



EUNICE COLE

Nurses note 15th year at RIC with national speaker Anniversary program April 27

President of the American Nurses Association, Eunice Cole, will be the keynote speaker at the 15th anniversary program of the Rhode Island College Nursing Department on Saturday, April 27.

Mrs. Cole, who is a registered nurse with a bachelor of science degree from the University of Washington in Seattle, will address the RIC nursing alumnae at 11 a.m. in Gage Hall auditorium.

Since its establishment in 1970, approximately 1,200 students have graduated from RIC's nursing department. They are now providing health care services in a variety of settings throughout the United States and several foreign countries.

"This 15th anniversary commemorates a re-dedication to the department of nursing's commitment to excellence," says Dr. Rebecca Lissan, R.N., chair of the college's nursing department. Lissan will offer greetings to program participants prior to Cole's address.

Registration is set for 9 a.m. in Fogarty Life Science building. A luncheon is planned for 12:30 p.m. in the Faculty Center.

Invitations to all 1,200 RIC nursing alumnae have been mailed, reports Mrs. Osby Cascone of the nursing department. Fee for the program is \$15. Those interested should contact Cascone by April

17 at the nursing department.

Cole is serving her second consecutive term as president of the ANA, the national professional association for registered nurses.

Since 1976 she has been the owner/manager of the Star Surgical Supply and Home Health Care Center in Bellingham, Washington. Prior to that she served as director of nursing services at St. Luke's General Hospital in Bellingham.

She has participated in both the Democratic and Republican national conventions, and presented testimony before

(continued on page 6)

What's

NEWS

@ Rhode Island College

Mr. Olsen

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Soviet diplomat:

To avoid conflagration heed lessons of WW II

by Laurence J. Sasso, Jr.

Harking back to the spring of 1945 for his theme, Nikita Smidovich, third secretary of the Soviet Mission to the United Nations, spoke about U.S.-Soviet relations for more than an hour to about 75 attentive Rhode Island College faculty, students, staff and visitors last week.

His visit to the Mt. Pleasant campus on April 10 was part of the RIC history department's lunchtime colloquium series.

Sitting around the conference table in the Board of Governor's Conference Room of Roberts Hall, guest speaker and audience seemed at first glance like participants in some international negotiating session.

In fact the analogy is apt, for in a sense

what was taking place between the Soviet official and the American crowd that had gathered to hear him was an extension of the effort at dialogue which is transpiring on loftier levels in Washington and Moscow.

Citing the cooperation, if not mutual admiration, which was possible between the U.S. and the U.S.S.R. in the face of the common threat represented by Nazism, Smidovich said that the lessons of World War II must be heeded "if we are to avoid another conflagration."

The importance of the victory over Hitler's war machine and the Nazi ideology

(continued on page 6)

Program at a crossroad:

Co-op Ed at RIC is 10 years old

by Laurence J. Sasso, Jr.

From its very beginnings cooperative education at Rhode Island College has been different.

While other programs around the country operated out of student services departments such as the placement office, at RIC cooperative education was an academic program operated out of the dean of arts and sciences office.

Dr. Patrick J. O'Regan, first director of co-op ed at RIC and co-author with Prof. Thomas Lavery of the grant proposal which led to establishment of the program, remembers going to conventions and being the only person present from an academic office.

"The RIC program is perhaps unique in the nation," he says.

RIC is also different in that it grants credit for co-op experience while schools such as Northeastern University, an originator of the co-op concept, do not.

Dr. Walter Blanchard, the person who held the director's post for the longest period—seven years, believes the fact RIC gives participating students academic credit makes the program strong.

"It's a good program for the students

and it's a good academic program," he says.

Yet, while praising co-op ed and voicing strong optimism about the role it will play in the college's future, current director Ellen Weaver-Paquette acknowledges that the program is "at a crossroads."

"I think that we will continue to serve a diverse population, but the population is different than it was four years ago," says Weaver-Paquette.

She says interest is shifting from human services jobs to jobs in communications and business and similar fields.

Characterizing RIC's co-op ed operation as one of the "premiere" programs on the East Coast, Weaver-Paquette nevertheless says that the college is at a "critical point" in the evaluation of cooperative education.

To that end RIC has been selected as one of eight colleges for a nationwide pilot study on co-op ed. In June she and associate dean of arts and science Dr. James Bierden will visit Washington, D.C. to confer with representatives of the seven other colleges involved in the study.

(continued on page 4)

INSIDE

Language arts conference.....2	Internat'l String Quartet.....7
Art and Science Fair.....3	Spring fashion photos.....7
An invaluable experience.....4	Hello Dolly.....8

Women, minorities lag:

Despite Affirmative Action parity in higher education still remote

Women and minorities in higher education still lag significantly behind white males in rank and salary, despite substantial progress toward equal opportunity in the general workforce in the 1970s, according to a new report.

Thanks in large measure to affirmative action programs in the federal government and private industry, "Women and minorities have made substantial progress in the workforce during recent years," according to the Potomac Institute study, "A Decade of Opportunity, Affirmative Action in the 1970s."

Yet in higher education, affirmative action gains have not been so dramatic. Women, who hold almost one-half of all jobs in institutions of higher education, have little more than one quarter of the faculty positions. Blacks and Hispanics are likewise much more poorly represented in faculty positions.

Salary statistics of full-time faculty show

that white males have somewhat higher salaries than black and Hispanic males and much higher salaries than white, black and Hispanic females.

Overall, though, affirmative action "gains have been uneven, and in most areas parity is still remote." Women and minorities did make significant gains:

- Blacks' share of the job market rose from 10 percent in 1970 to 11.6 percent in 1980. The increase was concentrated in higher-paying managerial and professional jobs.
- Hispanics' overall share jumped from 3.6 percent in 1970 to 5.4 percent in 1980, with a significant rise in managerial, professional and clerical jobs.
- Women's portion of the private job market rose from 34.4 percent to 41 percent, a 19 percent increase. The biggest

(continued on page 6)

Hello Dolly!



REHEARSING FOR HELLO DOLLY, the celebrated Broadway spectacular which will be presented this month at RIC, are Tom Gleadow as Horace Vandergelder and Paula Lynch as Dolly Levi. See p. 8.

(What's News Photo by Gordon E. Rowley)

Language arts conference here May 4

S. Elizabeth Campbell Conference in language arts will be held at Rhode Island College on Saturday, May 4, from 8:30 a.m. until noon in the Student Union Ballroom.

Featured speaker will be Frank Smith, doctor of cognitive psychology at Harvard University, whose topic will be "Joining the Literacy Club."

Born in England, Smith has been considered a provocative and authoritative influence on education for more than 10 years. He has combined research into the nature of reading and writing with a unique focus on what literacy means to the individual, especially the beginner.

The conference will include three mini-workshops on reading, writing in the primary grades, and the use of computers and language arts, during which Smith will be available for small group discussions.

Refreshments will be available from 8 to 9 a.m.; the keynote lecture from 9 to 10; and the mini-workshops from 10:30 to noon.

No registration is necessary for the conference, but space is limited for the mini-workshops.

Held intermittently, this is the fourth S. Elizabeth Campbell Conference, named in honor of the RIC professor emerita.

For more information contact Dr. William Oehlkers, associate professor of elementary education, at 456-8566.

Focus on the Faculty and Staff

JOHN PETERSON, associate professor of physical sciences, has written an article entitled "No Batteries, Strings, or Wires!" which appeared in the April issue of *The Physics Teacher*. The article is based on a unique demonstration of electrostatic repulsion.

DR. WILLIAM H. LOPES of the division of College Advancement and Support, has been appointed a member of the City Plan Commission of the City of Providence.

JOHN A. SAPINSLEY, associate professor of economics and management and executive director of the Rhode Island Council on Economic Education participated in the Joint Council on Economic Education Management Development Program in Florida April 10-13.

