Freshmen Class Is Largest Ever

Rhode Island College will have its largest freshman class ever when the 1981-82 academic year commences Sept. 8th with 1,950 first-year students.

This represents about a six percent increase over last year's freshman class and is some 20 percent higher than the freshman class of two years ago, reports James M. Colman, director of admissions.

Another record for RIC is the combined number of incoming freshmen, transfers from other colleges and readmitted students to RIC which will total 1,950, said Colman.

 Dorms were opened yesterday to welcome both incoming freshmen and some 446 upper-class students who had reserved single rooms on a first-come-first-serve basis last spring. The four dorms — Browne, Thorp, Weber and Willard — will house some 620 students this fall plus those doubled up in previously single rooms.

A proposed housing lottery last year to determine who would get single dorm rooms was contested by students.

A spokesman for the housing office said “some students have been doubled up in the dorms this year, but not as many as last year.” She asserted that “only freshmen” are being doubled up this year.

Exact figures on dorm occupancy were impossible to determine at this point as the numbers are fluctuating daily.

To meet the housing needs the college has evolved a plan to build a new dormitory and was authorized to spend up to $3 million via a bond issue of which approximately $2.4 million would go for actual construction and the balance for miscellaneous costs such as furniture and architectural fees.

A planning committee headed by William H. Hurry Jr., director of the center for financial aid and career services, has worked through the summer with the architects, all of whom are representing RIC.

Plans call for construction of a two-story dorm residence hall located north of Browne and west of Thorp with a four-story and a five-story wing.

“Call us when we need help” is the call for completion of construction by the fall of 1982.

William H. Lopes, executive assistant to the president, said the architect is finished with the design of the building and approval has been given by the fire marshal and building inspector of building plans.

“We are now in the process of soliciting bids from construction companies,” Lopes said.

The new dorm would house 214 students.

The record breaking freshmen class was attributed in part to a 12 percent increase in the number of Rhode Island freshmen in the class despite an approximate two percent decline in the number of high school graduates in the state last academic year, said Colman.

He said the figures “indicate RIC’s good reputation in Rhode Island as a public institution of high quality programs and friendly faculty.

“This is a good sign that we’re serving the people we should be — Rhode Islanders,” Colman said.

He pointed out that some colleges and universities — not all — are also showing a surprising increase in their freshmen classes this year.

“What has caused some colleges getting an increase we really don’t know,” he said, adding, “most anticipated a decline due to a smaller number of high school graduates generally and changes in the federal assistance to higher education.”

RIC Offers Courses to Homebound

By Margaret M. Keane

In a first for the state, Rhode Island College will use television, the telephone and the mail to enable its students to attend classes at the school from their homes or places of work.

Working with Channel 36 in Providence, the college, the Rhode Island's public TV station, and the National University Consortium, the school of continuing education and community service will offer a nine-credit course in psychology and a one-credit course in sociology.

Both courses will be open to persons working toward bachelor’s degrees. Students — homebound by work or family obligations, distance or illness — will receive a study package, watch nine lectures on Channel M (broadcast during the week and repeated on Sundays) and be in touch with the instructor regularly by telephone and mail.

The National University Consortium, administered by the University of Maryland and the Maryland Center for Public Broadcasting, is a non-profit group of colleges, universities and television stations that come together to meet the educational needs of adults in special circumstances. It is patterned on the distance learning systems developed by the British Open University and the BBC in 1969. That program now enrolls about 90,000 annually in degree programs.

Tuition for both new courses is $45 a credit hour plus a $12 general fee. Books and materials cost from $100 to $300. All credits will be transferred and be applicable to most colleges and universities.

Deadline for registration is Sept. 14. Fees are payable upon acceptance.

For further information, contact the school of continuing education and community service at 656-2010, or write the Dean’s Office, School of Continuing Education and Community Service, Room 314 Roberts Hall, Rhode Island College, Providence R.I., 02908.

Credit for Credit

"Will that be cash or charge?"

A department store? A specialty shop? A restaurant?

No. The bursar’s office during fall registration.

In an effort to increase flexibility in the paying of fees, RIC will join other colleges and universities in this state in accepting VISA and Master Card for in-person registration payments.

