

WHAT'S NEWS

AT RHODE ISLAND COLLEGE

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'Overall benefits of NAFTA far outweigh the shortfalls' says RIC's Dicles

Vote expected Nov. 17

by Joe Hutnak
Contributing Writer

The North American Free Trade Agreement (NAFTA) may seem distant and complicated to most people, but to two RIC professors of economics and management, NAFTA is the culmination of years of study, as familiar as cell structures to a biologist or the Periodic Table to a chemist.

Prof. I. Atilla Dicle (pronounced DEE-che-lay), and his wife, Professor Ulku (pronounced OOL-koo) Dicle say they've been interested in the global movement to free markets and economic trading blocs since the concept of a European common market was introduced in the late 1950s. Atilla has taken this interest and seeks to pass it on to his students, as he has taught international business for 15 years. Ulku explains that she wrote her first paper on the common market concept as a student.

The Dicles' study of "natural economic tendencies" to create regional trading alliances has led the couple to travel around the world, to study other models and to compare them with the NAFTA model. In fact, during their next sabbatical, they will travel to Singapore to study the burgeoning trading bloc of Japan, "The Four Tigers of the Far East" (Singapore, Taiwan, South Korea, and Hong Kong), and other ASEAN (Alliance of South East Asian Nations) partners.

The most important point the Dicles make about NAFTA is that, in the long run, the overall benefits of the plan will far outweigh the shortfalls. "When it comes to daily talk," says Ulku, "the emphasis is on how many jobs will be lost or gained. The mass media is concentrating on job loss; that's unfortunate."

Atilla explains that in states like California (from which the Dicles recently moved after a six-year stay), Texas, Arizona, and Michigan, a higher rate of relocation will take place to avoid the present high wages and union strength, but only if the industries are "labor intensive," that is, requiring little technological expertise. From their experience living in California, the Dicles say they realize the danger of unregulated and illegal immigrant labor, and they hope NAFTA would allow such an improvement in Mexico's labor conditions that illegal immigrants will no longer risk their lives

Continued on page 4

Prof unravels 'mind bending' data

by Clare Eckert
What's News Editor

Conjure up this for a moment...if you dare!

What if third party conservative political hopefuls, like H. Ross Perot, were found to believe in ghosts and goblins, ESP or witchcraft, and actually got elected?

How about if the "Jerry Farwells-of-the-world," who generally hold similar political beliefs as third party conservatives, held high political offices, would it seem reasonable to you that the country might be led by the winds of "cosmic forces" or a local fortune teller's predictions?

Tom Randall, chair of the Rhode Island College Department of Psychology recently discovered after years of research on paranormal beliefs and disbeliefs that all of this might just be true!

"What we actually found was that supporters of third party conservative candidates, like Perot, had a greater tendency to believe in paranormal occurrences than did any other political party affiliate," said Randall, whose study included asking respondents to identify themselves as Republicans, Democrats, Independents, Third Party Conservatives and Third Party Radicals.

Randall's discovery was a somewhat oblique finding to his 13-year-old investigation measuring the general public's belief in paranormal appearances. "Actually, (the finding) was an unanticipated result after reanalysis of previously collected data," Randall said.

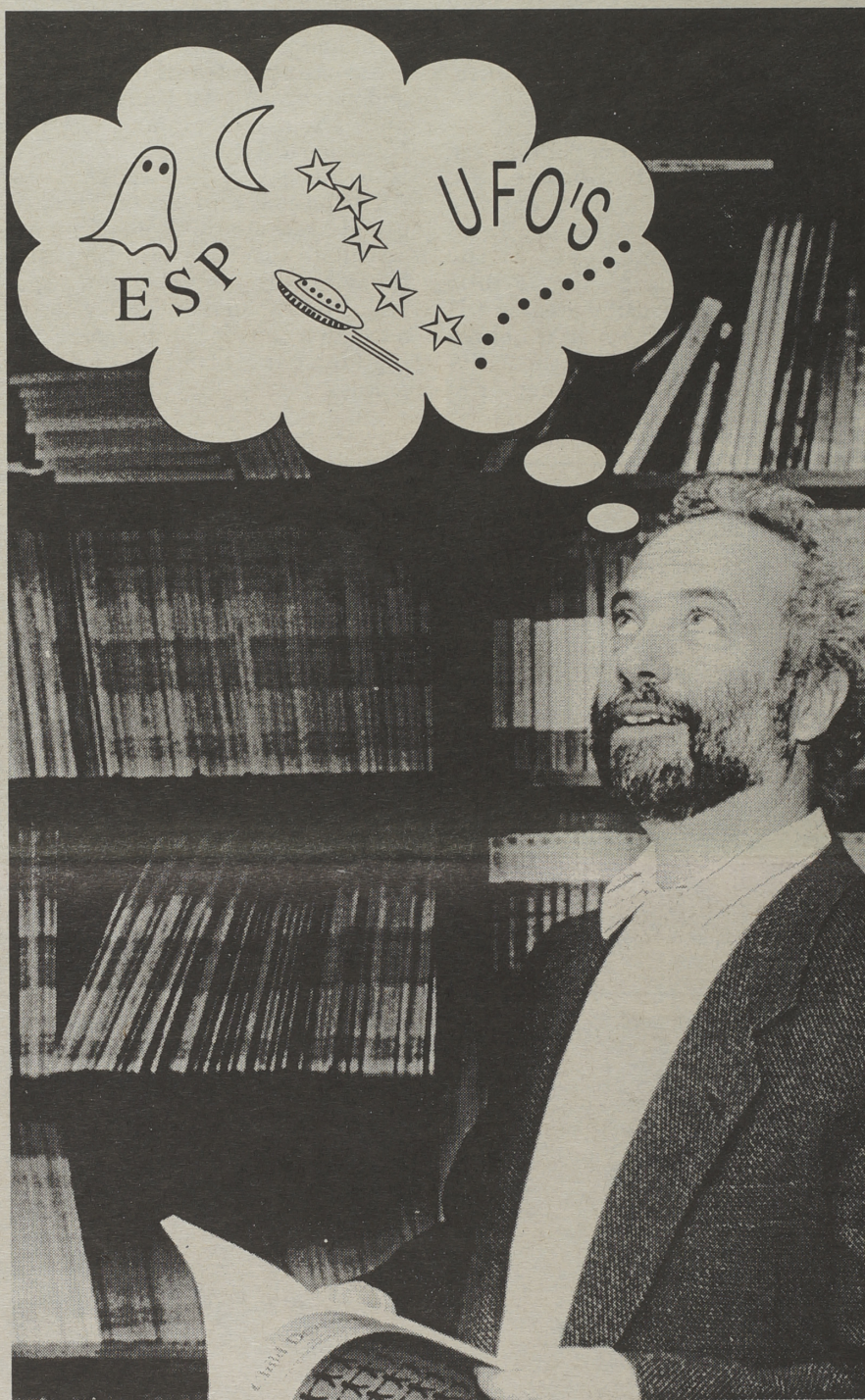
It all began in the late 1970s while the young professor was teaching the history of psychology at RIC.

"I found that some students resisted a science of psychology applied to the mind," he said. "I began to wonder what other personal attitudes were that would relate to people believing in the paranormal."

The initial investigation, done in 1977, found that people either believed wholeheartedly (in paranormal occurrences) or they did not. In addition, the result of the first test of Randall's 32-item questionnaire found that younger people and females had a higher statistical acceptance rate of the supernatural than did males or an older population.

About 10 years later, Randall, who holds a master's and Ph.D. from State University of New York at Buffalo and is the author of several publications, retested his 1977 study, using the same "questionnaire data pertaining to belief in the supernatural."

In a summary paragraph by Randall written for Psychological Report, 1990, he stated, "Analysis showed over-all a significant drop in supernatural belief scores from the first to the second sample - decades 1977 to 1987. Women showed higher acceptance than men, and older subjects had lower super-



Tom Randall, chair of the Department of Psychology, has a little fun with his research.

natural belief scores than did college and young adults subjects. In general," he wrote, "acceptance of religious values increased along with belief in faith healing."

Then in November of 1992, after requests by colleagues to limit the number of questions, Randall developed a "short" version or 13-question survey. This was the point at which Randall's "politics and voting" discovery came to light.

In a paper he presented recently to members of the New England Psychological Association, he writes: "A much more intriguing result is shown in the analysis of admitted voting behavior....the highest PSI (Paranormal Short Inventory) scores were seen for the 3rd party conservative voters and the lowest scores for the Republican voters."

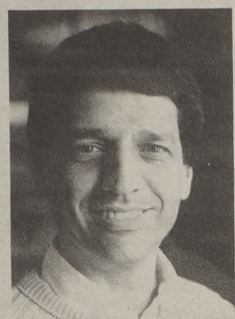
Second to the Third Party Conservatives were Third Party Radicals, then Democrats, followed by Independent voters and finally Republicans.

"I think the findings related to some unique factor within the group," Randall said. "They're free-thinking, unconventional thinkers, which spills over into belief in supernatural events. The results lead one to speculate that this small group of third party conservatives may more closely resembled Libertarians." In addition, he noted that policy decisions would be "unpredictable" because the third party conservatives more readily "accept unusual things in the first place."

Randall admits to being a supernatural skeptic. On the other hand, he recalled that "an odd occurrence happened at my grandfather's funeral" in 1990. As the burial service began, Randall said "a little bird flew over to me, landed on my shoulder and sat there for about 20 seconds." How many times have you ever heard of a bird landing on someone's shoulder, he asks, never mind staying there for 20 seconds?

Well, Dr. Randall...

Focus on Faculty and Staff



Bennett Lombardo, professor of health, physical education, and recreation has written a book with Deborah A. Wuest of Ithaca College entitled *Curriculum and Instruction: The Secondary School Physical Education Experience*. The book is scheduled for release in December and functions both as an instructional guide and a content resource for future physical education teachers.

the Year Award for his service as president from 1991-93.

At the fall conference of RIAH-PERD held Oct. 22, **June Nutter**, assistant professor of health, physical education and recreation, received a RIAHPERD Presidential Citation for her work on the RIAHPERD legislative committee. Also, at this meeting of approximately 300 professionals and students, RIC senior physical education major **Glen Hopkins** received a \$500 RIAHPERD Scholarship for his academic work, professional involvement and leadership.

Assistant professor of economics and management **Ali Bahrami**, has published a paper entitled "Automatic Synthesis of Design" in *Heuristics, The Journal of Knowledge Engineering*. The proposed system allows designers to articulate about the design by using fuzzy expert systems. The paper builds the foundation for developing a tool that can aid the designers during idea generation of the design process.

Associate professor of political science, **Francis J. Leazes, Jr.** recently delivered a paper entitled "Nonprofit Administration: Tales from the Twilight Zone" at the American Society for Public Administration (ASPA) Region I/II conference in Albany, N.Y. Leazes also was presented with the ASPA Rhode Island Chapter Member of

Notice to All Active* Alumni

Call for Annual Meeting

Wednesday, Jan. 19, 1994

5:30 p.m. - 6:30p.m.