Approximately 30 of the 50 state councils were represented at the conference which was designed to draw up training materials for the 250 centers for economic education and their parent councils throughout the United States.

Of note...

DR. WILLIAM H. ROBINSON, professor of English and the 1985 Thorp Professor in the Faculty of Arts and Sciences, has notified Richard A. Olsen, director of the James P. Adams Library at Rhode Island College, that he will use the \$500 Thorp award to purchase books for the library.

Fred Smith, father of **DR. ARTHUR F. SMITH**, professor of mathematics and computer science, died unexpectedly April 2. Burial was in Portsmouth, R.I. on April 5.

To speak on Ethiopia

Brother Vincent Pelletier, F.S.C., who has worked for many years in Ethiopia, will make a presentation on the complexities of that country: the people, the famine, the politics, the relief agencies on Wednesday, April 17, at 2 p.m. in the Student Union, Room 307.

Pelletier, a member of the Christian Brothers from Rhode Island, is currently the campus minister at the Lincoln campus of the Community College of Rhode Island. His talk is being sponsored by the Rhode Island College chaplains office, and is free and open to the public.

Women in the curriculum

"Integrating Women into the Curriculum" will be the topic of Dr. Eleanor Vander Haegen, an associate professor of sociology at Keene State College in New Hampshire, in the last of the series "Exploding the Myths About Women" on Tuesday, April 23, at noon in Clarke Science 128.

The two-semester series has been presented by the Rhode Island College Lectures Committee and co-sponsored by the departments of biology, history, mathematics and psychology, and Women's Studies.



UPWARD BOUND STUDENTS Solida Mak (left) and Rita Loussigian pose with Tony Marino, their Mt. Pleasant High School teacher, at recent ceremonies at the State House in honor of School Volunteer Week. The college-bound students are literacy volunteers for Mount Pleasant Tutorial, Inc. Solida tutors other Cambodian students in reading. Rita tutors a learning-disabled mainstreamed high school student in special education classes. Marino is also an instructor at the RIC Upward Bound program.

Other Places

Hart, Torricelli Want All Students In 'National Youth Service'

Colorado Sen. Gary Hart and Rep. Robert G. Torricelli, D-N.J., introduced identical plans into the Senate and the House requiring young men and women to serve at least one year in national domestic or military service.

The "national youth service" would require 12 to 24 months of service, and issue penalties for non-compliance.

U. of Texas-Austin Students Want Campus Disarmed

More than 200 students have signed a petition to remove an unarmed missile and cannon from the grounds of the ROTC building.

"There's no justification for the things being there," says Scott McLeme, petition sponsor. "All they do is promote aggression."

Court Rules Genetic Experiments Need Environmental Assessment

The U. of California experiments, which take genetically engineered microbes out of labs for field tests, must cease until appropriate environmental assessments are complete, a District Court says.

The experiments involve spraying potato vines with a common bacterium that has been altered to protect the plants from frost.

Welcome to Colorado, Now Go Home!

Connecticut Yankees won't fare well at Colorado State U. this spring after the campus newspaper published a letter from two counterfeit Easterners criticising CSU students' casual attire.

At least 25 students replied, defending their sporty fashion image and demanding the "preppy Connecticut twits" go home.

The "twits" were really wits from Littleton, Colo.

Auburn Blacks 'Ain't Whistlin' Dixie'

The Black Student Action Committee wants Kappa Alpha fraternity to take down its Confederate flag and to cancel its Old South parade.

BASC members claim the parade and flag display ignore progress made in race relations and negate Auburn's commitment to minorities.

R.I.P. MTV at B.Y.U.

Condemning rock music videos for containing "sex, drugs, witchcraft and the bizarre," Mormon bishops banned MTV in Brigham Young U. housing.

Students are circulating a petition to reinstate the cable channel.

Communications Gap Nets Tuition Refund

The University of Pittsburgh awarded \$88 refunds to nine students who claimed they shouldn't have to pay for a math class taught by two foreign-born grad students with thick accents.

The accents, they said, made it impossible to understand what was being taught.

Notes From All Over

At the suggestion of a campus newspaper columnist, a capacity crowd in Duke University's cafeteria hurled home fries, mashed potatoes, spaghetti, chicken nuggets and various veggies. Officials claim the food fight was not a protest of cafeteria food...Termites revolted in Nichols State's cafeteria, pouring out of the walls during lunch hour. A local exterminator says the swarm was looking for a warmer residence...Michigan State University horticulturists claim they're national leaders in pickle production mechanization and "one of the top two or three in overall pickle research."

Do you need...

SUMMER HOUSE FOR RENT: 3 bedroom, living room, fireplace, dining room, 1 bath, kitchen equipped and porch. Bring own linens. Sleeps 6—in season \$400/weekly. Location 19 Washington St., Matunuck (off Matunuck Beach Road). Call Bob McElroy (301) 587-3025 after 5 p.m.



What's News @ Rhode Island College

Editor
Laurence J. Sasso, Jr.

Associate Editor
George LaTour

Staff
Gordon E. Rowley, Photographer
Ellen W. Hunt, Secretary
Rosemarie Abbruzzese, Typist