Personnel in the bursar’s office have been trained in all the intricacies of names and numbers, signatures and expiration dates, customer copies and bank copies.

Rhode Island Hospital Trust provided a representative for the instruction, Audrey Hefner, assistant bursar, said.

“We don’t expect any delays (because of the new procedure) in the registration process,” Mrs. Hefner said.

“We’ll have extra personnel and telephone lines (for obtaining charge authorizations) and two separate lines just for those using the charge.

So students who want to learn now and pay later can add this method to those that many use already, at least for this semester. The program is experimental, Mrs. Hefner said. If all goes well, it will be used in the future for mail as well as in-person payments.

CASH OR CHARGE: That is the question being asked by the bursar’s office of students making registration payments this year.

What’s News (Photo by Peter Tobia)

Encounter Program

Prepping for Success

By George LaTour

“You have to have a college education to be able to get through your first week as a freshman,” went the saying among incoming college students two decades ago.

Today, the picture is different. Quite different.

No longer does the need to guess which line to use for paying of fees, RIC will join other colleges and universities in this state in accepting VISA and Master Card for in-person registration payments.

“Plastic money” won’t be accepted at the bookstore, however. It’s still cash and carry there.

At least that’s the story at Rhode Island College and, indeed, at most colleges and universities today where programs have been established to better prepare students for college life.

At RIC an “Encounter” orientation program was offered in July for all new and incoming students and another this fall for all new and incoming students from other colleges.

The program, through a series of seven two-day cycles during which the new students had a chance to sample dorm life with an overnight stay at Thorp Hall, offered the new students an introduction to both the academic and social life at RIC.

It also gave the students a chance to meet one another and “break the ice,” as George Boretos puts it. He headed nine upper class student “spokesmen” who were responsible for 15 students each during the two days they were on campus.

After a “get-acquainted” meeting in the dormitory with one another and with their peers in the program, they met the dorms and, indeed, at most colleges and universities today where programs have been established to better prepare students for college life.

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(continued on Page 3)
Grants and Awards

Women’s Reentry Consortium at Polytechnic Institute of New York has awarded Rhode Island College a $2,000 grant to help fund its Women’s Reentry Program in Computer Science.

Dr. Ann E. Moskol, assistant professor of mathematics, is project director. Funding is for the period September 1, 1982 to August 31, 1983. Professor Moskol will work with a team involving Dr. George LaTour, dean of the faculty; Patricia Giammarco, affirmative action officer; Linda Greenwood, sex equity specialist from the state Department of Education; and Glen McManus, assistant professor of mathematics. Moskol will also discuss the specific educational needs with local computer industries and will seek paid internships for the reentry students. The program is designed to help women return to college and complete their education in the women’s reentry program, she said.

An intensive summer program is planned for next year to bring program participants’ math and computer skills up to an entrance level for college computer science courses.

In the fall semester of 1982 students will be able to enroll in a special one-credit computer science laboratory held in conjunction with an appropriate RIC computer science course.

Women eligible for the reentry program must have been out of college for at least two years and no longer be in the work force. The first priority will be those with a bachelor’s degree in math or science or evidence of quantitative ability, said Moskol.

Applications Sought For Fulbright Grants

Applications are still available to teach and study during 1982-83 under the Fulbright Teacher Exchange Program, the U.S. Department of Education has announced.

Elementary and secondary school teachers, college instructors and assistant professors eligible to participate. Exchanges are conducted with the United Kingdom, Germany, France, Switzerland, Denmark, Canada and New Zealand.

Basic requirements for application are U.S. citizenship, a bachelor’s degree and three years of teaching experience for one-year positions.

Seminars also will be held in 1982. Those eligible include teachers of the classics, German, Italian, world, Asian or Middle Eastern history, and area studies. Also eligible are social studies supervisors, curriculum directors, teachers and school administrators responsible for curriculum development.

Applicants must have a bachelor’s degree and two years of teaching experience. Applications are due by Nov. 1.

What’s New(s)

What’s New(s) at RIC

A RIC freshman and an assistant professor of anthropology/geography were subjects of television and radio interviews to promote the second issue of What’s News at RIC.