Whipple Hall, Room 102

Purpose: To vote on revised and updated Alumni Association constitution and by-laws.

For a copy in advance, please call the Alumni Office at 401-456-8086.

If you are in need of special accommodation, please call the Alumni Office.

Note: * active alumni by constitutional definition refers to current Alumni Fund donors.



SURPLUS COMPUTER, one of five recently donated to Henry Barnard School by Textron Financial Corp, is admired by (left to right) David Hennen, a 1976 HBS grad who is employed by Textron and who arranged the donation to his alma mater; Assistant Prof. Deborah Svengalis, HBS fourth-grade teacher; and fourth graders Michael Rampone, 10, and Rob Cesaro, 9. Hennen is the son of RIC Prof. Florence Hennen.

ALUMN

ASSOCIATION & ALUMNI FUND NEWS

It seems like something must have changed - that minutes, hours, and days are actually shorter than they used to be. "I don't have enough time," "It's Thursday and I'm just starting to read the Sunday paper," or "I really should drop him a note or call her" are certainly some of my most repeated phrases. At first I thought it might be related to a generation or age. Alumni from the 20s, 30s, and 40s are especially mindful of the niceties and practice of sending thank you cards and notes, even written acceptance of invitations (thanks Regina Marcotte for your note of surprise at being included in the last column).

But it can't be just a particular generation. I was surprised and pleased upon also hearing from Carolyn Martino '63 and Joe Rossi M'80 with their own recollections. Getting caught up in our work, our families, and, I guess, the more hectic pace, we don't do as well keeping up.

About two years ago, we started offering "FacultyGrams" to alumni. It's very possible that you may not be familiar with these because we don't reach all of you during the phonathons. Basically, student callers asked alumni if there were a particular professor or member of the College community they remembered fondly. The student would write a message dictated by the graduate, and we would have it delivered.

Faculty who received the messages were delighted. I think it confirms or even reaffirms the quality of their efforts as teachers, advisors, mentors, and friends. Sometimes it's a surprise and the faculty member had no idea he or she had such an impact on a former student's life. FacultyGrams were notes of thanks, news of career or family, and some just said "Hi".

FacultyGrams soon spread to administrators and staff. It was a surprise to receive one from Anne Schifino '60, who was my fifth grade teacher. I usually sent a couple of FacultyGrams to retired faculty and got notes back. It's a great way to maintain a tie to your *alma mater* - and if you're busy, you don't have to worry because someone will write up your message and deliver it!

Here's an offer. Is there someone who made a difference for you while you were at RIC? Or someone you'd just like to say hello to? Don't wait to be called in a phonathon to send a FacultyGram. Call the Alumni Office during office hours 18:30a.m. to 4:30 p.m.]. We'll keep FacultyGram forms by the phone and we'll be happy to take your message. You just might make someone's day.

As a postscript: I had started writing a column about some of the advice I've been given over the years by RIC faculty and some alumni who were my teachers. I thought of Miss Hughes [no first names then!], my student teacher in senior English class: "RIC would be a great place for you - you really should apply. Maybe you should consider becoming an English major". Miss Hughes was not only an outstanding teacher, but had a great sense of humor. Her joke about her name [don't "misuse" me] prepared me for later student teaching as Miss Marty, or according to the students, Miss Smarty. I told a lot of others about her, but I'm really sorry I never took the time to tell Mary that it was because of her that I came to RIC, majored in English, and got actively involved in student activities. I went to check our computer system for some updated information and found that Mary Hughes Gaudreau '70 died last December at age 42.

As life continues at such a hectic pace and we get behind on reading the paper, or making a call or dropping a note, sometime it takes news that shocks to put things in perspective and remind us to stay in touch. She was a terrific role model and great teacher and I am proud to have known her.



Holly Shadoian, Director of Alumni Affairs

Dr. William Lawton dead at 69

William H. Lawton, 69, of Providence, retired director of laboratory experiences at Rhode Island College for many years, died recently at Roger Williams Hospital.

He was the husband of Sabina G. (Galo) Lawton.

Born in Eutawville, S.C., a son of the late Robert and Emma (Cross) Lawton, he had resided in Providence since 1961. Dr. Lawton retired from RIC in 1988.

He received a master's degree in education from Columbia University in 1956, and earned a doctorate in philosophy from the University of Connecticut in 1973.

He was a member of the National Education Association, a member of the Phi Delta Kappa Fraternity and a past master of the Netop Lodge AF&AM in Seekonk, Mass.

Besides his wife, he leaves a son, Michael C. Lawton of Providence.

The funeral and burial were private.

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DEADLINE
for copy and photos is
Thursday, Nov. 18
at noon.

College Shorts

Admissions Open House

An Admissions Open House will be held Sunday, Dec. 5, from 1 to 4 p.m. on the Rhode Island College campus.

Prospective students and their parents will be able to meet the faculty, talk with students, tour the campus and learn about financial aid and scholarship opportunities.

In case of inclement weather, the Open House will be held Sunday, Dec. 12.

Please call the Office of Undergraduate Admissions at 456-8234 by Nov. 26 if you plan to attend.

First Night seeks volunteers

First Night in Providence is recruiting volunteers for its ninth annual New Year's Eve alcohol-free, family oriented, multi-cultural arts celebration.

Volunteers are needed for three hours on New Year's Eve day or evening and receive a free admission button to the events. Also, volunteers will be eligible to win a weekend getaway for two at the Caesars Pocono Resort.

For more information, call the First Night Office at 521-1166.

Asst. coach of men's wrestling team named

Interim Athletic Director Gail H. Davis has appointed Scott Carlsten of Cranston as assistant coach of the men's wrestling program for the 1993-94 season.

Carlsten was a three-time Rhode Island high school champion, a New England Prep School Champion and a Wrestling USA High School All-American.

As an Anchorman for Rhode Island College he compiled an undefeated four-year mark of 70-0-1 in dual meets and held a record of 93-17 in tournament competition.

He qualified to the NCAA Championships from 1989 to 1992 and was a two-time NCAA All-American.

Seminar on Creativity

Stephen Ramocki of the economics and management department will present a seminar on creativity Tuesday, Nov. 16 from 3 to 5 p.m. in the Alumni Lounge in Roberts Hall.

Much of the material to be discussed derives from Ramocki's sabbatical during the spring of 1993 at Yale University.

The seminar will emphasize individual psychological components of creativity and, to a lesser extent, organizational concepts relating to creativity.

Refreshment will be provided. Open to the public.

Central's Rick Wilson: a strong hand and a smile



CENTRAL'S RICK WILSON talking to two of 'his kids.' (What's News Photo by Gordon E. Rowley)

by George LaTour
What's News Associate Editor

The big man walks with a walkie-talkie in hand, mingling with students, a watchful eye ever on the look for potential problems.

He alternately looks stern and genial, warning students one moment and kidding with them the next.

He's Rickie Wilson, a 1972 Rhode Island College graduate who has for the past two years served as principal of Central High School near to downtown Providence.

It's a large old structure that houses the largest high-school student population in the state with more than 1,700, some 85 percent of whom come from the city's minority populations. They speak many languages and dialects.

This large and growing larger concentration of minority students, many of whom can be considered underprivileged and toughened by their years of hard living experience in the inner city, seems to hold "Mr. Wilson" in high respect.

The man who originally came from the mean streets of New York's Harlem loves "his kids" and loves his job.

"This is the kids' field, not the business field. If you don't love them, then you're in the wrong field," assures Wilson.

Respect for them, too

And, he has respect for them, too. "These kids don't survive today by being stupid," says Wilson, who points out that SAT scores and other standard tests are one thing and the students' native intelligence sometimes another.

That's not to say that Central students haven't done well in testing. Many of them have.

And, there are problems.

Central is not alone in this area as the media has pointed out more and more of late.

Violence in the schools and the perceived need of discipline is as apparent as the front page of today's newspapers.

"What we need is for the media to focus on the positive things we do instead of stigmatizing and sensa-

tionalizing the perceived negatives," he wrote to a minority Providence newspaper recently.

For example, he said, Central's business students recently won several awards in state competition as did the automotive and cosmetology students who represented Rhode Island in national competition last year.

The science students have won several awards and are currently competing in national competition in conjunction with the University of Rhode Island.

Two of the school's seniors recently got accepted to Ivy League schools with one receiving status as an All-American scholar and the other receiving a scholarship package worth up to \$20,000.

Two of Central's teachers recently had an article published in Educational Leadership. The chess club competes nationally and the baseball team won the Journal-Bulletin Sportsmanship Award.

He doesn't allow students to wear those baseball caps to class or carry walkman radios.

Two steps backward

Despite these achievements and others, Wilson says: "It seems every time we take a step forward someone or something surfaces to attempt to push us two steps backwards." The principal is quick to come to the defense of his kids.

That is not to say they never do anything wrong. Hey, they're kids.

"My biggest problem," confides Wilson — who quickly inserts that "it's no problem anymore" — is hats and walkman radios.

He doesn't allow students to wear those baseball caps to class or carry walkman radios.

"We have no racial, gang or extensive problems with weapons. There have been only three cases this year of students excluded from school as a result of weapons and only one of the three was a student at Central," he explains.

Saying this, he reaches into his desk drawer and pulls out what looks like a pistol.

"You know what this is?" he asks, than answers his own question.

"It's a pellet gun.

"Now, I'm not saying it's good to

have a pellet gun in school or that its allowable. It's not. But it's a far cry from a real pistol that fires bullets and yet when you fill out a weapons' report, it doesn't specify just what you've confiscated."

He indicates that the media is often too quick to jump on an incident like this without clarifying the situation.

The hat and walkman policy fits comfortably with Wilson's overall effort of "being visible" in the hallways and outside on the front plaza, walkie-talkie in hand so he is always in contact with other administrators, hall monitors and the like.

Wilson knows many students by name, and as they walk by, he talks to them, asking one about her mother, chiding another for being late, telling another to pick up his confiscated hat at the end of the day.

One can argue about his policy on hats and walkman radios, if it really has anything to do with education and the student's ability to study

and learn.

But, in today's more violent times, keeping hats off students' heads can be a critical first step in bringing calm to hard-to-manage classrooms.

Sun-up to sun-down

It's dark when Wilson comes to work each day and dark when he goes to his home in Providence at night.

The long days he sees as part of the job.

"It comes with the territory," he says, adding, "I don't know many administrators where this is not the case."

And sun-up to sun-down days are a reminder to him of his RIC experience when he would trudge off early to class studying teacher education and remain late into the evening practicing basketball, a sport at which he excelled as a guard, holding a number of school records.

"I enjoyed my years at RIC," he says, leaning his large frame back in his chair in the busy principal's office.

He terms his experiences at RIC

Continued on page 5.

RIC Upward Bound Program now recruiting high school students

Applications from high school students in selected cities and towns are now being accepted for the 1994 Upward Bound program at Rhode Island College.

The Upward Bound program is for high school students in grades 9, 10, and 11 at Central Falls, Shea High School in Pawtucket, Central, Hope and Mount Pleasant high schools in Providence, and students in grades 10 and 11 in East Providence High School.