Student Staff
Marisa E. Petrarca, Calendar
Emily F. Choquette, Writer

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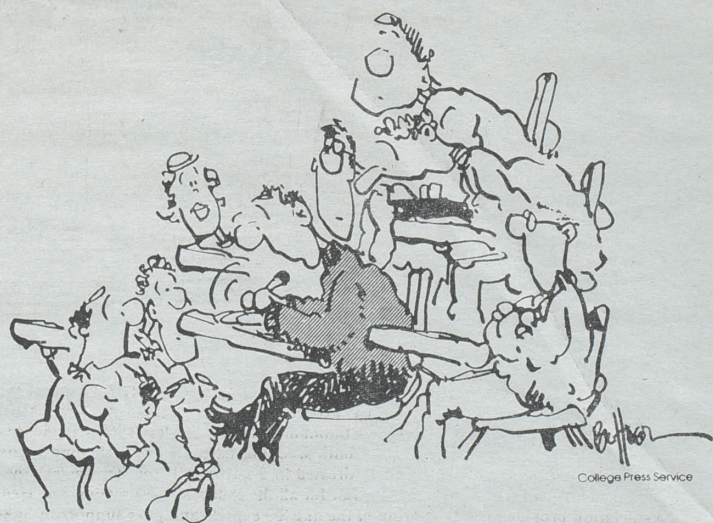
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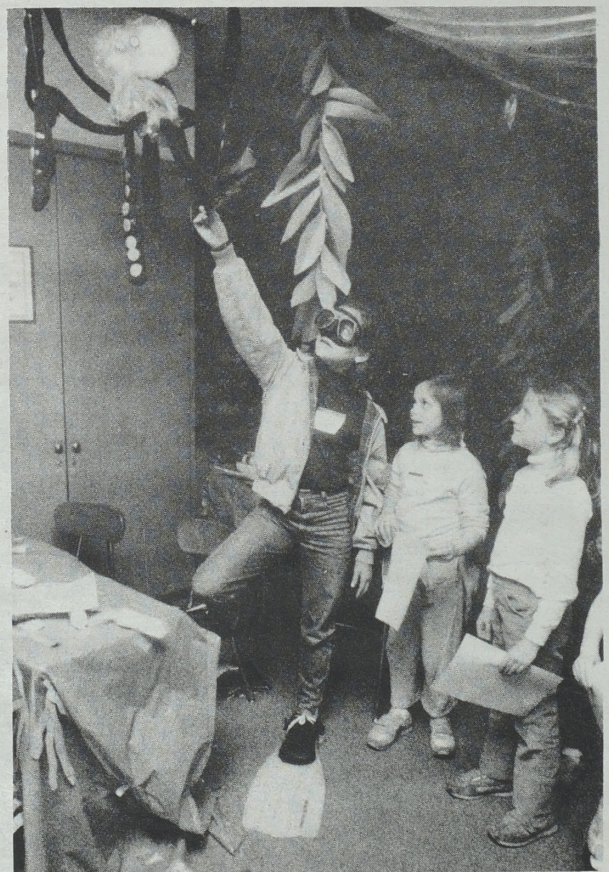
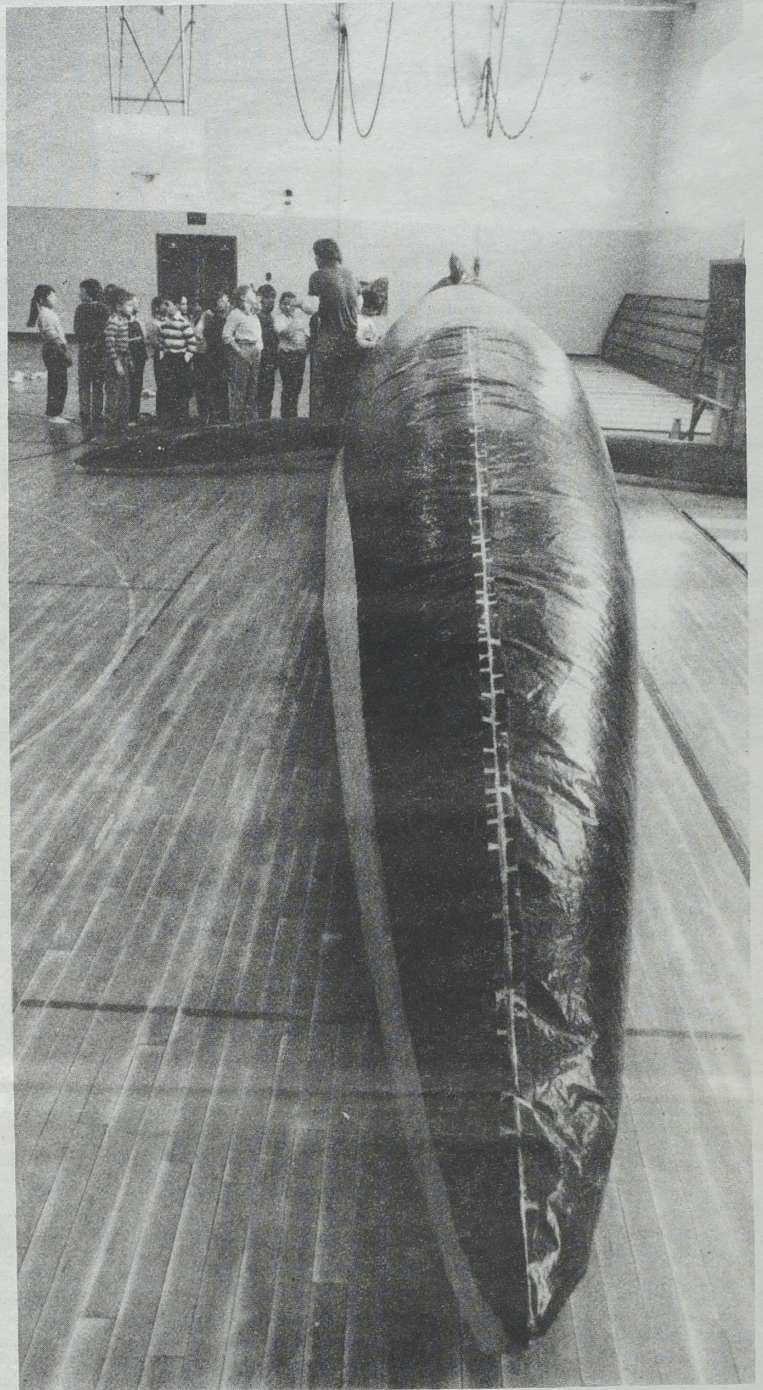
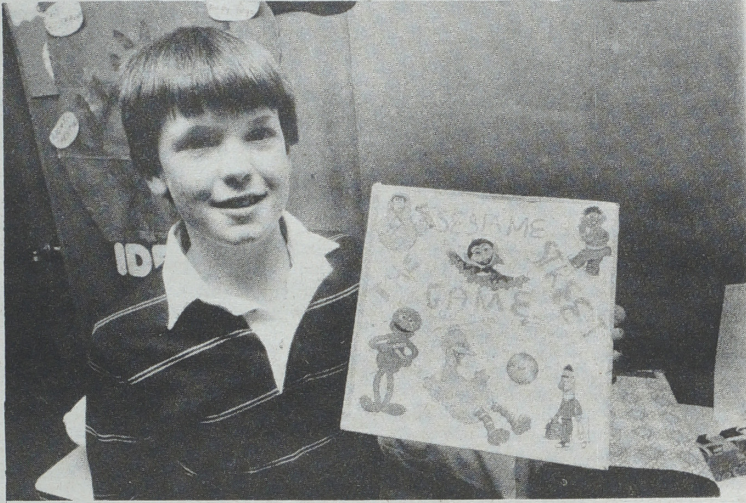
College Press Service

"I realize he hasn't started yet, I just wanted to get a head start today."

Henry Barnard School has:

Arts and Science Fair

SCIENCE AND ART TOGETHER DAY at RIC's Henry Barnard School finds sixth grader Will Parker (below) displaying his 'invention convention,' a Sesame Street game for 'little kids.' Below, Judy Sweeney, a science teacher at Lincoln School whose son, Ben, is a student at Barnard, explains to some first graders what one usually finds inside a frog. At bottom, Patricia Sharkey, an assistant professor, discusses the 'talking portraits' behind her to fifth graders.



STUDENTS LINE UP to enter the inflatable whale (top right). Jeff Johnson of the Audubon Society of Rhode Island, one of several 'outside' experts to conduct sessions at the fair, tells the students about natural history. Below right, Margaret Buonanno, a fifth grader from Providence, shows an octopus to Elizabeth Potter and Abby Greene, both second graders. Scene is the underwater world display of teacher Haven Starr who was suitably dressed in a naval uniform. This marks the first time Barnard combined arts and science in an all-day fair for all the children at the school. The Henry Barnard Parents Association provided funds to bring in the outside experts and gave support to 'many of the in-house' projects as well,' according to Joan Bloom of the school's arts and science committee.

What's News Photos by Gordon E. Rowley

Co-op Ed at RIC is 10 years old

(continued from page 1)

Among the things which the group will be reflecting on will be the way the program has evolved and changed.

Initiated in 1975 with an application for funds from Title IV, the co-op ed program was conceived as a vehicle for providing field experience (work) for liberal arts students.

Unlike education majors and other pre-professional students, those people majoring in liberal arts disciplines had no opportunity for connecting employment experiences with learning experiences. There was no equivalent to student teaching for the person who, for example, wanted to

of works related to the learning objectives; a term report and the keeping of a journal.

Depending on how related the job is to the student's area of study and his/her career choice, the level of responsibility of the co-op job and the total number of hours worked each week the student may earn three, six, nine or 12 credits while also earning an income.

A limit of 24 credits earned over four field experiences has been established.

The RIC program got off the starting blocks with a \$100,000 grant in 1975.

O'Regan served briefly as director until the college hired Jess Dudley, the first full-

sciences office according to Blanchard.

"The college has continually said very nice sentences about how they support co-op ed, but there haven't been a lot of dollar signs punctuating those sentences," says Blanchard.

Without grant funding the co-op ed program must find instructors for its seminars among faculty who are carrying a light teaching load and are willing to accept the assignment "in load," i.e. as part of their regular work load.

When there was grant money supporting co-op, instructors could be hired on an overload basis.

The English, history, and management departments have been strong supporters, Blanchard notes.

However, he states frankly, "the program is limited by lack of resources."

When he left co-op ed in 1982 and Weaver-Paquette took over the level of placements was about 200 students per year, all but two or three in paid jobs.

About 50 percent of those jobs were developed specifically for co-op. The rest were students who already had positions and petitioned to use them as co-op learning experiences.

