

What's

NEWS

@ Rhode Island College

Vol. 3, No. 33 May 16, 1983

Survey results toted:

'What's News' readers share their views

In the household 59 percent of the readers who responded to a survey about *What's News at Rhode Island College* two or more people read each issue of the paper. Thirty-five point eight percent of the respondents said that at least two people in the household read each issue. Fifteen point four percent reported that three people read each issue and eight percent reported that four people read each issue.

This is but one of a wide variety of statistics gathered from the readership survey conducted by the office of News and Information Services during the first part of the semester.

In all about 800 recipients of *What's News* received the questionnaire via first class mail. One hundred and sixty eight responses were returned. The 800 survey instruments mailed out represent approximately 10 percent of the total readership of *What's News*.

The 168 replies constitute 21 percent of those receiving the questionnaire. The 800 readers who were questioned were selected at random from the newspaper's mailing

list. RIC's Office of Institutional Research and Planning analyzed the results.

MORE PARENTS ARE READERS

Among the respondents the largest single category within the audience to answer the survey was "parent of student." Thirty-eight point four percent of the replies came from that group. Twenty-two point six percent of the RIC staff questioned returned their survey and 13.7 percent of the faculty replied.

Thirty-five point three percent of the respondents were male. Sixty-four point seven percent were female. The age of those who returned surveys was distributed fairly evenly across the spectrum. The largest single grouping was the 35-to-44-year-old range with 27.3 percent of the replies coming from that group. However at least 22 percent of the readers who responded were in each of the following categories respectively: 22 to 34 years old (22.4 percent); 45 to 54 years old (24.2

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900 to receive degrees:

Graduation rites May 28



Pauline Hartington



Joseph Silverstein



Barbara Nichols

Rear Admiral Pauline M. Hartington USN, a native of Providence and a Rhode Island College alumna, will be the featured speaker at Rhode Island College's commencement ceremonies on Saturday, May 28. She will receive the honorary doctor of pedagogy degree. Currently, Hartington serves as Commander of the Naval Training Center in Orlando, Florida.

The 10 a.m. rite will also include the awarding of two other honorary degrees. Joseph H. Silverstein, artistic director designate of the Utah Symphony Orchestra and concertmaster of the Boston Symphony Orchestra, will receive the doctor of fine arts degree and Barbara L. Nichols, secretary of the department of regulation and licensing, a cabinet post in Wisconsin, will be awarded the honorary doctor of pedagogy degree.

The commencement begins at 10 a.m. and will take place on the esplanade in front of the college's Walsh Health and Physical Education Center (weather permitting). The faculty will be led in a processional march by Dr. Peter R. Moore, chair of the Council of RIC, the college governance organization. He will carry the DelSesto Mace. The RIC Symphonic Band under the direction of Richard Koshgarian will play the Processional March by Richard Wagner, the Processional Entry by Richard Strauss and Ein Zugs March by Johann Strauss to open the activities. During the recessional Daniel M. Crowley, president of the RIC Alumni Association will carry the DelSesto Mace and lead the faculty and platform guests.

Bringing greetings from the state will be Attorney General Dennis J. Roberts II. Also greeting the new graduates, some 900 strong, will be Dr. Eleanor M. McMahon, the state commissioner of higher education and Henry J. Nardone, vice chair of the Board of Governors for Higher Education.

Two members of the class of 1933, Mary Moran Loughrey and Dr. Avis G. Marden, will present a gift to the college on the occasion of their class' 50th anniversary. Linda M. Moran, president of the class of 1983, will speak to her fellow graduates.

Winners of the Thorp Awards for faculty who have distinguished themselves in scholarship and other areas will be announced. Two awards are given—one in the School of Education and Human Development, the other in the Faculty of Arts and Sciences.

Both graduate and undergraduate degrees will be awarded at the ceremonies. The college formerly held two separate ceremonies. Last year they were combined into one. This is the 128th RIC Spring Commencement.

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What you say about us

In the survey conducted among readers of *What's News at Rhode Island College*, respondents were given the opportunity to offer their own comments and observations.

Among some of the responses received were the following (paraphrased):

"Enjoy reading the paper, find it very interesting" (5 people).

"Keep up the good work" (4).

"It shows excellent effort on the part of the editor's staff, please continue it" (3).

"What's News helps members stay informed of what's happening, thanks" (2).

"I am a self-supporting student living alone who enjoys the paper" (1).

"Proud to have a daughter attend

RIC—wish *What's News* continued success" (1).

"Staff at *What's News* are doing an outstanding job, depend on RIC news, appreciate the effort." (1)

"Always look forward to receiving *What's News*." (2).

"Have been on leave from RIC and look forward to each issue, excellent, a continuous link to the college" (1).

"What's News is my sole contact with RIC, retired" (1).

"Have enjoyed reading *What's News*—it should continue to be sent" (3).

"Full-time working mother, not enough

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RIC 15-year-old Hebrew scholar:

To study in Israel

by George LaTour



There's a coed on the Rhode Island College campus who could knock the socks off a biblical scholar with her knowledge of the Bible of which she can quote chapter and verse...and in Hebrew yet.

Aside from that, she is quite a scholar in "secular" studies as both a high school senior and college freshman, with honor grades in two biology, two history, two English, a logic, a psychology and pre-calculus courses.

As if that weren't enough, this 15-year old charmer can (and does) disarm the most cynical of cynics with her dimpled smile, easy blush and youthful modesty.

Yes...15 years old!

When she enrolled in the General Education Honors Program last spring, Judith Tenenbaum of Providence, was only 14 and, as such, very possibly the youngest RIC student enrolled for this year.

It is virtually impossible to tell who the youngest actually is in that students are not required to give their date of birth when applying for admission or at registration, but at age 14, one can be fairly certain that Miss Tenenbaum was in contention for the honor of being the youngest college student at RIC, if not in the entire state.

Judith is the eldest child of Rabbi and Mrs. Israel Tenenbaum. She has three sisters and one brother.

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Judith Tenenbaum

Notes From Bernadette



Another academic year has come to an end. Since this is the final issue of WNARIC, I would like to extend my best wishes to the campus community for a restful and pleasant summer.

See you in the Fall!

Focus on the Faculty and Staff

JAMES M. COLMAN, director of admissions, was recently appointed vice chairman for the New England Regional Assembly of the College Board for a one-year term. As such, he will plan and coordinate their annual meeting for 1984. Colman recently returned from the Educational Testing Service in Princeton, N.J.,

Develops computer-based system

A six-month effort to develop a computer-based modeling system for the Office of Higher Education has recently been completed by Dr. Richard W. Prull, research analyst for the Rhode Island College Office of Institutional Research and Planning, as part of his activities as a Board of Governor's Fellow.

A full report on the development of financial planning models was submitted to the Office of Higher Education as a fellowship report.