Now in its 27th year, the program helps students to improve their academic skills so that they may successfully complete high school and go on to enroll in colleges and universities.

To be eligible, students must be the first in their families to attend college, not be over age 19, be U.S. citizens or have permanent residency, and considered to be from low-income families.

"This is an excellent opportunity for eligible students. Since 1982, 98 percent of every Upward Bound graduating class has entered college and 78 percent of them have persisted to graduation," according to Mariam Z. Boyajian, program director.

General information sessions for interested students will be held beginning in December. Application



deadline is Thursday, Jan. 6. All application materials must be turned in to the high school guidance office or to the Upward Bound office by that date.

Students selected to participate in the program will be expected to attend an orientation program for them and their families at the college on March 5 at 1 p.m. Weekly sessions with an Upward Bound counselor begin March 7.

The academic portion of the program begins March 12 and ends May 14. A summer residency at RIC will run from June 19 through July 29.

Student should see their local guidance counselors for applications or more information or call the Upward Bound office at 456-8081.

The general information sessions will be held at the following schools at the times and places noted:

Central Falls.....Wednesday, Dec. 8, and Monday, Dec. 13, at 8:57 a.m., auditorium.

East Providence.....Friday, Dec. 10, at 9 a.m., auditorium.

Shea.....Wednesday, Dec. 1 and Monday, Dec. 13, at 12:25 p.m., auditorium, and Tuesday, Dec. 7, 9:20 a.m., auditorium.

Central.....Friday, Dec. 3, at 8:52 a.m., auditorium; Monday, Dec. 6, at 1:42 p.m., auditorium, and Thursday, Dec. 9, at 9:45 a.m., auditorium.

Hope.....Thursday, Dec. 2, and Monday, Dec. 6, at 9:45 a.m. in Room 027, and Thursday, Dec. 9, at 12:50 p.m., Room 027.

Mt. Pleasant.....Thursday, Dec. 2 and Wednesday, Dec. 8, at 12:40 p.m., auditorium, and Tuesday, Dec. 14, at 8:50 a.m., auditorium.

NAFTA

Continued from page 1

to cross the border and work.

For small-business states like Rhode Island, Atilla predicts an improvement, since under NAFTA, small businesses will be more able to export to Mexico and take advantage of the abolition of tariffs. He points to the Mexican government's spending of \$6 billion (U.S.) to supplement wages as evidence that U.S. companies will choose to export, rather than relocate, and refers to the \$5 billion trade surplus with Mexico as a further incentive for American businesses to export to Mexico.

The Dicles also address the concern over the Maquiladora area of Mexico, a nine-mile wide strip of land established to set up U.S.-Mexican "shadow companies" to allow greater productivity with lower labor costs. While they acknowledge that the area has been ripe for exploitation and environmental pollution, the Dicles hope that already-signed labor and environmental regulations will better conditions in the region. In response to criticism that more companies will relocate in this cheap labor market, Atilla explains that 1,500 U.S. companies are already there, so relocation will not take place on a wide scale.

The biggest stumbling blocks to NAFTA's success, the Dicles agree, are the political wrangling over the issue, and general lack of education about the issue. Atilla stresses that, with NAFTA, Americans must "reassign our priorities" to focus more on education and technical training for the work force. He also passes on a "secret" that he's discovered. (Ulku jokes, "We've been together for so long, Atilla; what secret can you be keeping?") "No matter how much we spend on retraining," he says, "the retraining will not increase [laborers'] skills, abilities, and knowledge enough to prepare them for another industry."

"Oh, I couldn't agree more," Ulku replies. On the subject of general knowledge of NAFTA, she says that "it's really sad" to see that 70% of small business owners know very little about the agreement, as she discovered on a recent trip to Washington.

The Dicles strongly emphasize the politics around the issue; they cite the political upheaval in Mexico and Canada to illustrate the sensitivity of the subject. In Canada, in fact, the winning party in the recent election sought to renegotiate NAFTA, whereas its unsuccessful counterparts sought either to pass NAFTA



IN THEIR WARWICK HOME: Profs. Atilla and Ulku Dicle, both of RIC's Department of Economics and Management, are experts on NAFTA. Here, Ulku Dicle demonstrates the use of the samovar, a Turkish water heater.

in its current form, or terminate it entirely. Outgoing Mexican President Salinas seeks to commit the next administration to NAFTA by passing it through the Mexican parliament, much as George Bush left NAFTA to Bill Clinton. Atilla agrees that right now, no politician wants to be blamed for NAFTA, but if it passes, everyone will want the credit.

Atilla makes the point that the new North American trade bloc, which, through possible future agreements would join the entire Western Hemisphere, is called a "free trade area," or FTA, as opposed to a "common market," which drops all economic and immigration barriers. An FTA like the U.S.-Mexico-Canada bloc would still uphold the immigration policies among the nations, whereas a common market like the European Community (EC), which went into effect Nov. 1, allows free flow of capital and labor from one country to another. An FTA is

also unlike a "free trade zone" which sets off only a small area for trade between nations, like the Maquiladora region of Mexico.

Overall, the Dicles express hope for the passage of NAFTA, —with changes—, and agree that political stability is the single most important factor in its success. Atilla looks to the Mikhail Gorbachev's experience with Glasnost (opening both economic and political "cans of worms") as the opposite of what the governments of Mexico, Canada, and the U.S. should seek in pursuing NAFTA. Countries like the Four Tigers, says Atilla, are "the new model of development," attempting political stability before economic reform. To those concerned with the negatives of NAFTA, like H. Ross Perot, Atilla says in summary that the only other option is isolationism (which would plunge the global economy into recession), and that "the gains will outweigh the losses" in terms of "investment in people."



ANNUAL CPA DAY at Rhode Island College finds the RIC Student Accounting Association hosting representatives from six CPA firms who addressed accounting majors on issues relating to careers in public accounting. Site is Fogarty 050 on Oct. 27. David Bogosian (left) of Lefkowitz, Garfinkel, Champi & DeRienzo who gets the fourth annual CPA Day started by introducing (l to r) Ed Sullivan of KPMG Peat Marwick; Karen Perry of Sansiveri, Ryan & Sullivan; Mike D'Orsi, Class of 1990, of Ernst & Young; George Venditelli of Piccerelli, Gilstein & Co., and Art Lambi, Class of 1985, a sole practitioner.

Interdisciplinary environmental studies program broadens students' horizons

by Cynthia DeMaio
Student Writer

A new minor in environmental studies, to be offered this spring, will help students broaden their educational experience while getting credit for a subject in which they are interested, said R. Carol Barnes, an associate professor in the Rhode Island College anthropology/geography department.

Through the cooperative effort of the anthropology, biology, geography, philosophy, and physical science departments at RIC, students can get a minor in environmental studies starting in the spring 1994 semester. The minor or cognate will supplement the student's major.

The minor consists of six courses and the option of an added field experience. Students will take introductory courses in biology and earth science then focus on one of three areas of concentration.

"The idea of the introductory courses is to broaden your experience. Students in hard sciences will get a general course in geography. Geographers will learn some science," said E. Pierre Morenon, associate professor in the anthropology/geography department.

"This minor is designed to go along with your existing major while giving you a chance to broaden out," Barnes said. "For example, if you are a biology major, you might not see the global picture. And if you are a social science major, you might have the general picture but not know the nitty gritty about cells."

After taking introductory biology and earth science courses, students will choose one of three areas of concentration. They include environmental planning and policy, global environment and resource development, and applied environmental studies. Students in the policy area will focus on local issues, becoming involved in "Save the Bay" or other local environmental groups or activities, Morenon said.

Students taking the global focus will look at issues that affect the environment on a world-wide scale.



E. PIERRE MORENON

"For example, we might study how development in Africa impacts development efforts in Asia," Morenon explained.

In the applied focus section, students would do projects in the hard sciences, such as testing drinking water, he said.

A third and optional segment of the environmental studies minor is field experience. Students may do a field placement for three to six cred-

experience credit, said Barnes.

The program gives students a chance to branch into areas they might not otherwise explore, Barnes said. "Maybe students are more savvy today. But when I was in college, the urge was to narrow down to your field. My advisor told me 'now is the time to broaden out,' and made me take English and theater classes. I found when I started working in the academic world, I was

"This minor is designed to go along with your existing major while giving you a chance to broaden out," Barnes said. "For example, if you are a biology major, you might not see the global picture."

its after completing at least four of the required courses. Students will be placed in a public or private agency that deals with environmental issues. Or a student who is already working at organizations such as the Rhode Island Department of Environmental Management (DEM) could talk to his or her advisor about getting field

dealing with people that came from different cultural levels than did I. His advice paid off."

Morenon noted that a broader educational background may also prepare a student for unexpected changes in the job market. "It used to be that a person would go to work for a company and retire 40 years later with a gold watch. This kind of

environment encouraged specialization."

"Things are different now. People may be in a job only three to five years. Frequent job moves demand people have a variety of skills and credentials. For example, if you shift from a job in environmental policy to one in research, it is helpful to have a scientific background. Or, if you shift from biology to a job at the DEM, it's good to know a little law," Morenon said.

Experience can be gained formally through the environmental studies program or informally through a new club on campus called "RICology." The club's goal is to give members an active role in preserving the environment and increasing environmental awareness said Alan La Flamme, RICology president.

RICology members and students involved in the environmental studies program are teaming up this April to tackle the issue of waste. During the week of Earth Day (April 22), guest speakers from the state landfill will be on campus to talk about recycling.

"We also will study the waste generated at a single building on campus. By looking at the types of waste produced and how effectively they are recycled, we may come up with some recommendations to improve this system," Morenon said. "Students and faculty will work along with people in maintenance and administration during the project. We may even challenge other building on campus to do the same."

The idea of an environmental studies program originated with the late Katherine Murray, an associate professor in the anthropology/geography department, Barnes said. Ms. Murray died of cancer in June 1993. "Katherine was the driving force behind this program. She saw the potential benefits to the faculty and students at RIC and saw possible linkages between the various disciplines on campus," Barnes related.

Students interested in the program should contact Stanford Demars, Gaige Hall 108, 456-9649. For information about RICology contact Alan La Flamme at 725-0796.

Central's Rickie Wilson Continued from page 3

as "the turning point in my life."

And the "best experience," he admits, was when, as a senior, he lived off campus and had to fend for himself economically, learning how to budget his expenses.

"All kids should have that experience," he says, shaking his head in remembrance.

"I must have liked RIC," he adds,

'I went from a kid they thought would fall through the cracks to one at RIC with two master's degrees.' - Rick Wilson

pointing out that after graduation he came back to earn two master's degrees in guidance and administration and took post-graduate work in math and counseling.

