



WHAT'S NEWS

AT RHODE ISLAND COLLEGE

Vol. 13 No. 7 November 23, 1992

RIC student researchers say 'Buckle Up' and be safe

by Cynthia L. Sousa

If a plane crashed on Monday, killing 125 passengers, Americans would be alarmed and a little apprehensive about flying.

If a second plane crashed on Tuesday, killing another 125 passengers, the public would begin to worry.

If a third plane crashed on Wednesday, killing yet another 125 people, the public would begin to panic.

If a fourth plane crashed on Thursday, an outcry for a review of air safety practices would be heard in Washington.

According to a safety belt update in a publication of the National Traffic Safety Highway Administration (NTSHA), Americans suffer the equivalent of a major plane crash every day of the year. It takes place on the highways, where motor vehicle accidents claim about 125 lives every 24 hours and injure even more.

Statistics prove that about 17,000 lives would be saved every year and four million personal injuries would be reduced if everyone buckled up.

"At least 50 percent *minimum* would have survived had they been wearing seat belts," he said.

He cited a recent accident on Rt. 146. After a 90 m.p.h. head-on collision, both drivers walked away from the accident because they were wearing seat belts.

In 1989, President Bush made motor vehicle occupant safety a national priority and directed the NHTSA of the Department of Transportation to increase safety belt use in the United States from the national average of 49 percent to 70 percent by 1992.

State agencies across the nation are striving to help spread the facts and help the nation meet the 70 percent goal through the 70 Percent Plus Honor Roll program.

States, cities, companies, organizations, groups, schools, police or other government agencies that achieve the goal or exceed it are recognized by the NHTSA and receive a bronze plaque for their efforts.

Survey of 1,200 drivers on campus confirms Rhode Island is lowest in safety belt usage.

In fact, numerous national studies prove that safety belts reduce the risk of serious injury or death by nearly 50 percent!

David Schiapo, State Seat Belt Coordinator at the Governors Office on Highway Safety, reports that 85 percent of all Rhode Island traffic fatalities were not wearing seat belts.

According to Schiapo, about 10 groups in Rhode Island have received plaques, including the Rhode Island State Police, the National Guard, the Department of Employment Training, and Quonset Point.

Forty-one states, the District of Columbia and Puerto Rico currently have safety belt laws.

(continued on page 4)

Call for action for African-American History Celebration

by Clare Eckert

"The Family: A Black and White Issue?" is the theme for the month-long celebration of African-American history at Rhode Island College in February.



The title was chosen for two important reasons, says chair of the celebration and Assistant Director of Minority Affairs Jay Latimer: "First, because we are all connected to our immediate family by our ancestry and because of the value we place on the concept of one's family as being near and dear to us. And secondly, through RIC we are all connected by our sense of community to one another and for our collective passion for learning, teaching, helping and sharing."

Mr. Webster would agree with Latimer's definition in both aspects. Family is defined as "a group of people united by certain convictions or a common affiliation."

By definition — Webster's or Latimer's — Rhode Island College is a family.

Although themes are needed and necessary to organize things, their meanings can be as bland as milk toast or as flavorful as a cinnamon roll....it's what goes into it that makes the difference.

"The committee planning activities for the month of February would like to believe that they are making a difference," Latimer says.

At a recent committee meeting intent on presenting one of the best African-American History Month celebrations to the RIC "family," members discussed the need to organize events around the selected theme and how members of the

continued on page 9



CRASH DUMMIES: Seniors Jennifer Petrella and Karen Renaud pass out seat belt promotion literature to a passing student on the College esplanade. *What's News* Photo by Gordon E. Rowley.

Three generations of RIC alumni speak out 'The Real Molloys'

by Randy Hausmann

As a family, they've seen Rhode Island College evolve from its days as the Rhode Island Normal School in the shadows of the State House to the Rhode Island College of Education and finally to the full-fledged center of learning it is today. For three generations, they have watched RIC mature, and they remain ever grateful for having had the chance to take part in its growth.

They are Virginia (Losea) Handy, 90, her daughter Miriam Molloy, 66, and her children Scott, 46, and Jacqueline Hastings, 40. Graduating in 1922, Virginia was present to see the change-over from the Normal School to RICE, while Miriam witnessed the transition from RICE to RIC in 1960. Scott and Jacqueline completed their RIC studies in the 1970s.

They also share the strong belief that the time they spent here gaining their education was among the most interesting and exciting years of their lives.

"It was the Normal School when I entered it, but right away they changed it to RICE to offer a four-year degree," the fit-looking 90-year-old said. "I didn't stay the full four years though, because in those days you could teach after two years, and I wanted to make some money. Of course there was a terrible depression then." By taking summer courses for several years thereafter, Virginia completed her bachelor's degree.

She began teaching at the Sackett Street School in Providence until she married in 1924. "You couldn't teach if you were married in those days." Teaching in the elementary school, Virginia taught all topics - but mostly reading - to children in the fourth and fifth grades. Later, after her husband died and Miriam turned eight, Virginia returned to teaching at the Sackett Street School. "I gave her a door key tied around a ribbon which she wore around her neck," Virginia remembered

continued on page 8

ALUMN

ASSOCIATION & ALUMNI FUND NEWS

Pushing over the top for 1992, the Alumni Fund has now received gifts and pledges totaling more than \$125,000.

With six weeks left in the fund year, we are looking to set outstanding new records this year, both for the dollars given and the number of alumni participating. Sixteen student phonathon callers have been on the phone for weeks, seeking support from alumni for this year's fund. We encourage all alumni to help by making a gift to the Alumni Fund before the close of the fund year on Dec. 31.

Congratulations are in order for the following alumni recently elected to the Rhode Island Senate and House of Representatives. Elected to the Senate: John Orabona '69, Raymond J. Monahan '87, Thomas Izzo '64, Daniel Issa '74, Michael Flynn '68 and Sandra Hanaway '92.

Elected to the House: Sandra Barone '69, Maria Lopes '87, James Langevin '90, Edward Inman III '83, Steven Smith '79, Paul Sherlock '60, Harold Metts '83 and Frank Anzeveno '81.

If we have missed anyone, please let us know. In another column we will highlight the names of alumni who won local races in Rhode Island such as town council, school committee, etc. How about outside Rhode Island? Any alumni elected to state government? Please write or call the alumni office at 456-8086.

Grants and Contracts

The following project directors have recently received grant and contract awards:

Joseph Costa (Student Affairs), from the Rhode Island Department of Education, "Student Support Services Summer Food Support: 92," \$2,398; **Lloyd Matsumoto** (Arts and Sciences), from WelGen, Inc., "WelGen Biotechnology Prototype: 92-93," \$42,000; and **Chester Smolski and Anne Petry** (Arts and Sciences and Education), from the Rhode Island State Legislature, "National Geographic Matching Grant: 92-93," \$25,000.

Two honored by RIAHPERD

Nelson "Tim" F. Wood of Sharon, Mass., a retired professor of health education, received the highest award available from the Rhode Island Association of Health, Physical Education, Recreation and Dance (RIAHPERD) for his professional service.

Wood received the award at a RIAHPERD banquet held recently at the Holiday Inn at the Crossings.

Wood was honored for his long-term, high-quality service to RIAHPERD.

He has held many positions in the organization, including president (two years), vice president/health and he served as chairman of other key committees.

Christine Conway, a senior physical education/psychology major at RIC, also received a \$500 scholarship from RIAHPERD at the same banquet.

The scholarship is awarded each year to an outstanding student in the field of physical education, health or a related field of study.

Conway's high grade point average, her involvement with athletics, her professional involvement in RIAHPERD and her service as president of the RIC Physical Education Majors Club enabled her to win the scholarship.

Conway is from Cumberland.

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Governor Bruce G. Sundlun swears in RIC professor Victoria Lederberg as chair of the state's first library board.

Lederberg appointed as chair of library board of Rhode Island

Governor Bruce G. Sundlun has announced the appointment of Victoria Lederberg, RIC professor of psychology, as chair of the library board of Rhode Island.

The 15-member board is representative of many of the state's libraries. Additionally, members of the RI General Assembly and the Commissioners of Elementary, Secondary and Higher Education also serve.

Created by legislation passed in 1990, the board replaces several advisory committees. It also will coordinate public policy relating to libraries throughout the state.

Lederberg said the board will also strive to increase public awareness of the value of libraries to our economy and to our future.

"One of its early tasks will be the development and approval of a five-year plan for library development in Rhode Island," Lederberg said in a press statement.

She also said the board will promote the "Library of Rhode Island" concept, which will integrate the total resources available in the nearly 600 libraries in the state.

Implementation of this program will depend upon the expansion of the current automated network of 32 libraries through computer and telecommunications technology.

Lederberg recently spoke about the board's goals at the annual meeting of the RI Inter-Library Network, which was held at the Cranston Public Library.

Focus on the Faculty and Staff

Professor of technology education, **Edward Bzowski**, attended the National Association of Industrial Technology conference, celebrating its 25th year, at Fort Worth, Tex., Oct. 28-31. The conference theme was "World Market Competition." Bzowski delivered a presentation on the topic, "Classroom Use of TV Programs on Appropriate Technology Topics," to identify and sensitize educators to the source of up-to-date technology reports on all aspects of global competition.

Carol A. Hryciw-Wing, associate professor and head of technical services at the James P. Adams Library, has published an article entitled "Choosing an Online Integrated Library System: A Consortium Approach," in *Library Software Review* (Sept./Oct.). The article describes the process that was followed

when the Higher Education Library Information Network (HELIN), which consists of Rhode Island College, the University of Rhode Island, the Community College of Rhode Island, Roger Williams University and Providence College, selected the computer-based system which is shared by all of the respective libraries. The system which was chosen includes a combined, online catalog of library holdings, as well as such functions as circulation control and the management of acquisitions and serials records.

Judith A. Babcock, associate professor of management and assistant chair of the department of economics and management, was the keynote speaker for the annual meeting of the Rhode Island Federation of Business and Professional Women's Clubs on Oct. 18. Her topic, "The Glass Ceiling" Views from the Front Line," was based on the research she conducted last spring while on sabbatical, during which she interviewed over 50 women managers and professionals.

Mary M. Wellman, associate professor of counseling and educational psychology, has had a paper entitled "Child Sexual Abuse and Gender Differences: Attitudes and Prevalence" accepted for publication by the journal *Child Abuse and Neglect*.



The Middle Atlantic Placement Association and The College Placement Council have jointly awarded the 1992 Gordon A. Hardwick Award to **Judith I. Gaines**, director

of the career development center. This award is given annually for the outstanding article of the year in the *Journal of Career Planning and Employment*. Gaines' article, "How Small Colleges Approach Employer Development," was published in the Spring 1992 issue of the journal.

College Shorts

Admissions Open House

The Rhode Island College Office of Undergraduate Admissions will hold an Admissions Open House Sunday, Dec. 6 from 1 to 4 p.m.

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

Call 456-8234 by Dec. 1 to register.

In case of inclement weather, the Open House will take place Sunday Dec. 13 from 1 to 4 p.m.



Annual Service Recognition Day

A reception to honor faculty and staff who have served the College for 10, 15, 20, 25 and 30 years will be held Wednesday, Dec. 2 at 3 p.m. at President John Nazarian's house.

Honorees will receive a commemorative pin and certificate at the reception.

Thirty-year honorees are also invited to a morning reception at the President's house Thursday, Dec. 3.



Holiday Fair and Crafts Sale

The annual holiday fair and crafts sale will be held in the Student Union Ballroom Thursday and Friday, Dec. 3 and 4 from 9 a.m. to 4 p.m.

Holiday merchandise and gifts, including decorated Christmas cards and artwork, as well as handmade crafts will be sold.

Photographs with Santa Claus will also be available at no cost. Additionally, also for sale at the holiday fair will be clothing, jewelry and other general merchandise.



Psych. honor society to install officers

Installation ceremonies for members of the Rhode Island College Chapter of Psi Chi, the national honor society of psychology, will be held Wednesday, Nov. 25 at 12:30 p.m. in Horace Mann, room 193.

With the increasing popularity of the study of psychology at RIC, the group was organized to enhance the interaction between the psychology faculty and majors and to provide a more central source of information about how to pursue psychology as a teaching, research and applied profession.