Prull said that on the basis of his efforts and those of the staff of the Office of Higher Education, particularly Richard Mumford, associate commissioner, and Lucia Feitosa, the office now has in place

Bureau of Grants, Sponsored Projects:

Announces funding possibilities

NEH Supports Special Activities Related to U.S. Constitution Bicentennial

The National Endowment for the Humanities has announced a special initiative for the Bicentennial of the United States Constitution.

A number of new categories have been established within each of the endowment's regular grant-making divisions to promote the study and public appreciation of the history and principles of the Constitution.

Proposals are solicited on the philosophical, literary, historical, and political origins of the Constitution; the relation of the structure of the Constitution to American political, social and intellectual culture; and the connection between self-government and the purposes of human life.

All divisions at the endowment are participating in the special initiative. Proposals must meet the guidelines of the particular division that best fits the character of the project. Projects which do not meet the guidelines of a specific program, or which

are aimed in part at general audiences and involve several programs, will most often be received by the Division of General Programs.

Following is a general description of the type of program supported by each division, and application deadlines:

Division of Fellowships and Seminars

Constitutional fellowships providing stipends of up to \$25,000 for six-to-twelve months of fulltime study and research.

Deadline: June 1, for projects starting after the following January 1.

Division of Research Programs

A special initiative to encourage proposals to reissue out-of-print or hard-to-obtain seminal works on the American political order, collections of the founding period's basic works and documents, and the publication of collections of public and private papers of the founding period.

Deadline: November 1, for projects beginning after the following April 1.

Division of Education Programs

A special initiative to invite proposals

from scholars for the purpose of conducting institutes for secondary school teachers on teaching about the Constitution.

Deadline: June 15, for institutes to be held the following year.

Office of Planning and Policy Assessment

Proposals are encouraged which:

- assess demands on humanities resources created by the Bicentennial of the Constitution;
- plan how those resources can be most effectively allocated to meet the demands of the Bicentennial; and
- gauge the impact of the Bicentennial on humanities institutions and on their communities.

Deadline: August 1, 1983, for projects starting after April 1, 1984.

To date, the endowment has received very few proposals to the Divisions of Fellowships, Education, and Research, and is especially interested in encouraging submissions in these areas.

For information on these programs, contact John C. O'Neill, at 456-8228.

where he served on the Sponsored Scholarship Selection Committee.

DR. PAMELA IRVING JACKSON, associate professor of sociology, has had a paper, entitled "Opportunity and Crime: A Function of City Size," accepted for publication in the *Sociology and Social Research Journal*. She also presented the paper at the annual meeting of the Eastern Sociological Society which was held in Baltimore on May 4-6.

Summer Issue of *What's News* coming June 20

President's Report

by David E. Sweet



Normally this is a time of year when I look back on a year's worth of college accomplishments. And even in this somewhat abnormal year-end, I cannot but reflect gratefully on all the good which has been achieved by faculty and students, individually and collectively in the course of 1982-83.

It is a fine record, enhanced of course by the good support given to us by our various professional and support staff members.

As this is being written, on Tuesday evening (May 10), those of us who study and work at Rhode Island College are much involved with issues likely to emerge if the members of Council 94 decide to strike. I know that virtually all members of the college community must be thinking about these issues, about the possible consequences of such a strike on the lives of individuals, on the life of this academic community, and on our annual end-of-year activities and ceremonies.

Obviously the central elements in this collective bargaining situation are not ones over which the college has any control. The negotiations are between the statewide officers of Council 94 and state bargaining officers. It is my fervent hope that an agreement will be reached between the parties without any disruption in the work of the college and that all members of the college community will be able to complete this academic year successfully.

So often we take for granted the excellence and the competence which occurs all around us at Rhode Island College. As president I have more occasions than most members of the college community to visit other campuses and to confer with administrators, faculty members, and students at other colleges and universities. This kind of interaction with our peers has greatly increased for me since I became a member of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges—the

accrediting body for all colleges and universities in New England.

I know, therefore, how much good work is done here. I am constantly impressed by the high quality of the teaching and learning which occurs at the college, as well as by the dedication and loyalty of faculty, students, and staff.

Every year about this time the alumni association hosts a dinner at which it honors a faculty member, a staff member, one or two alumni or alumna, and one or two persons from the public at large.

Always at these events I am reminded of the pride and the gratitude which our graduates feel in this institution. Always they are eager to tell me of the success which has come to them because of the contributions to their lives by our faculty and staff and by their fellow students.

I hope, therefore, that all of you will forgive me if I use this space in this last regular issue of *What's News* for 1982-83 to say, "Thank you for jobs well done." It is truly a privilege to work among you. As faculty, as students, as staff members, as officers of the college, as members of our governing board and of the various volunteer boards which assist us in so many ways, you have enriched each other and this state, literally and figuratively, beyond measure. Your individual and collective contributions to Rhode Island and the world far exceed the dollar cost of the public's investment of tax revenues in the college.

Let me conclude with my personal thanks (and those of my wife): without question we are better people for having shared these past six years with you. May each of you have a superb summer and may all of you either return to us in the fall renewed and re-created or move on to fulfilling and satisfying experiences for which your years here have contributed a sound foundation. You are great and good people who have built a better college than even you fully realize!

a planning model for each of the three Rhode Island public institutions of higher education.

He said the office also has the capacity to change or add to the system as the need arises which was one of the objectives of the study.

The primary purpose of the fellowship was to assist the office of Higher Education in developing a computer-based forecasting capability to facilitate its task of long-range planning, said Prull.

"Given the increasing level of concern regarding potential enrollment declines, and the fiscal uncertainties facing higher education, there was a general agreement in the Office of Higher Education that a set of simulation models which would enable the office and the Board of Governors to examine the impact of varying assumptions on future enrollments and finances at the three state public institutions of higher education would be beneficial in the planning process," Prull said.

In Memoriam

Graciete Braga of the Class of 1984 was killed in an auto accident on the morning of May 4.

The 22-year-old art major is the daughter of Antonio S. and Maria I. Braga of Riverside.

A Mass of Christian Burial was celebrated at St. Brendan Church, Riverside. Burial was in the Gate of Heaven Cemetery.

The college community extends its sincere condolences to the Braga Family.

HBS offers summer program

Henry Barnard School Early Childhood Summer Program will be held from July 5 to 28 on Tuesdays, Wednesdays and Thursdays from 9 a.m. to 12:30 p.m. at the school on the Rhode Island College campus.

For children ages three-and-a-half to six, the program will include arts and crafts, natural sciences, music, woodworking, puppetry, storytelling and other activities.

Fee is \$12 per day or \$30 per week. One week's fee must accompany registration. Make checks payable to Henry Barnard School.

For more information and registration contact Rosemary Murphy or Kathy Fitzgerald at 456-8127.



