At RFC's Henry Barnard School:

Handicapped Kids Benefit Non-Handicapped

by George LaTour

Having physically handicapped children attend school with non-handicapped or "normal" children is apparent to be beneficial to those with handicaps, but may be even more so for those without.

This is the conclusion one draws after talking with teachers at Henry Barnard School where children from the Rhode Island School for the Deaf are being "mainstreamed" into the regular classrooms under a program started in the 1974-75 school year that is proving amazingly successful for both handicapped and non-handicapped children.

"Some parents think this is the greatest thing that ever happened to their children," assures Judith M. Kelly of Rumford, assistant professor of home economics at Henry Barnard.

And she's not kidding about parents of the handicapped.

"We're getting a very interesting feedback back from the parents of our Henry Barnard students," says Kelly, who indicates strong evidence of a growing acceptance, understanding and warmth of friendship for the handicapped not only among the non-handicapped students, but their parents and the teachers themselves.

"Some lasting friendships have developed. Some of the children are no longer together in class and are still keeping in touch," she said, with some surprise and genuine gratification.

"It's Helpful To Us Too"

"Certainly handicapped children have benefited, but we think it's helped us too," she said in reference to her students and fellow teachers. She suggested this was, perhaps, the acquiring of a "special sensitivity" to the handicapped.

"We've had some parents request that their children be included in our group and have been disappointed when they couldn't," assuules Kelly. The mixed groups of deaf and normal hearing children have been limited to no more than 12 in number.

The program at Henry Barnard got its impetus in 1977 when a federal grant was given to the school for the deaf for Project Options which "opened the door for mainstreaming" the deaf children into regular classes, said Dr. Richard E. Sevey, Henry Barnard principal.

Henry Barnard was one of several schools, including Wmman Junior High in Warwick, Martin Junior High in East Providence and the Davies Vocational School in Lincoln, the school for the deaf uses to mainstream their younger.

"The idea of mainstreaming is to help these handicapped children to begin to function in a normal environment. So long as they proceed in a limited environment, they feel safe," said Sevey. But, he added, "we also felt that having some deaf children would be good for our children - to give them exposure to children different from themselves."

Can Be Happy

"Our children are seeing that children with handicaps can be happy and you don't have to feel sorry for them. They're seeing that people - no matter what their handicaps - can be successful but in a different way," pointed out the school principal who resides in Green- ville.

Other children, also handicapped but more severely so, attend an industrial arts workshop at Henry Barnard which is given in the true sense of the word - by Joseph P. Tannemuller of Johnson, professor of industrial arts.

Started last academic year as a pilot project, there are now three classes of five children each - all with multi-handicaps - learning to work with their

(Continued on p. 4)

As Deadline Approaches.

Curriculum Unit Reviews COGE Report

With three of seven sections approved, the curriculum committee continues to consider the recommendations contained in the report of the committee on general education (COGE). Devoting entire meetings, which run nearly all day (rather than usual two hours scheduled for regular meetings) the curric- ulum committee has given its sanction to recommendations which (I) expand the official philosophy underlying the general education program at RIC, (II) state the goals of the GE program, and (IV) contain the core curriculum for GE with the exception of one section, recommendation III, which deals with pre-requisite learning skills, has been sent back to the COGE for that group to re-examine its feasibility according to Dr. Joan Glazer, professor of elemen- tary education and chair of the curriculum committee. The section of Recommendation III, which has been approved contains a career focus. Glazer explained that the approved

(Continued on p. 4)

Offers A 'Second Shot'.

UEC Thriving In New Home

by Laurence J. Sasso, Jr.

While many similar operations born at the same time as Rhode Island College's Urban Educational Center (UEC) have ceased to exist, withering in the changed social and economic climate of the 1970s, the UEC has continued to grow and thrive. Its endurance and success can in part be attributed to its flexibility, but also to a continued awareness of its roots says its director, Charles Walton. He explains that the UEC has been able to survive by adapting to the shifting needs and priorities of Rhode Island's inner city and its disadvantaged population. Perhaps surprising is the fact that, at least in part, that adaptation has occurred through the examination of the original purpose of the center. Today, setting into new quarters at 126 Somerset Street in Providence, the UEC is enjoying its highest enrollment ever.

"When I was appointed director, I made a decision that we had to go back to basics and grow and go ahead at the UEC," Walton relates. He says that the staff were quick to the history of the center's origins to get the ideas for the Educational Opportunities Center (EOC) and the Associates Degree Pro- gram, currently of the UEC's busiest programs.

Part of Entry

Established in 1968 in the aftermath of Martin Luther King's assassination, the UEC was conceived as a tribute to the late leader of the black community. Found- ed as an inter-agency effort of the state's three higher educational institutions, the UEC was formed to serve educationally disadvantaged minorities, primarily in the inner city of Providence. The mission was to offer a "port of entry" for these minorities into higher education.

Walton one time characterized the center as "the last of the good guys."

(Continued on p. 2)
Fellowship, Research, Program Support Deadlines

The Bureau of Grants and Sponsored Projects has announced the following fellowships.

**The Consumer's Education Program** supports projects that improve the dissemination and implementation of special programs designed to help people function more effectively and in their roles as consumers. Applications are due by Feb. 2.

**To insure that colleges and universities have the capabilities for introducing undergraduates to currently important sciences and technological developments, and for developing improved approaches to the presentation of scientific concepts and applications, the NATIONAL SCIENCE FOUNDATION funds the Local Course Improvement Program.** Approximately 110 awards of no more than $30,000 will be made during the current round of funding. The deadline for submission of proposals is Feb. 15.