HBS kicks off Geography Awareness Week with 'parade of waves'

by Clare Eckert

There's nothing like a parade! Especially when its in your own school with all your friends and teachers.

That was the consensus of opinion in Joan C. Bloom's first-grade classroom at the Henry Barnard School on Nov. 13 when the elementary school kicked off the 1992 Sixth Annual National Geography Awareness Week, entitled "Geography: Reflections on Water."

The day began promptly at 8:30 a.m. when classroom after classroom of students cascaded through the hallways of Henry Barnard carrying blue and white crepe-paper streamers representing waves of water. Many of the marchers dressed in costumes that would become significant once they were inside the school's gymnasium where skits were performed, music was sung and much laughter could be heard.

Students were encouraged to dress in blue for the day to highlight the color of water and to draw awareness to the more serious nature of the events planned during the day and throughout the official week, Nov. 15 through 21.

And as much fun as everyone had, including the teachers who donned umbrellas designed as maps, "raincoats of the world," led the group in songs and readings, the children agreed they'd learned "a lot about water" over the past few weeks.

Fourth grader Patricia Winters said she now knows "that we're wasting a lot of water!" And John Manni, a sixth grader said, "There's water, water everywhere!"

For first graders, like Chelsea McCullough and Alyssa Jackson, they learned how water travels through pipes to get to kitchens, and how important it is to "turn off the faucets."

According to Bloom, who organized the event and is a teacher consultant with the two-year-old Rhode Island Geography Education Alliance under the direction of Chester E. Smolski, Rhode Island College professor of geography and director of urban studies; and Anne K. Petry, professor of elementary education, the week has two main purposes: to encourage teachers to incorporate geography into the curriculum, and to increase public awareness of the importance of geography literacy.

The theme, Bloom said, was selected by the national organization because of the growing concern about the health of our planet and its ability to support a quality life.

The first grade teacher, along with 29 other teacher consultants in the state, launched a statewide effort to engage parents and children in outdoor water-related activities this past month.



LET IT RAIN: Henry Barnard teachers Joan Bloom (left) and Jane Malone are appropriately attired in raincoats and umbrella with geography motif.

"The idea was for parents and children together to visit a local freshwater body the weekend of Nov. 14 and 15," explained Bloom, who is co-chair of the statewide effort along with Gertrude Tooher, also a teacher consultant with the Rhode Island Alliance and a professor of elementary education at RIC.

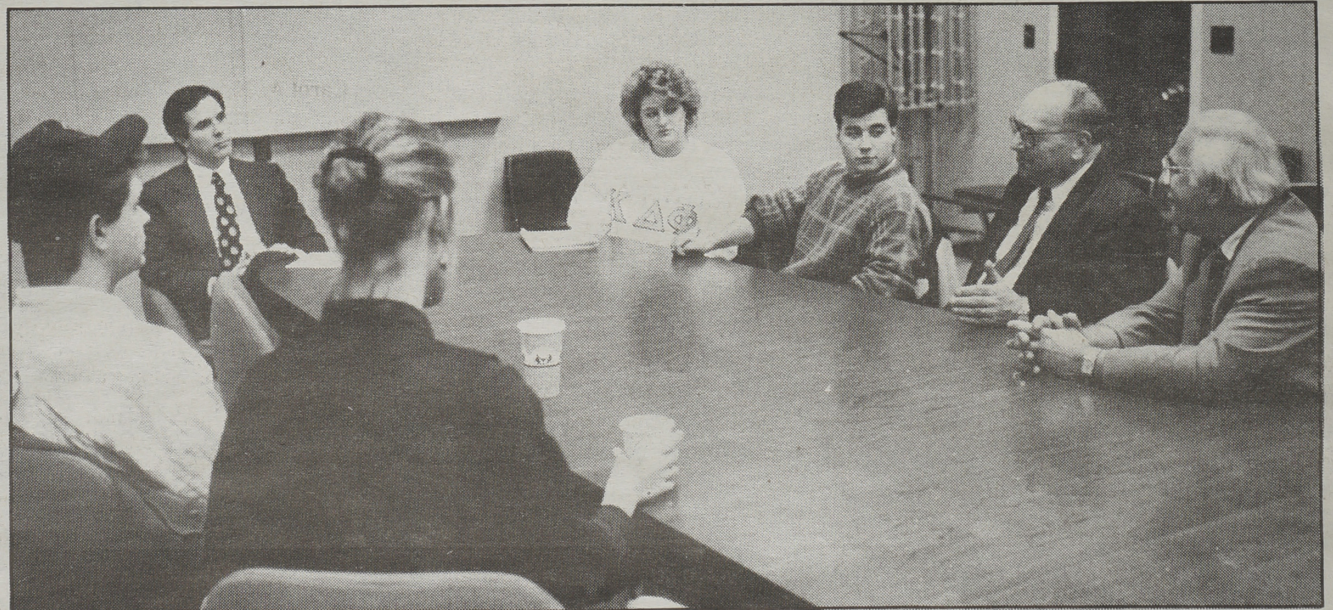
As part of Bloom's and Tooher's duties resulting from a 10-day "workshop on water" held on the west coast last summer and paid for and arranged by the Na-

tional Geographic Society, the two were assigned to organize the statewide effort.

If Henry Barnard School families are an example of the positive impact the effort has had on other families, then the project was successful. They reported - through notes sent home to parents and responses brought back to the school by the children - that visits to over 10 freshwater sites were on their "list of things to do over the weekend."



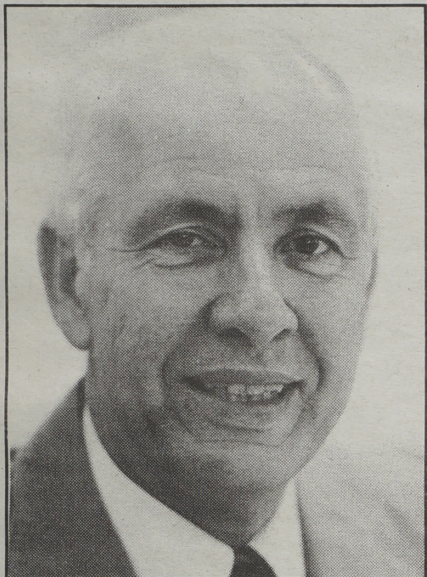
OH, LET THE SUNSHINE IN: Henry Barnard students celebrate National Geography Awareness Week. (Left to right) Brandon Gaillard, Isha Plynton, Leah Abate and Sarah Leung.



ROUND THE TABLE: Board of Governors Chairman Richard A. Licht (far left) led an open discussion with students Lorilyn Quimby (at his right) and Jay Carriero, next to Commissioner Americo Petrocelli and Rhode Island College President John Nazarian. Licht spent the day at RIC visiting with staff, administrators and other students.

'No routine days' for financial whiz at RIC

by Clare Eckert



JOHN J. FITTA

Where there's a will, there's a way. If the "will" and the "way" the author refers to in this age-old proverb has anything to do with greenbacks, the writer probably conferred with Rhode Island College's assistant vice president for finance and College controller, John J. Fitta, before putting pen to paper.

Fitta - after ten years of handling the good, the bad and the ugly, in terms of money at RIC - always has the will and always finds a way!

"When I came to RIC, I saw it as an opportunity," he says. "I knew I could lead a good team, motivate people to work together...Plus RIC was ripe for change."

A serious, fastidious person by nature, and "a stickler for detail," Fitta says his expectations of RIC were correct. Add in the growth of the College since 1982, and Fitta says his job is a "satisfying challenge."

"No year is a routine year," he exclaimed. "For that matter, no day is a routine day!"

Much of his energy is spent on the people who work for him. "From the secretaries to the directors, we're a dedicated team responsive to the community needs. I feel good letting them know that everything each person does is important."

Fitta "tries to keep a focus on the big picture" and isn't afraid to delegate. His broad-based experience, including having worked in the private sector, for state government, and the University of Rhode Island as a financial officer, all coupled with his education as a Certified Public Accountant, has resulted in "doing some amazing things within the College's fiscal operations."

Citing the examples of balancing the budget two years ago when the College withstood a major recession mid-way through the school year, and uncovering "unique financing vehicles" like selling a building to the RIC Foundation in order to generate funds to finish construction at Whipple Hall, Fitta says his job calls for constant innovation and creativity.

But, he says, "the real secret is to manage the daily operations in a business like way." Slicing through the layers of governance, like the General Assembly and Board of Governors with convincing figures is always a "formidable challenge."

The job is not without its problems, Fitta says referring to the increasing number of students "which results in higher revenues which has resulted in increased unpaid tuition...collections can cause us concern."

Nothing gets him down. "We're always on the look-out for new and innovative ways to accommodate through budgets that are limited. We'll look at every purchase order, shift priorities or look for economies in one place to accommodate needs in another."

Reciting the monumental tasks involved in finalizing the insurance claim for Walsh gymnasium that was destroyed by fire in January, "as a team we did it ourselves." Vice President for Finance and Administration Lenore DeLucia and Fitta put their two heads together and effectively were able to recover costs for the contents within the building, as well as the edifice itself.

"There is no textbook that can teach you to react to that situation," he says, crediting DeLucia for her insight and patience. "We were people using seasoned judgements and experiences."

Among the other pieces of the huge geographical puzzle Fitta has been involved with "because in one way or another I have my hands on the purses-strings," include the current renovations to Donovan Dining Center and the Old Stone Building, the Recreation Center and the prospects of a performing arts facility.

His first-love is public accounting. "We are the last bastion of honesty," he says, adding that he believes if it were not for the "accounting-types articulating what happened with RISDIC and bringing it all to the forefront" the truth may not have been uncovered. "We needed the hearing...and they (accountants) made a major contribution in that effort."

Fitta's latest contribution to the cause of securing financial success not only to RIC, but to the University and the Community College of Rhode Island is his position as chair of the Inter-institutional Committee on Purchasing Practices.

"It is in the best interest of the state and the institutions to have greater autonomy in managing our resources," he says. "Purchasing cooperatively to the extent it is practical, relieves the state of work it can no longer service effectively."

The 55-year old says he will probably finish his career at RIC, noting that "there are exciting times ahead for all of us."

His genuine concern for his staff and the broader community comes as a result of long years of being "pragmatic, orderly, responsive, service-orientated, dependable, business-like" and - most importantly - "user friendly."

★ SAFETY BELTS

continued from page 1

Rhode Island also has a safety belt law that requires every motorist to wear a safety belt. Many motorists however, are unaware of this law.

It became law in 1991, but those over the age of 12 who violate the law are not fined, and the law is seldom enforced.

The Governors Office on Highway Safety feels that the law needs to be made heavier and is working on establishing stricter fines.

According to Schiapo, Rhode Island has the lowest safety belt usage (32 percent) and is the state that is keeping the national safety belt usage down to 49 percent.

Schiapo said that studies have demonstrated that safety belt usage gains of 10 to 30 percentage points can be achieved through intensive enforcement efforts, coupled with public information and education programs.

RIC seniors John Dempsey, Kazia Carrillo, Jennifer Petrella, Rob Desrosiers and Karen Renaud, students who are taking the Practicum in Community Health course with assistant professor June Nutter, have been working with Mary Olenn from the Office of Health Promotion on a semester-long project to raise the awareness of safety belt usage on campus.

Olenn is a self-proclaimed "firm seat belt believer." She said it was obvious to her that most people driving into campus are not wearing seat belts and she wanted to try to do something about it.

Her observation was a perfect project for Nutter's practicum course. The students could apply what they had learned in their other courses by developing a hands-on project.

With the help of Schiapo, the students obtained brochures and other information and made the contacts necessary to help them distribute information and plan activities related to safety belt use.

During October Nutter's students conducted an observational survey of 1,200 drivers entering the campus at Mt. Pleasant and Fruit Hill Avenue to determine if the driver was wearing a safety belt.

They concluded that 32 percent of the drivers were wearing safety belts - a far cry from the 70 percent goal, but exactly the percentage of Rhode Islanders who use belts reported by the Governor's Office on Highway Safety.