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ALL in the FAMILY

edited by
Dolores A. Passarelli



It's that time of year when we at Rhode Island College are ready to close our academic year. At the same time, we prepare for the fall semester and jump into the summer campus activities. In between this hectic activity, we thought a farewell note would be helpful for us to say "so-long" for the summer.

Understanding your young adult has been one of the prime messages of this column over the past two semesters.

We feel that accurate information, asking the right questions and listening to your young adult, are important in keeping a good relationship moving in the right direction. This column has offered both information and suggestions which are important for families of RIC students to know.

This final column of the academic year will briefly introduce you to two opportunities for families of RIC students to get involved. Parents have an unusual opportunity afforded them here at Rhode Island College.

All of our new students attend an orientation program called ENCOUNTER. During the summer, newly enrolled freshmen spend two days on campus beginning their orientation process. At this *Encounter* parents and friends of the students are welcome to attend a segment of the program designed specifically with them in mind.

On the first morning parents are treated to a variety of experiences. There are mini-lectures much like the ones your young adult will hear when classes begin, and there is an opportunity to ask questions of administrators, including Dr. David E. Sweet, the president of the college. The final event of the morning is a brunch served at the president's house. Tours of the campus are also available.

What better way to find out what you need to know about the college you are going to be hearing so much about over the next few years!

Another opportunity that is available to parents is to become a member of the Rhode Island College Associates. This organization is currently being advised by the director of alumni affairs, Holly

Shadoian, who is part of the College Advancement and Support Division.

Beginning with the new academic year in the fall, the support for this organization will be from myself in the Office of New Student Programs.

Bringing activities designed for parents under the roof of New Student Programs will pave the way for a harmonious, productive year.

The membership is comprised of families of RIC students who want to participate in the life of the college community. We invite you to get involved. To join, a person needs only to be interested in the affairs of RIC. A financial contribution (you say how much) is used to provide scholarships for RIC students.

The association is attuned to the policies and procedures that affect young adults during their college experience. Members also participate in order to find out about issues which affect them as parents.

The Rhode Island College Associates will meet a couple of times each semester. The agenda will cover items suggested by the associates and issues concerning college policy. The leadership is elected by the members.

One of the up-coming activities will be a Pot Luck Supper. More events are planned for next year. We urge you to look into this positive way of becoming involved in the college community. The more members, the better. We will be recruiting new members from families of students already enrolled, as well as those of new students. Join us. Your ideas, questions and comments are always welcome. Please write to me at New Student Programs, Craig-Lee 060, or call 456-8083.

In closing, I would like to remind all of you families that you are part of the college community. We certainly hope that you can make the investment in your young student. Listening, exchanging ideas and growing together is a great way to see your student move into adulthood.

RIC Alumni Annual Fund:

Phon-o-Thon nets \$18,567

The 1983 Rhode Island College Annual Fund Phon-o-thon, held April 25-28 and May 2-4 at the college, drew 1,152 pledges of financial support for a total of \$18,567, reports James E. Gilcreast, Jr., development director.

Included in the pledges were 101 first-time donors to the college.

The pledge total was \$10,324 more than was received at the last phon-o-thon conducted in 1981, said Gilcreast.

Alumni, administrators, faculty, staff, parents of students and friends of the college all participated in making the calls from the Office of Continuing Education to various points throughout the country.

"Many alumni were delighted to hear from us," noted Gilcreast, who pointed out that the calls, in addition to raising funds for the college, serve as a way of keeping contact with alumni who no longer live in the area, and to generally keep all alumni up to date on the happenings at the college.

The phon-o-thon was conducted under

the direction of the development office with the support of the alumni office.

Included in the team of callers were: Noreen Andreoli, Jane Apruzzese, Bea Barchi, Deborah Barchi, Lynette Blackmore, Margaret Bresnahan, Mary Jane Brickach, John Buccì, Geraldine Carley, Carol Cavallo, Claire Crohan and Daniel Crowley.

Also, Gail Davis, Roberta DeAndrade, Eileen Duffy, Helen Feole, Helen Forman, James Gilcreast, Ben Hazen, Robert Herchen, Ida Jackson, Marilyn Johnson, Barbara Larned, William Lopes and Patricia Maciel.

Also, Regina Marcotte, Joseph Menard, Roland Mergener, Althea Nunes, Virginia O'Connor, Fran Orabone, Eleanor Panichas, Dolores Passarelli, Beth Perry, Rosella Reynolds, Barbara Robinson, Barbara Rubin, Ellen Salomon, Marilyn Schwaner, Holly Shadoian, Ruth Shea, Philip Sisson, Gordon Sundberg and Janice Ward.

Donations to colleges boom

NEW YORK, NY (CPS)—Thanks largely to "an effect" of Reaganomics, donations to colleges boomed to a record \$4.86 billion in 1981-82, according to a study by the Council for Financial Aid to Education in New York.

In all, colleges took in 15 percent more in donated money than they did in 1980-81 despite a worsening economy at the time, the council's Joan Lundberg says.

Corporate giving alone neared \$1 billion for the first time ever, but much of the total came from "non-cash gifts" like computers.

Individual giving also increased. The biggest single gifts were to Harvard (\$77 million) and Washington University in St. Louis (\$38 million). Both gifts came from the same man: Edward Mallinckrodt, Jr.

"Reaganomics have had an ironic effect on people," explains John Schwartz, president of the American Association of Fundraising Councils, which helps non-profit agencies raise money.

"There's been so much coverage of federal cutbacks, it's led to an explosion of awareness of the plight of non-profit (groups)," he says.

Lundberg found that corporate foundations have helped keep giving up even while the economy has been down. More than 600 firms "have foundations established to coordinate their support of colleges. In

good years, they put money into it, and in bad years they take from their assets to keep the grant patterns up."

Still, the economy has affected even gifts that have already been given.

The University of Oklahoma came close to dropping plans for a new campus energy center when the value of stock donated to the center by oilman William Saxon declined from \$1.1 million to less than \$100,000 last August.

Unofficially, the largest gift ever given a public college was stock worth about \$100 million from the Pennington Oil Foundation to Louisiana State. The family foundation of Coca-Cola baron Robert W. Woodruff donated \$100 million in Coke stock to Emory University in 1980. It was the largest single gift to a private school.

But Lundberg and Schwartz wonder if the growth in giving in less spectacular amounts can continue.

"As long as it's only two or three lean years, it's okay (for foundations to sell assets to keep donations up)," Lundberg says. "You get too many lean years in a row, I think that it might mean trouble."

She's particularly worried about oil company foundations, whose parent energy firms have been suffering declining profits over the last two years and now must cope with an ongoing oil glut.

Dr. Paul Sherlock to head ed delegation



Paul Sherlock

Dr. Paul V. Sherlock, professor of special education and a Democratic state representative from Warwick, has been elected to a two year term as head of the Rhode Island delegation to the new England Board of Higher Education, an interstate agency which seeks to foster regional collaboration on behalf of education and economic development.