**The NATIONAL INSTITUTE OF EDUCATION has announced a Jan. 27 deadline for proposals to the Teaching and Learning Research Grants program.** Proposals should address issues in one of the following categories: Language and Literacy, Reading, Teaching in School Settings, Teaching in Out-of-School Settings, or Testing/Evaluation.

**The Health Services Administration’s BUREAU OF COMMUNITY HEALTH SERVICES is accepting applications from colleges and universities for specialized training of health professionals in maternal and child health.**

In New Home

(Continued from p. I)

**WHAT’S NEW(s) at RIC**

**Editor**

Laurence J. Sasso, Jr.

**Editorial Assistant**

George LaTour

**Staff**

Peter P. Tobia, Photographer

Audrey Drummond, Secretary

**Student Staff**

John P. Rufe, Writer

Mark D. Poiter, Writer

Denise Moffat, Typist

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**Last Issue**

This is the last issue of What’s News at RIC until Jan. 19th.

**Human Development (NIH)** plans to issue three requests for proposals on the following research topics:

1. Research on the Effects of Fertility on Changing Roles of Women and Men
3. Changing Patterns of Household Structure

**The deadline for submission of proposals to the Arts in Education Program is Feb. 27, 1981.** Under this program, grants are awarded to establish and conduct programs in which the arts are an integral part of elementary and secondary school curricula. Statewide projects, urban or large community projects, and rural or small community projects are particularly encouraged. The regulation requiring that at least four major art areas be addressed has been deleted.

**The CENTER FOR POPULATION EDUCATION has announced a Jan. 27 deadline for proposals to the Teaching and Learning Research Grants program.** Proposals should address issues in one of the following categories: Language and Literacy, Reading, Teaching in School Settings, Teaching in Out-of-School Settings, or Testing/ Evaluation.

**The Center for Social Organization of Schools at John Hopkins University is offering Fellowships in Educational Research.** The awards are for 12 months and include travel and living expenses plus a minimum research necessities stipend. The deadline for application is Feb. 1.

**The AMERICAN ANTIQUARIAN SOCIETY has announced a competition for four Visiting Research Fellowships during the year Jan. 1, 1981 - May 31, 1982.** The awards are for 12 months and include travel and living expenses plus a minimum research necessities stipend. The deadline for application is Feb. 1.

**DOHERTY FOUNDATION Fellowships for Latin American Study support field research in the areas of anthropology, economics, geography, history, politics and sociology. The awards are for 12 months and include travel and living expenses plus a minimum research necessities stipend. The deadline for application is Feb. 1.

**The CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS at John Hopkins University is offering Fellowships in Educational Research.** The awards are for 12 months and include travel and living expenses plus a minimum research necessities stipend. The deadline for application is Feb. 1.

**In New Home**

(Continued from p. I)

descriptions which no doubt would have pleased the late Charles Foster. Later received an honorary degree from RIC, Foster was a community leader instrumental in the planning for the UEC. He obtained from RIC the services of Dr. Roy Houghton, professor of philosophy and Foundations of education, as the UEC’s first director.

In 1968, dedicated to the building on Somerset Street in Providence’s South End, the UEC has occupied four stories since it was created. The latest is the largest and most equipped facility it has ever had. A former school building owned by the Catholic Diocese of Rhode Island, it was the headquarters of the Opportunities Industrialization Center until that organization moved to a new building. The UEC has 14,500 square feet of usable floor space in its new home, an increase over its prior location of 8,500 square feet.

**Waiting List**

They need it all. With enrollment in its various programs standing at approximately 1,000, the UEC will utilize all of the available classroom, office and meeting space.

The enrollment figures cited by Wolffe don’t reflect the large number of people who come into the center for information, he points out. There is a large number of area residents who come by seeking to learn about opportunities. Some are referred to other agencies and some keep in touch with UEC until they are able to find work. Currently there is a waiting list of more than 100 people who cannot be accommodated in the center’s various programs at the present time. The deadline for submission of proposals is Feb. 15. ***

**The deadline for submission of proposals to the Arts in Education Program is Feb. 27, 1981.** Under this program, grants are awarded to establish and conduct programs in which the arts are an integral part of elementary and secondary school curricula. Statewide projects, urban or large community projects, and rural or small community projects are particularly encouraged. The regulation requiring that at least four major art areas be addressed has been deleted.

**The NATIONAL INSTITUTE OF EDUCATION has announced a Jan. 27 deadline for proposals to the Teaching and Learning Research Grants program.** Proposals should address issues in one of the following categories: Language and Literacy, Reading, Teaching in School Settings, Teaching in Out-of-School Settings, or Testing/Evaluation.

**The Health Services Administration’s BUREAU OF COMMUNITY HEALTH SERVICES is accepting applications from colleges and universities for specialized training of health professionals in maternal and child health.**

**OPEN HOUSE**

"It will be a joyous occasion," said Charles Wolffe, director of RIC’s, Urban Education Center, announcing the open house. The UEC, Scheduled for Jan. 17, 1981, the university of Dr. Martin Luther King’s birthday, the event will offer a variety of activities for all ages. Beginning at 4 p.m. and running until 7 p.m., it will include both indoor and outdoor activities, an exhibit, puppet shows, a film on the life of Martin Luther King, dramatic presentations and tours of the center’s new home at Providence’s University Street, Providence. There will be plenty of refreshments, and the UEC staff hopes that everyone who can possibly get there turns up to share in the celebration. Come and rejoice.**
RIC Cares

"Nobody comes to see us," is the chief complaint of Rhode Island's elderly, confining them to some 40 nursing homes around the state. "They're lonely and they're bored," says Joseph D. Graham, associate professor of communications and theatre and director of a theatre workshop "for and with senior adults" that has toured several of these facilities (for the aged and infirm) in the past couple of months.