In its current configuration the program has more volunteer positions than it did when it was federally funded, according to Weaver-Paquette.

However, the director says that she has very strict limitations on what they can be like.

They must be in a non-profit organiza-

According to Weaver-Paquette the employers now providing jobs to co-op students at RIC vary all the way from Fortune 500 companies to very small mom-and-pop businesses.

Students taking part in co-op at the present fall into three different general categories, Weaver-Paquette observes.

There are students who have jobs already—some working regular 40 hour weeks—there are students without significant professional career experience, but who wish to get some exposure to a career field of their choice, and there are adult returning students who have career experience and wish to factor it into their educational game plan.

Blanchard has some rather outspoken views on the latter two categories of co-op student.

"It's a good program for our non-traditional student population, but it appears that the college's commitment to that population may be diminishing," he says.

As for the future of co-op itself Blanchard says, "I think for a number of reasons it's a valuable activity. It's been a battle all along for resources. Now that the federal money is gone and the college is shifting resources around the battle is going to get tougher."

For her part Weaver-Paquette remains enthusiastic and optimistic.

The RIC program is a "mid-sized program when considered nationally" and it has a decade-long track record.

'The college has continually said very nice sentences about how they support co-op ed, but there haven't been a lot of dollar signs punctuating those sentences.'

—Prof. Walter Blanchard

pursue a career in broadcasting.

So, under the authorship of O'Regan and Lavery, a grant proposal was written and funding was obtained.

The program was designed (and still functions) to integrate job experience with educational experience.

The handbook which Weaver-Paquette gives to prospective co-op students tells the story.

"Cooperative education operates as a sequential, planned program of extensive work experience in which students are expected to be 'participants' rather than 'observers.' Co-op students are generally expected to continue their participation for more than one semester and typically perceive the practical experience gained early in their professional career to be of considerable importance.

"The student expects and should receive planned (work) experience which is related to his/her college major, career objective and personal objectives. The job itself is by nature vocational; students are expected to perform tasks in the same manner as other employees."

While performing those tasks, the students gain a grounding in the practical aspects of employment.

At the same time they evaluate their experiences by meeting regularly (typically each week) with other co-op students and an instructor in a seminar. Each student is responsible for making a formal presentation regarding his or her job placement.

Also required of the participants are a learning agreement which identifies learning objectives to be achieved during the co-op placement; an annotated bibliography

time director.

"We had eight kids in co-op the first semester," recalls O'Regan.

"Trying to use faculty for job development was difficult unless they were faculty who had some sort of connections with the business community," he explains.

Today the program serves about 100 students per year.

At its high point when it was still federally funded there were perhaps 200 students a year in the program.

O'Regan points out that one of the criteria under which the federal government awarded funds to RIC for co-op ed was that the program eventually move to local funding.

That happened during Blanchard's tenure as director.

For awhile federal funding under Title IV (later also Title VIII) ceased but the college was awarded a CETA grant to support co-op.

In that period staffing increased to its highest level and the program had the sort of depth that allowed it to expand.

There were the director, a coordinator, two job developers and two secretaries, a total of six employees.

Today, there are a director, a secretary and what Weaver-Paquette terms "gobs of good student workers."

"Resources have been the major problem all along," says Blanchard, who had to keep the program together when it moved from federal money to local support. It took him awhile, he recalls, to get the college to establish a cost center (budget line) for co-op. Until that happened, the program was run out of the dean of arts and

'I think that we will continue to serve a diverse population, but that population is different than it was four years ago.'

—Ellen Weaver-Paquette

tion or they must be "a real job" such as would be found in an agency, institution or organization. They cannot be the product of creative inspiration.

Weaver-Paquette didn't offer a breakdown by percentage of the number of paid jobs and the number of volunteer jobs in the program at present.

She did, however, point out that "the number of employers varies."

"There is a ratio between the number of students and the number of employers," she says.

"There is a delicate balance and you want to maintain it. You don't want too many jobs and not enough students and vice versa. It requires perseverance."

The National Ad council has taken on co-op ed as its public service project for the near future.

Sometime before Christmas of this year a nationwide campaign similar to the "take a bite out of crime" campaign the council did during the past year will commence.

It will continue for the next 12 to 18 months.

"This campaign should increase interest," Weaver-Paquette theorizes.

"As far as student impact and demand upon the program, I foresee this as being just monumental," she says.

RIC Co-op Ed—

An invaluable experience

Ten years of cooperative education at Rhode Island College have produced a number of success stories.

Scores of students have successfully linked their studies to oftentimes income-producing jobs while still undergraduates.

These jobs, many times, led to offers of fulltime career placement upon graduation, thus giving the students an edge on their competition in the job market.

The reason is simply that employers, by the internships, had the opportunity to observe first hand the students in a work environment and fairly appraise the calibre of that work.

When it came time to fill certain positions, a known entity was more likely to be hired than an unknown.

And, as many of the co-op ed students—former and current—are quick to point out, "just going to college today is often not enough. Competition is keen and employers today want not only education but experience."

Co-op ed gives the students that valuable on-the-job training. When this is supplemented to a formal four-year college education, the results can and do lead to satisfactory job placement immediately upon graduation.

For ANGELA M. PACHECO of Bristol, a senior majoring in communications and public relations with minor emphasis on management, co-op ed placement meant a job with IBM in downtown Pro-

vidence in the customer service division. That was in February 1983. Today she is still with IBM only on her own in a paid

parttime capacity. Her chances, she thinks, "are good" for a fulltime job after graduation this spring.



ANGELA PACHECO



GERRY AUDETTE

by George LaTour and Anne Baptista

Photos by Gordon E. Rowley

"I've been there (with IBM) the longest (of any intern). Usually interns are only there six months," says Angela who assures that "even if I don't get in IBM (after graduation), my experience there will look good on my resume."

Her job with IBM entailed handling accounts receivable in customer service as well as "filling in here and there" for secretaries and others who were out for one reason or another.

"I did a lot of telemarketing and communications," she says, eventually moving from customer service to the large firm's national marketing division.

"It was a great experience, watching the sales people and really what everyone in the building was doing," says Angela.

Currently, she's employed in IBM's national service division where she does general administrative work.

She's sold on IBM and, obviously, on the RIC Co-op program and the opportunity it afforded her.

"I don't think you can get very far today without experience. Just going to college today—unlike 25 years ago—is not enough" to win that career placement, she says, adding, "the best experience I had in school was co-op ed. It let me put together my academics and actual job training."

For GERRY AUDETTE, a 1981 graduate with a degree in communications,

(continued on page 5)

An invaluable experience

Often leads to career

(continued from page 4)

his last two years in college and in the co-op ed program "were very valuable" and led directly to his current employment with WPRO-FM radio as an account executive.

Under co-op ed he worked and got paid as an intern with WPRO doing promotion and serving as a music assistant. Other duties with the popular radio station at which he earned a major portion of his 24 hours of credit through co-op included being a disc jockey. Later—still under the co-op program—he served as vice president of the WRIC radio station on campus.

After graduation he was offered a fulltime position with WPRO-AM as a salesman. This he did for two and a half years before taking a job with a printing, advertising and public relations firm as a junior account executive. He worked in all three areas of the company's business.

In June of 1984 WPRO-FM beckoned and he returned as a salesman. As he explains, WPRO is owned by Capitol Cities Communications "which just bought the ABC network." Consequently, there's plenty of room to move up the executive ladder.

Gerry sees "a direct link from co-op ed to my current job" and, therefore, feels the co-op ed experience was "extremely important" to his success to date.

Concerning the academic requirements of the co-op ed program, Gerry says the journal he had to keep "really made me analyze myself daily. It enabled me to judge whether I was doing a good job day by day. Without the journal, I think you would tend to go through a job day in and day out and not be aware whether you're actually growing or not."

CHRISTIAN A. KING of East Providence, who married and started a family after graduating from Green Mountain Junior College in Vermont and before enrolling at RIC, found co-op ed "really worthwhile."

