt to dehumanize both its faculty and its students. We realize that our supposed allies in this matter, the faculty, are too scared even to address the matter seriously, much less take appropriate action. If this condition is allowed to continue, as it has in the past, this school will become an indoctrination depot, able to dictate not only how but what the student is to learn. If a declaration of is necessary, we intend to force the adminstration to rehire Mr. Adkins, Mr. McClung, and Mr. Rogers and to see that this tactic is not used in the future at this institution. If you cannot support this paper, please accept the challenge, extended by the administration, to fight for the faculty's right to academic freedom. This paper has chosen to take up this struggle, as we hope all students and faculty do, and we will not lay it aside until success is achieved or we are politically smashed!

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Gallgotha
has come
to Madison