Some 17 people in the workshop ranging in age from their 60s to their 90s have "attracted quite a bit for it." The "aged community" that is doing great work in this field, Graham said, is "familiar with the older of giving their time, talents and love."

"They're lonely and they're bored," Graham said. "They need it all. With enrollment in its various programs standing at 3,600 students to currently".

A few of these sanctuaries for the aged. "These people really enjoy our entertainment "to the slapstick and "we encourage them to have a great deal of fun," he added.

Recently relocated to the building on Somerset Street in Providence's South End, the UEC has occupied four sites since it was created. The largest to the youngest and most equipped facility it has ever had. A former school building owned by the Catholic Diocese of Rhode Island, it was the headquarters of the Opportunities Industrialization Center until that organization moved to a new building.

In New Home
(Continued from p. 1)

The Bureau of Grants and Sponsored Projects has announced the following projects.

Human Development (NIH)

- The Consumer's Education Program supports the development and implementation of special projects designed to help people function more effectively and in their roles as consumers.


- Changing Patterns of Household Structure.

The deadline for submission of proposals is Feb. 2.

- Preliminary proposals for the Comprehensive Program of the FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION are due by Jan. 6, 1981. Proposals should be no larger than 48 hours, a fact-finding project, and be self-sufficient. The FUND has described its "Agenda for Higher Education" in its latest report.

- The CENTER FOR POPULATION RESEARCH of the NATIONAL INSTITUTE OF CHILD HEALTH AND human development plans to issue three requests for proposals on the following research topics:

  - Changing Patterns of Household Structure.

The deadline for submission of proposals to the Arts in Education Program is Feb. 27, 1981. Under this program, grants are awarded to establish and conduct programs in which the arts are an integral part of elementary and secondary school curricula. Statewide projects, urban or large community projects, and rural or small community projects are particularly encouraged. The regulation requires that at least four major arts areas be addressed in the plan.

- The NATIONAL INSTITUTE OF EDUCATION has announced a Jan. 27 deadline for proposals to the Teaching and Learning Research Grant program. Proposals should address issues in one of the following categories: Language and literacy, Basic Cognitive Skills, Teaching in School Settings, Teaching in Postsecondary Settings, or Testing and Evaluation.

- The Health Services Administration's BUREAU OF COMMUNITY HEALTH SERVICES is accepting applications from colleges and universities for specialized training of health professionals in maternal and child health. Applications are due by Feb. 1, 1981.

- Doherty Foundation Fellowships for Latin American Study support field research in the areas of anthropology, economics, geography, history, politics and sociology. The awards are for 12 months and include travel and living expenses plus a minimum research stipend. The deadline for applications is Feb. 1, 1981.

- The CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS at Johns Hopkins University is offering Fellowships in Educational Research. The awards are to provide for specialized training and advanced research on selected topics. The purpose of this program is to provide for the study of the sociology of education and related areas. The deadline is Feb. 28, 1981.

OPEN HOUSE

"It will be a festive occasion," says Charles Walton, director of RIC's Urban Education Center, describing the annual open house at the UEC on Saturday, Jan. 27, 1981, the anniversary of Dr. Martin Luther King, Jr.'s death. The event will offer a variety of activities for all ages. Beginning at 4 p.m. and running until 7 p.m., it will include jazz and concert music, storytelling, arts and crafts, exhibition, puppet shows, films on the life of Martin Luther King, Jr., discussion presentations and tours of the UEC's new home at 122 Orange Street. The Center is located in a house that will be the printing press and other tools designed to help people function more effectively and in their roles as consumers. Currently, there is a waiting list of approximately 600 people who cannot be accommodated in the center's various programs at the pre-
In New Home

(Continued from p. 2)

sent budget and staffing levels according to Walton. There are also programs to prepare students for the GED tests, adult basic education classes, and advanced placement programs which combine English language skills as a second language and high school equivalency in Spanish. Additionally, the center has a comprehensive program to develop the skill set of self-improvement courses. Clients at the center can also take RIC level courses and send budget and staffing levels according to Walton.

The Highest Volume is to UEC

"We are still lacking key staff members for the job that needs to be done," Walton concedes. He cites the fact that there are two counselors on staff for the 1,400 clients the center serves.

"The UEC hasn't had a significant increase in its budget in the last several years," Walton says, "so we have to support a great deal of our programs by charging students. This year, for example, we have a grant from the state appropriated $17,700 for the UEC in 1972 and this year the appropriation dropped to $10,000. Starting this year it's been a real problem to meet our financial obligations for the center.

Further documenting the demand for the center's services, the affiliated director observed that of the 172 people in the state offering GED testing the highest volume occurs at the UEC. Eighty percent of those tested come from the immediate area in South Providence.

Also accounting for the high enrollment in UEC programs are the grant-funded projects. The Associate Degree Program which resulted from a collaborative effort between RIC and the UEC and the Community College of Rhode Island offers courses which come and minorities from Providence's inner city.

Maryanne O'Shea, Project Success.

"We are giving them the second shot," he adds.

Hispanics and Indochinese, a situation which occurs through necessity but provides vocational oriented capability would be strengthened if RIC would assign faculty members to the center "in load." Walton points out. Providence's Adult Education Program testing program. The upshot has been an increase in the number served by the UEC. Walton feels that the center is coming "on its feet" as well as she used to and would talk to its about using it as a model of inter-institutional collaboration nationwide.

"Lab" For New Concepts

The Associate Degree Program is attended by 174 students in classes at the UEC to degrees conferred by CCRI in business administration, electronic computer technology, and social service.