Sherlock, who helped write Rhode Island law initiating early childhood education for the handicapped, will serve in his new post as NEBHE's principal spokesman in Rhode Island and lead the state's eight representatives to the board.

He was elected at NEBHE's spring semi-annual meeting in Boston on April 28. He replaces state Sen. Robert J. McKenna (D-Newport), who has been elected NEBHE chairman.

"Representative Sherlock will not only bring his legislative skills and a demonstrated interest in quality education to his new responsibilities, but also will assure that the best interests of Rhode Island are made known during board deliberations," noted John C. Hoy, NEBHE president.

Sherlock has been a NEBHE delegate since 1981. He is a former state director of special education.

In the early 1960s Sherlock helped develop comprehensive state regulations which initiated formal education for all handicapped children beginning at age three, and introduced professional requirements for the administration of special education programs at the state and local levels.

At Harvard conference

Dr. Paul V. Sherlock, professor of special education, was invited to participate in the regional conference on "Public Policies Affecting Chronically Ill Children and Their Families" at the Harvard Medical School on May 12 and 13.

The conference was occasioned by the release of a major report from Vanderbilt University on the care of chronically ill children which followed a two-year investigation conducted under a grant from the federal Office of Maternal and Child Health to examine the problems and service needs of chronically ill children and their families, and to develop specifications for relevant national policies.

The conference, to which about 50 persons had been invited, was jointly sponsored by the Vanderbilt University Institute for Public Policy Studies, the Division of Family Health Services of the Massachusetts Department of Public Health, the Division of Family Health and Crippled Children's Services of the Rhode Island Department of Health, and the Department of Maternal and Child Health and Aging of the Harvard School of Public Health.

Receives Air Force Award

Kathleen Beirne, a Rhode Island College senior nursing major, was awarded the Air Force Leadership and Management Award at a luncheon at the college on May 4.

RIC was selected from schools with a nursing major within the Rhode Island-southeastern Massachusetts region for its

nursing program.

In addition to Beirne's award, a plaque was given to the nursing department. Rebecca Lissan, chair of the nursing department, said each year another student from within the department will have his/her name added to the plaque.

Other Places

Firms to cut summer hiring

Almost 39 percent of the firms answering Information Science, Inc.'s survey of summer hiring plans said they'll hire employees' relatives first this summer.

Some 65 percent of all firms planned to either cut back or eliminate entirely summer high school and college student hiring this summer.

Computers for each dorm room

After sending all of its 60 teachers to a computer camp to learn, six years of planning and \$400,000, Nebraska's Union College, small and church-affiliated, is putting computers in all 400 dorm rooms with a printer on every floor.

The school reports enrollment applications are up 35 percent over last year since it announced its plans.

Job market 'bleak' through 1990

College grads have been earning relatively less than high school grads since 1960. "College grads may continue to hold a

competitive advantage in the labor market," writes Russell Rumberger of the Institute on Educational Finance, "but an increasing number will be forced to accept jobs incommensurate with their level of training."

Hecklers continue

Despite recent national calls to respect free speech on campus, Harvard hecklers recently disrupted speeches by Jerry Falwell and PLO leader Hassan Abdul-Rahman.

But much-heckled Eldridge Cleaver spoke without interruption at California and Delaware campuses during April.

Anti-El Salvador campus target Jeane Kirkpatrick, booted off Berkeley and Minnesota stages in March, turned down a Barnard College medal last week after student and faculty protest.

That's Robert Redford?

To stress high tech, Maryland's Anne Arundel Community College's commencement speaker will be the mechanical *Robot* Redford.



ALUMNI AWARDS PARTICIPANTS: (far left, rear from left) Dr. David Sweet, Charles Himeon and Philip Whitman; (front) Francis Campbell, John Pastore and Regina Marcotte. Holly Shadoian (far left, bottom) applauds Senator Pastore as Dan Crowley looks on. Mary Davey (left) with Francis Campbell after the ceremonies. Robin Campbell (below right) applauds her father as he accepts his award. Cynthia Taylor Campbell's niece, give her support. The crowd (bottom center) gathers in the Faculty Center before the dinner. Dr. John Nazarian (below) and Phil Whitman share a laugh after the dinner.

What's News Photos by Peter P. Tobia



Alumni Awards

Notification of his selection as the winner of the Rhode Island College Willard Achievement Award for 1983 brought "surprise, immediately followed by pleasure, then a wave of nostalgia" to Francis W. Campbell, Class of 1946. His reaction was pretty much shared by all the award recipients at the Alumni Awards Dinner on May 5.

Chairman of the board of Thomson & Thomson of Boston, Campbell credited the dinner and award for the "wonderful opportunity to thank all the wonderful people who helped me in relation to the success I have achieved."

His appreciation was reflected by all the award recipients who are: John O. Pastore, retired U.S. senator and governor, who received the Award for Service; Philip M. Whitman, professor of mathematics, who received the Faculty Award; Charles E. Himeon, foreman of the RIC electric shop, who received the Staff Award; and Regina M. Marcotte, Class of 1925, and retired teacher and member of the alumni executive board, who received the Alumna of the Year Award.

Campbell, an attorney, was cited as the "first alumnus to attain the level of chairman of the board." Thomson & Thomson is the country's largest trademark research firm. He has been with the firm for 30 years.

He received word of the award while in Africa on a world cruise. He told those in attendance at the awards dinner at the college Faculty Center that after his initial reaction to word of his winning the award he felt "embarrassment at all of the other people who deserved recognition but weren't fortunate enough to have returned from the war." World War II had interrupted his studies. He returned to RIC after four years in the Army Air Corps. Campbell gave a brief roll call of the names of those who also interrupted their education at RIC but who didn't return.

He termed the college as being "more than bricks and mortar; it is a caring, feeling place with traditions" and RIC "is second to none."

Pastore, cited for his distinguished career in public service which spanned more than five decades, noted that he "has received many awards — probably more than I deserve" but assured "this award means a great deal to me." Himeon cited his 12 years at the college as "most enjoyable." Marcotte denied any claim to greatness, but 36 years in the classroom speaks for itself.

Daniel M. Crowley, association president, presented the awards. Dolores A. Passarelli was mistress of ceremonies. Greetings were given by President David E. Sweet, Holly L. Shadoian, alumni director; and Crowley.



★ VIEWS

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percent); and 55 to 64 years old (22.4 percent).

The responses to a question on who the *What's News* readers in the household are elicited the information that 92.9 percent of the individuals filling out this question on the survey read *What's News*. In addition, 42.3 percent of the spouses in households receiving the survey read the paper. Thirty-one point five percent of the children in homes receiving *What's News* (among survey respondents) read it also. An interesting footnote is the fact that in 7.7 percent of the homes other relatives read *What's News* and in 4.2 percent of the households *What's News* is shared with neighbors.