"I went from a kid they thought would fall through the cracks to one at Rhode Island College with two master's degrees," he says rather proudly, not so much, it would seem, of his own achievement in and of

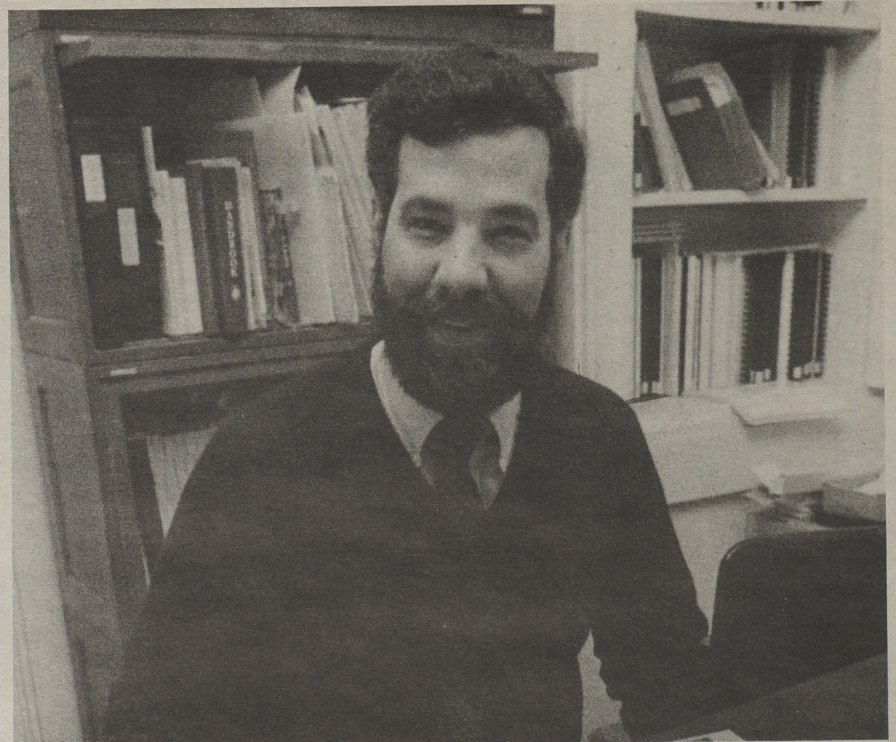
itself, but of what can be achieved when people have faith in you and give you a chance.

Asked if he was married or had children of his own, Wilson, without cracking a smile, replied: "I'm too young for all that."

Asked about what family he had back in Harlem, Wilson said, "None," and told of how one day in 1976 he and former fellow RIC basketball player Don Suggs rented a truck and drove to New York where they loaded Wilson's mother and four younger brothers on board and took them and their possessions back to Rhode Island.

After his graduation from RIC, Wilson taught three years in the Providence school system; served for five years as a guidance counselor at Davies Vocational School, then as assistant principal at Davies, and, later, as principal at Woonsocket Vocational School before taking on his duties as principal at Central.

"So, I didn't walk in unaware. I knew it would be difficult taking over the helm of the state's largest high school which also held the largest minority student population



RICKIE WILSON

with Black, Asian and Hispanic students in addition to White," relates Wilson.

"You have to love what you do. If

you understand that, no explanation is needed. If you don't, none is possible," says RIC's Rick Wilson.

On the job with...

Julio Contreras, Audiovisual Technician

In the case of Julio Contreras, what goes around comes around!

In 1978, Julio Contreras, then a junior communications major at Rhode Island College, who was interested in a career in television production, was hired to work in the Audiovisual Center.

Now, 15 years later, he's back working in the Audiovisual Center after fulfilling his dreams in the real world of television production.

While a student at RIC, Contreras gained experience by working backstage in Roberts Hall auditorium with lighting, set building and sound equipment for the theatre and dance departments.

After graduating in 1980, he held several jobs unrelated to television, all the while holding on to his dream of working in television. He went to seminars to keep up on the latest techniques and borrowed equipment from cable stations to practice his filming.

His persistence paid off.

He started to do freelance work for a number of TV stations and was eventually hired by Channel 10. Later, Channel 12 hired him as a studio technician. There, Contreras was eventually promoted to on-line editor. A TV station in Boston was Contreras' next step. He also worked on production of commercials and a few films.

But, the jobs were very demanding and Contreras spent a lot of time on the road.

He decided to look into a different career.

He got a job at Fleet Bank in the Statement Rendering department but wasn't happy as a businessman.

One day, while looking through the classified ads, Contreras saw an ad for a technician in the Audiovisual Department at RIC.

He thought it would be great to go back to his *alma mater*, work in his field and be able to help other students fulfill their dreams.

He was hired in January 1993 as a technician III and works under the supervision of Roger Lima and Tony Carlino. "They have been great influences on me," he said.

The Audiovisual Center issues equipment (audio cassette recorders, camcorders, TV monitors, etc.) to faculty, staff and students of the College. Contreras helps with the management of the Center, which he said can get "quite busy some days."

Contreras, a soft spoken man, said he likes his job very much. He supervises the student help and "wants them to get something out of their experience working in the Center."

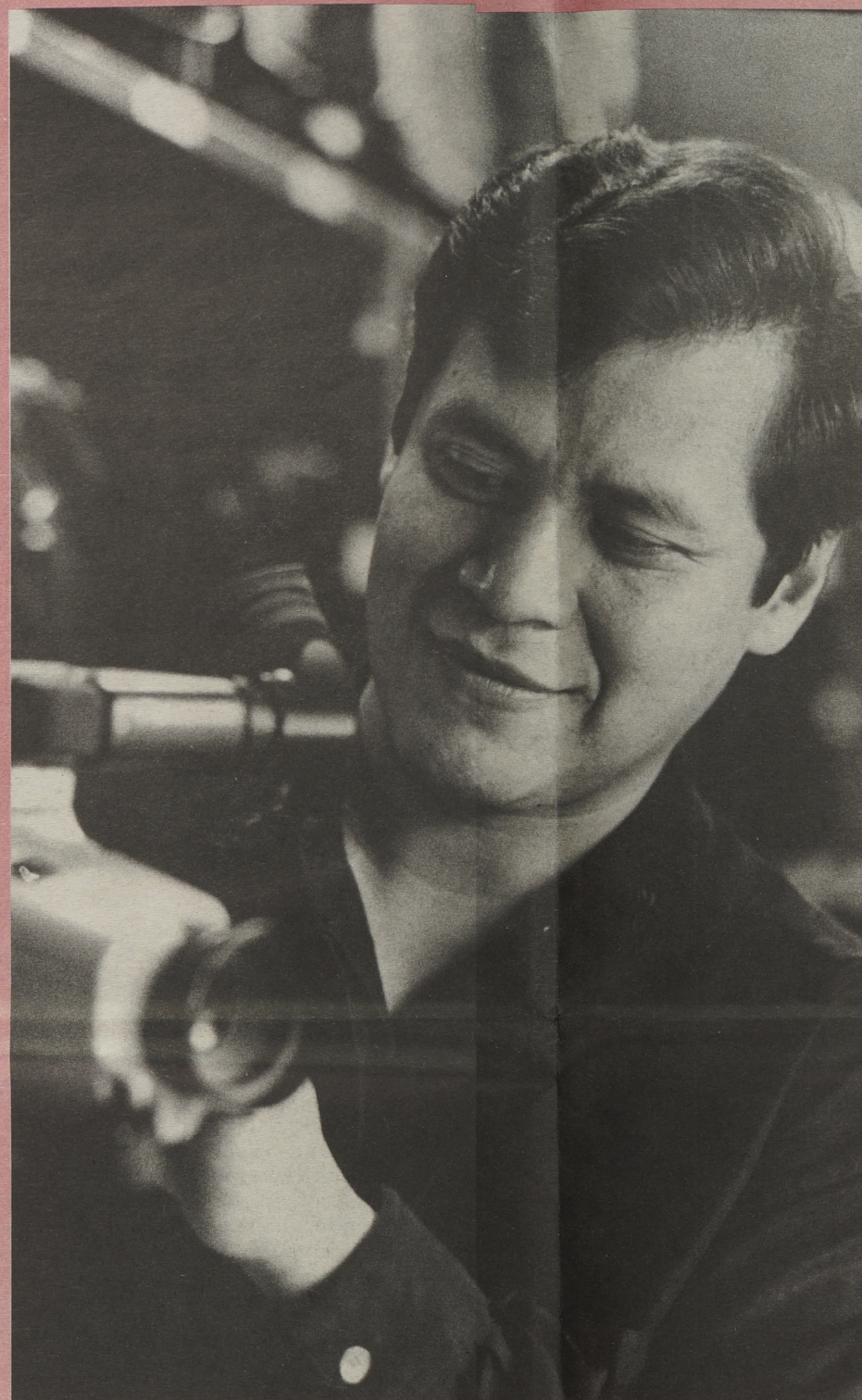
Contreras' philosophy in life is to be honest and responsible and he tries to influence his student workers to be punctual and to have respect for the people they are working with.

"Most students are very capable of handling themselves and the equipment," Contreras said. And, they are always challenging Contreras. "They keep me on my toes, which is good," he said. "I always asked a lot of questions and challenged my superiors as a student too," he said.

Contreras credits his experience while a student at RIC with helping him land jobs in television. He hopes his student workers will learn the skills needed to get the types of jobs they want.

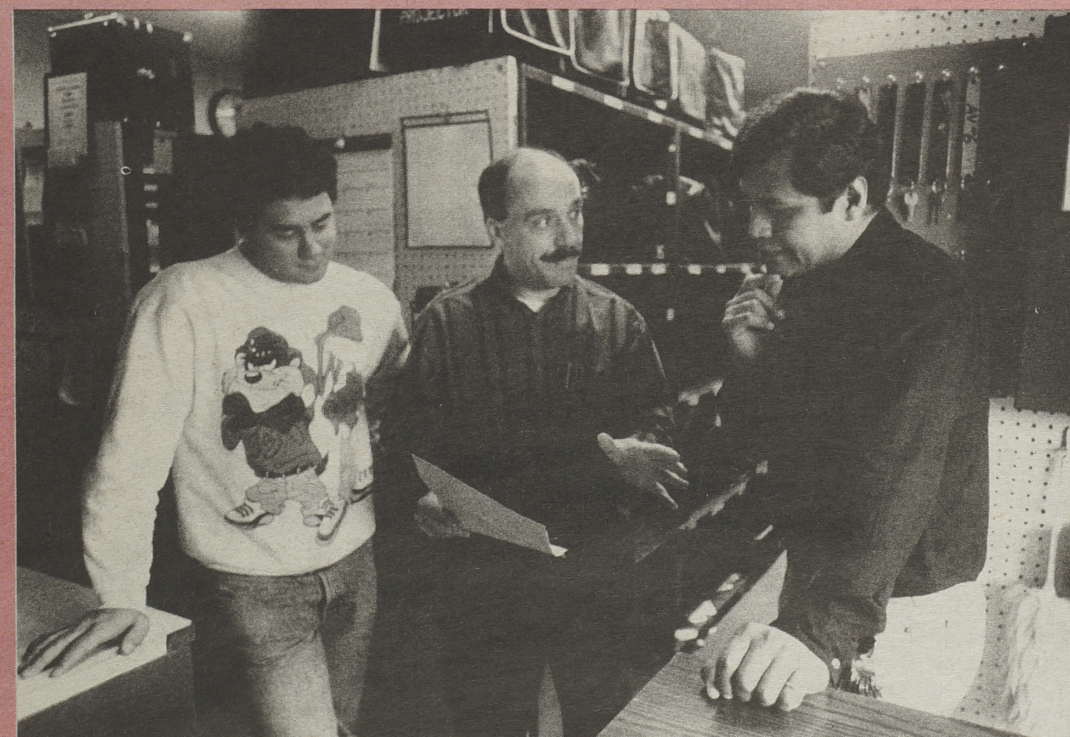
Recently, Contreras, who played soccer while a student at RIC, organized the first annual soccer alumni game which was held Oct. 2.