"Had I not done this (co-op ed) I would not have gotten my foot back in the door in public relations," she feels.

After graduating from Green Mountain she went to work for them as a public information specialist and associate editor of their magazine.

This was followed by a long stint with New England Electric System which is the parent company of New England Electric. During this period she got married and had two children, then left her employment and did "a lot of volunteer work" before enrolling at RIC with a major in English in 1977.

Christian became involved with RIC's co-op ed program which led her to the Looking Glass Theatre for which she did "all their PR work." While at RIC she also tutored at the writing center.

About the co-op ed experience, she says: "It was good for me. Constructive. I enjoyed it." And, it led directly to a position with the Rhode Island Historical Society. She was responsible for "all their publications."

There followed a period of freelance work for her and then a job with AT & T in customer service which called "for some PR skills, but it wasn't really public relations."

Christian wanted to get back into the academic world—to do "a little writing and perhaps some tutoring" again.

She has been working toward a master's degree at the University of Rhode Island in library studies and informational science.

Two weeks ago when being interviewed, she said that when she approaches potential employers she tells them, "Look. I really do have experience. Not just book learning."

Her dreams, apparently, have come true. She announced last week as *What's News* went to press that she has landed the position of director of alumni and external affairs at Green Mountain College, now a four-year institution. Christian begins her new assignment on May 1.

ELI R. BERKOWITZ of Foster, who feels his co-op ed internship "was a good 'real world' experience," now handles all the legal and accounting ends of his family business...H. Berkowitz Egg Farms, Inc.

A graduate of the Class of 1980, Eli received a bachelor's degree in managerial economics which included a full 24 hours of credit through the co-op ed program.

His internship was with Citizens Bank doing personnel work, then teller, and back to personnel.



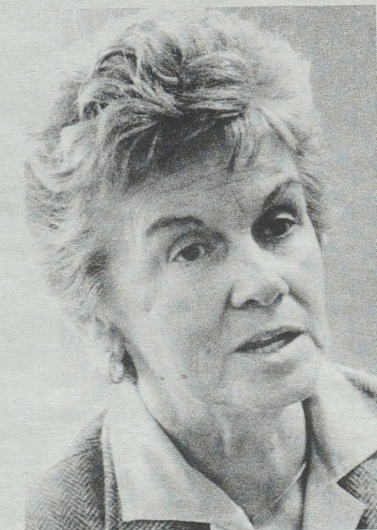
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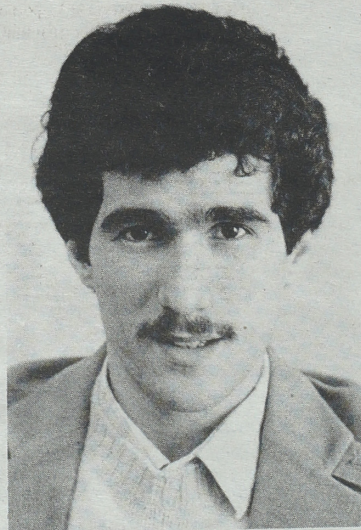
SHARON LOPES

'Just going to college today is often not enough. Competition is keen and employers today want not only education, but experience.'

—Angela Pacheco



ELEANOR CARTER



ELI BERKOWITZ

"This gave me some experience in banking, and for awhile I was looking to get into bank management," he says.

He realized, he said, he probably wouldn't be able "to move up" rapidly enough in the banking world at the time, so after graduation he attended West Chester University for a master's degree in education.

Because of illness in his family he was called upon, however, to join the family egg business.

He attributes his paid internship in banking with "preparing me more for the real world" than just studies would have, and he stepped right into full responsibility in that business.

"I'm a pro-co-op ed person," he affirms today.

SHARON L. LOPES of Pawtucket, a 1984 RIC graduate with a major in graphic arts, became involved with the co-op ed program in the 1981-82 academic year.

Her first job was as a graphic lab assistant in the industrial education department at the college. She worked 8 to 20 hours a week helping run the lab operations, including some silk screening and photography.

Working with a professional printer there enabled her to "get the technical as well as the creative aspects" of the work under her belt, and she attributes that achievement directly to co-op ed which had placed her in her field of interest.

In the co-op program for three years, Sharon also served as the first minority president of Student Government at RIC which she describes as "a management position" in which there was a "lot of learning involved."

As president she had five staff members working under her. For this management experience she received a stipend from the Student Community Government, Inc.

The combination of technical and artistic skills in her first co-op placement, and her management experience in the second went a long way toward what has become Sharon's initial success in the real world of business.

She is presently production coordinator for Hasbro-Bradley, Inc. in Pawtucket.

Because of her co-op ed experiences "I was able to by-pass (the starting position of) designer and start on a different track leading to management," she relates with a justified sense of achievement.

Sharon works with designers and vendors, handles catalogs, brochures, and does work for the trade shows.

Another aspect of her duties calls for her to do "job tracking" which means she takes an assignment like production of a catalog and follows it through from conception to completion.

"Co-op helped me a lot with my organizational skills as well as give me work-related experience," attests Sharon.

MRS. ELEANOR R. CARTER of Pawtucket, who, as a grandmother, graduated from RIC in 1984 after attending on a parttime basis until her senior year, operates her own child care business...TLC Day Care Centers, Inc.

She had received her LPN degree in nursing back in the 1960s, then got a degree in social work, and, finally, earned her bachelor's in psychology at RIC.

Eleanor, who "had to struggle to manage her time" between the demands of family, her business, and college studies, really appreciated the opportunity to earn 12 credits through co-op ed for her work at TLC.

"It was kind of difficult—not as easy as it sounds," she says, adding that to her co-op ed "is a fantastic program." She would recommend it highly to others.

The list of those who have participated in the RIC Co-op Ed program continues to grow.

Former participants like Mrs. Carter, a grandmother, to those like Angela Pacheco, who are just finishing up their college experience and preparing to enter the job market for the first time, are all enthusiastic about it.

They all, likewise, agree that the program offers flexibility, "real world" job experience, proper guidance during that experience, college credit, and monetary compensation.

And, all those interviewed in a random sampling of co-op ed "graduates" feel the RIC Cooperative Education experience has not only been worthwhile but invaluable.

★ NURSES

(continued from page 1)

Congress on behalf of the ANA on the issues of pay equity for women, the equal rights amendment, community nursing centers, prospective reimbursement, and campaign finance reform.

She represents nursing on the steering committee of the Health Policy Agenda for the American People, and has appeared in interviews with the national print media as well as on the NBC Today show and The Freeman Report on Cable News Network.

★ CONFLAGRATION

(continued from page 1)

brought to Soviet attention two major lessons according to Smidovich.

In his estimation these are (1) to attain victory over a major enemy requires a joint effort and (2) a difference in ideology did not prevent the United States and the U.S.S.R. from joining together to end Nazism.

"We are for normal, even better, good relations with the United States," Smidovich asserted.

"We in the Soviet Union do not breed hatred against the American people. We treat with respect the achievements of the American people. We do not hold ourselves in the world as mentors trying to teach the American people what system they should choose, how they should conduct their political process, what laws they should adopt and how they should adopt them. We, of course, expect the same kind of treatment and the same kind of approach from the government of the United States."

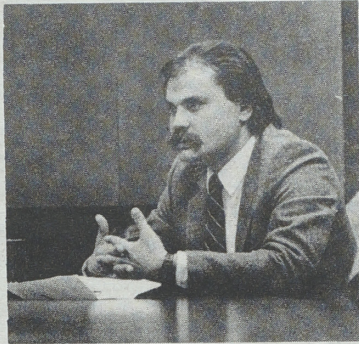
As his thesis, Smidovich advanced the idea that the United States and the U.S.S.R. are now confronted with an "enemy" even more important than what they faced during the second world war and that is the arms race.

He said that the arms race poses "an enormous threat" to the survival of both nations.