During the week of Nov. 9 Nutter's students saturated the campus with safety-belt information in the form of brochures, posters, videos and tent cards.

The students dramatized their cause by costuming themselves as crash dummies "Vince" and "Larry." The costumes were rented from the Rhode Island Head Injury Foundation.

One of the students in the class, Renaud, who had been in a car accident prior to taking this course, said the accident taught her to wear her seat belt all the time.

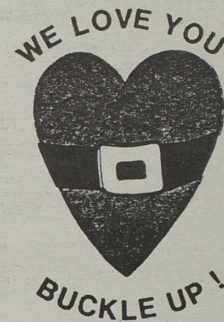
She said "The dummies are the best advertisement. Everyone notices them and hopefully will read the material."

Sharon Brinkworth, executive director of the Rhode Island Head Injury Foundation, said the agency carries out head injury prevention programs with various groups including police departments, schools and senior centers and often gets requests for the dummy costumes.

In fact, she said, Providence College is also doing a safety-belt project and has also requested the costumes.

At the end of the month, Nutter's students will conduct another observational survey at the campus entrances and they hope to see an increase in the percentage of safety belt users.

"Fifty percent would be a great accomplishment," said Carrillo. "Right now there are more than two deaths a week of unbelted motorists in Rhode Island alone."



Dempsey and Petrella agreed that awareness needs to be raised in Rhode Island.

Brinkworth said that it is great that RIC students got involved in this project because so often college-age students have a sense of immortality and feel that "it's not going to happen to me."

In fact, she said, young people aged 18 to 24 are the group that suffers the most head injuries. "They're an important group to educate."

Schiapo agrees. "We need to target the young and the elderly, the two groups that have the lowest safety belt usage and a very high fatality rate."

"This important safety issue has provided an excellent opportunity for students to practice health promotion theory, to gain experience conducting a large community survey, to identify and utilize community resources and to plan education intervention activities," said Olenn.

"Hopefully, their learning experience and efforts will help save lives."



A HELPING HAND: Assistant Professor of Health, Physical Education and Dance June Nutter (far right) reaches out a helping hand to 'crash dummies' Kazia Carrillo and Jennifer Petrella, while John Dempsey and Karen Renaud assist. (What's News Photo by Gordon E. Rowley)

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Upward Bound recruiting high school students

Applications from high school students in selected cities and towns are now being accepted for the 1992 Upward Bound Program at Rhode Island College.

Eligible students in grades nine, 10, and 11 at the following high schools are invited to apply: Central Falls High School, Shea High School in Pawtucket, Central, Hope and Mount Pleasant high schools in Providence, students in grades 10 and 11 in East Providence High School who are eligible.

Now, in its 26th year, the Upward Bound Program has given assistance to more than 2,000 students from low income, first generation college-bound families. Interested students must either be U.S. citizens or have permanent residency, and not be over 19 years old.

The Upward Bound Program helps students improve their academic skills to successfully complete high school, and go on to enroll in colleges or universities.

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

For further information, students should see their school guidance counselors for applications or should call the Upward Bound office at 456-8081.

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

Application deadline is Jan. 6, 1993. The schools, locations, and dates are:

In Central Falls: Central Falls High School, Wednesday, Dec. 2, 8:15 a.m., Auditorium; Thursday, Dec. 10, 9 a.m., Auditorium.

In East Providence: East Providence High School, Thursday, Dec. 3, 11 a.m., Auditorium.

In Pawtucket: Shea High School, Tuesday, Dec. 1, 9:15 a.m., Auditorium; Monday, Dec. 7, 9:15 a.m., Auditorium; Thursday, Dec. 10, 12:30 p.m., Auditorium.

In Providence: Central High School, Friday, Dec. 4, 9 a.m., Classical Auditorium; Tuesday, Dec. 8, 9:50 a.m., Classical Auditorium; Tuesday, Dec. 15, 10:45 a.m., Classical Auditorium; Hope High School, Wednesday, Dec. 9, 1 p.m., Room 027; Monday, Dec. 14, 9:45 a.m., Room 027; Mount Pleasant, Thursday, Dec. 3, High School, 8:50 a.m., Auditorium; Tuesday, Dec. 8, 12:45 p.m., Auditorium; Friday, Dec. 11, 8:50 a.m., Auditorium.

Mt. Pleasant High School students visit RIC as part of teacher academy activities

Students from Mt. Pleasant High School in Providence are participating in the Rhode Island College cooperative program with their high school to develop a teacher academy and professional development school site. Recently they visited the College recently to tour the campus and talk to College officials.

The partnership sets up and promotes multi-cultural teacher recruitment and support at the high school and college levels. It's evolution over the years will set a tone for the future for ethnically diverse teacher recruitment, appropriate role models for a growing population of racially diverse students and assist in developing curriculums appropriate for a new world order.

Marilyn G. Eanet, professor of elementary education and RIC program coordinator, and Michael Tudino, Mt. Pleasant High School teacher and coordinator for his school, were on hand during the morning visit.

He embodies the spirit of 'professor emeritus'

by Cynthia W. DeMaio

As the life of Patrick J. O'Regan, a math and secondary education professor at Rhode Island College, so clearly demonstrates, "professor emeritus" is not a title, it's a state of being. O'Regan received professor emeritus status last Saturday at a retirement party in his honor.

"Emeritus status is not automatic, it goes to persons who have significantly contributed to their department and discipline," said John J. Salesses, RIC's vice president for academic affairs.

A person's colleagues vote to recommend emeritus status, Salesses said. O'Regan received this backing "because he is a great teacher who is admired for his logical presentation of mathematics."

When it comes to mathematics, O'Regan gets very philosophical. "Teachers should take advantage of their student's existing knowledge. Kids come to the classroom with a knowledge of language. The fact that students have trouble 'speaking' algebra is ridiculous."

O'Regan illustrates what he means with the simple equation $3x^2 + 15$. "This is a sentence. The operations (addition, subtraction, multiplication, and division) are the verbs. The variable, 'x,' is a pronoun. When you solve the equation, you are finding the antecedent."

"Math is a primitive (simple) language. Math teachers should be able to develop connections between the knowledge students have in other areas (language) with math," O'Regan said. He added that this won't be done unless there are major changes in the way teachers are trained at the college level.

O'Regan has been and continues to be actively involved in curriculum development and general education. In the 1970s he was director of RIC's general studies program. He has also served on the college's curriculum committee and has been a member of the Providence School Committee.

He is currently working with other members of RIC's mathematics department on a grant proposal to the National Science Foundation. If received, grant money will be used to modify the existing course entitled "mathematical problem analysis." O'Regan notes that on a national level, the mathematical community is making a big push to revise math curriculum in elementary, secondary, and college-level courses.

In addition to O'Regan's teaching and



FOR THE ROAD AHEAD: retired math professor Patrick J. O'Regan accepts an Irish shillelagh from Department Chair James Sedlock. The walking stick was one of several gifts, both comic and serious, he received at a retirement party at the Little Inn in Johnston Nov. 7. Long-time friend and colleague, and now College President John Nazarian also announced O'Regan's appointment as professor emeritus.

curriculum development activities, the professor has also been involved in faculty governance during his thirty plus years at RIC, Salesses said.

O'Regan served on The Council of Rhode Island College, the faculty governing body. O'Regan initiated the school's labor studies program, and is now on the Labor Studies Advisory Committee.

One of the biggest changes in the student population that O'Regan has seen since 1961 is the number of older students on campus.

"It used to be if you walked into Donovan Dining Hall and saw someone in their 40s or 50s, you could assume they were on the faculty. That is not a safe assumption now."

O'Regan says that older students change the character of the classroom by bringing to it experiences that are not introduced by the instructor.

"Younger students only know what the instructor has said about a particular subject. In cases where the professor is using a real life example to illustrate a point, older students often know more about it than the professor. This leads to questions and sometimes arguments."

O'Regan notes that older students live their lives in these problem situations and

want to talk about them. "They want to dig into the topic," he said.

A person returning to school after being in the work force for several years relates to the classroom material much in the same way that young school children do, O'Regan says. They adopt it, they pull it into their life experience.

"A third grade teacher told me a story about a theoretical problem she presented her class. In the story, a youngster goes fishing with his Uncle George. On the way to their favorite fishing spot, they stop for a 30 minute lunch. The question is, if they start at 10:00 and return at noon, how long do they fish?"

"A boy in the class replied 'two hours.'" The teacher asked him if he had ignored the lunch break. It turned out that the boy had an Uncle George, and when Uncle George went fishing, the hooks hit the water as soon as the boat did. What about stopping fishing for lunch? the teacher asked. "Not with my Uncle George," the boy said.

O'Regan's philosophical nature, his concern for the subject matter and the students, and his drive to improve the educational system all show that he's a natural for the distinction of "professor emeritus."



MT. PLEASANT HIGH students, along with Teacher Academy Coordinator Michael Tudino, observe a kindergarten class in Henry Barnard School. (What's News Photo by Gordon E. Rowley)

Thomas J. Lavin

psychologist, Counseling Center

You may have noticed a flyer on campus with a picture of a woman wearing earphones with her eyes closed. The flyer inquires whether you are stressed out or uptight and invites you to participate in "biofeedback assisted relaxation training" Tuesday mornings at 11 in the Counseling Center.

What's News contacted Thomas J. Lavin, center psychologist, to find out more about this biofeedback training and what follows is the interview we had with him.

What's News: What exactly is biofeedback, Dr. Lavin?

Dr. Lavin: Contrary to popular belief, it's not a real complicated thing. Biofeedback is simply providing immediate and ongoing information to a person about some biological process occurring in his or her body. The goal of biofeedback is self-regulation, or self-control, particularly of physiological processes that used to be regarded as not capable of being consciously or voluntarily controlled. So, for example, biofeedback has been used to enable people to control their heart rate, skin temperature, brain waves, blood pressure, the electrical activity in muscles, galvanic skin response, or any other measurable physiological phenomenon. These are all physiological processes that are controlled by the autonomic branch of our central nervous system. Until 20 or 30 years ago western science regarded them as beyond conscious control. What we have discovered since then is that if you give a person information about what is happening inside their body, they can find ways to control it, to increase or decrease their heart rate, to raise or lower skin temperature, to increase or decrease muscle, tension etc. And controlling these bodily processes is not just some parlor trick, something you can do at parties to amaze your friends and terrify your enemies; it's really something that can make your life better.

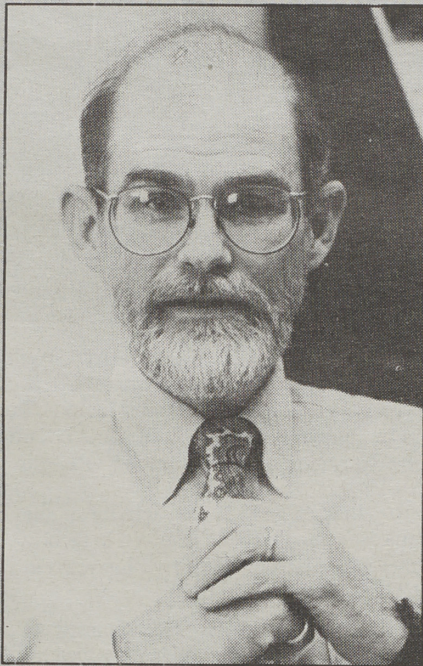
What's News: You seem to imply that many people think biofeedback is more complex or esoteric.

Dr. Lavin: I do think many people regard it as an almost incredible or magical phenomenon. That's often because they really don't understand biofeedback. Biofeedback itself is simply a tool or a mirror that tells a person how he is doing in his efforts to control the biological process.

One of the most common misunderstandings about biofeedback is that you just hook a person up to a biofeedback machine and they somehow mysteriously start to raise their skin temperature or send out alpha waves from their brain. Even some researchers have made the same conceptual error of evaluating biofeedback alone and then finding no significant advantages over comparison treatments.

In fact biofeedback is never used alone. In addition to giving the person information about what's happening inside their body, you also provide the person with some kind of a strategy that you hope may affect the biological process in question. For instance, you may teach the person progressive muscle relaxation, or have them employ meditation, or use the strategy we most often teach people here in the Counseling Center, autogenic training, wherein they repeat to themselves certain phrases that are designed to have some effect on the biological response in question. That's why we bill our Tuesday morning sessions as "Biofeedback-assisted Relaxation Training" rather than just "biofeedback training"—the biofeedback is just one part of the equation.