When asked where they prefer to get *What's News* 74.4 percent of the survey respondents said they would like to receive it at home. Twenty point one percent said they would rather have it delivered to their office.

This question is significant because for the first time since its inception in 1980, *What's News* has been mailed directly to the homes of recipients this year. However, since families of students have been added to the distribution the replies could be expected to favor continued home delivery.

ALWAYS READ IT

Eighty-eight point nine percent of those who answered the survey instrument said that they always read each issue of *What's News*. The families of the respondents always read each issue at the rate of 48.3 percent.

The readers were asked how they received most of their information about college activities. Fifty-seven point one percent of the people who replied said that they received most of their information about RIC from *What's News*. The choices included *The Anchor*, *The Briefs*, word of mouth and other sources which the reader could specify him or herself. The second most frequently cited source of information about the college was *The Briefs* (14.3 percent).

Forty-four point eight percent of those who answered the survey said that they have come to RIC activities as a result of publicity in *What's News*.

A significant statistic is the response to a question which asked readers: "Has reading *What's News* at RIC in any way changed your attitude or sense of loyalty toward the college." Thirty-nine point seven percent of the people answering said that it had.

FEATURES RATED

The survey asked readers to rate the various features which appear regularly in the newspaper. The respondents could choose from six replies to characterize their reaction to the features. The choices were: *outstanding, of considerable value, average interest, of little value, unnecessary, I don't read/like*.

The Notes From Bernadette column was judged of average interest by 38.7 percent of those replying. Twenty-four point seven percent found it of considerable value.

The readers judged Focus on the Faculty and Staff to be of considerable value at the rate of 39.2 percent. Thirty-two percent thought it was of average interest and 20.3 percent said it was outstanding.

Thirty-nine point seven percent of the readers surveyed feel that the Keeping Score column is of average interest. Twenty-two point seven percent think it is of considerable value.

Thirty-nine point two percent of those questioned think that the All In The Family column is of average interest while 25.2 percent find it of considerable value.

Thirty-eight point six percent of the readers say that they find the Calendar of Events of considerable interest. Thirty

point seven percent feel it is outstanding and 23.5 percent find it of average interest.

The RIC Facts column contributed by the Office of Institutional Research and Planning is seen as having considerable value by 43.2 percent of the readers responding. Twenty-eight point one percent perceive it as having average interest and 23.3 percent see it as outstanding.

Features stories win favor with *What's News* readers. Forty-one point eight percent think the stories are of considerable value. Twenty-eight point eight percent see them as being of average interest and 25.5 percent think they are outstanding. This means that 67.3 percent of those who answered the survey have very positive reactions to the features offered in *What's News*.

News articles in the paper are viewed with a similar positive attitude. Forty-three point three percent of the respondents find the news articles of considerable value with 27.3 percent seeing them as having average interest and 26.7 percent viewing them as outstanding. Again 70 percent of the readers who answered the survey place the news stories in the top two categories. Less than one percent find them or the features of little value.

Photography in *What's News* is of considerable value to 32 percent of the readers while an equal number find it of average interest. Twenty-five point five percent believe it to be outstanding.

The President's Column is held to be of average interest by 35.5 percent of the survey respondents, of considerable value by 34.2 percent and outstanding by 17.1 percent.

IT'S INFORMATIVE

Seventy-six point eight percent of the people surveyed said that *What's News* was informative. Only six percent (10 individuals) think the paper is lacking in useful information. A substantial percentage of the readers who were surveyed apparently think the paper could be more timely (69 percent) since they failed to check off *timely* as a choice.

Likewise, 69 percent of the respondents failed to check off *objective* as a choice. Yet, paradoxically, when the opportunity was given to characterize the news items in the paper as biased only six percent of those surveyed did so while 94 percent failed to check that choice. Similarly, only 4.2 percent of the readers characterized the news and stories in *What's News* as puffery.

Sixty-seven point three percent of the readers find the feature stories run in *What's News* to be interesting and 41.7 percent find them well-written. Only 7.1 percent said the features were dull. Forty-seven point six percent said they were informative, but again a large number (83.3) did not check off a choice which indicated they are timely. A tiny minority of 1.8 percent (3 people) said the stories missed the mark completely.

In reflecting on the somewhat paradoxical and/or contradictory responses regarding the way readers characterized news and features some confusion may have resulted from the instructions which suggested that the reader "check as many as apply." Possibly the large number of "missing cases" in some categories which conflict with the results in other categories might suggest that respondents didn't feel characterizations such as *timeliness* applied to the contents of *What's News*.

It would seem worthwhile to refine this part of the survey instrument in future efforts to plumb readership opinions.

Seventy-one point two percent of the respondents to the survey deemed *What's News* an objective publication, while 19.2 percent view it as management's voice.

Eight-four point five percent of those readers who took time to reply to the survey said they want to keep on receiving the paper through the mail.

paper is interesting, but sometimes the articles are not well-written," and two other disenchanted writers observed, "Discontinue publishing *What's News*, spend tax money in other areas."

One person apparently smarting over an unknown (and surely unintended) slight noted, "the personals column should be edited to eliminate people's feelings from being hurt."

Three people felt that mailing *What's*

Graduation rites May 28

(continued from page 1)

Admiral Hartington graduated from RIC in 1953. She was commissioned an ensign in the U.S. Naval Reserve on August 25 of that year and completed Women Officer Indoctrination School in Newport, R.I. in December. It was the start of a distinguished career. In 1963 she was assigned for instruction to the Naval Postgraduate School in Monterey, California. Upon completion of the Personnel Management Curriculum in 1964, she was assigned to the President's Task Force on the War Against Poverty as the Navy's member.

This task force became the nucleus for the Office of Economic Opportunity where she served as special assistant to the director, Uuban Centers, Job Corps until April, 1966.

Subsequently, Admiral Hartington has served tours at the Bureau of Naval Personnel and at Newport where she was on the Commander's staff as Plans Officer and Assistant for Women. During this tour she served additional duty for a conference at the Naval War College hosted by Admiral Elmo Zumwalt in 1970 for which she received the Navy Commendation Medal. She also won the Navy's Meritorious Service Medal.

Other assignments have included service as director of the military personnel division for the Naval District of Washington and selection as the first Navy officer to attend the National War College. Later she was named the first woman Executive Secretary, Joint Chiefs of Staff, the first female to serve in a billet that had been filled previously by a flag or general officer for 34 years. Upon her detachment from the post, she was awarded the Legion of Merit. When she was promoted to Rear Admiral in 1981, she became the second woman to reach that rank. Now a permanent resident of Chappell Hill, Texas, Admiral Hartington is the daughter of Augustine Hartington of Middletown

Gala to kick-off graduation celebration

A "Gala Dinner" will be held on Friday evening, May 27, in honor of the honorary degree recipients at this year's commencement. The fete also honors the college faculty and staff. The dinner and dance music provided by Tuxedo Junction Swing Band is being hosted by President and Mrs. David E. Sweet. A reception is scheduled for 6 p.m. Dinner is at 7 p.m.