"We are willing to listen to any constructive proposals that can lead to that (sic) end of nuclear disarmament," he offered.

Pursuing his theme Smidovich progressed through a lengthy description of Soviet attitudes and policies and outlined the position of the U.S.S.R. regarding arms control and limitation. He alluded to the familiar concept of "peaceful coexistence" and what he termed the need to stop expanding weapon stockpiles in order that the two nations might discuss reducing them.

"You have to stop before you can go backwards," he said.



NIKITA SMIDOVICH

He spoke in favor of a nuclear freeze and advanced well-known arguments against "star-wars" defense systems and the MX missile.

At the end of his prepared talk the diplomat accepted questions from his listeners.

A wide range of topics was addressed by the people in the audience asking questions.

The queries ranged from matters having to do with verification of arms limitation agreements to Sino-Soviet relations to freedom of speech in the U.S.S.R.

While thought-provoking, none of the questions were argumentative and only one or two were trenchant.

Smidovich's answers were lengthy and often replete with statistics and references to existing treaties and agreements between the two nations. Although he was responsive and forthcoming, Smidovich did not depart from established Soviet positions.

At the end of his talk and again at the conclusion of the question and answer session he was applauded by the gathering.

As people left the room he offered to talk individually with any who wished to engage in further dialogue.

★ PARITY

(continued from page 1)

gains were in the top three white collar categories—managers, professionals and technicians.

Yet the findings come at a difficult time for affirmative action, notes Harold Fleming, president of the institute, in a forward.

"Ironically, this positive evidence comes at a time when the critics of affirmative action—including the President, the Attorney General and other high government officials—are waging a campaign to strip the program of basic elements," Fleming said.

Even with recent gains, pay disparities are evident in higher education. The median annual salaries of full-time, white male faculty members on 9-month to 10-month contracts in 1979 was \$21,621, compared with \$19,337 for black male faculty members and \$20,584 for Hispanic males.

White female faculty members on 9-month to 10-month contracts had a median salary of \$19,236, while Hispanic females had a median salary of \$18,013 and black females had the lowest median salary, \$16,895.

"Clearly, a substantial part of overall faculty male-female pay differentials was accounted for by the greater concentration of women in the lower paid academic ranks," the report says. It points out that in 1977, women accounted for only 9.4 percent of full professors, but 39.4 percent of all lecturers and 41.7 percent of instructors.

Sex differentials in salary appear at all ranks, but the study says they are greatest at the level of full professor. Among professors, males with 9-month contracts had an average salary of \$31,082, compared with \$27,959 for female professors. Male professors on 12-month contracts averaged \$38,269, compared with \$33,255 for women.

The report also emphasizes that "Equal school opportunity is a vital precursor to equal employment opportunity in that it provides the chance to obtain the knowledge and skills necessary to secure

and perform jobs."

Women made the greatest gains in education. College enrollment of women rose from 41 percent of students enrolled to 51 percent by the end of the 1970s, the report says. Black enrollment increased considerably until the last half of the decade, when it began to decline, particularly among black males.

Although a lower percentage of both women and blacks earned doctorates than white males, the percent of female doctorates almost doubled between 1971 and 1980, the report says.

On the other hand, the report points out, the absence of financial means, particularly during the recession of the 1970s, hampered racial and ethnic minorities from participating. In addition, the study says, poor preparation of minorities at the secondary school level in such growing fields as math and science may account for the disparities.

The report indicates that the country, although it made progress in the 1970s, is still far from reaching equal opportunity for women and minorities. Fleming warns that government must not abandon its affirmative action program and return to the "complacent and unfruitful policies of the past."

But the study does not advocate quotas that disregard the employment qualifications of racial and ethnic minorities and women. That, he says, would destroy "the concept of equal opportunity and eventual American society."

Instead, he says, the solution is "to enable every individual to compete on a truly equal basis by repairing and enhancing public education for all ... and continuing to work to eliminate every vestige of discrimination." Copies of the report are \$6 from the Potomac Institute, 1501 18th St. NW, Washington, D.C. 20036, (202) 332-5566.

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Keeping Score

with Dave Kemmy

Qualifies for nationals

Junior Jeanne Berthasavage from Pawcatuck, Conn. has qualified for the NCAA Division III National Track and Field Championships at Dennison College in Granville, Ohio, on May 18.

Berthasavage qualified in the 100 meter dash with a first place time of 12.2 at the Southern Connecticut Invitational April 6. Her time is the fastest of her career, it is also a new school record. She is the second Anchorwoman in as many years to qualify for the track and field nationals.

AnnMarie Gower qualified last season in the 10,000 meters. She also joins sophomore track star Steve Thulier who qualified for the nationals in the first meet this season.

She has had a fine career thus far and is touted by her coaches as the premiere short sprinter in RIC history. She had a disappointing freshman season which was slowed by injuries, but she came alive as a sophomore last season and annexed both the 100 and 200 meter school records. Last season she also ran on the school record setting 400 meter relay and sprint medley relay teams.

She had a fine race at the ECAC Championships last season, placing fifth in the 100 meters. She was second on the squad in points earned with 71 3/4. She didn't finish any worse than fourth place in every meet last season, excluding the ECAC's.

She also broke another school record in the Southern Connecticut meet. She ran a beautiful race in the 200 meters as well, finishing in 26.1 and setting a new school record.

The Anchorwomen took fourth in the meet, with several other women placing high. Lori Webster took second in the high jump and Molly Gerrold took third, Chris McDermott was second in the javelin and Debbie Jamieson was fourth in the 800 meters.

Earlier in the week the Anchorwomen tangled with Bryant and Providence College. The squad wound up third with 41 points, Bryant had 49 and PC 51. Berthasavage was first in the 100 and second in the 200, McDermott took first in the javelin, Irene Larivee was second in discus and Liz Ferri was second in the 100 meter hurdles.

The squad will be in action at the Westfield State Invitational April 20, their next home meet is April 27 when they host the Tri-State Championships.

The men's track squad was also in action against Bryant on April 3. The Anchorwomen defeated the Division II Indians 88-57. Frosh Mike Bannon had a big day, capturing first in the 110 and 400 meter hurdles. Mark Galloway was also a double winner, taking the 5,000 and the 1,500 meters and Mike Leddy took two events, the long jump and the triple jump. Other

first place finishers were Craig Schule in the hammer, Jim Phillips in pole vault, Steve Thulier in the javelin and the 4X100 meter relay team of Curt Bellavance, Chris Peron, David Silva and George McFeters.

The Anchorwomen will be in action Tuesday, April 16, at home in a triangular meet with Nichols and Bridgewater.

The men's tennis squad split their first two matches of the season. They defeated Bryant 7-2 in their opener. Top player Pete Armbrust lost 6-3, 6-0, number two man Brian Dorval won 6-4, 6-3, number three man Doug James won 6-3, 7-5, number four player Marc Remillard defeated his opponent 6-3, 7-5, fifth player Mike Leighton won 6-0, 6-0 and sixth player Mike Gonsalves won 6-4, 6-1. In doubles action James-Remillard and Leighton-Gonsalves won their matches.

The netmen dropped their next match to SMU 5-4. James, Remillard and Leighton won in singles action and Dorval-James won in doubles play. Armbrust did not play due to disciplinary reasons on the part of Coach Rusty Carlsten. Their next home

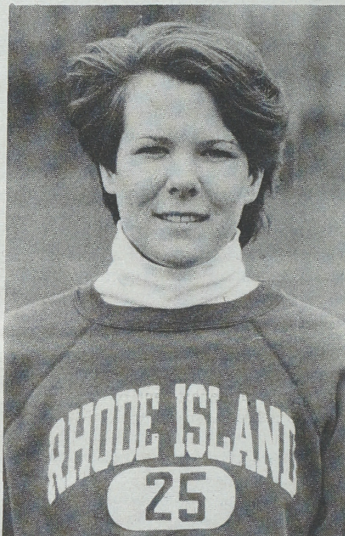
match is Monday, April 22, against Roger Williams.