Eventually you try to get the person to find out what works, to invent their own strategy, and eventually you want the person to get to the point where they have be-



come more sensitive to their own internal signals so that they no longer need an external machine to tell them what's going on inside. And I think knowing that demystifies the whole experience.

What's News: This whole notion of feedback seems to be so pervasive in modern society.

Dr. Lavin: That's true. Feedback of one sort or another is everywhere, whether it's the feedback you get when you step on the bathroom scale, or when you receive a grade on a history exam, or when your golf pro plays back a videotape of your swing. Whatever the form of feedback, we use the information to either keep doing what works or to make some kind of adjustment or change. It's been said that there is no learning without feedback.

I think too that people have an almost inborn desire for feedback. One example is my 20 month old daughter. She has a Sesame Street ABC's book, so lately my wife and I have been singing that little ditty that goes through the alphabet, you know, the one that ends: "...now I've said my ABC's, tell me what you think of me." See, that's really an explicit request for social feedback.

I also remember in the late 70's, when I was living in New York state, Ed Koch was mayor of New York City, and he was always on the local news. No matter where he was or what he was doing, he was always asking people, "How am I doing?" He almost became a parody of himself, but I think it demonstrates that desire for feedback. Biofeedback gives us that, just on a different level.

What's News: How does biofeedback work, or do we even know how or why it works?

Dr. Lavin: I'm not sure if we completely understand it, but we at least have some ideas about how and why it works. It really rests on the idea of a feedback loop, which is a key concept in systems theory

and something familiar to anyone who's had any experience with computer programming. It's not unlike the idea of a thermostat. When the temperature in your home reaches a certain degree of coolness your thermostat senses that and sends that information to your heating system and it causes the boiler to come on and heat up water and bring the house temperature back into some sort of dynamic equilibrium. The same thing happens with biofeedback. In this case though it is the biofeedback machine that is sensing some undesired deviation in the biological process and sending the information back to your brain so that you can try to do something to bring that biological response back into a better balance.

Of course we're not exactly the same as a heating system because we have consciousness and volition. That's what really makes biofeedback different from your heating system. For instance when we use autogenic phrases to try to teach someone to warm their hands we ask them to repeat silently to themselves phrases like "my hand is warm." We ask them not just to repeat this in a rote or mechanistic way but to try to use the power of their imagination to visualize and imagine what it feels like when their hand is warm. This use of the power of imagination and visualization is the same thing the sports psychologists are doing now with athletes to improve their performance.

We also explain the concept of passive volition, something which is a key element in many eastern philosophies and meditative practices. This idea is that you shouldn't actively do anything to try to make the response occur. In fact we tell people if they try too hard to warm their hands they may get anxious and their hands may actually begin to cool off. Instead, the idea is to passively imagine and have the intention of warming their hands and then to do nothing but simply observe in a detached way and allow the process to occur. This is the concept that is often a little bit tricky for us in the west to grasp because we seem so action and effort oriented. It is our tendency in the west to try to "muscle our way" to get to some goal or outcome and that is probably the source of a lot of the anxiety and stress that we in the west are plagued with.

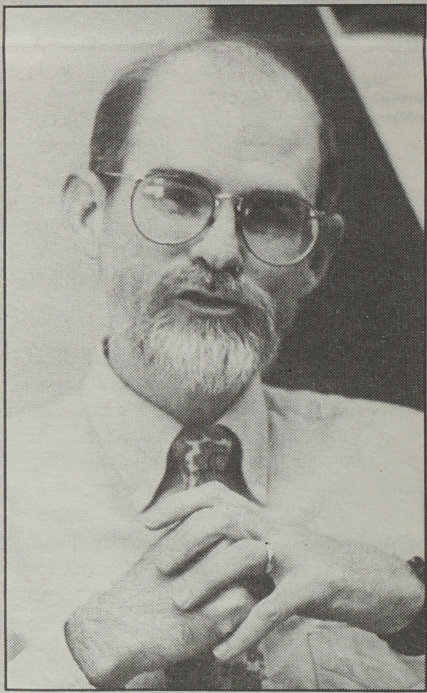
I tell many of my biofeedback trainees as well as other counseling clients that much of it goes back to that prayer they say at the end of AA meetings: "God grant me the courage to change what I can change and the patience to accept what I can't change and the wisdom to know the difference." I think if you simply substitute the word "control" for the word "change" in that prayer you've really got a philosophy of living that is one of the keys to mental and emotional well being. So often we see people who are having trouble either because they're trying to change something that is really beyond their control or because they have given up on trying to influence or control something that they really could control. Finding the wisdom to know the difference is no easy matter, often a question of trial and error. And the interesting thing about biofeedback is that it really shifts our thinking about where that boundary is between what we can and cannot control.

What's News: Who discovered biofeedback and how has it developed over the last 20 or 30 years?

Dr. Lavin: That's a good question and the answer is really instructive. Back in the late 50's sleep researchers at the University of Chicago, Joe Kamiya and Bar-

bara Brown, were studying the brain waves of people while they slept. They began to wonder whether these people could be taught to be aware of different states of mind while emitting different kinds of brain waves, alpha, beta, theta, etc., while awake. Kamiya found that not only could awake subjects differentiate between different brain rhythms but they could actually control them. They later found that people could learn through biofeedback training to control the percentage of alpha present in their EEG's even without prior discrimination training and that they expressed a preference for the alpha state. It seemed to correspond with a kind of relaxed alertness. The best alpha producers tended to be introspective, meditative people.

Around the same time animal psychologists like Neil Miller were finding that rats could be trained in an operant conditioning format to do things like increase or decrease their heart rates. These rats had been paralyzed with drugs so that the increase or decrease in heart rates could not be attributed to muscular activity. If the rats would move their heart rate in the desired direction they would be given a reward of having an electrical stimulus sent to the pleasure center in their brains. These researchers regarded this as evidence that these biological processes, previously thought immune to operant conditioning, could in fact be controlled by these external reinforcers.



In an interesting extension of this research to human beings Shapiro and Schwartz trained 20 healthy male college students to either increase or decrease their blood pressure. They were provided with biofeedback about the direction that their blood pressure was changing (although they didn't know what physiological variable was being monitored), and if they moved it in the desired direction they would be rewarded by being shown a slide of a playboy centerfold for five seconds.

Needless to say we have come a long way from that experiment in our cultural attitudes. I think that many people today would correctly object to the use of pictures of nude women as a reward not only because it represents an objectification and devaluing of women, but also because it invokes an entire paradigm in which a human person is being controlled externally. One of the controversies that has still to be fully resolved in biofeedback is whether it is best conceptualized within this conditioning paradigm or in terms of

What's News Photos

by

Gordon E. Rowley

a more existential, "voluntary controls" point of view. From the voluntary control perspective the whole goal of biofeedback is to free people so that they are not so vulnerable to feeling controlled by external stimuli and reinforcers, to give people more of a sense of freedom and choice in their life. The people from whom I received my biofeedback training at the Menninger Foundation in Topeka, Kansas, really fall within the latter point of view.

What's News: What is biofeedback used for — what are its applications?

Dr. Lavin: I heard on the radio last week that biofeedback was being employed on a recent launch of the space shuttle to try to help the astronauts combat the nausea and "space sickness" that they typically experience during their first few days in a weightless environment. In that particular case they were providing the astronaut with feedback about the position and movements of her head.

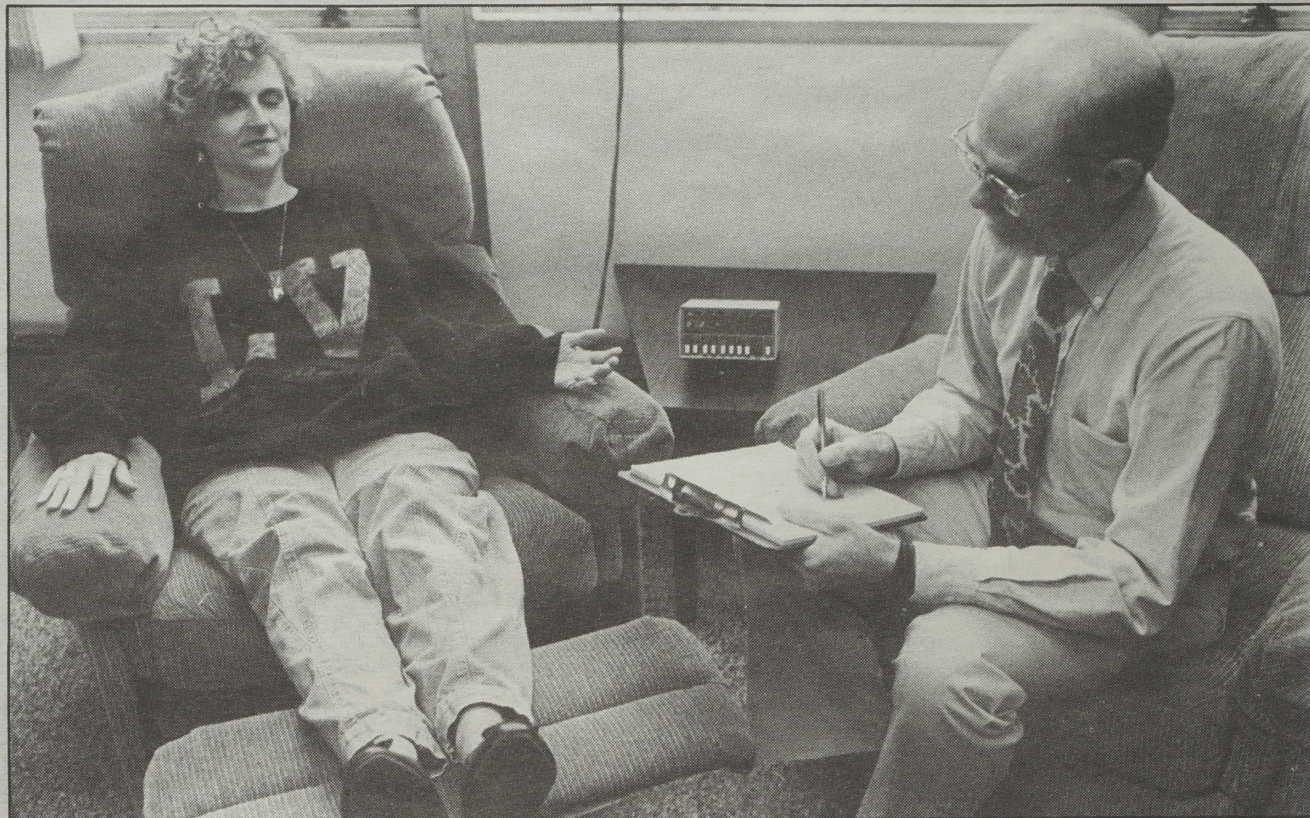
But let me try to give you a more general answer by again putting things into a historical perspective. Like almost every new method or technique that has been developed in psychiatry or psychology, biofeedback, as it emerged during the late 60's and 70's, came to be regarded as a panacea and was applied to any and everything. It almost became a kind of fad that was associated with the whole counter-culture and drug cultures of the 60's and 70's, a way to expand one's consciousness and achieve "self-actualization." Much of that proved to be an illusion and people were disappointed in biofeedback. It was not the miracle cure that they had hoped it would be. As a result I think biofeedback became less popular and in a certain sense narrowed its boundaries. Today I think it is more modest in its goals and is used much more selectively and for a narrower range of problems. But I also think that it has a more solid scientific foundation.

At the Menninger Clinic for instance they found somewhat serendipitously that people who could be taught to warm their hands could actually be relieved of migraine headaches. So that is one of the applications of temperature training.

Temperature training is also used to help people with essential hypertension, as well as those with Raynaud's disease and Burger's disease, which are circulatory problems where the individuals affected suffer from cold hands or feet. EMG which stands for electromyography feedback is used to help people with muscle tension headaches by learning to relax the frontalis muscle in their forehead. Interestingly, EMG feedback is also being used with patients suffering from paralysis as a result of strokes or spinal cord injuries or cerebral palsy to try to increase muscle tension and thereby to rehabilitate and regain some use of their muscles.