Contreras, who is married and lives in Warwick, is taking classes at RIC towards a master's degree. In his free time he produces songs on the guitar and keyboards in his studio, a hobby related to his career.

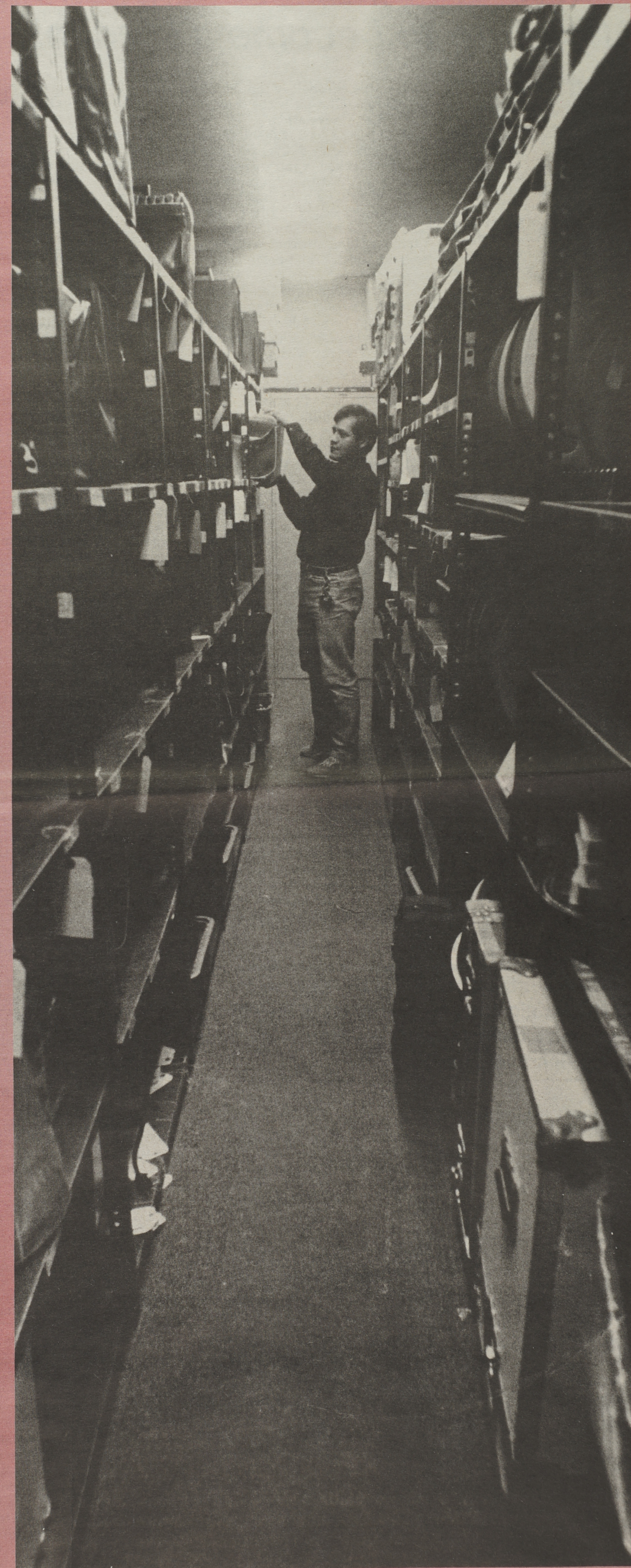
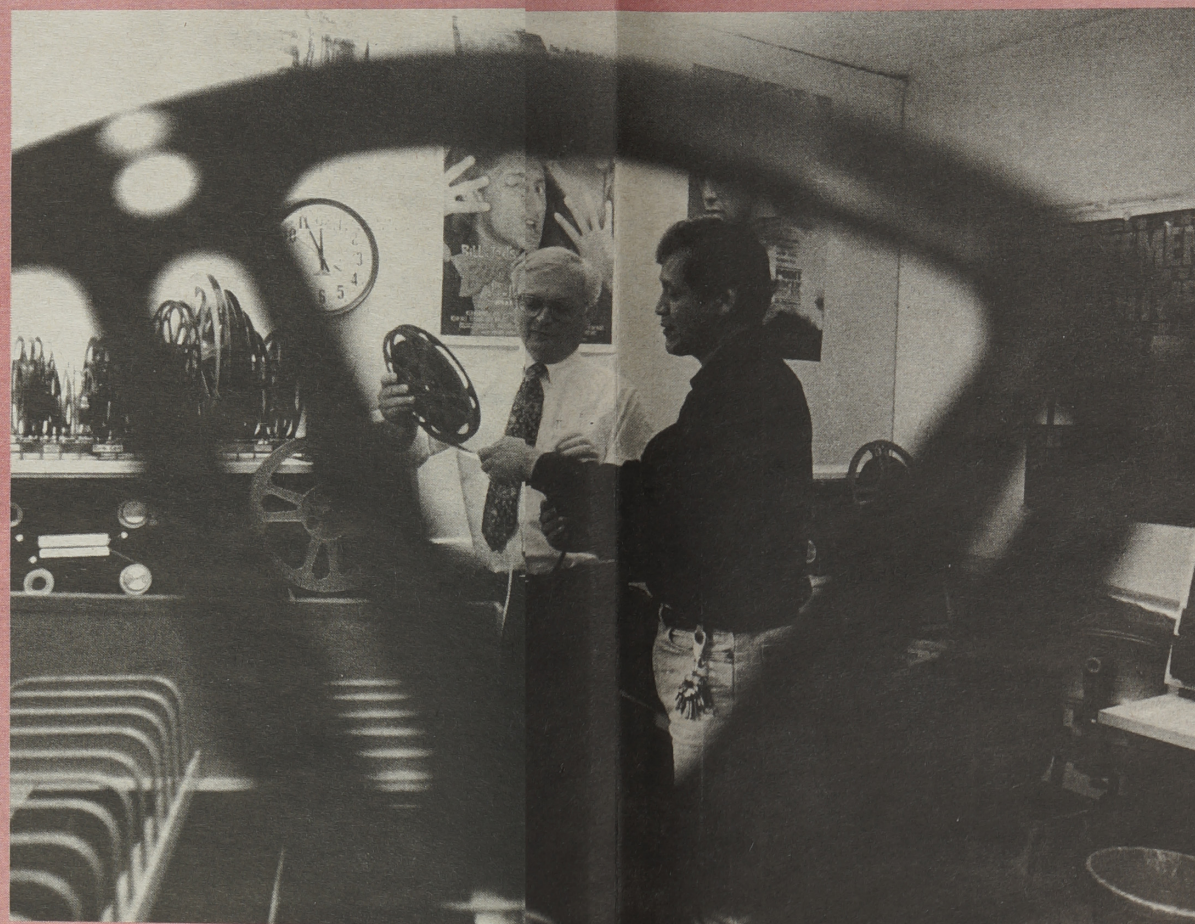


Photos by
Gordon E. Rowley

Text by
Cynthia L. Sousa



Above: Julio Contreras goes over the orders for the day with (left) student worker Tony Ciacciarelli and Audiovisual Technician Tony Carlino. At right: Contreras confers with Dave Wilson, interim director of AV.



On the road to intellectual freedom... or choosing to become a student

by A. John Roche
Contributing Writer

Recently I talked to a group of students who are on academic probation. A friend in the College's Counseling Center, Tom Lavin, organized a series of group discussions for these students. I offered to come talk to them, and Tom took me up on it. Here is what I said.

I did my undergraduate work at Marquette University in Wisconsin, and received my master's degree from Fordham University in New York City. From 1969-1971 I taught at St. Paul's College, in Lawrenceville, Virginia, where I was a National Teaching Fellow. In June, 1973, I received my Ph.D. in American literature from Duke University in North Carolina. From 1973 to 1974 I was an assistant professor at the University of Rhode Island. Since then, I have been in the English Department at Rhode Island College.

At Rhode Island College I directed its Writing Center for six years and have served as its director of freshmen writing. I have been a writing consultant for grades K-12 in public school systems in Rhode Island. And since 1977 I have taught writing courses for Fleet National Bank. I teach writing workshops at libraries and give presentations at conferences. I have published articles on teaching and on the teaching of writing.

I have also published book reviews of contemporary American fiction, articles on Poe, Santa Claus, Mark Twain and I had a sabbatical leave during the Spring, 1992 semester to finish a book-length manuscript, a collection of narrative essays.

In 1990 I was given Rhode Island College's Maixner Distinguished Teaching Award. The next year I was named the 1991 Rhode Island Professor of the Year by the Council

is often the chronology that stories and novels follow: it is the continuous thread of revelation."

I had been a good student in high school. I certainly didn't excel, but I did my work. I wasn't prepared though for the demands or independence of college now that I didn't know how to study in the way college work demands. And, I suppose, I felt that to admit that lack might suggest that I didn't belong in college.

I also didn't like what I saw as repetitiveness. I felt that some of the courses I was taking duplicated what I had in high school. This was particularly true with history and biology.

I felt that some of my teachers were jerks (this is a word I used then and, yes, still use now). For me my freshmen writing instructor epitomized jerkdom. He was a born-and-bred Mid Westerner who had a dislike or fear of Easterners. I remember class discussions of *The Great Gatsby*. Whenever a question came up whose answer suggested some awareness of the ways of the East, the instructor would turn to me, and ask, "And what does our resident expert on the East say?" I was not amused. Once the question was, "How come Nick keeps referring to New Haven. I thought he and Tom went to Yale. I'm confused."

"Maybe Mr. Roche can help us out."

I took the bait—I was only seventeen—and answered smugly, "Of course everyone knows Yale is in New Haven. The names are often used interchangeably, just as, if you went to Harvard, you would usually say you went to school in Cambridge."

It was his turn not to be amused. The semester went like that.

In biology and history, my reasoning was different. Both of these classes were held as large lectures. For example, every freshmen taking biology went Monday, Wednesday, and Friday at 11 a.m.

to lectures in the only room big enough to hold all of us, a movie theatre. When I figured out there was no real way for attendance to be taken, I stopped going to class. I read, or tried to read, the biology text, and I did go to labs. I remember studying frantically the night before the biology exam. I slept through the 8 exam, but rather than being upset, I felt relieved, somehow assuming I then would not have to take the exam. I called the biology department, expecting to hear an adult voice say, "You missed the exam. Oh, that's OK. You don't have to take it." Instead I was told I could come right over and take it then. Needless to say, I didn't do well. At the end of my first semester and at the end of my freshman year, I had a 1.0 average—D's in everything—and was placed on academic probation.