Gladyce Blackmore, president of Providence College, was interviewed on Channel 6 news after the story of her winning an audition with the Alvin Alley Dance Company, Providence Journal's Front Page on July 24th, and four photos in that day's Fine Arts Bulletin.

What’s New(s) at RIC is published weekly throughout the academic year by News and Information Services Laurence J. Sasso, Jr., director (on leave); George LaTour, acting director. News and submission of material for publication should be directed to News and Information Services c/o The Bureau (second floor).

FEEDBACK

Deadline

Deadline for submission of copy and photos is TUESDAY at 4:30 p.m.

Tel. 456-8132

Printer: The Beacon Press

Teacher Exchange Branch
Office of International
U.S. Department of Education
330 Lafayette St.
Washington, D.C. 20002

On campus, information may be obtained from Peter W. Harman, faculty Fulbright advisor, Gaia B.

Fund Grows By $4,000

The S. Elizabeth Campbell Fund, a fund within the Rhode Island College Foundation, has grown to more than $7,000 thanks to the generosity of her classmates, the June Class of 1931.

Mary Thornton Appleby, class president, and Robert Campbell, emeritus, of the department of elementary education presented a check for $4,000 to Dr. David E. Swearngin, chair of the department, at the commencement ceremony in May when the class celebrated its 50th anniversary.

The S. Elizabeth Campbell Fund was established in July of 1972 by friends and colleagues to honor Professor Campbell on her retirement after 46 years as an educator.

The endowment is used to support lectures and conferences of special interest to elementary, cooperating and student teachers.

Chief Justice Lauds Project Options

Rhode Island College's Project Options, which provides college courses to prison inmates and job search assistance upon their release, was given a morale boost this August from none other than the chief justice of the U.S. Supreme Court.

Marjum Z. Boyajian, Project Options coordinator, was a guest of Chief Justice Warren E. Burger's address to the George Washington University Law School and wrote him in praise of the program.

While writing she also took the opportunity to tell him something about Project Options and even suggested the chief justice might want to get involved, she said.

Burger wrote back:

"I am pleased to learn of Rhode Island College’s Project Options program which provides services of various kinds to inmates. The college is indeed to be commended for its positive approach toward education rehabilitation of offenders."

Project Options is part of the Continuing Education and School Services Division of RIC.
ENCOUNTERing Rhode Island College and its president, Dr. David E. Sweet, for the first time this summer are these incoming freshmen students.

Encounter Prepares for Success

(continued from Page 1)

sponsors, the students received a welcome from college President David E. Sweet, and then were guided through a series of meetings with various college officials, the aims of which were to give them a fair sample of what they can expect when they start classes Sept. 8.

Topics covered the spectrum of student life: study habits, time management, financial aid, extracurricular activities and the enrollment and registration. The people involved in Encounter, from the director and sponsors to the college administrators and seven selected faculty members, tried to anticipate all of the students' major concerns and questions.

Leading by Ther Hand?

You might think, perhaps, that colleges are, in effect, leading incoming freshmen by the hand. Maybe they should be exposed right off the experience of what it is like to have to fend for themselves in the cold cruel world as college freshmen a generation ago were expected to do.

The question is something akin to the pros and cons of "spare the rod and spoil the child." Kenneth P. Binder, acting director of new student programs and director of Encounter, says that first of all "we do feel the incoming freshmen are mature young adults." This is not to discount the fact that for some this is their first visit to RIC and/or their first time away from home. "Some do feel it's too regimented," said Binder from amid a huge stack of informational packets he distributed to each new student attending the Encounter sessions.

"They didn't have all their questions answered at Encounter. It will still be a challenge to them when classes start," he assured.

And, after all, is not part of college education learning to meet challenges and fend for yourself? It's a God-send.

Binder indicated that for most of the new students the Encounter program was most welcome. For the students' parents who were also invited to participate in a simultaneous program just for them, it was a God-send.

Does the Encounter director think that July was a little early to start getting ready for September classes? Not really.

"That was an appropriate time for the orientation," said Binder, noting that so much ground had to be covered for so many new students in the introduction and orientation that to have waited until the start of the academic year "would be too rushed."

Some smaller colleges do manage to fit in their new student orientation the first couple of days of the semester, but with over 1,000 incoming new students to RIC, Binder indicated such wouldn't have been practical or nearly as effective.