The EOC, also an innovative project, assists clients in preparing applications for financial aid, pre-employment help, a services as a recruiting and counseling pool for the EOC's and Rhode Island College. The UEC, and operates a telephone "hotline." In its first year of operation the EOC resulted in a three-fold increase in numbers served by UEC. All who applied. About 1,300 were helped in preparing applications for admissions, financial aid, and job placement.

What's News reported on the EOC in the Nov. 3 issue. An article focusing exclusively on the Associate Degree Program is planned for Jan., 1981.

Identifying the largest population for a good part of the UEC's programming as the "older than average student" Walton said that the UEC is a "lab" for trying out new concepts, a place to work with the older population. He said that he hopes that the UEC will be able to keep on providing services to the people who receive services through EOC.

"Footsteps In Community"

"A great deal of mixing goes on here, some real hard-holding experiences," he observes. "A lot of people aren't even aware that they enter that room and we don't have a lot of time to explain what it is, and what they are there for."

The largest low income housing facilities in the city are within 5 or 6 blocks of the center. Walton points out. Providence's Adult Education Program has experienced backlogs which resulted in the assessment of a fee for its GED testing program. Walton feels that the center is centrally located for most of the students and being enrolled and very well lighted "people feel safer than on an open campus."

"It's very friendly," said Miss Breault, to which Mrs. Ethel Houston added, "There's a real academic atmosphere and the students and the staff and the counselor, seems especially helpful and well lighted." Walton points out.

Many of the students sharing the same core of being economically underprivileged homes to study together which is proof positive that the UEC is more than just a center for the wealthy.

It has become "in the minds of the students more like a community center where friendship services as the incentive today and hope lights the way for tomorrow."

STUDYING TOGETHER at the UEC are (l-r) Betty Newsom, Anita C. Breault and Mrs. Ethel Houston, all participating in the associate degree program.

"I Want Better Things"

Anita C. Breault of Pawtucket is one of 134 adults in the Urban Educational Center who "wants better things out of life.

"Feel up" with nursing as an LPN and an eligibility and employment passport receiving a work-related back injury last year, she's been taking English composition and basic accounting at the UEC to qualify as a hospital administrator.

The combining of two "careers" - nursing and business administration - or attempts to change careers are what motivates some of the students. Mrs. Betty Newsom has some social work but now "can't get around on my feet" as well as the need to work as an office clerk.

When asked how old she is, Mrs. Newsom said, "I'm 63." The interviewer remarked, "That's not bad. You've got a long way to go yet."

"The day will be shot back," "That's why I'm here," Mrs. Newsom resides in nearby South Providence and can walk to the center "when I have to."

For many of the associate degree students, taking courses at the UEC is more a matter of cost than convenience. The college-level courses per se are free. There is a registration fee and other administrative costs that total between $20 and $40 and the cost of the textbooks that each student must buy for him or herself.

But, for those out of work for one reason or another and, hence, on a very restricted budget, the college is "deadly" to them. It's a ride to the center. "That's why I'm here," Mrs. Houston who continues to come each week.

"I Want Better Things" is directly attributed to the evening course which she shot back: "That's why I'm here." Anita C. Breault and Mrs. Ethel Houston, all participating in the associate degree program.

Jose Gonzalez To UEC Post

Jose Gonzalez, 26, of 12 Ruby Street, Providence, has been appointed as a counselor at the Urban Educational Center.

Gonzalez, who has been employed in a CETA program at the UEC was named to the staff of the center prior to Dec. 1. A 1976 graduate of Rhode Island College, Gonzalez holds a B.A. in social work and a master's degree in bilingual-bicultural education from Rhode Island College.

While at RIC as a student, he was active in the college's Latino Cultural Club, a cultural arts organization of which he was the first student advisor. He also helped form the Latin American Students Organization at the college. As a graduate student he worked for the office of continuing education and later he was employed as a senior counselor in the special services program.

Jose Gonzalez employed as a senior counselor in the special services program.

"It's wonderful," says Breault who attended the UEC classes three nights a week (from 6:30 to 9:30), but until things get better for her financially, "this is free for me now."

Anita heard about the UEC program by word of mouth as did Mrs. Ethel Houston of East Greenwich. The "word of mouth" came from Mrs. Houston's daughter, Kathy, who wanted to take a course or two herself but simply needed a ride to the center.

She talked her mother into taking a course so they could drive together; "then she dropped out and I became even more interested," said Mrs. Houston who continues to come each week for an accounting course.

All three women have high praise for the UEC and its staff and the staff's concern for their students' welfare. Of particular note is the security provided in the person of Walter Smith, a security guard who lends a feeling of safety to (the students, particularly the women who make up the evening classes) passing through an area so particularly well lighted.

"This is the neighborhood we draw from," pointed out Hernandez. It is centrally located for most of the students and being enrolled and very well lighted "people feel safer than on an open campus."

"It's very friendly," said Mrs. Breault, to which Mrs. Ethel Newsom added, "There's a real academic atmosphere and the students and the staff and the counselor, seems especially helpful and well lighted."

Many of the students sharing the same core of being economically underprivileged homes to study together which is proof positive that the UEC is more than just a center for the wealthy.

It has become "in the minds of the students more like a community center where friendship services as the incentive today and hope lights the way for tomorrow."
hands on specially designed equipment. There's no grant funding involved in the workshop. About a year and a half ago, Town Hall simply called the Meridian Street School and "asked if they wanted to send some kids over." It won't long before they arrived - some blind, some confined to wheel chairs with cerebral palsy - and have been attending the classes ever since for one hour per week, the time donated by Tumminelli.