In psychiatry and psychology biofeedback has been used successfully with many people who suffer from anxiety disorders. This has led to its use with alcohol and drug abusers because we know that many of these individuals get involved with those substances because of underlying anxiety disorders, that in effect they are using the alcohol or other drugs to medicate themselves.

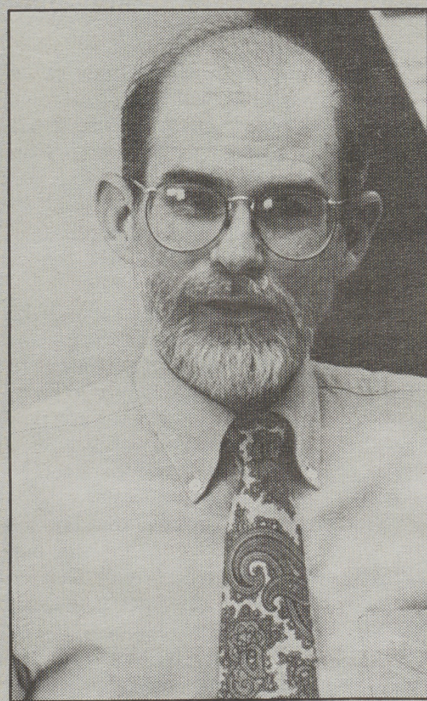
Here at the College we employ it primarily for people who are having trouble with stress or anxiety in their lives. The feedback modality that we most frequently employ is temperature training, teaching people to warm their hands. Although confidentiality prohibits me from talking about specific individuals, I can tell you some of the kinds of problems with which we've used it. One example is hyperhidrosis, excessive sweating; we've also used it with students with agoraphobia and panic attacks. This semester I've been trying it with a group of students who suffer from a fear of public speaking, and I've also spoken with Judy Stillman in the Music Department about exploring its usefulness with music students with performance anxiety.



Dr. Thomas Lavin (right) demonstrates the clinical use of biofeedback with the help of Counseling Center secretary Pat Patrick.

What's News: What is really the purpose of having people warm their hands, what good does that really do?

Dr. Lavin: Well we know that when people get anxious they often get cold hands. People who have migraine headaches get cold hands when they are having an attack. That's because when you are anxious or stressed the muscles around the small blood vessels and capillaries in your extremities tend to contract, forcing the blood into the center of your body to your heart, lungs, and large muscles. It is really part of the preparation for the fight or flight response. Now, those muscles in your extremities are innervated by the sympathetic branch of the autonomic nervous system. So, when you teach people to warm their hands what you're really teaching them is to relax those muscles in their extremities by decreasing the arousal of the sympathetic nervous system. That is the branch that gets turned on when you are anxious or stressed.



What's News: Why should we have biofeedback available on a college campus and why put this service in the college Counseling Center?

Dr. Lavin: The reason we have biofeedback on a college campus is because our students suffer from the same stresses and anxieties and even physical symptoms that affect the general population. In fact, because people in college are almost always

in a transitional stage of their lives, whether they are the traditional aged 18 to 23-year-old or a "slightly older student," the pressures may be even greater in this population. Epidemiological studies estimate that between 15 and 25 percent of the population suffer from migraines. We know it's pretty hard to study for a history or biology exam if you've got a migraine. Even if they don't suffer from headaches God knows that many of our students have multiple stressors in their lives, whether it is balancing the demands of school with work, being a single parent, coping with relationship problems, and all the other things that make it difficult to be a successful student. That is really our goal here and why we have biofeedback in the Counseling Center—it gives us one more tool to help students.

We see our mission as doing whatever it takes to help our students become effective and successful learners. Although we don't offer brain wave feedback, there is, for instance, some evidence that students who are able to put themselves in that state of consciousness where they have a higher percentage of alpha waves present are going to learn more of the information they are studying and be able to recall it more effectively. There is also evidence that certain states of consciousness promote creativity and problem solving.

From another angle we think that the whole paradigm of biofeedback fits in nicely with the way we think about counseling and psychotherapy more generally.

Sometimes what we do in therapy is give people feedback about how they are coming across. Like a sensitive biofeedback instrument we try to listen to them in such a way as to help them make contact with a part of themselves that they are unaware of or estranged from.

We all have blind spots. There's a great book I read a couple of years ago called *Psychotherapy of Neurotic Character* by David Shapiro. He talks about the role and the advantage of the therapist being that he can listen in such a way that he can hear aspects of the patient's internal communication that he is not aware of. For instance, a patient may say with exaggerated confidence "I'm sure it's the right thing to do!... I guess." The therapist's job in this example is to hear that this patient is talking as if he is trying to make a speech, trying to persuade or exhort himself, speaking more loudly, more forcefully than he would otherwise. By hearing this and helping the patient to get this information about himself a therapist helps a

Thomas J. Lavin earned his M.Ed. and Ph.D. in counseling psychology from the University of Missouri-Columbia in 1974 and 1978 respectively. He received his B.A. in psychology from St. Louis University. He has been a licensed psychologist in Rhode Island since 1983 and a staff psychologist at RIC since 1982.

patient to be in greater contact with himself. It is a similar thing that biofeedback allows us to do only on a biological level. It puts us more in touch with ourselves. The great American psychotherapist Carl Rogers talked about the wisdom of our body's organismic sensing, something that is beyond just our conscious awareness. That's what biofeedback points us toward.

What's News: Are there any risks or negative side effects from biofeedback training?

Dr. Lavin: None that I'm aware of, with the possible exception of disappointment. In fact, most of the time it has positive side effects, like increased self-esteem and a feeling of greater control that generalizes from the ability to control the biological response. But it doesn't work for everyone, although in the research that the Menninger people have done it generally seems to have some positive effects for 70 to 80 percent of the people they've treated for the problems they've investigated, i.e. migraines, hypertension etc. We're beginning to understand too that its effectiveness depends in part on the biofeedback trainer and the relationship he or she creates with the patient. Trainers who are warm in their interpersonal style do better at training people to warm their hands.

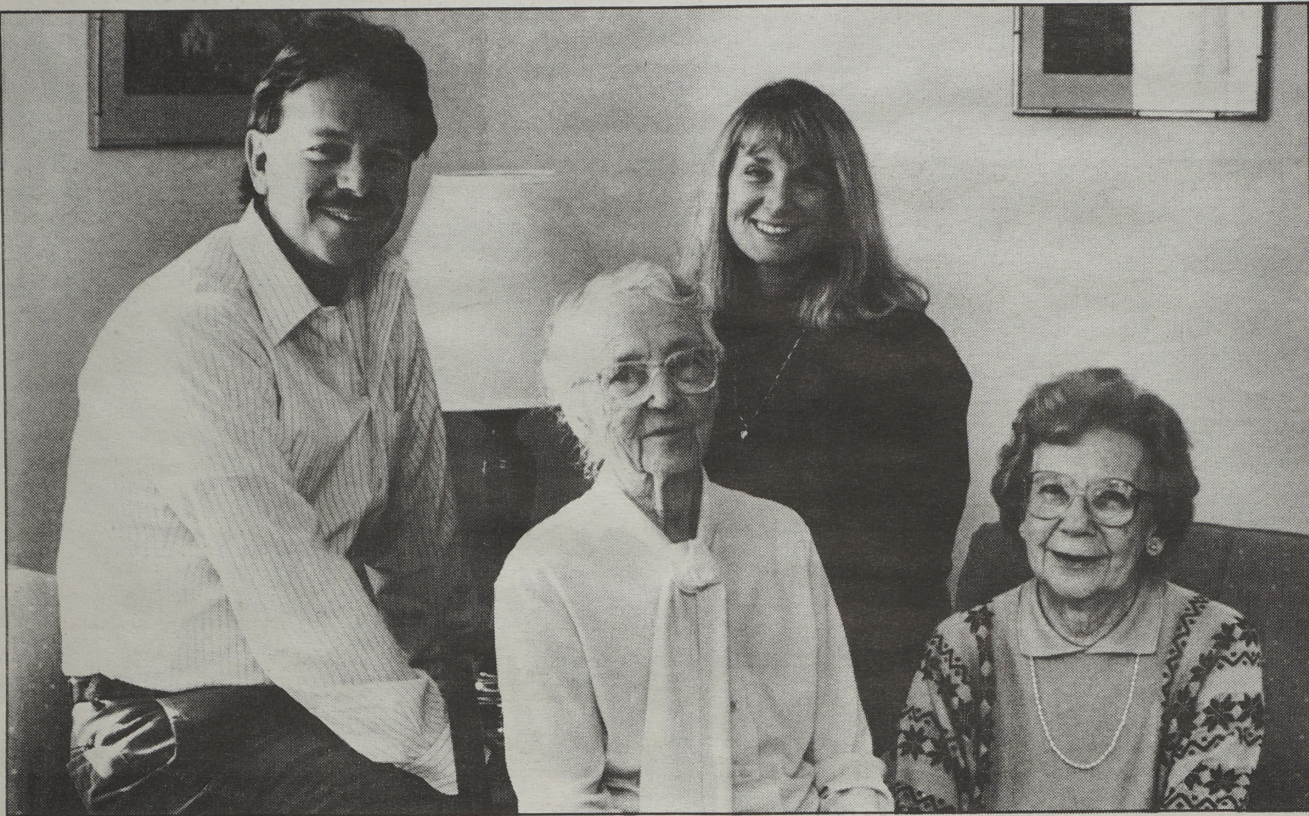
The lack of negative side effects is one of the things that distinguishes biofeedback from conventional medical treatment. We know that with many medications there can be undesirable side effects, that people can develop a tolerance to the drug so that it takes larger and larger doses to produce the same effect, and that people sometimes get addicted. Biofeedback instruments, on the other hand, usually become dispensable because the process works by increasing a person's sensitivity to what's going on inside her or his body.

What's News: How can students access the biofeedback services you offer?

Dr. Lavin: The best way is to come to one of group sessions if they're available on Tuesdays at 11 a.m. We'll give them an explanation of what we do and hook them up to one of our machines for a trial run.

If they're not available to attend the 11 a.m. sessions, they can call the Counseling Center at 456-8094 and we'll try to accommodate them on an individual basis.

★ MOLLOYS continued from page 1



THE MOLLOYS: (l to r) Scott Molloy, Virginia Handy, Jacqueline Hastings and Miriam Molloy.

fondly of her daughter's time as an early latchkey child. "In those days you didn't worry about your children, you didn't have to the way you do today." All told, Virginia taught in the Providence School system for 34 years.

Miriam had attended Brown University for a semester as well as Johns Hopkins University, but didn't complete her studies, choosing instead to marry and have children. While her mother takes no credit in influencing her to follow in her footsteps, Miriam believes it was the right thing to do.

"I went to RICE after my children were born," she said. "They started to grow up, and I had gotten to the point where I was mentally starved after about 10 years of cleaning house and changing diapers. I'd get to talk to the milk man and the laundry man, but I really wanted something more, so I went to RICE. "Besides, I really didn't have a lot of money, and tuition at the time was only \$75 per semester. For me, having two children meant teaching was a matter of practicality. They would get home when I did, and we had the same time off. Generally though, I was not overly thrilled with teaching, because I liked to learn more than I liked to teach. But when you get kids who like to learn, it becomes enjoyable."

"I always thought I'd be a teacher," her mother interjected, "because in my day you were either a teacher or a nurse." She even recalled that her grandmother had been a teacher in a one-room school on Long Island during the 1860s.

But it's no wonder Miriam's recollections about teaching are not entirely fond ones. She taught at Mount Pleasant High School during the turbulent 1960s, witnessing firsthand many of the problems characteristic of the times. A math teacher, Miriam initially took a position which was scheduled to span just a half year, but she ended up teaching there for 23 1/2 years.

"Teaching is a very lonely job; you're with a lot of people, but you're not in the same group as your students," Miriam said. "If something happens in the class, there's really no one to share it with. I don't think a lot of people think of teaching in that way. That's why I always enjoyed working with student teachers, because then there is someone you can share experiences with. It makes it much more interesting."