Certainly, the Encounter program and others like it at various colleges and universities nowadays is a far cry from things as they were 20 years ago and more when students were pretty much left on their own to make their way through the educational maze as best they could, and concerned parents were sometimes left in the dark.

Look to Your Left and Your Right

Back in their late '50s it was not uncommon for a college official welcoming new students the first day of the semester to make a startling comment sure to do anything but instill confidence in students and parents.

Something to the effect: "Look to the person on your left and on your right. Two out of three of you will fail in your freshman year!"

And, unlike years past, he assures, for those students who do leave before they graduate it's not predominantly a case of having "fucked out."

Many of the students who do drop out these days do so for financial reasons or because they merely want to take time out for various personal reasons.

Many of these return later to finish college, and in many of these cases, the time off only works to their advantage in that they are a little older and more mature and, in some cases, a little more solvent.

The higher rate of academic retention can be attributed to a great extent to programs like RIC's Encounter which preps college students for success.
A tired boy at workshop for teachers of the gifted.

WHAT'S NEW(s) Photos by Peter Tobia, Roland Mergener, George LaTour

Summertime at RIC saw a flurry of activity. There were a multitude of workshops catering to the diverse needs of participants from the art of blacksmithing to learning to teach the gifted. A summer session picnic to which all were invited featured good food and good "bluegrass" music.

Incoming Freshman Encounter program disadvantaged students and motivation in high school program, and inner city students attended a law program. Even Tiny Tots had swimming in the Senate Pool.

Learning the art of blacksmithing.

Lawn party at Senator Pell.
ended an orientation; guided new students through Bound Brook High School in the UEC. A newspaper, gymnasium, and library were also opened.

A number of staff get-togethers were held over the course of the week, including barbecues.

Supporters of the Music Festival of Rhode Island were treated by Senator and Mrs. Pell to a lawn party in Newport and the American Band and Bill Hutchinson performed at RIC's Star Spangled Sunday in Roger Williams Park.

All in all, a dynamic college served its public!
Costs Threaten Quality of Education

Energy costs cannot be corrected by merely reducing consumption. In many cases, modifications of buildings and heating and cooling systems are needed. These require capital investment, and few institutions have sufficient reserves to undertake major capital investments even for greater energy conservation.

Sharp boosts in social security taxes increase the cost of operation for all sectors of the national economy. In the for-profit sector, many companies can pass such costs along to consumers in higher prices.

At the same time, as business expenses, they reduce the companies’ taxable income. Tax-exempt colleges and universities are likelier to bear the full costs of higher social security taxes. Their ability to pass along these and other costs to student consumers is limited.

The number of college and university administrators has been increasing at a more rapid rate than college faculty. A recent study found that between 1977-78 and 1979-80 the number of administrators in public colleges increased by seven percent while enrollments increased by five percent and the number of faculty declined by one percent.

The most prevalent reasons for hiring new administrators at both public and independent institutions has been to meet increasing accountability demands for federal and state funds, and to comply with requirements for affirmative action, civil rights, and other societal objectives.

Recently, numerous reports and studies have criticized structural flaws in the regulatory process: excessive complexity, lack of coordination among government agencies and over-lapping reporting requirements.

At colleges and universities these may result in unnecessary compliance costs, and divert resources from basic academic purposes.

Thoughtful leaders in higher education are also concerned that excessive government regulation may impose undesirable degrees of conformity on historically diverse colleges and universities.

Higher education institutions as non-profit entities do not typically include the cost of capital used in providing educational services in their cost accounting systems.

Educational cost figures reflect only current operating costs. Institutions do not depreciate their assets: their replacement costs, based on historical costs rather than market costs, are grossly inadequate for maintaining the physical facilities and replacing equipment at current prices.

ZORABEDIAN AWARD: John S. Foley, executive director of College Advancement and Support (left) presents the 1980 Zorabedian Award to Geraldine Silva of Bristol and Margaret Pacheco of East Providence in ceremonies last week in Roberts Hall. Looking on at extreme right is Josephine Giorgio, a faculty member of CCRI Writing Center. The fund, built by private donations, is used to encourage students who receive the G.E.D. certificate to try college work.
Modern Man Is Burying Himself

By George LaTour

At the rate modern man is leaving debris behind him, it won't be too many generations before he is up to his armpits in it.