**Had Similar Effect**

At this point it's not a case of mainstreaming as the Meridian Street School children do not take the classes with non-handicapped children, but the results of their weekly visits have had an effect on Tumminelli similar to that produced in the teachers of the deaf, their regular students and the students' parents.

"I've worked with these children I've developed more tolerance for non-handicapped kids. They have a stick-to-tivities that inspires you," he added with a touch of amusement, adding, "The more you do it you get pushed you on to greater things."

The teachers at Henry Barnard had taken steps to prepare themselves for mainstreaming the hearing impaired children in what looked like might be a ticklish project. One series the apprehension they must have had, not having any previous experience with deaf children.

A series of steps was taken to facilitate the process of what was then thought would be the "coping" with the deaf: an introductory sign language course for the teachers, an exchange of letters between the children at Henry Barnard and those from the school for the deaf; little spent explaining deafness and hearing aids and, through the use of games, the teaching of simple "signs" to the Henry Barnard children and, finally, some preliminary meetings wherein the children from each school spent an hour and a half each week sharing an activity period or site alternating between the schools.

**Day of Reckoning**

In anticipation of the initial merging of the two groups into a semi-structured class environment, finger spelling some simple sign language became part of the Henry Barnard group's daily activities. The day of reckoning approached.

Some initial experimentation which involved, at one point, the making of Halloween masks by the children from both schools proved "a disaster."

In an article outlining the early stages of the program written for Education Unlimited, teachers Haven Starr of North Providence, Judy Kelly, Elaine DeFusco of Providence, all of Henry Barnard, and Julie White of the school for the deaf, said, "We learned from this and several other activities that there was too much tension and they were just not comfortable with each other at this point."

They learned that a less structured activity and one involving the requirement of less skills was needed. From there it was decided to have the children do what children like best - play.

Consequently, a non-competitive non-verbal "socialization" under the guidance of Starr took place where the children were just allowed to get to know one another via playing of games.

"We wanted to avoid the contrived and forced situation that had been created by our early mask making and other sessions which had required a lot of "communication," reported the teachers.

Through non-competitive and non-verbal games, the children could meet on equal footing and not experience the tenverbal games, the children could meet on other sessions which had required a lot of "communication," reported the teachers.

"You'd be amazed how many of our kids are already familiar with the deaf alphabet because of Sesame Street," said Kelly.

"They accepted each others' limitations but were not intimidated by them. We can really see the deaf children blossom in confidence," said Kelly, adding, "the most important thing that has developed is the feeling among the children that "we're all kids. It's not a case of you're deaf and I'm not or the other way around."

"The stress here isn't on the differences. It's on the similarities," said Sevey.

He says his students are learning that "we all have handicaps but in different ways. A handicap isn't always obvious and doesn't necessarily impede. It just means we all must learn to operate in our own way."

After nearly three years of mainstreaming, "we're finding we're giving something to them," said Sevey in reference to the deaf children, "they're giving to us and we're sharing in a very deep sense."

This "sharing," he explains, is the feeling, being impaired whether consciously or unconsciously, that "handicapped or not - we're all basically alike."

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**Contract Signing Set**

The agreement between the Urban Educational Center and the Opportunities Industrialization Center to operate the Educational Opportunities Centers jointly will be signed on Jan. 7 at 10 a.m. at the UEC. Dr. David E. Swett, RIC president, and Michael VanLeesten, director of OIC, will take part in the contract-signing ceremony. Roberto Gonzalez, director of the EOC, will be present as will the advisory board members of the two organizations.
What’s News Photos
by
Peter P. Tobia
RIC Home Base For Brazilian Visitors

Three representatives from Brazil recently concluded a 12-day visit to Rhode Island and were courtesied at the Federal Hill College and the Rhode Island College during their stay. They were guests in Rhode Island under the auspices of Partners of the Americas, a private, non-profit corporation which supports closer relations between the United States and Latin American countries.

David E. Sweet, RIC president, is currently "agent in charge" for the corporation in Rhode Island and as such served as host to the three visiting faculty members.

Representing Sergipe, Brazil’s smallest state, were its international relations group’s leader, Dr. Jose Hamilton and Jackson Sauce, Sergipe’s trade counselor in the U.S. Hamilton is a psychiatrist who owns his own clinic and serves on the faculty of Federal University of Sergipe, and Sauce is with the State Ministry of Education and Tourism.

The trio lived in RIC’s residence halls while in Rhode Island and were exposed to a variety of cultural, educational and governmental activities during their stay. A meeting with Governor J. Joseph Garrahy and Dr. David E. Sweet led to discussions of possible exchange visits between Rhode Island leaders and officials from Sergipe.

Sweet pointed out the potential for further cultural, educational and governmental ties as well as educational ties between the two states, noting the strong potential of the jewelry industry to the Rhode Island economy and the fact that Sergipe is a major producer of precious gems.

Garrahy, in turn, expressed interest in educational and commercial exchange programs with Sergipe and said he would like for the Rhode Island state Senates to indicate that the governor of Sergipe would be welcome to come to Rhode Island in July, 1981.

COGE Report

(Continued from p. 1)

section will essentially maintain the college’s current policy regarding writing admissions procedures and hence need not be modified. The curriculum committee is to get the curriculum established, excluding that it can be modified as practice indicates once it is in place.

The proposed general education program outlined in the recommendations of the COGE was adopted on campus Sept. 9, 1980. Glazer said that copies are still available on request.

To Appear on T.V.

A representative or two from RIC’s Rehabilitation Counseling Education program will appear on Channel 36 WSBE, this Friday evening at 7 o’clock, to discuss what’s being done to help the handicapped. The theme of this week’s show, entitled “The 13th State,” is Glenn Russell, 15, a student at the Rhode Island School for the Deaf and the Deaf, who is one of the many students who have been discouraged from attending college.