She also had a sampling of advice for new teachers, namely to remain in control. "Stay cool, and don't let them get you excited if something goes wrong. They like to play you as a puppet if something gets you down."

Miriam also fondly reflected that she has never been happier than she was her four years at RIC. "I was older by twelve years when I went back to school, and maybe that's why I appreciated it so much, but I remember it as such an enjoyable time in my life."

She noted that her favorite teacher was a man familiar to RIC, current President John Nazarian. "He taught math, and far and away he was my best teacher because he put into words a topic which I found to be exciting. He always seemed to be perfectly prepared, and I remember him as a brilliant but tough teacher."

Both mother and daughter even shared a teacher - Dr. Catherine Conner - who taught them ancient history. "She had traveled," Virginia noted, "and in fact she was the only teacher we had who taught about Egypt and had actually been there. That was the best course I ever took, because she was so enthusiastic. I thought she was pretty special, and I've never forgotten her."

Miriam pointed out there had been some uncertainty as to whether son Scott would follow in the family tradition. "While in high school, he went from being the best son a mother could ask for, and also the best student, to a rebel in the real sense of the word. In one semester, he went from straight A's to straight E's. Only when his guidance counselor suggested he transfer out of the college program did Scott straighten out."

"I remember we used to hope and pray he would get out of high school," interjected David Molloy, Scott's dad and Miriam's husband of over 48 years.

"I was a radical, but it was more the temper of the times than anything else," Scott said. "When you have two parents who are strong authority figures - my mom was a teacher and my dad a cop - it's a lot of pressure on a kid. You know the story, a young teenager rebelling against authority. But I outgrew that phase."

"He grew up and his whole outlook changed," David said. "Once I started to study, I never stopped," added Scott.

He did so well he got accepted to Boston University, where he attended for one year. Class size at B.U. was too large for his liking, so Scott transferred to attend much smaller Bard College in upstate New York. "But Bard was very expensive, and I felt guilty spending my parents' money, since I seemed to be losing my direction. So, I went to RIC."

"Between my senior year in high school and my freshman year at B.U., I took a Spanish course at RIC to get ready for college. I had Prof. Steve Tegu, and he had a major impact on me because he was so dynamic. Now this was a summer

course, and he used to call us twice a week on the phone and speak Spanish. Imagine that. He made it so much fun that in some ways I always thought that college, and RIC in particular, must be a wonderful place to go. So, when I went to RIC it was partially a family thing, and I also had the memory of this maniac who I'd have to say was the most dynamic teacher I've ever had.

"I really liked RIC because it was small enough that everyone knew each other, but large enough that there was some diversity. The teachers were very accommodating; they took an interest in you if you took an interest in the courses. I found that personal touch really made a difference."

But he also remembers a different side to RIC. He started to get involved in the protest issues of the day, namely anti-war, equality and women's rights. "I enjoyed sticking up for people who were getting pushed around. And I would have to say that those were the most exciting years of my life. And there's no doubt in my mind, that for the money I spent for my education at RIC, it was the best education in America."

He also said he benefitted from having attended two other colleges. "In some ways I think I had been lucky going to one or two other places, just for comparative sake," Scott continued. "Sometimes you can have everything, but because you have nothing to compare it to you don't know you have it all. And, I think RIC can be like that."

"I think another thing special about RIC was that it really was a working class college. For most of the kids there, they were the first member of their family to go to college. I was unusual to be the third generation. Ironically, there was a certain sense of comradeship among a lot of people for that reason."

Scott knows a lot about the working class. He should, having focused the past 20 years of his life on his love of the labor movement in America. After graduating from RIC, Scott earned his master's degree in history from the University of New Hampshire, and he completed his studies for his Ph.D. in history at Providence College. Today, he is on the faculty at the University of Rhode Island's Labor Research Center, utilizing his labor history specialty.

"I think Scott got his interest in labor studies from his uncle (Henry Molloy) who was in the bus drivers union, and from his father who worked in manufacturing after World War II," Miriam said. "And I belonged to a union and felt very strongly about it, because I used to work at Brown & Sharpe and I saw what could happen without a union."

Of course, the URI faculty position is not his first job since RIC. That was as a junior high school teacher in the Attleboro, Mass. school system. "I was so exhausted after my first day on the job," Scott said. "I had a terrible headache, my eyes were watering, and the kids were so out of control...that I quit. I remember thinking if I went back to that school the next day, I could spend my whole life there. It wasn't that I couldn't do it, but I didn't want to put myself in a position where I would do it."

Instead, Scott took a job as a bus driver with the Rhode Island Public Transit Authority, where he wanted to "apply all the crazy ideas he had learned in college to change the world." He also had a history there, being a third-generation bus driver, following his grandfather and two uncles in that profession. "I got emersed in working class life, which was sort of like going back to college."

And he made more of the job than most people would. Besides rising in the union ranks to become the group's president and business agent from 1981 to 1984, Scott took the initiative to write a detailed history of the Amalgamated Transit Union, Division 618, which was the bus drivers' labor union.

"I made a conscious effort to write the history in a non-academic style," he remembered fondly. "I saw this as an opportunity to write something of interest to me and to the people around me." Later, Scott used the history as the basis for his Doctoral thesis.

"The other nice part was that I actually got to interview many of the old-timers who started the union in 1913. They were some of the nicest people I'd ever met in my life. They were warm and truly caring, and they helped to affirm my interest in the labor movement."

Besides getting to know first-hand what had transpired in another world, Scott reaped another advantage from meeting the older drivers. They had sensed his interest in the union, and gave him many pieces of union memorabilia. This fostered his fondness to collect old things, not for value but because they are old.

"Scott was a collector all his life," David said. "First coins, then records, stamps, stones and picture cards. You name it, Scott collected it."

He continued collecting labor materials, picking up odds and ends at yard sales, flea markets and at antique shops. After 10 years, his labor collection had grown to some 10,000 pieces, and a gentleman from the Smithsonian Institution in Washington, D.C. said it was the largest such collection he had ever seen. "So the Smithsonian bought my collection for \$125,000 and named it for me," Scott said unemotionally.

But after 11 years as a RIPTA driver, Scott realized he was too thin-skinned to handle the day-to-day operations of the union, so he left the job to serve for two years as former Congresswoman Claudine Schneider's chief of staff. "I was partially attracted to that job because I had gotten very politically active while with the union," he said.

"Claudine put me in charge of representing the business community, and in many ways this was just like my work for the union. However, I found it amazing how many more people listen to you when you carry the clout of the Congressional office. I could have said the same thing as a union president, but most people wouldn't have taken the time to listen."

But now Scott is a URI professor, having come full-circle from his one day teaching in Attleboro. He remains cognizant of what road he took in getting where he is today, and he strongly maintains it was RIC which played a major part in getting him here.

"Appreciate what you've got," he offered current RIC students, "and squeeze it for all you can. Most importantly, don't feel the need to look over your shoulder and wish for something else."

Good advice from a man who has been there...and a recurring theme from his whole family.

Dreams *do* come true for RIC alum

by Clare Eckert

There aren't too many 25-year-old Rhode Islanders who have first-hand knowledge of the inner workings of the political scene on Capitol Hill, right?

Better yet, you'd probably agree that few among us - at any age or from any state for that matter - has had an opportunity to get close to the second most powerful political office-holder in the country?

Well, read on and meet Constance "Connie" E. Kavanagh, 25, of Cranston, a Rhode Island College alum, Class of 1989, who has been working "on the Hill" for Vice President Dan Quayle since January, 1991.

"I never dreamed someone could just come and work for the Vice President of the United States!" the political science major said recently during an early morning interview from her "Hill" office in Washington, D.C.

Kavanagh didn't literally just walk into the Old Executive Building where Vice-President Quayle headquarters his staff and ask if there were any job openings - but pretty close to it!

In 1989 after Kavanagh graduated from RIC, she kept her assistant manager's position at Major Video in Cranston, unsure of what the future held.

But in December of 1990, Kavanagh discovered through a former high school official that Washington, D.C. was in need of bright, enthusiastic interns to work in the vice president's offices.

"It was a standard job application form," she said. "I was really surprised (she was selected) because I had only done a little bit of work with the (former Governor Edward) DiPrete campaign. I had done an internship at the Governor's (DiPrete) Office through RIC, and got involved in the campaign after that."

Kavanagh is still bemused by her selection for the unpaid internship that allowed her to become so close and so fast to the pulse of America. But thanks to her brother Andrew, who is in the U.S. Air Force stationed in Maryland with whom she lived for a short period of time, and to her parents for their financial help, the young woman found out what thousands and thousands of people find out who smell the aroma of power and patriotism in D.C. - she got hooked!



ON THE HILL with President George Bush is 1989 alum Constance 'Connie' Kavanagh, who never thought she'd have an opportunity to work for the highest political office holders in America.

When a variety of "real" jobs opened in the spring of 1991, Kavanagh was in the right place at the right time. More importantly, she had showed herself to be a hard worker, an enthusiastic Republican and a firm supporter of the vice president.

"I was assigned to work with the assistant for legislative affairs," she said, as a staff assistant. Along with the new title, she moved "on the Hill." Her office is next to Vice President Quayle's and is privy to organizing his schedule, press relations, advance work and answering mail.

Having experienced many of the daily tasks during her internship within the office of the Director of Public Liaison, Kavanagh said, "I really melted right into the job."

Through her two-year position she has met governors and mayors from all other the country, as well as congressional leaders and their staffs, business executives, public interest group members, lobbyists and - most importantly - the general public.

"It is so exciting!" she said.

When Kavanagh met President Bush, "it was just a short hello. But all politics aside, he made me feel good. I'm just a lowly staff person, but he made me feel important."

Of her boss, the vice president, she said, "He's just extremely smart. That's the first thing that comes to mind. He's a good person, a hard worker and believes in the things he's doing."

Now that the Democrats have taken over Washington, D.C. with the Clinton/Gore victory, Kavanagh is looking to move on - but not too far. She'd like to remain "on the Hill."

"I'm working on my resume," she said. "I have to decide what issue I might like to focus on." Definitely she will remain behind the scenes in her professional career and probably go back to school for an advanced degree.

Her advice to political science majors who may think there isn't much to do with a poli sci degree: Nonsense! "First of all, don't listen to anyone get hands-on experience."

One never knows, if you play your internship right, you just might find yourself working for the vice president of the United States!

★ AFRO-AMERICAN

continued from page 1

College community can contribute to the success of the 1993 scheduled activities.

"We need to make a commitment to our quality of life," says Latimer. "We should all feel connected to the College and feel comfortable in our surroundings."

She added, "The involvement by the entire community in planning February's events and the ultimate support each activity receives is up to us. The celebration is an opportunity to bring all of us closer together to reflect on our individual attitudes and our behavior as a whole."

Latimer encourages and invites members of the community to participate in planning the month-long list of activities. Meetings are held weekly on Tuesdays in Gage Hall, room 109 at 11 a.m.

Scheduled thus far is a revisit to the RIC campus by the Pin Points Theatre Group out of Washington, D.C. with its "intriguing drama about the lives, philosophies and times of Malcolm X and Dr. Martin Luther King Jr.," in the play, "The Meeting."

The performance will be held in Gage Hall auditorium at 7 p.m. on Feb. 1. Ticket prices will be announced. The event is being co-sponsored by members of RIC's multicultural group, Harambee.

On Feb. 3, the video-conference, "Beyond the Dream V: A Celebration of Black History" is scheduled. In cooperation with "Black Issues in Higher Education," the interactive satellite broadcast will introduce black authors to the audience in a live discussion of the role literature plays in understanding African American culture and life experiences. Black writers who will lead the presentation include Terry McMillan, Charles Johnson, Nikki Giovanni, Houston A. Baker Jr. and Marita Golden. The time will be announced.

Scheduled for Feb. 10 and 11 at 9:45 a.m. in the Student Union Ballroom will be a performance by the students of Henry Barnard School teacher and playwright, Sharon Fennessey. Featured will be the life story of Langston Hughes depicted through dramatic scenes, poetry and music.