At least that's the conclusion one might come to after talking with Rhode Island College's archaeologists who recently completed excavating various sites in Warwick, Cranston, East Greenwich and North Kingstown.

According to Dr. E. Pierre Morenon, assistant professor of anthropology and geography at RIC, over 400,000 pieces of man's debris have been deposited on the average acre of land in the past 100 years. This compares to some 1,000 pieces found on or under the average acre of land deposited during the period 1630 to 1900, and 156 pieces from 2000 B.C. to 1350 A.D.

"It is noteworthy that the last century has resulted in the accumulation of nearly 40 times the amount of refuse produced in the proceeding 4,000 years," wrote Professor Morenon in a report to landowners in the four communities who permitted the RIC archaeological team to examine their property.

On-site excavations and digging were conducted during the spring and summer of 1980 to determine how extensively aboriginal Indians and early historic settlers had made use of the region, and how well-preserved is the archaeological record in a region undergoing rapid urbanization in the latter half of the 20th century.

Nearly 160 landowners were involved in the study. Archaeologists who are being assigned in artifacts discarded by man, it is not unusual they would feel only a small portion of the residents of the area are aware of the "rich and diverse potential that historic resources" present in their neighborhood.

Unfortunately, we are not all archaeologists. Other observations by the RIC team included the fact that Indians left more total artifacts in the area than did historic settlers although it should be noted they had a much longer period of time to leave their imprint.

Professor Morenon also said that prehistoric artifacts were often recovered in the most developed sections of Rhode Island "suggesting that Indians in the past preferred the same locations as we do today."

He said prehistoric shells and aboriginal encampments "are attractive to us today which attracted early settlers and earlier Indians."

Although this overlap provides an opportunity for people to learn about the past by, literally, walking out their doors, damage to the archaeological record over the past century has been very great and is likely to increase at a faster rate in the future," he said.

Now it all the garbage collectors would just go on strike...
They’re Back
In Business

The Third Curriculum is back in business.

After a year’s hiatus, Rhode Island’s oldest alternative learning experience is offering RIC students and Rhode Island residents a vast array of courses: 60 in all. Students can choose from Popular Songwriting & Record Production, Jazzercise, Self Defense for Women, Personal Computing, Pottery, Typing for the College Student, Basic Photography, Comic Books for Fund & Profit, Ballet ... or 51 others.

To come closer to the community, almost one third of the non-credit courses will be offered off-campus — in teachers’ homes, community centers, libraries, churches and schools.

Fees for the courses will range from $25 to $50. Courses will be given on weekday evenings or Saturdays, and will run for six weeks.

For registration information, contact Third Curriculum, Student Union Building, Rhode Island College, Providence, 02908. Or call 456-4227.

Bertha, we love you

A Tribute to Bertha

(Editor’s Note: Bertha O’Hara retired from RIC’s Telephone Services after 20 years of service on May 31st.)

It was the summer of 1961. We had arrived in New York, aboard a ship, after living and working in Spain for eight years. We were now going to Providence by auto with our four children. After 15 years with the Air Force as an officer and later as a civilian, I had changed careers at 50 years of age, and I was on my way to begin my new career as a college professor.

It was a bit bewildering and I was apprehensive as to what the future held for me at Rhode Island College. Furthermore, my Chevy was giving me trouble and I realized that I would not be on time to keep an appointment with the dean. A fine way to start a new career — at any age!

We stopped and I called the college from the nearest telephone. This was my first “live” contact with RIC; for up to this point it had existed only in correspondence.

I heard the low-pitched, warm, friendly, reassuring voice of Bertha. She put me at ease.

Up to the time of the automatic system, one had always heard Bertha’s pleasant and reassuring voice. And, she recognized everyone’s voice, it seemed. Through the years she would always ask about my family and my progress at the college. During my 19 years at RIC, Bertha was the voice and nervous system of RIC.

A remarkable, extraordinary human being, this Bertha O’Hara!

Text and Montage by T. Steven Tegu, Ph.D., Professor Emeritus

DEADLINE FOR WHAT’S NEW(S) IS TUESDAY AT 4:30 PM