The program is a weekly public service broadcast, and is produced by the RIC Counseling Education department.

Notes From Bernadette

by Bernadette V. Small

Workshop Site

The United States Department of Education (USDE) will hold a one day workshop at RIC on the impact of USDE’s newly issued “Education Division General Administrative Regulations” (EDGR) on January 19, 1981.

According to John C. O’Neill, director of the bureau of grants and sponsored projects at RIC, who arranged for the workshop to be held at the college, individuals interested in taking part should contact him no later than Dec. 10.

The primary focus of the EDGR workshop will be the interpretation of the regulations governing the submission, receipt, and funding of discretionary funded applications and/or programs.

To be conducted by experienced USDE region I personnel, the workshop will include these principal topics: (1) How to develop a competitive application, (2) A review of the USDE’s application review procedures, and (3) An outline of the responsibilities of a grantee and the granting agency.

The RIC workshop is one of five being held by the USDE’s regional offices and is open to all faculty and staff members.

Focus on the Faculty and Staff

What’s News at RIC

Workshop Site

The United States Department of Education (USDE) will hold a one day workshop at RIC on the impact of USDE’s newly issued “Education Division General Administrative Regulations” (EDGR) on January 19, 1981.

According to John C. O’Neill, director of the bureau of grants and sponsored projects at RIC, who arranged for the workshop to be held at the college, individuals interested in taking part should contact him no later than Dec. 10.

The primary focus of the EDGR workshop will be the interpretation of the regulations governing the submission, receipt, and funding of discretionary funded applications and/or programs.

To be conducted by experienced USDE region I personnel, the workshop will include these principal topics: (1) How to develop a competitive application, (2) A review of the USDE’s application review procedures, and (3) An outline of the responsibilities of a grantee and the granting agency.

The RIC workshop is one of five being held by the USDE’s regional offices and is open to all faculty and staff members.

Focus on the Faculty and Staff

What’s News at RIC

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French Suite for Clarinets
Ibert's wind Quintet.
written for conventional instrumental ensembles.
of French and American composers fare. The program will feature the music of French and American composers.
8:45 p.m. in Roberts Hall, Room 138.
No admission will be charged.
of chamber music for winds as part of Music Series • on Wednesday, Dec. 17 at 8:45 p.m. in Roberts Hall, Room 138.

Grants
by the National Endowment for the Humanities.
In what was termed as a rare occurrence, two members of RIC's anthropology geography department have been awarded one year grants of up to $22,000 each by the National Endowment for the Humanities.
Recipient are Dr. Terence E. Hayes and Dr. Richard A. Lobban, Jr., both associate professors.
Sandra L. McCrea, assistant director of the bureau of grants and sponsored projects, said that over 9,000 persons apply annually for the NEH grant which provides opportunities for teachers "to develop and improve their understanding of their fields." Of these, she pointed out, only one in nine receive the grants.
"Competition is very stiff," for these grants, said Dr. Sheri L. Smith, assistant dean of arts and sciences.

Come Audition
The RIC Alumni Association will hold auditions for The Entertainers on Jan. 24 and 25 from 1 p.m. to 4 p.m. A delightful Beijing style production replete with song, dance and vignettes, the show was written and will be directed by David Payton, class of 1977.
The auditions will take place on campus by appointment only (rooms have not yet been scheduled). Call backs will be on the night of Jan. 25.
Those who audition should bring a pre-recorded tape of a broad reading in character interpretation. Auditions will last 10 to 15 minutes. A piano and accompanist will be present but those auditioning may bring their own accompanist if they wish.
The production will run from April 1 to April 5 in the Student Union Ballroom. The show calls for a large cast. Auditions of all ages and backgrounds are invited to try out.
To set up an audition call the office of alumni affairs at 456-8080.

Chamber Music Slated
Chamber music ensembles from the American Band will present an evening of chamber music for winds as part of the Rhode Island College Chamber Music Series on Wednesday, Dec. 17 at 8:45 p.m. in Roberts Hall, Room 138.
No admission will be charged.
The concert marks a departure from the American Band's regular concert fare. The program will feature music of French and American composers written for both conventional and unconventional instrumental ensembles.
The French school will be represented by the music of Yvonne Desprairies French Suite for Clarinets and Jacques Ibert's Trois Pièces Breves for Woodwind Quintet.
The American school will be represented by Arthur Fracken­ pohl's First Brass Quintet and John Cheatham's Scherzo for Brass Quintet. Also performing American music will be a suite quartet in Robert Beaudet's Three Sketches.
The program is being coordinated by Dr. Francis Marciniak, conductor of the American Band and professor of music at Rhode Island College. Members of the band who will be performing are: Cynthia Ladd, Patricia Allison, Maria Latimore, Diane DeBarros, Rush Gould, Linda Ponsolle, Ronald Cardillo, Susan Wescott, Robert Inoue, Henry Homay, Kevin Kane, Colin Kane and Steven Noel.