The women's softball squad continues to slide, having lost their last eight games after an opening day victory.

The squad was also knocked out of the RIAIAW Tournament by Salve Regina 7-6. The Anchorwomen were plagued by errors and a seven-run fourth inning by Salve. Next, they dropped a doubleheader to Stonehill 6-3 and 10-1. The Anchorwomen then took on nationally ranked Eastern Connecticut and lost 21-4 in the opener and 5-1 in the nightcap. The squad will be home Tuesday, April 16, against Roger Williams at 3:30 p.m.

The Anchormen baseball squad has gone 2-2 in their last four games, holding a 5-2 record as of April 10.

April 4 they traveled to Stonehill and



JEANNE BERTHASAVAGE

defeated the Division II Chieftains 5-2. Mike Manzo had the big hit, a three run homer in the sixth inning that gave the Anchorwomen the victory. Mike Butler had a good day also, going one-for-three with one RBI, one run scored and three stolen bases. Jeff Silveira pitched a fine game in picking up his second victory of the season against no defeats. He hurled seven innings, giving up just three hits and no runs, while striking out six.

On April 6 the Anchormen split a doubleheader with Nichols, losing the first game 3-1 and taking the nightcap 9-7. Joe Vigeant was the hitting star with two hits and Len Silva had a hit and an RBI. Steve Robitaille pitched a good game, giving up four hits and two earned runs, but he received a loss.

In the second game Earl Porter had three hits, including his first homer of the season and four RBI's to pace the attack. Mike Butler had another big game with three hits, two RBI's and two stolen bases. Freshman Marc Champagne picked up his first career pitching victory hurling six innings, giving up eight hits and one earned run. Senior Scott Towers pitched two-thirds of an inning and picked up his second save.

The Anchormen were out-slugged in their next game 23-12 by Bryant. After six innings the score was tied 11-11, but the Indians cracked nine hits in the next two innings, including two home runs and pulled away for the victory. Earl Porter had two hits including a solo homer and John Silva added two hits. The squad used four pitchers in the game and all were ineffective.

The squad is in the midst of a busy stretch with most of their games on the road. Their next home contest will be Saturday, April 20, against Amherst. The squad was also ranked fourth in New England Division II in last week's coaches poll.

Music Review:

Affetti Musicali

by Steven Jobe

A truly excellent recital of Baroque chamber music was given by the ensemble Affetti Musicali in the latest offering of the Rhode Island College Recital Series.

Comprised of Providence area musicians (Kathryn Roth, transverse flute; Scott Metcalf, violin; Will Ayton, viola da gamba; Glenn Giultari, harpsicord; and guest artist Allison Fowle, viola da gamba), the ensemble takes its name from the Baroque period doctrine of *affections*, referring to the emotional content of a piece and its "effect" on the listener. Aply named, Affetti Musicali's effect on the audience on April 10 was one of *enchantment*.

Like many ensembles concerned with the performance of earlier historical music, Affetti Musicali uses reproductions of period instruments and complements this with a scholarly awareness of the performance practices of the given style period. While many groups are content with this, Affetti complimented their historical foundation with more than a full measure of downright colorful music making.

The program consisted of three pieces. First on the program, *Sonata in D major*,

Op. 2, No. 8 by Jean Marie LeClair, featured the flute and viola da gamba. Elegant as a good French piece should be, it whet the appetite for more.

Three pieces from *The Months* by Christopher Simpson came next. The violin replaced the flute here and soon found itself engaged in wild musical dialogues with both gambas. Despite a few quirks in the ensemble, the work provided enjoyable programmatic "portraits" of January, April and October.

Quartet No. 6 in E minor by G.P. Telemann finished the program and brought the entire "cast" of instruments center stage. Consisting of six highly contrasting movements, the piece served as a fine vehicle through which the ensemble could display its rainbow wares.

As the debate concerning performance practice rages on in musical circles (between those who proselytize "authenticity" and those who search only for "what sounds good"), it is clear that Affetti Musicali has found a successful compromise. A joy to the mind and to the ear, they have found the right "effect."



The International String Quartet.

'A quartet to look out for'

The International String Quartet is "emphatically a quartet to look out for," according to the *Daily Telegraph* in London.

On Wednesday, April 17, the quartet, now in-residence at Brown University, will perform in the Rhode Island College Recital Series in Roberts Recital Hall (Roberts 138) at 2 p.m. The recital is free and open to the public.

The quartet, Chihiro Kudo, violin; Michelle Djokic, cello; James Van Valkenburg, viola; and Machie Oguri-Kudo, violin, will perform Haydn's Quartet in D Major, Opus 50, No. 6 and Bartok's Quartet No. 5.

Founded at the Indiana University School of Music in 1974, the quartet has earned a reputation as one of the most exciting chamber ensembles in America today. It tours worldwide, having played in the capitals of South America, Europe, and most recently, the Orient.

In addition, the quartet has won several notable prizes, including the Premier Grand Prix in the First International Chamber Music Competition at Evian, France (1976), the Munich Competition

(1977), and the East and West Artists Competition of York (1978).

From 1975-1980 the group served as quartet-in-residence at Indiana University at South Bend before leaving to accept a similar position at Brown in 1980.

In 1983 Djokic joined the group: the first and only personnel change in the quartet's history. Trained at Juilliard, Djokic is an active soloist and chamber musician, and is on the faculty of the Aspen Festival.

"...these four have attained a level of sophistication which can truly be called international as well," said the *Providence Journal* about the quartet.

"...if the echo of their performances is as favorable elsewhere, as it no doubt will be, they should not have to worry much about their future in the concert halls around the world," said the *Buenos Aires Herald*.

"The group is clearly an excellent one. The instrumentalists are skilled, sensitive and well matched collectively, their tone was firm and homogeneous," said the *New York Times* about a performance of The International String Quartet.

Films on Africa to be shown

Black Girl, Six Days in Soweto, and *Generation of Resistance* are the titles of three films, whose subjects deal with the turmoil in Africa, that will be presented at Rhode Island College.

Black Girl, to be shown Tuesday, May 7, at 11 a.m. in Gaige Hall, room 254, and Thursday, May 9, at 12:30 p.m. in Horace Mann, room 185, portrays the situation and dilemmas of a modern Senegalese woman facing complexities, racism and sexism in Senegal. This film is being sponsored by the African and Afro-American Studies Program, the Woman's Studies Program, the department of psychology and the department of anthropology and geography.

Six Days to Soweto, to be shown April 23 in Gaige Hall, room 254, at 11 a.m., is a film made in the wake of recent uprisings in the South African township of Soweto. It shows the daily hardships of African people. *Generation of Resistance*, to be shown April 25 in Gaige, room 254, at 11 a.m., is the latest film on South Africa which traces the long roots of the movement to resist the imposition of white settler rule and the policy of racial segregation in this region. Both of these films are sponsored by the African-Afro American Studies Program, the department of anthropology and geography and the Office of International Education.



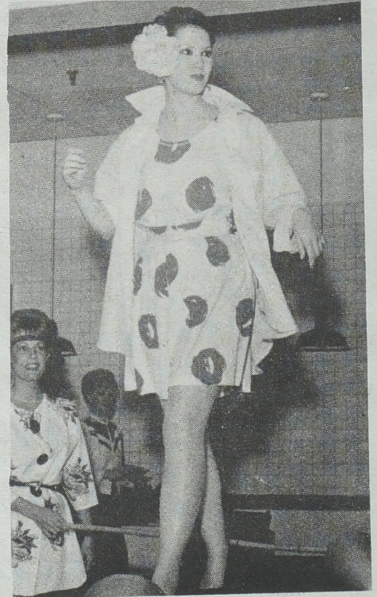
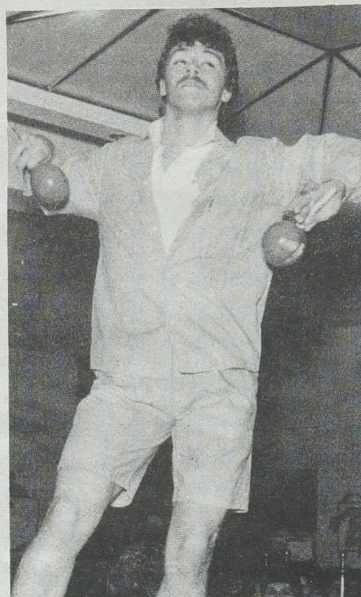
Spring Fashion Show

"Counterpoints: Contrasts in Dressing" was the theme of Rhode Island College's annual alumni association spring fashion show, held this year at the Warwick Mall on April 9.