Then, I was acutely aware of the sources of my problems. They were outside me, residing in the jerks and difficult exams.

The other day, talking to that group of young students on academic probation, I felt their anger and

hostility and was slightly amused that those feelings were now directed toward me. We would all like to think that the reductive darkness of the world lies "out there." But it lies much closer to home, in the recesses of the heart. It's easier, though, and a great deal more comforting, to insist that the enemy is

And, most importantly, I myself decided to become a student. I made a conscious choice to become a student. Up until then, I thought being a student was something that happened as part of a natural process. It's not.

outside rather than inside. To those students in that room, I was the enemy. I told them who I had once blamed and what I now see as the source of my academic problems.

I also knew, from experience, another feeling they had—shame, shame not only for not doing well but for being identified and stamped with "academic probation." Because of my status, I would receive post cards from the Dean's Office, setting up appointments. I knew that the Dean's Office took its activity seriously. There was a folder with my name, my high school record, SAT's, and my college grades. Embarrassed, I would sit across from an assistant dean and lie. I said college was difficult (which was true), and I was working as hard as I could (which was not true.)

I wrote to my parents and lied about how hard I was working. My mother was always happy when the mid-semester grades came, for I was no longer on probation. This gave me a reprieve for half a semester and looked like I was doing better. My mother didn't know that academic probation wasn't stamped on the mid semester grade sheets. And I, of course, didn't tell her.

My second year I took a required two semester course, a survey of English literature. I liked the reading and the almost daily quizzes and writing assignments, which I did very well on. The professor, Dr. John Pick, gave number grades, and I would usually get in the 90's and sometime 100. As I would come in the classroom door, Dr. Pick would say good morning to me. He recognized me. If I got below a 90, he would tease me and want to know what had happened. He expected me to do well, and I did. He taught me to read closely and analytically, and he taught me to come prepared to class.

Things started to happen: I realized that I enjoyed doing well, and I enjoyed the recognition that came with it I came to college not knowing what a Ph.D. was, and in the second semester of that English literature survey, I decided I wanted to teach in college and therefore I would get a doctorate in literature. In addition to the push from the Dean's Office, I tried to do the kind of work I thought Dr. Pick expected from me. And, most importantly, I myself decided to become a student. I made a conscious choice to become a student. Up until then, I thought being a student was something that happened as part of a natural process. It's not. One must choose to become a student.

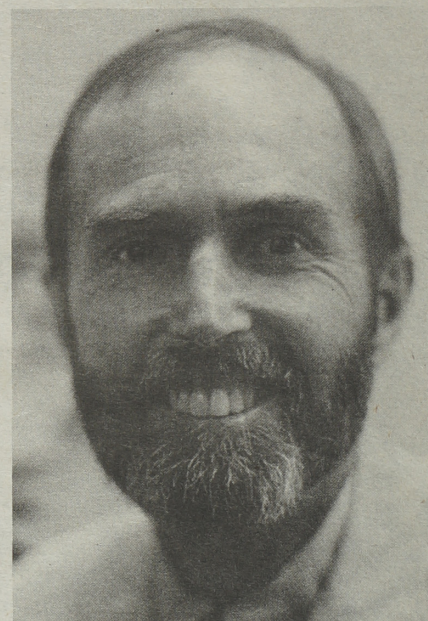
During my junior year I was fortunate to take a year long history course from a Jesuit and scholar, Francis Paul Prucha. The course, "The Westward Movement", was rig-

orous. If Dr. Pick taught me the ways of analysis, then Father Prucha taught me the ways of synthesis. We read essays, maps, non fiction historical accounts, and primary materials. The reading and writing assignments and the discussions made us draw upon and connect diverse material. A work I par-

ticularly remember is Virgin Land: The American West as Symbol and Myth by Henry Nash Smith. This study, itself a powerful synthesis, showed us how symbols and myths are created.

The course was difficult and demanding, but I liked it. I was absorbing something else in Father Prucha's class, something I at the time couldn't articulate but can now. I learned, by example, a method of intellectual inquiry. I developed a vision of the nature and goals of education. And, most importantly, especially at the time in my young life, I was provided with a model who exemplified, in his choices and in his life, the idea of commitment. I wrote to Father Prucha a few years ago to thank him for what he had done for me. In response, he told me "that was a great group of students enrolled in the course in the Westward Movement." And then he explained that in the class of about twenty students, five of us had gone on to get doctorates—from Stanford, Marquette, Harvard, Michigan, and Duke. Two of those five became Jesuits. One of them, Father DiUlio, is now president of Marquette. Father Prucha said we were a great group of students; I know his students would say they had a great teacher.

My last semester at college I got a 3.8. But I had a lot of poor grades as heavy baggage, so heavy that the first time I applied to graduate school, I was rejected. I tried again, knowing that I could do graduate work if I was given a chance. I convinced Fordham University to give me that chance. I did well there. When I applied for my doctorate, several universities accepted me. I chose Duke. The rest of the story you already know.



A. JOHN ROCHE

"The events in our lives happen in a sequence of time, but in their significance to ourselves they find their own order, a timetable not necessarily—perhaps not possibly—chronological.

for the Advancement and Support of Education. For that award I received a very nice—and unexpected—letter from the current president of Marquette University, congratulating me on the award. "No doubt," Father DiUlio writes, "your peers and students at Rhode Island College are extremely proud of you, just as we at Marquette are happy to share this honor with you. . . . Your alma mater is grateful for the credit you reflect on Marquette."

This letter touched me. It is one I, as an undergraduate, never imagined I would receive, because, at Marquette for my first three semesters, I was on academic probation. What I know now I wish I had known then, but if I had known it then, I might not be where I am now. Eudora Welty in her autobiography, *One Writer's Beginnings* says it another way. "The events in our lives happen in a sequence of time, but in their significance to ourselves they find their own order, a timetable not necessarily—perhaps not possibly—chronological. The time as we know it subjectively

Judith Lynn Stillman 'moves into the big time' recording with Wynton Marsalis

Rhode Island College's artist-in-residence Judith Lynn Stillman has gone right to the top in her collaboration with, perhaps, the most famous trumpet player living, Wynton Marsalis, with whom she shares equal billing on their new CD from Sony Classical.

On the 20th Century has been getting a lot of press and entered the Billboard charts last month at number 21. Sony is expecting it to climb quickly.



JUDITH LYNN STILLMAN

"Anything Marsalis puts his name to these days is, of course, gold," noted *Providence Journal-Bulletin* arts writer Channing Gray in his recent Sunday Journal article on the partnership between pianist Stillman and trumpeter Marsalis.

"...this is a terrific sounding recording, warm, true-to-life, with lots of presence. And selections are far from off-putting, as the 20th Century rubric might suggest," wrote Gray.

Stillman, who very likely was the first full-time artist in residence at any of the Rhode Island's institutions of higher learning, made her debut at RIC in January 1981. Prior

to her musical residency at RIC, Stillman had been dubbed "a poetess of the piano" by the Long Island Press for having won critical acclaim throughout the United States, Europe and Israel.

She's won 18 piano competitions, including first place at the International Piano Recording Competition, and has performed in major concert halls such as the Carnegie Recital Hall, Alice Tully Hall and at the Lincoln Center.

Now a professor at RIC, she also teaches at Brown University.

Stillman traces her relationship to Marsalis to the mid-1970s when they both were fellows at Tanglewood, summer home of the Boston Symphony.

She says she caught Marsalis jamming one night in a nearby church and was "almost moved to tears," even though she knew little about jazz.

"I think Wynton felt I was one of the first to recognize and appreciate his talent," said Stillman.

They crossed paths again at the Juilliard School of Music in New York where she was a graduate student teaching group piano classes to non-piano majors. Marsalis signed up.

They have been musical soulmates ever since.

When Marsalis was preparing to record the Tomasi and Jolivet concertos for Columbia about a decade ago, he turned to "Dr. Judy," as he calls Stillman, for advice. (Stillman holds the distinction of being the youngest doctoral candidate admitted at Juilliard.) Marsalis even came to Providence to run through the scores with her at the piano.

"That's when we found we worked well together," Stillman told Channing Gray. "There is nothing we can't talk about, nothing that is off limits."

Their recording, Marsalis' first with piano, displays a "fine balance between piano and trumpet," said Gray, who wrote that her recording for Sony "now means she has moved into the big time."



TREASURES OF AFRO-AMERICAN ARTISTS at the Museum of the National Center of Afro-American Artists are on exhibit at Rhode Island College's Bannister Gallery until Nov. 24. The exhibit highlights museum director Edmund Barry Gaither's selections from the museum's over 4,000 objects. The exhibit is free and open to the public.

Markward to conduct Chamber Singers, Chamber Orchestra

Edward Markward of North Providence, professor of music at Rhode Island College, will conduct the RIC Chamber Singers and Orchestra in a Monday evening concert Nov. 29 starting at 8:15 in Roberts Hall auditorium.

Heading the program will be Marc-Antoine Charpentier's "Midnight Mass for Christmas."

Other pieces to be performed include Tomas Luis de Victoria's "Ave Maria" and "O Magnum Mysterium" and Egil Hovland's "Missa Misericordiae."

The concert — sponsored by the RIC music department — is free and open to the public.

Since moving to Rhode Island, Markward, who holds the doctor of musical arts degree from the University of Michigan, has become highly visible in the cultural life of the state.

He joined the RIC music faculty in 1973 and became the youngest member promoted to full professor.

In 1987, he began his tenure as music director/conductor of the Rhode Island Civic Chorale and

Orchestra.

At RIC, he conducts the Symphony Orchestra, the Chamber Singers and College Chorus, and instituted an opera workshop for young singers.

Additional duties include serving as music director/conductor of Opera Rhode Island and principal guest conductor of the Brooklyn Heights Orchestra in New York.

Guest conducting engagements have included the Vermont Symphony Orchestra, the Philadelphia Singers, the Brooklyn Heights Orchestra and the Rhode Island Philharmonic.

His major teachers have been Gustav Meier, Brock McElheran, Julius Herford, Elizabeth Green and Frank Noyes. Markward has attended master classes with Andre Previn, Seiji Ozawa and the late Leonard Bernstein, among others.

A champion of contemporary music, he has been praised by composers Elie Siegmeister, Paul Cooper, Paul Nelson and Richard Cumming.

For more information, call 456-8244.

Wind Ensemble concert Nov. 19

Francis M. Marciniak of Cumberland, professor of music at Rhode Island College, will conduct

the 39-member RIC Wind Ensemble in concert on Friday, Nov. 19, starting at 8:15 p.m. in Roberts Hall auditorium.

Instruments used in the program will include the piccolo, flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, cornet, trumpet, French horn, trombone, euphonium, tuba and percussion.

The program will consist of the "Miniature Set for Band" by Donald H. White, "Scherzo for Band" by Giacchino Rossini and arranged by William Schaefer, "Prelude and Fugue in F Minor" by Houston

Bright, and "Swedish Folk March" by William E. Rhoads.