Scholarship Awards Marked
In recent weeks Rhode Island College has had the pleasant task of awarding scholarship funds to six students through two different programs.
In late November the RIC Associates, the college's organization of parents of students and friends of RIC, presented its annual awards to outstanding scholars. Four students selected on the basis of credits earned at the college, quality points and cumulative average, were chosen for the associate's awards. Top scholars in each of the three upper classes are picked. Awards are $200. Senior recipient was Mark Capasso. Gail Danella received the junior class award and the sophomore award was shared by Vera Masura and Mary Ellen Money. All of the recipients have perfect 4.0 averages.
Also presented by the college in early December were the Elizabeth S. Carr Trust Fund Scholarships. Two awards of $150 each were made under the terms of a trust fund established by the estate of the late Roy E. Carr in memory of his daughter Elizabeth, a teacher who died at the age of 31 in 1960. The scholarships are intended to carry on her interest in teaching, especially in the area of young children, in kindergarten, first and second grades. Roy E. Carr was a former trustee of state colleges.
Receiving the Carr awards were Debra L. Whithere Higgins, class of '81, and Roberta Jean Kay, class of '82. John S. Foley, executive director of advancement and support presented the awards. The RIC Associates Awards were presented by Foley, and Holly L. Shadoum, director of alumni affairs, in conjunction with Frank Spedelli, president of the RIC Associates.

AWARDS: Recipients of Elizabeth S. Carr trust fund scholarships (top photo) with John S. Foley, executive director of advancement and support, are Roberta Jean Kay and Deborah L. Whithere Higgins. Also in photo is Dr. Richard A. Green, chair of elementary education. Receiving RIC Associates Awards (lower photo) as Frank Spedelli (left), group president, looks on, are Vera Masura, Gail Danella and Mark Capasso. At right are Holly L. Shadoum, director of alumni affairs, and Foley.

Happy Holiday Season
From The Staff of What's News at RIC
Page 8

Through Cooperative Ed: Students Learn and Prosper

by John Razo

If I had a penny for every time someone questioned the practicality of my liberal arts education, I could buy a brand new, hard cover edition of Ulysses. We’ve all heard tales of academicians who are generally employed as dishwashers and cab drivers as they await the coming renaissance.

For years, graduates have poured out of colleges and universities, knowing only the demands of their classes - or, if they were talented easily found employment in those fields, or in the case of artists - took menial jobs until their work was recognized. But the majority of liberal arts graduates either battled for secondary teaching posts, took professional positions in other fields, or applied to graduate school.

Another Option

The Rhode Island College Department of Cooperative Education offers students the option of participating in the program. Established in 1973, the office helps enrolled students find work relevant to their fields of study. In the process, the students may simultaneously earn a maximum of 24 undergraduate credits, or where applicable, six graduate credits. Depending on the individual’s field of study, the credits may fulfill major or elective requirements.

In its five years, the co-op program has expanded from an initial enrollment of eight students to last year’s total of 252. Coordinator Ellen Weaver-Penner, who manages to squeeze 12 hours of work into an eight hour day, estimates that well over 200 students will participate in the program over the 1981 academic year. As coordinator, Ellen concerns herself largely with job development, a task which makes the non-academic world aware of co-op services, and which puts the right students in the right places.

On The Telephone

Ellen spends much time on the telephone. She employs the power of persuasion, somewhat like a sales pitch, in selling the program to prospective employers. Some give it a try and others need convincing. Persistent and unswerving, Ellen returns. She appears and attitude, Ellen approaches her job with the zeal and conviction of a labor organizer. She is assisted in job development by Dr. Earl Stevens of the RI English Department and Dr. John Crenson of the Elementary Education Department.

According to Co-op director, Dr. John Crenson, the department pursues a number of avenues in recruiting possible employers. When asked about assistance and cooperation of other campus employment offices, he responded, “The office of student employment and career services have been very helpful to us.”

Career Choices

For others the program offers the opportunity to articulate and confirm their career choices, and the merit of a particular program. At the end of each semester, students have the chance to evaluate their employer, instructor, and the entire program.

With the program, the co-op administrators are steadily looking for ways to improve, as well as expand their services. Presently, RIC is the only state college to offer an unsubsidized cooperative education program. Last year’s enrollees earned $385,000 through the program, at an average of $2,500 per placement. Most of the students were on the direct payroll of the employer.

RIC’s successful program can and will be used as a model for other college co-op programs. In April Dr. Blanchard will speak at a regional conference on cooperative education attended by members of the academic and business communities.

Giving skills off-campus, cooperative education has established new life into liberal arts at RIC.

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Warm Wishes for the Holidays

From an original sketch by Arlene Sweet

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Calendar Of Events

DECEMBER 15 - Beginning of Spring Semester, 1980.

TUESDAY, DECEMBER 16
1-2 p.m. Anchor Christian Fellowship Meeting. Student Union, Lounge F.

WEDNESDAY, DECEMBER 17
2-3:30 p.m. Anchor Christian Fellowship Meeting. Student Union, Lounge F.
2-4 p.m. Harbinson Music Series. Student Union, 3rd Floor.
4-5 p.m. WRTC Radio Meeting. Student Union, Room 310.
8:15 p.m. RIC Chamber Music Series. The program (for winds) will feature the music of French and American composers written for both woodwinds and conventional instrumental ensembles played by ensembles from the American Band. Admission is free and the public is welcome. Roberts Hall, Room 138.

FRIDAY, DECEMBER 18
1-3 p.m. School of Education and Human Development Meeting. Horace Mann Hall, Room 904.

SUNDAY, JANUARY 4
7 p.m. Men’s Basketball. RIC vs. Longwood College, Va. Away.

TUESDAY, JANUARY 6

WEDNESDAY, JANUARY 7
8 p.m. Men’s Basketball. RIC vs. Lynchburg College, Va. Away.

SUNDAY, JANUARY 11
10 p.m. “High hopes” Tounage. Tounage.

TUESDAY, JANUARY 13
8 p.m. Men’s Basketball. RIC vs. Eastern Nazarene, Away.

THURSDAY, JANUARY 15
4-7 p.m. "Alumni House, Rhode Island College" from an original sketch by Arlene Sweet.