A reception and dinner went along with the show as well as a chance to win a four-day trip for two to the Bahamas.

Jordan Marsh presented the fashions via the modeling of five women and one man who strutted the latest in fashion in such categories as "Simplicity," "Ports of Call," "Memories," "Reverie," and "Night Sights."

Some 160 people turned out for the affair.





A MATCH? Matchmaker Dolly Levi (Paula Lynch) seems content enough with Barnaby Tucker (Chris Fratiello) in 'Hello Dolly' which will be performed by the RIC Theatre Company April 25-28.

(What's News Photo by Gordon E. Rowley)

RIC to say hello to 'Hello Dolly'

Hello Dolly, the celebrated Broadway spectacular, is coming to Rhode Island College.

The perennially popular musical with songs composed by Jerry Herman will be offered by the RIC Theatre Company from April 25 through April 28 in Roberts Hall auditorium.

Prof. Raymond Picozzi of the theatre department will direct the production.

First performed on Broadway on Jan. 16, 1964, *Hello Dolly* is based on Thornton Wilder's *The Matchmaker*. Gower Champion directed and choreographed that original version at the St. James Theatre.

Prof. Robert Elam of the RIC Music Department will be musical director for the college's production of *Hello Dolly*.

Performances will be at 8 p.m. with a 3 p.m. matinee on April 28. A special

matinee has been added at 2 p.m. on April 27 as well to accommodate the heavy demand for tickets.

Appearing in the musical will be: Paula Lynch as Dolly Levi; Tom Gleadow as Horace Vandergelder; Mark Morettini as Cornelius Hackl; Chris Fratiello as Barnaby Tucker; Susan Moniz as Irene Malloy; Susan Iacobellis as Minnie Fay; Steve Scarpetti as Ambrose Kemper; Maria Falco as Ernestina; Scott Pacheco as Rudolph; Deborah Leahy as Mrs. Rose; Kenneth McPherson as Judge.

Also appearing are: Laura Lars Martin, Robin Margaret Mulcahy, Suzanne Constance Nault, Paul F. Riley, Marcia Lynn Schreck, Stanley Spilecki, Jr., Jeanne Marie Sullivan, and Geoffrey J. White.

For more information, call 456-8270.

Dance-a-Thon for missing children

Two Rhode Island College non-profit student organizations will hold their third annual 24-hour Dance-a-Thon April 19-20 from 6 p.m. Friday to 6 p.m. Saturday in the Student Union Ballroom.

WXIN, RIC's radio station, and the Resident Student Association (RSA) have chosen the beneficiary of the dance-a-thon to be the Society for Young Victims, a component of the Missing Children Network dedicated to supplying information leading to the recovery of children missing from their rightful guardians.

To enter, participants must raise a minimum of \$50 worth of pledges per couple.

First, second and third prizes will be awarded to those who raise the highest amount of pledges for the time danced. Additional prizes will be given throughout the dance-a-thon. Refreshments will be served.

Entry forms are available at the Student Union information desk or can be obtained by calling WXIN at 456-8288.

The dance-a-thon is open to anyone. Participants do not have to be RIC students or students per se. Those who merely want to watch the dancers in action will be charged \$2 admission.

Calendar of Events

April 15 - April 22

MONDAY, APRIL 15

- 10 am to 2 pm *Office of Health Promotion.* Health table set up for discussion and questions about various health topics. North end of Donovan Dining Center.
- 11 am *Slide/Lecture* sponsored by R.I. Metal Sculptor Ron Wilczek in Studio 8. He will demonstrate brazing techniques in the sculpture studio from 1 to 4 p.m.
- Noon to 1 pm *Alcoholics Anonymous.* Weekly meeting. Student Union, Room 310.
- 2 to 3 pm *Career Services.* Resume workshop. Craig Lee, Room 054.

MONDAY TO THURSDAY, APRIL 15-18

- 12:30 pm *Mass.* Student Union, Room 304.

TUESDAY, APRIL 16

- 1 pm *Slide Presentation* sponsored by Angelo Marinosci. Discussion of his exhibition "Japan 1985, Tohoku, in the Bannister Gallery.
- 3 pm *Men's Track and Field.* RIC vs. Nichols and Bridgewater State. Home.
- 3:30 pm *Men's Baseball.* RIC vs. Worcester State College. Away.
- 3:30 pm *Women's Softball.* RIC vs. Roger Williams College. Home.
- 4 pm *Men's Tennis.* RIV vs. Quinnipiac College. Away.
- 7 pm *Lecture on Copyright Laws.* Jerome Miller will be the guest speaker. Free and open to the public. Roberts Hall Auditorium.

WEDNESDAY, APRIL 17

- 9 am to 2 pm *Brazing Techniques 2nd Workshop,* conducted by Ron Wilczek in the sculpture studio.
- 11:30 am to 1 pm *Al-Anon Meeting.* Sponsored by the Office of Health Promotion. Craig Lee, Room 127.
- 2 pm *International String Quartet.* RIC Recital Series. Open to all. Roberts, Room 138.
- 2 pm *Math/CS Department Lecture.* Dr. Harvey Silverman of Brown University will speak on "The Art of Computer Speech." Gaige, Room 374.
- 2 pm *A Poetry Reading* by Tony Conner. Sponsored by the RIC Committee for the Fine and Performing Arts, College Lectures Committee, and the English department. Craig Lee, Room 255.

- 2 to 3 pm *AIIESEC's weekly meeting.* Alger, Room 216A.
- 2 to 3:30 pm *Career Services.* Resume/job search workshop. Craig Lee, Room 054.

THURSDAY, APRIL 18

- TBA *Men's Track and Field.* RIC at Boston College. Relays. Away.
- 3 pm *Men's Tennis.* RIC vs. Suffolk University. Away.
- 3 pm *Women's Softball.* RIC vs. Bridgewater College. Away.

FRIDAY, APRIL 19

- 9 to 11 am *Career Services.* Interview workshop (general). Craig Lee, Room 054.

SATURDAY, APRIL 20

- Noon *Women's Track and Field.* RIC at Westfield Invitational. Away.
- Noon *Men's Track and Field.* RIC at Westfield State Invitational. Away.
- 1 pm *Women's Softball.* RIC vs. Western Connecticut State (DH). Away.
- 1 pm *Men's Baseball.* RIC vs. Amherst College. Home.

SUNDAY, APRIL 21

- 10 am *Sunday Mass.* Student Union, Ballroom.
- 1 pm *Men's Baseball.* RIC vs. Quinnipiac College. (DH) Away.
- 7 pm *Sunday Evening Mass.* Browne Hall's Upper Lounge.

MONDAY, APRIL 22

- 10 am to 2 pm *Office of Health Promotion.* Health table set up for discussion and questions about various health topics. North end of Donovan Dining Center.
- 10 am to 5 pm *Artists Cooperative* sponsors the annual spring art sale in the Art Center. It continues all week.
- Noon to 1 pm *Alcoholics Anonymous.* Weekly meeting. Student Union, Room 310.
- 12:30 pm *Mass.* Student Union, Room 304.
- 3:30 pm *Men's Tennis.* RIC vs. Roger Williams College. Home.