The history department is in the planning stages of organizing its First Annual George A. Wiley Lecture Series for sometime in February. The series will feature a prominent scholar who will address the topic of black families and related issues.

George A. Wiley was a well-known Rhode Island civil rights activist and founder of the National Welfare Rights Organization.

In addition, the RIC Praise Ensemble will perform with guest singers on the evening of Feb. 15. Also, a series of films will also be presented, including, *The Color Purple*, *Mississippi Burning*, *Long Walk Home*, *Roots* and *Harlem Nights* will be shown. The Chaplains' Office will also participate in the celebration with a variety of discussion forums on family life, family spirituality and other topics.

Those who have ideas or suggestions for other events relative to the month's theme, are encouraged to call Latimer at 456-8062.



Congratulations goes to Christine E. Tabor of Pawtucket for receiving a \$500 scholarship award from the Society of Public Accountants. Her 'combination of academic excellence, community activities and work experience' enabled her to win this grant, stated Marilyn Weston, associate professor of accounting.

Performing Arts Series — A holiday musical celebration with the Empire Brass

by Cynthia L. Sousa

It's *Joy to the World* and joy to all who attend the Empire Brass' cornucopia of holiday favorites Tuesday, Dec. 1 at 8 p.m. in Roberts Auditorium!

The Empire Brass enjoys an international reputation as North America's finest brass quintet, renowned for its virtuosity, charisma and the unparalleled quality and diversity of its repertoire.

The quintet's members are Rolf Smedvig and Jeffrey Curnow on trumpet; Eric Ruske on French horn; Scott A. Hartman on trombone and J. Samuel Pilafian on tuba.

The quintet performs over 100 concerts a year in the states and in their annual tour of Europe and the Far East. They have performed to sold-out crowds in the former Soviet Union where its concert was broadcast on Soviet television.

Orchestras with which the Empire Brass has performed include the Chicago Symphony, the Boston Symphony, the Cincinnati Symphony, the Philadelphia Orchestra and others.

*If there is a brass quintet
that has more charisma...it
hasn't yet played Chicago.*

-Chicago Tribune

A popular attraction at summer music festivals, the quintet regularly visits Ravina, Caramoor, Saratoga and Tanglewood, where it leads the Empire Brass Seminar at the Boston University Tanglewood Institute.

Since 1976 the group has recorded over 30 albums. Two CDs have recently been released on Telarc: *Romantic Brass*, an album of Spanish and French music, (January 1992); and *Brass on Broadway* (May 1992).

The quintet is a regular guest on public radio with repeat performances on the nationally syndicated programs *St. Paul Sunday Morning*, *Traditions* and *Good Evening*, among others. On television, the Empire Brass' appearances have ranged from *Good Morning, America* to *Mr. Roger's Neighborhood*.

Dedicated to expanding the brass quintet repertoire, the ensemble performs commissioned works by such leading composers as Leonard Bernstein, Michael Tilson Thomas, Sir Peter Maxwell Davies and Michael Torke.



EMPIRE BRASS

In addition to commissioning new music, the Empire Brass also researches and performs rare musical manuscripts, such as its recording of unpublished works of Gabrieli.

The original members of the group first met as students at Tanglewood, where

they were introduced to each other by Michael Tilson Thomas. Two years later, Leonard Bernstein chose three of them to play in the world premiere of his *Mass*, written for the opening of the Kennedy Center. The quintet subsequently went on to become the first brass ensemble to win the Naumberg Chamber Music Award.

In addition, the group has given a command performance for Queen Elizabeth II, appeared at the opening concerts of the renovated Carnegie Hall and performed at a Presidential Inaugural Concert.

This season marks the 16th consecutive year that the Empire Brass has been faculty quintet-in-residence at Boston University. In 1991 the group began a new appointment as visiting consultants in brass at the Royal Academy of Music in London.

The quintet also leads an annual series of college clinics sponsored by the Selmer Company, maker of the Empire Brass' instruments.

The program for the RIC concert includes traditional holiday favorites, music of Broadway, works by Bach, Mozart and Shostakovich and more.

Tickets go on sale at the Roberts Box office. Prices are \$15.00 for the general public; \$13.00 for RIC faculty/staff, senior citizens and students; and \$4.00 for RIC students with an I.D.

For more information, call the Performing Arts Series office at 456-8194.

RIC Symphony Orchestra and Chorus concert Dec. 7

The Rhode Island College Symphony Orchestra and Chorus will continue celebrating Edward Markward's 20th season as its conductor when it performs Monday, Dec. 7 at 8:15 p.m. in Roberts Auditorium.

This free Department of Music concert will feature Karen Hunt, soprano; Suzanne DuPlantis, mezzo-soprano; Dean Schoff, tenor and Stephen Bryant, bass-baritone.



The *Providence Journal-Bulletin* said after a previous performance by Hunt: "Hunt's voice and interpretation were nothing short of perfection" and the *New York Times* has called Markward "First Rate."

Markward joined the faculty of Rhode Island College in 1973, where he became the youngest member promoted to full professor. In 1987 he began his tenure as music director/conductor of the Rhode Island Civic Chorale and Orchestra. In addition, Markward serves as principal guest conductor of the Brooklyn Heights Symphony Orchestra in New York and has served as associate conductor of the Providence Opera Theater, music director/conductor of Opera Rhode Island and was founding director of the Festival Chamber Orchestra of Rhode Island.



His major teachers have been Gustav Meier, Julius Herford, Brock McElheran and Elizabeth Green and he has been praised by such composers as Elie Siegmeister, Paul Cooper, Richard Cumming and Paul Nelson.

C. P. E. Bach's *Magnificat* and Gerald Finzi's *Dies Natalis* and *In Terra Pax* will be performed.

The concert is funded in part by a grant from the Rhode Island College Performing and Fine Arts Commission.

Holiday Book Fair at HBS

Just in time for the start of the holiday season, the Henry Barnard School Parents Association will be presenting a Holiday Book Fair on Thursday, Dec. 3 from 7 to 9:30 p.m. in the school's cafeteria.

The evening sale for adults only will feature noted children's authors and illustrators who will be available to sign their work, as well as a wide selection of publications ranging from multicultural books from Tuesday's Child to holiday books from Waldenbooks.

"Usually, this turns into quite an event," said Haven Starr, assistant principal at HBS. "A lot of people end up doing a large part of their holiday shopping at the book fair."



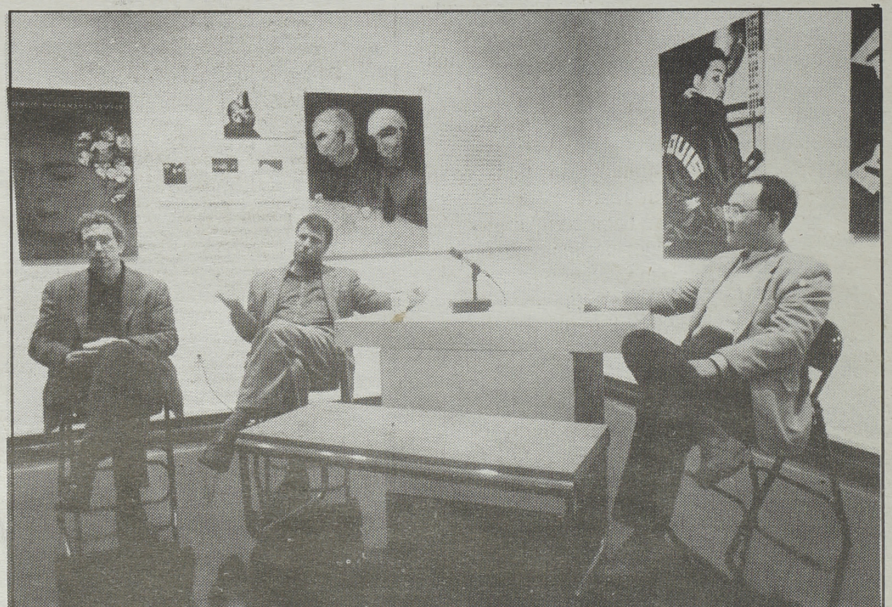
In addition to books for children as well as adults, home-baked holiday breads will be sold, as will poinsettias and logo items from HBS.

Scheduled to attend are: Lucinda Landon and Avi, two authors of popular children's work, and illustrators Stella Ormai and Maryjane Begin.

Proceeds from the sale will benefit the HBS Parents Association.

Refreshments will be served.

HBS students and parents may shop on Friday, December 4th from 8 a.m. to 2 p.m.



DESIGN DISCUSSION: (l to r) Woody Kay of Pagano, Schenck & Kay; Tyler Smith of Tyler Smith Art Direction; and moderator/RIC Assistant Professor Heemong Kim discuss 'Creative Collaboration' at Bannister Gallery Nov. 12 at an exhibit of Kay and Smith's graphic and advertising artwork. The show runs until Nov. 25. (What's News Photo by Gordon E. Rowley)

Chamber Music Series rounds out semester with two performances

The Chamber Music Series continues on Wednesday, Nov. 25 with a performance by the Ariel Quintet.

The quintet was established in 1984 by five New England Conservatory graduates. Since that time the quintet was awarded an Artist's Diploma from the Longy School of Music, where they were coached by Christopher Krueger and Victor Rosenbaum.

The group has competed as finalists in competitions sponsored by the Shoreline Alliance for the Arts and East-West Artists Management.



MYCHAL GENDRON AND SUSAN THOMAS

The Ariel Quintet has been featured in a wide range of activities throughout New England, including formal recitals, educational programs, concert series and radio broadcasts.

They recently recorded Peter Child's *Woodwind Quintet* for the CRI Label and they will be recording Daniel Pinkham's *Advent Cantata* for the Koch International label this winter.

Members of the quintet are Clare Nielsen on flute, Emily Gaberman on oboe, Rebecca Leonard on clarinet, Ellen Donohue-saltman on horn and Jonathan MacGowan on bassoon.

They are active as freelance performers and teachers in the Boston area.

The Chamber Music Series will conclude the semester with a performance by Mychal Gendron and Susan Thomas on Wednesday, Dec. 9.

Mychal, on guitar, and his wife Susan on flute, will perform a program that will carry listeners into the holiday season.

They are both adjunct faculty in the Rhode Island College Department of Music and have been playing together for 10 years, performing at music festivals throughout the Northeastern United States and at the prestigious Roundtop Festival in Texas. Both have appeared as featured soloists with orchestras in the New England area, as well as with the Rhode Island College Orchestra.

In addition to the duo, Thomas performs with the Block Ensemble, an award-winning woodwind quintet, and as principal flute with both the Portland and Vermont Symphonies.

Gendron performs as a soloist and chamber musician throughout the New England area and has been active commissioning and presenting new music for guitar by local composers and has arrangements published by Mel Bay.

During the 1992-93 concert season, the Thomas-Gendron duo will be artists-in-residence for the Vermont Symphony Orchestra, presenting 20 concerts in a three-week period in Vermont.

Works by Piazzolla, Albeniz and Beaser will be included in their RIC performance.

Both concert performances will take place in Roberts Recital Hall 138 at 1 p.m. and are free and open to the public.

The concerts are presented by the Rhode Island College Performing and Fine Arts Commission and the Department of Music.

Descending Angels to premiere at RIC —

Dance Co. Winter Concert with the Freedman/Coleman Dance Co.