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SATURDAY, JANUARY 17

7 p.m. Women’s Basketball. RIC vs. Westfield State College. Home.

SUNDAY, JANUARY 18
3 p.m. American Band Goes To The Circus. Francis Merciak, conductor. Roberts Hall, Auditorium.

1 p.m. Ceremony and Reception for Mid-Year Graduates Class of 1981. Donovan Dining Center.

MONDAY, JANUARY 19
7 p.m. Women’s Basketball. RIC vs. Clark University. Away.

TUESDAY, JANUARY 20
7 p.m. Gymnastics. RIC vs. Boston State College and Keene State. Away.

WEDNESDAY, JANUARY 21
7 p.m. Women’s Basketball. RIC vs. Johnson State College. Home.
8:30 p.m. Men’s Basketball. RIC vs. Western New England. Home.

THURSDAY, JANUARY 22
11 a.m.-4 p.m. Art Exhibition. Featuring Richard Lutiske, collage. Lutiske is represented by the O.K. Harris Gallery, N.Y.C. Art Center, Boston Society. 5:30 p.m. Women’s Basketball. RIC vs. Fitchburg State College. Away.
10 p.m. Performing Arts Series. Featuring Youg Egonian, Pianist. Admission is $6.50 general, $3.00 with R.I.D. Roberts Hall Auditorium.

SATURDAY, JANUARY 24
1 p.m. Wrestling. RIC vs. Worcester Polytechnic Institute and the University of Maine (Presque Isle). Away.
2 p.m. Women’s Basketball. RIC vs. Plymouth State College. Home.
2 p.m. Gymnastics. RIC vs. West Point. Away.
If I had a penny for every time some- one questioned the practicality of my liberal arts education, I could buy a brand new, hardcover edition of Ulysses. We've all heard tales of academicians who are gainfully employed as dishwashers and cab drivers as they await the coming renaissance. For years, graduates have poured out of colleges and universities, knowing only by dint of their skills and talents easily found employment in their fields, or in the case of artists and artists - took menial jobs until their work was recognized. But the majority of liberal arts graduates either bated for secondary teaching posts, took pro- fessional positions in other fields, or ap- plied to graduate school.

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The Rhode Island College Depart- ment of Cooperative Education offers that majority another option. Establish- ed in 1975, the office helps enrolled students find work relevant to their fields of study. In the process, the students may simultaneously earn a maximum of 24 undergraduate credits, or - where applicable - six graduate credits. Depending on the individual's field of study, the credits may fulfill ma- jor or elective requirements. In its five years, the co-op program has expanded from an initial enrollment of eight students to last year's total of 252. Coordinator Ellen Weaver- Porcaro, who manages to squeeze 12 hours of work into an eight-hour day, estimates that well over 200 students will participate in the program over the next academic year. As coordinator, Ellen concerns herself largely with job development, a task which makes the non-academic world aware of co-op services, and which puts the right students in the right places.

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While Ellen fields the questions and problems of student and employers alike in the cluttered Gaige Hall office, Dr. Blanchard spends a good deal of his time immersed in paper work. He is currently assembling a brochure "which makes the college more visible as a resource for employers." He also conducts a "Co-op 150" classroom course for freshmen and sophomores. According to Dr. Blan- chard, the classroom session "helps students establish realistic goals and gives them direction."

Operational Smoothly

The co-op office operates smoothly, especially when considering that the small staff must answer to over 200 students and nearly 150 agencies during the academic year. The successful opera- tion owes a great deal to secretary Phyllis Gath and to those faculty members who serve as seminar instruc- tors for co-op participants.

There are currently 12 seminar groups composed of co-op students from dif- ferent academic disciplines. At the weekly seminar sessions the students and their instructor discuss their placement, individual responsibilities, and the attainment of goals. All co-op students are re- quired to submit a learning contract, mid-term paper, oral presentation and a final paper. The seminar sessions are in- tended to link the student's job place- ment and academic program. At the seminar the students are given the opportunity to open up with one another and share problems. For some students the seminar group serves a sup- porter function: the assembly of fellow students and workers echoing and justi- fying complaints.

Career Choices

For others the seminar offers the op- portunity to articulate the reason behind career choices, and the merits of a particular program for the end of each semester, students have the chance to evaluate their employer, instructor, and the entire program. Within the program, the co-op ad- ministrators are steadily looking for ways to improve, as well as expand their services. Presently, RIC is the only state college with an organized and comprehensive cooperative education program. Last year's enrollees earned $388,000 through the programs, at an average of $2,500 per placement. Most of the students were on the direct payroll of the employer. RIC's successful program can and will be used as a model for other college co- op programs. In April Dr. Blanchard will speak at a regional conference on cooperative education attended by members of the academic and business communities.

Giving skills off-campus, cooperative education has provided a new life into liberal arts at RIC.

"Alumni House, Rhode Island College" From an original sketch by Arlene Sweet

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David and Arlene Sweet
Rhode Island College

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1-3 p.m. School of Education and Human Development Meeting. Horace Mann Hall, Room 604.

SUNDAY, JANUARY 4
7 p.m. Men's Basketball. RIC vs. Longwood College, Va. Away.

TUESDAY, JANUARY 6
8 p.m. Men's Basketball. RIC vs. Connecticut College, New London, Conn.

WEDNESDAY, JANUARY 7
8 p.m. Men's Basketball. RIC vs. Lynchburg College, Va. Away.

SATURDAY, JANUARY 10
10 p.m. Horizon (N.I.), Town Hall, Room 244.

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8 p.m. Men's Basketball. RIC vs. Eastern Nazarene. Away.

THURSDAY, JANUARY 15
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