May 20 is the last day to purchase tickets for the event. To reserve tickets contact Kathryn M. Sasso at the college Advancement and Support Center. Price is \$7.50.

and the late Katherine (Kosikaski) Hartington.

Joseph H. Silverstein celebrates his 20th anniversary as a concertmaster of the Boston Symphony Orchestra this year. Born in Detroit, he began his musical studies with his father, a violin teacher, and later attended the Curtis Institute in Philadelphia. Among his teachers were Josef Gingold, Mischa Mishakoff and Efreim Zimbalist.

He has won numerous awards including the Queen Elisabeth of Belgium International Competition and the Walter W. Naumburg Award.

Silverstein has appeared as soloist with the orchestras of Denver, Detroit, Los Angeles, New York, Indianapolis, Milwaukee, Philadelphia and Rochester in the United States and abroad in Geneva, Jerusalem and Brussels. He appears regularly as a soloist with the BSO and conducts the orchestra frequently in Symphony Hall and at Tanglewood. He has also conducted, among others, the Los Angeles Philharmonic, the Rochester Philharmonic and the Jerusalem Symphony. He was a featured soloist and master teacher at several Summer Music Festivals staged at Rhode Island College in recent years.

Silverstein is chairman of the faculty of the Berkshire Music Center at Tanglewood and adjunct professor of music at Boston University. He is also music director of the Worcester Symphony and principal guest conductor of the Baltimore Symphony Orchestra. Next season while maintaining his BSO commitments he will become artistic director of the Utah Symphony Orchestra.

Barbara L. Nichols was president of the American Nurses' Association from 1978 to 1982. The ANA is a 180,000 member professional organization. In her capacity as president, Nichols appeared as a witness to present testimony before Congressional hearings on issues relating to the health care professions. She also served as director of the hospital-wide inservice education department at St. Mary's Hospital Medical Center in Madison, Wisconsin during this same period.

She is the author of numerous articles in professional journals and has contributed to books and magazines in her field. She holds a master of science in behavioral disabilities and counseling from the University of Wisconsin, Madison and has been the recipient of a number of awards and honors, including honorary doctorates from the University of Wisconsin, Milwaukee and the University of Lowell in Massachusetts. She is a veteran of service as an officer in the U.S. Navy Nurse Corps.

In her post as Secretary of the Department of Regulation and Licensing she directs a staff of 100 and is responsible for the supervision of 17 professional boards regulating 26 different occupations.

Following the conferring of degrees on the undergraduates and graduates (700 plus undergrads and just under 200 graduate degree recipients) and the awarding of the honorary degrees, Dr. David E. Sweet will have a "final word" with the class of 1983. After the main ceremony, receptions will be held for the graduates at outdoor sites around campus (weather permitting). If the weather should be inclement the main ceremony will be held in Walsh Center and the receptions in various indoor locations.

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★ SAY ABOUT US

(continued from page 1)

time to participate at a college level, find RIC to be great, I wish I had more children to send to RIC" (1).

However, lest anyone assume that the editors have abandoned objectivity and donned the rosy tinted specs, we offer the few brickbats received for your consideration.

For example, one reader wrote, "Timing is off, but keeps us a little informed."

Two other critics said, "The

News is a waste of college money" and said it should be discontinued. One hundred and forty-two respondents felt otherwise, however. That's how many of those replying want to keep getting the paper at home via the U.S. mails.

Finally, one reader suggested that we expand *What's News* to look at RIC's image and overall community thrust and said that it should be a profile of cultural diversity. That's the sort of criticism any editor is

happy to take to heart. We have enjoyed serving you for the last three years and look forward to sharing many more issues of *What's News* together with you, our readers, the Rhode Island College community.

Laurence J. Sasso, Jr.
George LaTour
and the rest of the
What's News staff

Unique study shows kids' attitudes on aging, death

by George LaTour

"Get rid of it."
"Yucky and full of holes."
"Throw it away."
"Don't touch it."

These were some of the answers of three-to-six-year old children in response to the question "What do you think old means?"

The responses indicated that to them "old" meant something that should be discarded because it has deteriorated and is no longer useful.

Similar, and other—oftentimes more positive—responses were elicited from children in a 1981 study by the Rhode

who oftentimes leaves in his or her wake a dime, quarter or other "reward."

In such cases, notes Dr. Zaki, "we do not in actuality help our children to understand, accept and cope with loss."

The young, he points out, become more focused on the present with its rewards than on the future which encompasses the full life span.

"The implication is that we have to help our children to learn how to cope with loss, stress and change so they can cope with their aging process," Dr. Zaki confirms.

Understanding the basic attitudes of

In fact, according to the conclusion of the study, "the majority of the entries viewed the psychological and physical aspects of aging positively."

The ratio of positive to negative attitudes was surprisingly high: almost 2 to 1 in general.

In the visual arts portion of the contest, children reflected different stereotyping with respect to activity levels and physical appearance of the elderly.

The fourth graders saw the elderly as spending their time knitting and watching television. The presence of a pet, especially cats, appeared in many entries. Many also indicated the disabilities of the elderly, showing wheelchairs, walkers, tripod canes or canes.

The sixth graders stereotyped the elderly as physically handicapped and needing the help of others. Throughout some of the entries, there recurred the "park bench image" of aging. Many entries showed elderly sitting on park benches feeding birds.

One of the entries was accompanied by a poem:

*His wrinkled hands
A sign of experience
His lonely eyes
Have seen everything
The park bench
His only real home
The free birds
His only real friends.*

negative attitudes on the aging process which reflected the rejections of their own aging.

One youngster in the fourth grade wrote: "I was told when you're old, people think your mind is full of mold."

A great many of the entries, on the other hand, were representative of the positive images of aging and the elderly.

One youngster drew an elderly couple on stage singing "I Love New York." This captured the theme, as represented by other children, that "Older people might be old in age, but they are young in heart."

Another fourth grader, tackling the relationship of the young with the elderly, wrote the following entitled "Feelings Don't Get Old:":

*I can have fun even though I am not young.
Fun isn't just for kids, you know.
Look at my face.
Doesn't it show?
I can feel sad even though I am young.
Sad feelings sometimes just won't let go.
Look at my eyes.
Don't they show?
Older, younger, does it really matter at all?
Everyone can feel love's warm glow.
Look, look at us!
Doesn't it show?*

Concerning death, recurrent themes occurred depicting death as universal, final, realistic and part of the life cycle. Fear, guilt and sadness were also reflected.

Sixth graders viewed death as a better alternative than a nursing home. One fourth grader noted "death is an end and a beginning." A sixth grader who addressed the inevitability of death wrote:

*Respect the elderly
you're next in line,
Love what they need,
don't make it hard to find.
If you make it your way to love
with each breath,
You can conquer
your future death.*

Some students used the words "scary" and "afraid." Others linked death to violence and the word "kill."