After an intermission, the program will include "George Washington Bridge: An Impression for Band" by William Schuman, "Prelude on a Gregorian Tune" by David Maslanka, "A Place of Silent Storms" by Reber Clark and "El Capitan March" by John Philip Sousa.

The concert, presented by the RIC music department, is free and open to the public.

For more information, call the music department at 456-8244.



*Happy Thanksgiving
from the staff of
the Office of
News and Publications Services!*

Operatic duo in Chamber Music Series at R.I. College

Noel and Gigi Velasco of Providence, an operatic duo, will perform works by Schumann, Brahms, DeFalla, Saint-Saens and Ravel among others in the Rhode Island College Chamber Music Series Wednesday, Nov. 17, at 1 p.m. in Roberts Hall 138 (recital chamber).

The recital is free and open to the public.

The husband-and-wife-team of tenor Noel Velasco and mezzo-soprano Gigi Velasco will be accompanied by Stephen Martorella on piano and Susan Thomas on flute.

The program begins with Robert Schumann's "Two Duets" followed by Johannes Brahms' "Acht Zigeunerlieder," Manuel DeFalla's "Siete canciones populares espanolas," and the Camile Saint-Saens' duet "La Danse Macabre."

Other entries in the recital include Maurice Ravel's "Sheherazade," Claude DeBussy's "L'Enfant Prodigue" and Saint-Saens duet "Samson et Dalila."

Married for 11 years, the Velascos have been performing on stage together since they met at the Curtis Institute of Music in Philadelphia in 1980.

Gigi, a relative newcomer to the world of opera, is originally from Dallas, Tex.

She has been a professional flutist, having been the principal flute of the Opera Company of Boston and Opera New England for eight seasons, and a pianist, performing with Noel as his recital accompanist for years.

Noel was her first voice teacher. She currently studies with Mignon



NOEL AND GIGI VELASCO of Providence will perform works by Schumann, Brahms, DeFalla, Saint-Saens and Ravel Nov. 17 at 1p.m. in Roberts 138.

Dunn in New York.

Twice in the semi-finals of the Metropolitan Opera Regional Auditions in Boston, she was one of 25 among 125 singers to receive the Silver Rose Award in the 1992 Rosa Ponselle Competition for the Vocal Arts.

Recent singing roles include that of Amneris in Verdi's *Aida* with the Houston Grand Opera and that of the witch and mother in the Opera New England tour of *Hansel and Gretel*.

Noel was winner of the Pavarotti International Voice Competition, the Liederkranz Foundation Wagnerian Competition, and the New York Oratorio Society Solo Competition.

He has been a mainstay at the Opera Company of Boston and Opera New England since 1982, and has performed at the Royal Opera House at Covent Garden in London, L'Opera Comique in Paris, L'Accademia di Santa Cecilia in Rome, the Avery Fisher Hall at the Lincoln Center and the Kennedy Center in Washington, D.C., among numerous other sites.

Together, the Velascos have given duo concerts in Philadelphia, Seattle, Forth Worth, Honolulu and the Philippines, and will be involved in the forthcoming benefit gala of the Opera Company of Boston and in the world premiere of Joseph Summer's opera *And The Dead Shall Walk The Earth*.

They have resided in Providence since 1986.

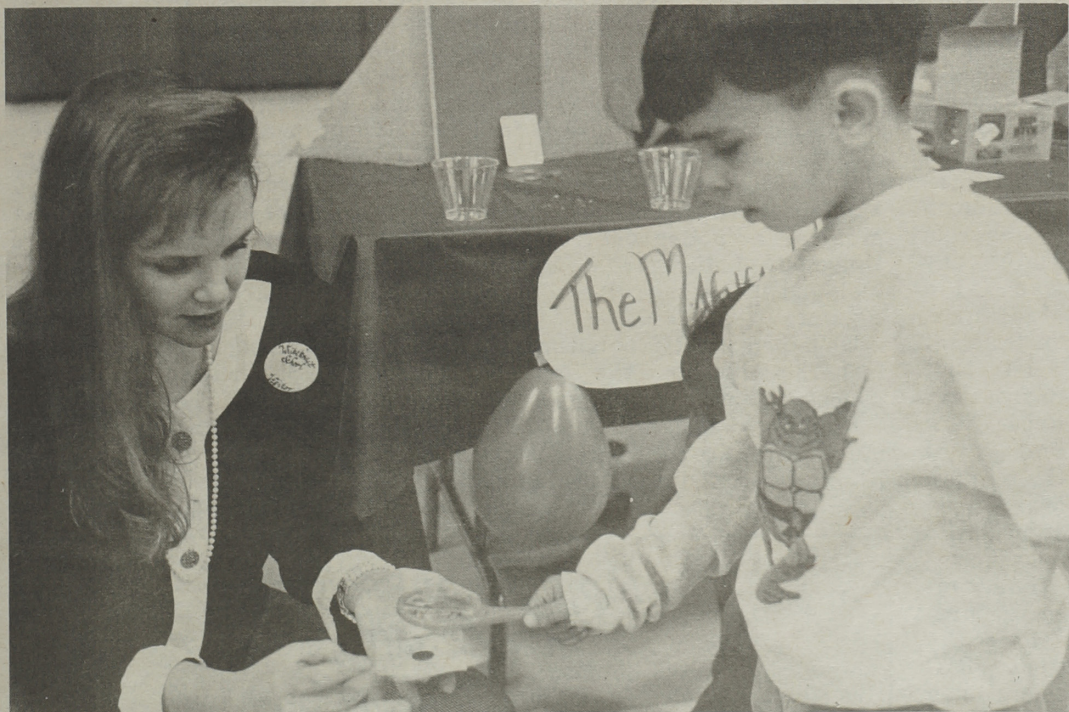
For more information, call John Pellegrino, series coordinator, at 456-8244.

'Believe it or not'... by Kniseley!

Thirteen Rhode Island College student enrolled in elementary education professor MacGregor Kniseley's ED 337 Teaching Elementary School Science course stressed their charges imagination recently with a "Believe It or Not Science Fair" at the E.G. Whiteknact Elementary School in East Providence.

Among the "discovery" demonstrations conducted by the college students were "egg in the milk bottle" (air pressure), the obedient diver (density, how many paper clips will fit in a full cup of water? (water cohesion-surface tension), magic color wheels (light-color) and spinning eggs (inertia).

RIC students participating included: Marilyn Brisson, Tanna Carroll, Laura Frederick, Donna Hogopian, Kim Harvey, Mary Lema, Kristin Mancyak, Laurel O'Brien, Marge Paduano, Lynne Pelletier, John Souto, Kelly Tavares and Nicole Thibaudeau.



LAURA FREDERICK, a grad student, demonstrates inertia with 'The Magic Penny' to six-year-old first grader Josh Pereira.



SENIOR KELLY TAVARES demonstrates the 'no drip hole,' a pencil thrust through a plastic bag of water with no leakage.

Muir String Quartet's name reflects outdoor interests

by George LaTour
What's News Associate Editor

Founded in 1979, the Muir String Quartet was named for the great 19th Century environmentalist John Muir, who explored California and Alaska and founded the Sierra Club.

The choice of the group's name, reportedly, reflected the outdoor interests of its founders, whom Kenneth Herman of the *Los Angeles Times* good-naturedly called "nature freaks."

"Growing up in Montana," cellist Michael Reynolds related, "I had a fly rod in hand since the age of 8. And Steve Ansell, our violist, at one point vacillated between becoming a professional musician or a mountain guide."

The realities of chamber music performance precluded a residency in, say, a national park, but the quartet did enjoy a visiting residency at the ecology-conscious University of California at Santa Cruz in 1983.

Since 1985, the Muir Quartet has been Boston University's quartet in residence, performing, teaching and overseeing the school's chamber music series.



MUIR STRING QUARTET

On Monday, Nov. 22, the quartet will give the third performance in its complete Beethoven Cycle at Rhode Island College's Gaige Hall auditorium, starting at 8 p.m. A pre-concert lecture by a Beethoven scholar is set for 7 o'clock. This and other pre-concert lectures in the series are being funded in part by the Rhode Island Committee for the Humanities and the RIC Lectures Committee.

To be performed are the "Quartet in D Major, Opus 18, No. 3," "Grosse Fuge in B-flat Major, Opus 133" and "Quartet in F Major, Opus 59, No. 1." Other performances in the series are scheduled for Feb. 7, March 29 and April 11.

1991-92 year at Boston University and reprises this season of the series in Boston, Buffalo and RIC.

Though they have been playing together since 1979, all of the musicians are only in their 30s. Besides Reynolds and Ansell, the group includes violinists Peter Zazofsky and Bayla Keyes.

Billed as one of the world's premier string quartets since winning the 1981 Naumburg Chamber Music Award and the First Prize at the Evian International String Quartet Competition, Muir appears annually

on most of the major chamber music series in North America and also tours extensively in Europe each season.

Two of its recordings have been awarded the *Grand Prix du Disque*.

"The perfection of the quartet was amazing. Its special trademark is passionate engagement, yet the enormous musical intelligence of the four players must be praised. The public was entranced," said the German newspaper *Abendblatt*.

A music critic for the *Boston Globe* wrote: "On a base of impeccable

technique, the Muir Quartet imposes splendid homogeneity and keen musical insight. Everything it does seems to be exactly what the music calls for. It can produce delicate, whispering pianissimos or intense passion."

Tickets are \$14 and may be charged by phone using Mastercard or VISA or purchased at the Roberts Hall box office weekdays from 10 to 5 or until time of performance the day of the event.

For more information, call 456-8194.

After years of urban living, Reynolds and his colleagues have found a way to harness their love of nature, a recording project to benefit the environment.

They formed a non-profit corporation called EcoClassics to produce their own compact disc recordings.

All the profits from the sale of these recordings will go to a designated environmental agency.

Their first CD, Brahms' and Mozart's clarinet quintet was recorded and released last year.