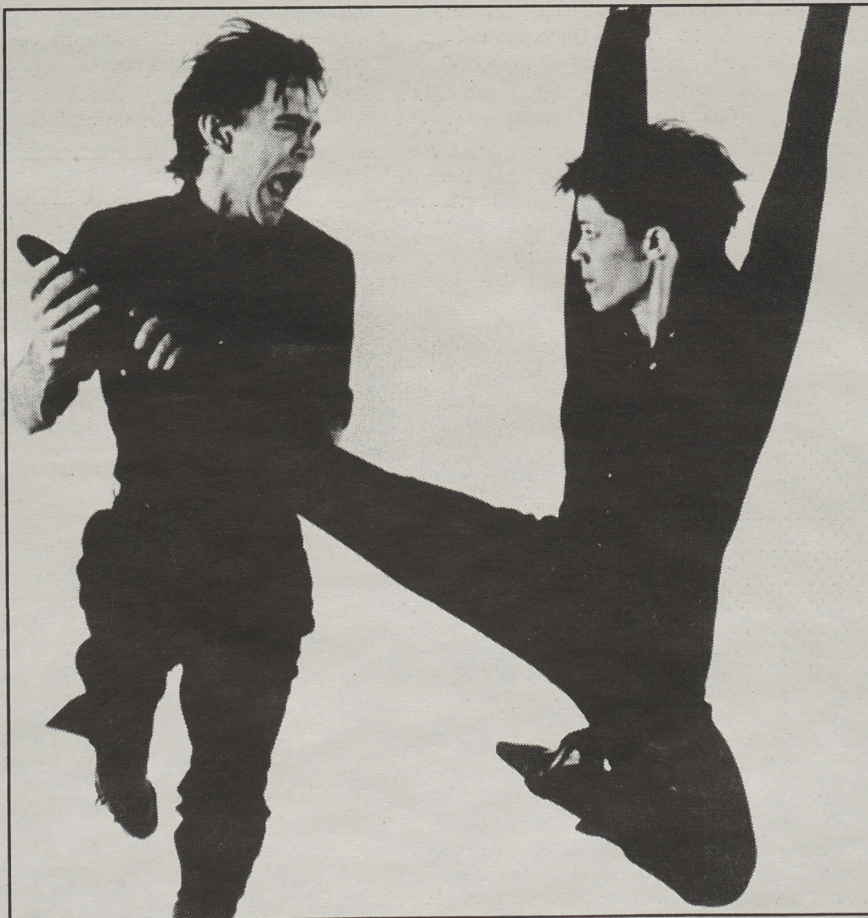
The Massachusetts-based Freedman/Coleman Dance Company will join the Rhode Island College Dance Company in a shared performance Friday, Dec. 4 at 8 p.m. in Roberts Auditorium.

As the culminating event in a residency/performance project that has spanned a five-month period, the Winter Concert will feature works by the wife and husband choreographic team of Terese Freedman and Jim Coleman.

Recognized nationally for their emotionally charged dramatic works, Freedman/Coleman have been compared to the noted Japanese duet company Eiko and Koma. The landscape of human relationships is their primary focus and it is aggressively explored with compelling physicality.

Included will be the premiere of *Descending Angels*, created this fall for the Rhode Island College Dance Company during two extended residency periods.

The work was constructed for a large ensemble of 12 dancers and investigates the use and misuse of power. According to Dante DelGiudice, RIC Dance Company director, the work is set to a raucous rock score by American composer Fred Firth.



"The dancers alternately follow and lead one another through a panorama of human turmoil and experience."

The Winter Concert will also feature a new solo by Terese Freedman entitled *O Baby* and selected duets by Freedman/Coleman. These highly acclaimed performers share their personal background and connections with vivid portrayals of partners in conflict and communion. Their work bears witness to our universal attempt for unity and identity in human relationships.

Lighting for the Winter Concert will be designed by Michael Giannitti.

The Freedman/Coleman project is funded in part by the New England Foundation for the Arts, with additional support from New England Electric, the Rhode Island State Council on the Arts and the National Endowment for the Arts.

Tickets are available at the Roberts Auditorium box office the week prior to the performance. General admission is \$7.00; \$5.00 for senior citizens, groups, non-RIC students and RIC faculty/staff; and \$3 for RIC students with I.D.

For more information, please call 456-8144.

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The holiday season will begin at Rhode Island College on Monday, Dec. 7, with the tenth annual tree lighting at 6:30 p.m. in Roberts Hall lobby. RIC President John Nazarian will do the honors. All members of the College community (students, faculty and staff) their families and friends—and especially their children—are cordially invited to join in the festivities, which will include a telling of the tale "Twas the Night Before Christmas" by HBS's Jane Malone. A brass ensemble, under the direction of John Pellegrino, will kick things off with some traditional carols. An impromptu singing of the *Hallelujah Chorus* will be conducted by Edward Markward with the piano accompaniment of Richard Cumming. Bring music if you have it! Light refreshments will be offered, including eggnog, holiday cookies and candy canes for the kids. Kathy Sasso advises that all this frivolity will probably end by 7:15, which, she points out, should give parents with children enough time to take them home for bedtime and return for the College's holiday concert beginning at 8:15 in Roberts Hall auditorium. The RIC Chorus and Orchestra, under the direction of Markward, will perform Finzi's *In Terra Pax* and *Dies Natalis* and C.P.E. Bach's *Magnificat*. All in all, it promises to be a fitting start for the holidays. Please join us!

10th annual tree lighting Dec. 7

Zhang to exhibit his work

Christopher Z. Y. Zhang, a Rhode Island College master's candidate in painting, will exhibit his most recent works Jan. 5 through 9 at Bannister Gallery as part of his degree program. Opening night will be held from 7 to 10 p.m.

Zhang was born in Shanghai, a city whose mix of Chinese and Western culture has greatly influenced his art. By 14 years old, he began his career with a commission by the city government to paint enormous portraits of Chairman Mao in the Russian realist style for display on factory facades.

He was a member of Shanghai's vibrant underground art scene for almost 20 years before coming to the U.S. to continue his artistic studies. Zhang's works represent a marriage of Western realistic techniques and Chinese romantic subjects. His most recent work also includes a series of figure studies.

Nov. 23—Dec. 14

RIC CALENDAR

23 Monday, Nov. 23
Noon to 1 p.m.—*Alcoholics Anonymous* to meet in SU 305.
1 p.m.—*Grief Group* to meet in the Chaplains' Office, SU 300.
Monday, Nov. 23 and Tuesday, Nov. 24
8 p.m.—*Growing Stage Production* to present "Enigma," a play written and directed by RIC students. The characters are all parts of a person's mind. Event to be held in Roberts Little Theatre. Free and open to the public.

24 Tuesday, Nov. 24
7 p.m.—*Fabric Photo Album Making* in SU 211. Get materials list and sign up at the SU Info. Desk. Sponsored by the Campus Center.

25 Wednesday, Nov. 25
1 p.m.—*Chamber Music Series*. The Ariel Quintet to perform in Roberts Recital Hall, room 138. Free and open to the public.

26 Thursday, Nov. 26
1 to 2 p.m.—*Adult Children of Alcoholics* to meet in Craig-Lee 130.

30 Monday, Nov. 30
Noon to 1 p.m.—*Alcoholics Anonymous* to meet in SU 305.
1 p.m.—*Grief Group* to meet in the Chaplains' Office, SU 300.

1 Tuesday, Dec. 1
8 p.m.—*Performing Arts Series*. Music event, "Empire Brass, Holiday Celebration" to be held in Roberts Auditorium. General admission, \$15; senior citizens, non-RIC students and RIC faculty/staff, \$13; RIC students, \$4.

2 Wednesday, Dec. 2
1 p.m.—*Meeting*. RIC Theatre Organization to meet in Henry Barnard School 215.
8 p.m.—*Film*. The Student Film Society to present the film "Dead Again" in the SU Ballroom. A story-within-a-story about murder, love, passion and reincarnation starring Kenneth Branagh, Emma Thompson and Andy Garcia. If you love a good mystery, this is a must-see. Admission is \$1 with RIC ID or \$2 without ID.

3 Thursday, Dec. 3
1 to 2 p.m.—*Adult Children of Alcoholics* to meet in Craig-Lee 130.
5 p.m.—*Boston Bruins Game Trip* sponsored by RIC Programming. Tickets are \$31 at the SU Info. Desk. Bus leaves from the Campus Center.
Thursday, Dec. 3 - Wednesday, Dec. 23
Exhibit. Art Exhibit featuring Roger Tibbetts' recent works to be held in Bannister Gallery. Exhibition curator is Professor Don Smith of the RIC Art Department. Hours for the exhibit are Monday through Friday, 11 a.m. to 4 p.m.; Tuesday and Thursday evenings, 6 to 9 p.m. Exhibit opening is Thursday, Dec. 3 from 7 to 9 p.m. Free and open to the public.

4 Friday, Dec. 4
8 p.m.—*Dance Event*. RIC Dance Company Winter Concert with the Freedman/Coleman Dance Company to be held in Roberts Auditorium. General admission \$7; senior citizens, groups, non-RIC students and RIC faculty/staff, \$5; RIC students, \$3.

5 Saturday, Dec. 5
7 a.m.—*Bus Trip to New York City* sponsored by the Campus Center. Tickets are \$27 at the SU Info. Desk. Bus leaves NYC at 8 p.m. For further information, contact the Campus Center, Ext. 8034.

7 Monday, Dec. 7
Noon to 1 p.m.—*Alcoholics Anonymous* to meet in SU 305.
1 p.m.—*Grief Group* to meet in the Chaplains' Office, SU 300.
8:15 p.m.—*Music*. RIC Chorus and Symphony Orchestra to perform in Roberts Auditorium. Edward Markward, conductor; C.P.E. Bach—*Magnificat*, Finzi—*Dies Natalis*; In Terra Pax. Free and open to the public.

8 Tuesday, Dec. 8
12:30 p.m.—*Lecture*. As part of the Quincentennial Celebration Columbus Lecture Series, there will be a lecture entitled "The New World and the Diaspora" in Roberts Alumni Lounge. Lecturer is Professor Robert Weisbord of the University of Rhode Island. Free and open to the public.

9 Wednesday, Dec. 9
12:30 p.m.—*Artist's Lecture*. In conjunction with the Roger Tibbetts recent works exhibit, there will be an artist's lecture in Bannister Gallery. Free and open to the public.
8 p.m.—*Film*. The Student Film Society to present the film "Edward Scissorhands" in the SU Ballroom. A dark fairytale about non-conforming. Johnny Depp is "Edward Scissorhands." Admission is \$1 with RIC ID or \$2 without RIC ID.
1 p.m.—*Chamber Music Series*. Mychal Gendron, guitar, and Susan Thomas, flute, to perform in Roberts Recital Hall, room 138.
7 p.m.—*Meeting*. RIC Theatre Organization to meet in Roberts Little Theatre.

10 Thursday, Dec. 10
1 to 2 p.m.—*Adult Children of Alcoholics* to meet in Craig-Lee 130.

14 Monday, Dec. 14
Noon to 1 p.m.—*Alcoholics Anonymous* to meet in SU 305.
1 p.m.—*Grief Group* to meet in the Chaplains' Office, SU 300.

Sports Events

Tuesday, Nov. 24
7 p.m.—*Women's Basketball*. RIC vs. Pine Manor College. Away.
7:30 p.m.—*Men's Basketball*. RIC vs. Colby Sawyer College. Home.

Sunday, Nov. 29
2 p.m.—*Wrestling*. RIC vs. Plymouth State College. Plymouth State College Dual. Away.

Tuesday, Dec. 1
5:30 p.m.—*Women's Basketball*. RIC vs. Roger Williams College. Away.
7:30 p.m.—*Men's Basketball*. RIC vs. Framingham State College. Away.

Thursday, Dec. 3
6 p.m.—*Women's Basketball*. RIC vs. Fitchburg State College. Away.
8 p.m.—*Men's Basketball*. RIC vs. Fitchburg State College. Away.

Saturday, Dec. 5
TBA—*Women's Basketball*. RIC vs. Bridgewater State College. Home.

Saturday, Dec. 5
4 p.m.—*Men's Basketball*. RIC vs. Bridgewater State College. Home.

Tuesday, Dec. 8
7:30 p.m.—*Men's Basketball*. RIC vs. Roger Williams College. Home.
TBA—*Women's Basketball*. RIC vs. Framingham State College. Away.

Wednesday, Dec. 9
2 p.m.—*Wrestling*. RIC vs. Worcester Polytech Institute. Away.

Thursday, Dec. 10
TBA—*Women's Basketball*. RIC vs. Salve Regina University. Home.
TBA—*Men's Basketball*. RIC vs. Salve Regina University. Home.

Saturday, Dec. 12
2 p.m.—*Women's Basketball*. RIC vs. University of Southern Maine. Little East Conference Game. Away.
4 p.m.—*Men's Basketball*. RIC vs. University of Southern Maine. Little East Conference Game. Away.