The following are examples of the children's attitudes on death:

—When you get sick, it really makes you feel crummy. That happened to one of my grandmas. She died when she was 82. Two of my grandfathers died too, so didn't one of my aunts. So that's why I don't want to grow old.

—The most scary thing is dying. But it will happen to all of us.

—I think when old people die, they just start a new life.

—Death isn't the greatest thing to do.

The study concludes: "The work of the children in this unique study indicates sympathetic, caring, and accepting perceptions of the elderly which derive from the child's personality.

"Recognizing the existence of this valuable resource, the capability of developing educated and sophisticated positive attitudes toward one's own aging process becomes apparent."

"Things are changing (for the better)," reports Dr. Zaki, adding, "we are more concerned with the elderly than before."

The gerontology center director notes that "it takes time for institutions and society to catch up" with the grass roots attitudinal changes that are occurring, largely due to the latest research and teaching on the elderly and death.

The Zaki's feel strongly that a unit on aging, death and dying should be instituted

The childhood shows the man, As morning shows the day.

—John Milton

Island College Gerontology Center on the "Attitudes of Children Towards Aging, the Elderly and Death and Dying as Expressed through the Arts."

The study, under the supervision and direction of Dr. Gamal and Sylvia G. Zaki, RIC's husband-and-wife team of gerontology center director and psychiatric nurse, was conducted throughout the state's school system for children in grades four through eight, and involved a contest—complete with cash awards for both students and their teachers—for the children to creatively express their attitudes towards aging, the elderly and death and dying in general through original works of art, poetry, prose, plays and the like which, it was hoped, would capture their inner feelings.

As such, it was reportedly the first such study ever conducted anywhere in the world.

The results of the contest were presented at the 35th annual scientific meeting of the Gerontological Society of America in November of 1982, and the impact is still being felt.

Dr. Zaki has received letters asking for copies of the study results from such personages as Jane Fonda (for her Jane Fonda's WORKOUT program); from the executive director of the Coordinating Council of Jewish Communal Social Services in Buenos Aires, Argentina; from Malaysia, Germany, Minnesota, Florida and other points near and far.

"This area has been neglected," says Dr. Zaki, who points out that one can hardly find any literature on the subject at all.

For centuries poets and philosophers have professed the continuity of a life, that the child is, indeed, the father of the man.

The elderly weren't born that way. They are a product of lifelong process.

"It is a myth to assume that people change their personalities immediately after turning 65," says Dr. Zaki.

"Personalities are shaped to a great extent in the early stages of development," he assures.

And, as is pretty well conceded, our children for some time have been indoctrinated, through both subtle and not-so-subtle means, that old is "bad."

A youth-oriented society has, consequently, developed.

In a close correlation, American society has also become a "throw-away society," says Zaki.

The subliminal message to ourselves has been "if something is old you discard it."

"The practices of the socialization process in our society tend to cater to the immediate and short term needs," confirms Dr. Zaki.

"We tell our children, especially through the media, to brush their teeth so they might not develop cavities. This is a short-term objective.

"The long term objective should have been to instruct the children to brush their teeth because they have to last them at least 80 years," observes Dr. Zaki.

The same applies to exercising, dieting and not smoking.

"Stress should be placed on the relationship to longevity rather than to the child's immediate well-being."

Another aspect of our "disposable" society is that we tend to replenish what we lose as an integral part of our life style, he notes.

The easiest way to cope with loss is to replace the loss with a rewarding object as in the case of a missing tooth in a child and the resultant visit of the "Tooth Fairy"

children towards aging, the elderly and death and dying is "the first step" towards changing our children's attitudes and outlooks on aging which is a life process they go through, like the rest of us, day by day.

None of us is getting any younger, someone once pointed out, so we might as well learn to not only accept it, but make the most of it and even enjoy it in the bargain. regarding death itself, Sylvia Zaki, who is completing her doctorate on family life



A SIXTH GRADER'S STEREOTYPED IMAGE of the elderly shows a physically handicapped senior citizen who needs the help of others. Notice the size and shape of the wheelchair and how it resembles a baby carriage, and the size of the "lady" as compared to the size of the elderly person and his features which resemble those of a little child. Many children, as indicated in the Zaki's study of children's attitudes on the aging, the elderly, and death and dying, perceive the elderly as being physically handicapped and needing the help of others.

and Gerontology, points out that "we still find kids shielded from the reality of death."

They pick up the fantasy of death through television cartoons, but they don't see the consequences...the grieving involved, she notes.

Parents even use death as a negative threat to children as when they warn "God will strike you dead!"

In recent years, a growing interest has developed in studying the attitudes of children towards aging, the elderly, and death and dying.

The very limited research which has been conducted in this area has depended on verbal and projective techniques, whereas the Zaki's study focuses on the ability of the children to express their feelings, conceptions and attitudes through any form of art, visual or verbal.

Such methods, at least theoretically, allowed the children the freedom of expressing their attitudes on the subject without any imposition from the researchers, the Zaki's feel.

While the study/contest in which some 800 children participated, showed negative attitudes and perceptions on all grade levels (showing the elderly as stereotypes bored with life, invalid and lonely) the overall work of the children indicated a sympathetic, caring and acceptance of the elderly.

Many of the drawings depicted the elderly with childish facial features with the addition of wrinkles, or absence of teeth.

Others show the common view of youth of the elderly via hair styles, wart on chin, and a hearing aid on the ear.

The stereotype of the sweet grandmother also reoccurs throughout the students' work.

An eighth grader commented on the loneliness of an old man pictured looking through a window. The student entitled it "The Old Man in the Window:":

*Here I sit in my window
alone
Hoping that someone will*

*Grow old along with me!
The best is yet to be,
The last of life,
For which the first was made. —Robert Browning*

*come to my home.
As I sit and pray
all day
The children never come to say
I hope you have a very nice day.
Even though I'm all alone
I still have my
small humble home.*

In the language art portion of the contest, children also tended to express

in the social studies classes of American children from Kindergarten through the 12th grade.

Such would enable our youth to study aging and the elderly and plan their lives realistically, thus avoiding the pitfalls that have resulted from merely short-term planning which has been the result of our past socialization process with its fear of and reluctance to accept old age and death.

To study in Israel

(continued from page 1)

The Tenenbaums came to Rhode Island three years ago from Boston where Judith attended the New England Hebrew Academy. Her father continues to serve as principal of the Fall River Hebrew School.

Once in Rhode Island, Judith enrolled in the New England Academy of Torah on Providence's East Side which she attended until this past fall when she entered RIC on the early admission program.

After her successful studies this year, she will earn both her high school diploma and credit towards her freshman year at college.