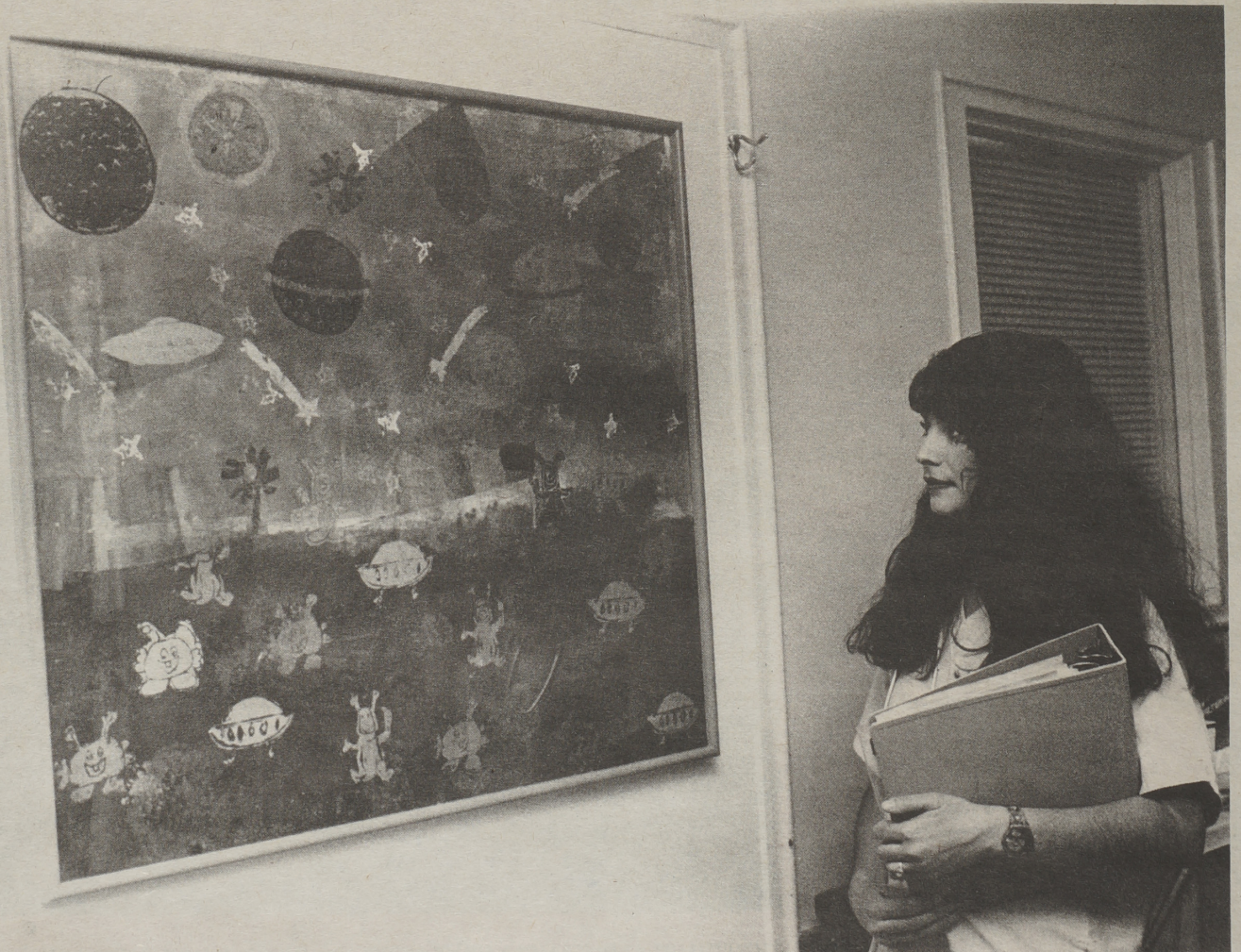
"A few years ago, I was driving between Utah and Montana between festivals," Reynolds explained, "when the idea came to me. We had played benefit concerts for groups such as the Nature Conservancy, but making our own records was even more appealing."

Reynolds lined up two donors, who requested anonymity, to provide the \$10,000 needed to produce the recording, and the musicians donated their services. The donors were allowed to select the environmental charity of their choice.

"If we sell 5,000 copies of the recording, that means the Nature Conservancy, an organization that buys up environmentally threatened land and either manages it or turns it over to appropriate federal or state agencies, will receive \$75,000."

For EcoClassics' next project, Reynolds would like to record all 16 Beethoven quartets and market them as a set.

Muir presented the complete Beethoven Quartets cycle during the



DONATED MURAL by RIC students in Paula Most's class, Art Ed 340, is admired by Kerry Burke, R.N., Class of 1989, at Rhode Island Hospital where this mural, called '2000 Leagues,' and another, 'The Final Frontier,' were added to three others donated to the hospital by the College last year. All are to be transferred to the new Hasbro Children's Hospital which will open in February.

RIC CALENDAR

NOV. 15 - 29

Sundays

8 p.m.—*Catholic Mass* will be offered every Sunday evening in the Thorpe Lounge.

Mondays

11 a.m.—*McAuley House Volunteers* meet in the Chaplains' Office, SU 300, to work in the soup kitchen from 11 a.m. to 1 p.m.

Noon to 1 p.m.—*Alcoholics Anonymous*. Open meeting. SU 307.

Tuesdays

Noon—*Bible Sharing* in the Chaplains' Office.

15

Monday

9 p.m.—*New Music Night* with Marc Raymond in the Coffeeground. Sponsored by Programming.

16

Tuesday

11 a.m.—*Biofeedback-Assisted Relaxation* with Dr. Tom Lavin in Craig Lee 130.

Noon to 1 p.m.—*Financial Aid Scholarships Workshop*. Presented by the Financial Aid Office, SU 211.

2 to 3 p.m.—*Resume Workshop*. Sponsored by Career Development Office. Sign up in CL 054, 456-8031.

3:30 p.m.—*Art*. The Resume/the Interview Seminar to be held in the Art Center, room 16.

7 p.m.—*Eucalyptus Wreath Making Centerpiece Class* in SU 211. Free.

8 p.m.—*Stephen King's Ghost Stories* presented by the Performing Arts Series in Roberts Auditorium. Reserved seating, \$16; senior citizens and RIC faculty/staff, \$14; non-RIC students \$12; RIC students, \$4.50.

9 p.m.—*Comedy Night* with Chance Langston in the Coffeeground.

17

Wednesday

12:30 to 2 p.m.—*Self-Esteem Group for Women* with Jan Park in Craig Lee 130. Sponsored by the Counseling Center.

1 p.m.—*Chamber Music Series* presents Noel and Gigi Velasco, tenor and soprano in Roberts Recital Hall.

1 p.m.—*Art Lecture*. "The Genesis, Evolution, and Future of the Museum of the NCAA" by Edmund Barry Gaither in Bannister Gallery.

18

Thursday

10 to 11:30 a.m.—*Interview Workshop*. Sponsored by Career Development Office. Sign up in CL 054, 456-8031.

19

Friday

4:30 p.m.—*CPR Certification*. The Health Promotion Office will offer a CPR certification course in CL 127. \$10 per person. To register, call 456-8061.

Fall Classic Semi-Formal Dinner/Dance at the Holiday Inn, Providence. Tickets are \$20 at SU Info. Desk. Sponsored by Classes 93, 94, 95, 96. Call 456-8034 for further information.

8:15 p.m.—*Music*. RIC Wind Ensemble will present music of David Maslanka, Reber Clark and John Philip Sousa in Roberts Auditorium.

21

Sunday

7 to 8 p.m.—*Image/Color Consultant Presentation* will be sponsored by the Campus Center in the SU 211. Free.

22

Monday

7 p.m.—*Pre-concert Lecture*. See next entry.

8 p.m.—*Music*. Muir String Quartet will perform "The Beethoven Quartets" as part of the Performing Arts Series in Gaige Auditorium. Reserved seating, \$14; senior citizens and RIC faculty/staff, \$13; non-RIC students, \$10; RIC students \$4.50. general admission (open seating) \$12.

29

Monday

8:15 p.m.—*Music*. Rhode Island College Chamber Music Singers in Roberts Auditorium.

Sports Events

17

Wednesday

6 p.m.—*Men's Wrestling* with Kean College of New Jersey at Springfield College.

19

Friday

6 p.m.—*Men's Basketball*. King's College Tip-Off Tournament at King's College Wilkes-Barre, PA.

20

Saturday

9 a.m.—*Men's Wrestling*. Springfield College Invitational at Springfield College.

6 p.m.—*Men's Basketball*. King's College Tip-Off Tournament at King's College, Wilkes Barre, PA.

7:30 p.m.—*Women's Basketball*. Tufts University Tip-Off Tournament at Tufts University.

21

Sunday

1 p.m.—*Women's Basketball*. Tufts University Tip-Off Tournament at Tufts University.

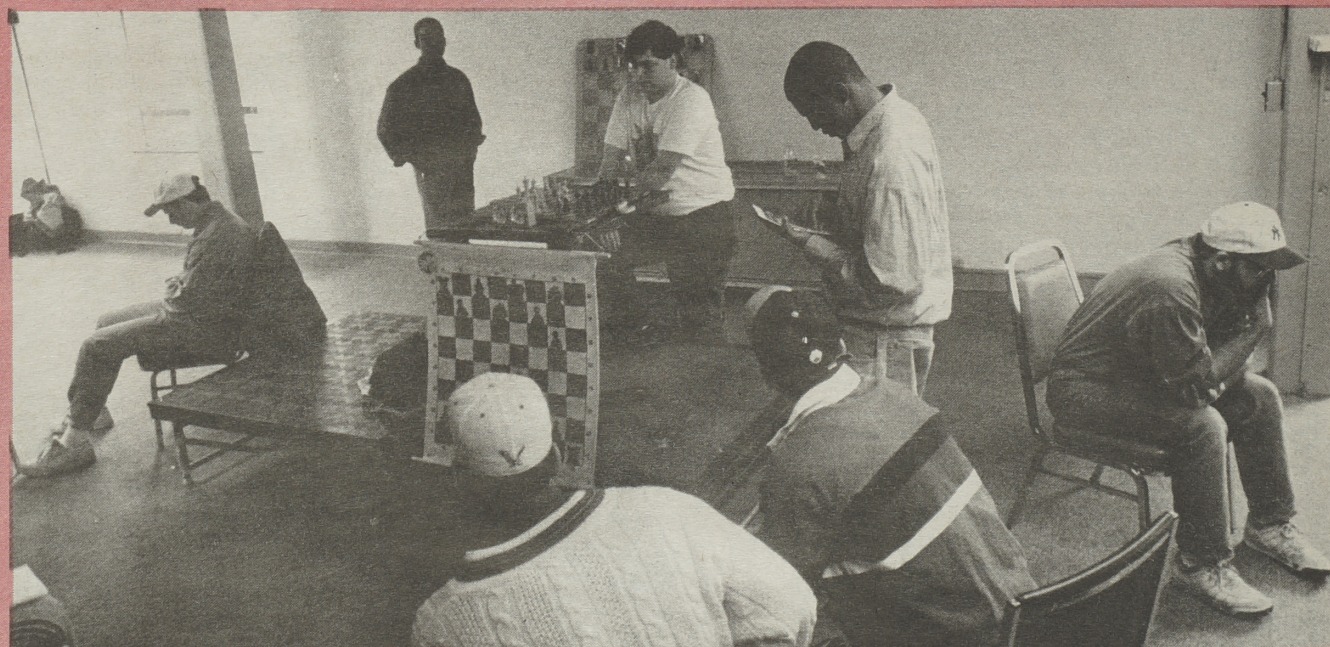
23

Tuesday

7 p.m.—*Women's Basketball*. RIC vs. Pine Manor College held at O.L.P

8 p.m.—*Men's Basketball* at Colby-Sawyer College.

Playing chess???



CONTEMPLATING THEIR NEXT MOVE are Rhode Island College Chess Team players Mike Braude (facing far left) and David Griego (facing far right). Lookers-on judge how well they are doing in the match which was billed as blindfold chess demonstration between Braude, the 'No. 1 college player in North America,' and Griego, a three-time New England champion. Site was the Student Union on Nov. 3.