Not one to stand still too long, the petite pre-med student plans to leave for a year's study in Israel late this summer, after which she plans to return to RIC and continue her studies as a sophomore with an eye towards becoming a doctor specializing in dermatology.

Awareness of Judith's planned study in Israel prompted the academy officials to allow her to complete her high school studies at a secular college in the knowledge that "that would take care of my religious obligation at the academy."

That knowledge, "a lot of encouragement" from her parents, and the award by RIC of the Martha Bacon-Ronald Ballinger Scholarship as a General Education Honors student eased the way for her attendance at RIC which she has never found anything to be quite like before.

"In the General Education Honors Program they leave things up to the student, so you can pursue what you're interested in. You learn so much more this way," she assures.

Judith, brushing her long brown hair aside, points out that the General Ed Program "focuses on the individual which is really a benefit to the student," and with relatively small classes "you really get the attention."

Asked how she liked the freedom of college life as compared to her high school regimentation which saw her in classrooms from 8:30 in the morning until 6:00 in the evening each school day, she responded: "It's sort of a break not being in class all day," then added, "but it's actually a lot of work. The labs take up a lot of time for one thing."

This summer, prior to her trip to the Middle East, she will "probably" attend RIC's Early Bird Summer Session and also brush up on her Hebrew in anticipation of her studies in Jerusalem which, upon completion, will enable her to teach Hebrew studies anywhere in the world.

In Israel she will attend a religious seminary with other Jewish girls who have completed the 12th grade in their respective schools in the United States, England, Australia, "and all over the world." Consequently, most of them will be in the 17-19-year-old bracket and Judith will again be in the situation of being the youngest student in attendance.

She says she really has to be "up" on her Hebrew "because they'll teach in Hebrew like you're a native."

Judith should have little trouble with Hebrew, however.

Last year she won second place in a national Hebrew short story contest sponsored by Yeshiva University in New York. Previous to that, she won first place in a national contest sponsored by the Department of Education and Culture of the World Zionist Organization for high school students which dealt with the biblical Books of Exodus and Judges. The questions were all in Hebrew.

Well, let's not be modest. Judith actually has "a whole room full" of certificates she has received in her school life for excellence in both Hebrew and secular studies, and she's on the Dean's List for her studies at RIC. Admitting this brought a blush to the young scholar's face.

It's difficult to be modest when you're good and know it, but she manages without a doubt.

In addition to her love of the Bible and Hebrew—she's memorized (in Hebrew) the Book of Esther and half of the Books of Proverbs and Ecclesiastes—Judith has been a camp counselor at Gan Israel (Garden of Israel) in Providence and intermittently works as a volunteer at a local Jewish senior citizen's center and for the American Cancer Society.

Concerning her trip to Israel, which is being coordinated through Rockland Community College in New York and the College Consortium of International Studies, she will tackle advanced Bible studies, teaching methods, child psychology, and end up teaching on a sort of "trial basis", all as part of her curriculum.

She, and the other students there, will receive college credit which, in her case, will be transferred to RIC, perhaps making her sophomore year here in the fall of 1984 somewhat less strenuous for her.

Come early September, Miss Tenenbaum will bid farewell (for a time) to RIC and Rhode Island to fulfill a lifelong dream—to live and study in the land of her forefathers. Shalom, Judith.

Study acid rain problem

Rhode Island College American Chemical Society Student Affiliate, one of only nine chapters throughout the country to receive an innovative activities grant from the society, has been studying the acid rain problem in Rhode Island this year.

Under the supervision of Susan Cady, student director, they have collected rain and pond samples and measured the acidity. In addition, they collected an extensive array of background materials on the subject and on April 26, Cady and Christopher Ethier gave a talk on the results of their studies at the second annual Physical Science Research Symposium. On May 10, a slide show about acid rain was given in the physical sciences department which was narrated by Brian Bowers.



PRESENTING 'THE TUXEDO JUNCTION Living Band:' Relive the exciting sounds of the Big Band Era at the Commencement Gala May 27.



'COLORED GIRLS WHO CONSIDER SUICIDE when the Rainbow Isn't Enuf' reading is performed by Wanda Schell (left) and Veronica Perkins at the second annual Women in the Arts Celebration on May 6 in the Student Union Ballroom. Some 100 persons attended the event which featured dramatic readings, musical performances and a buffet.

Awards made for 'RIC Review'

Cash awards were presented to seven writers and artists of the *RIC Review* for 1983 in ceremonies in the Shakespeare Room of the RIC English Department last week.

The awards, most of which were sponsored by the college branch of the Rhode Island Hospital Trust Bank, were presented by Martha Woolhouse, customer service representative, who was introduced by Abbott Ikeler, faculty advisor to the literary magazine. In addition, certificates of merit were presented by Christine Federici, editor-in-chief, and Shelley Roulston, design editor.

Literary winners were Ann Huntington for a short story, "Ragman;" Maureen Fielding for a poem, "I Teach Sara;" and Robyn Roderiques for a poem, "My Father's Horses." Art winners were Berge Ara Zobian and Amy Funcasta for photographs; Tom Slater for the lithograph "Between Seasons," and Dorian DeSimone for a cover grid design.

Calendar of Events

May 16 - May 23

MONDAY, MAY 16

Final Exams Begin. Good Luck.

MONDAY TO THURSDAY, MAY 16-19

Noon Mass. Student Union, Room 304.

TUESDAY, MAY 17

8 a.m. Protestant Service. Student Union, Room 304.

WEDNESDAY, MAY 18

7 p.m. Performance Based Admissions Program. Information session. Alumni Lounge, Roberts Hall.

THURSDAY, MAY 19

7 p.m. Protestant Service. Student Union, Room 304.

SUNDAY, MAY 22

10 a.m. Sunday Mass. Student Union Ballroom.

11:30 a.m. Rocky Point Outing. Ride all day midway pass, shore dinner hall meal, Faculty vs. Student Softball Game. \$10. Warwick, Rhode Island.

MONDAY, MAY 23

Noon to 6 p.m. "Pre-Reunion 20 Year Reunion." Drink specials, food, and music. \$1 admission. Everyone is welcome. RIC Rathskellar.

TUESDAY, MAY 24

7 p.m. to Midnight Moonlight Cruise Bay Queen. Buffet dinner and dancing. \$15. Seniors receive first priority for tickets. Blount Marina, Warren, R.I.

THURSDAY, MAY 26

8 p.m. to 1 a.m. "A Touch of Class." Cocktails, hors d'oeuvres, and dancing. Music by "Celebrate." \$10. Everyone is welcome. Garden Room, Biltmore Plaza, Providence, R.I.

FRIDAY, MAY 27

10:30 a.m. to 12:30 p.m. "Champagne Brunch." Buffet breakfast and graduation rehearsal immediately after. Seniors only. Donovan Dining Center

SATURDAY, MAY 28

10:00 a.m. Commencement Exercises.