Sweet Visits Brazil

President David E. Sweet returned last Monday from a 12-day trip to Brazil which took him to Brasilia for a seminar on fund raising for the benefit of several Brazilian university presidents and other administrators as well as five other universities in as many cities.

His trip, sponsored by the Council for the Advancement and Support of Education (CASE) and the U.S. International Communications Agency (USICA), was seen as part of a national effort to enhance cultural, educational and economic development in that South American country.

Upon his return, George LaTour, acting editor of What's News at RIC, asked him about the purpose, scope and results of his trip. That interview is carried in its entirety below:

QUESTION: Dr. Sweet, how did this trip come about?

ANSWER: About a month ago I received a telephone call from Dr. John Kuhle, a vice president of the Council for the Advancement and Support of Education (CASE), requesting that I visit Brazil. That organization had been invited by the United States International Communications Agency (USICA) to work with the Council of Rectors of Education or CASE. This organization is made up of professional staff members from over 2,000 universities who engage in institutional advancement, including fund raising, publications, news media relations, and alumni relations.

That organization had been invited by the United States International Communications Agency, or USICA, to work with the Council of Rectors of Brazilian Universities in presenting a seminar for representatives of Brazilian universities.

College Seeks Final Approval For New Dorm

College officials went to the state Board of Governors for Higher Education Thursday with bids in hand from 16 firms to build a new dorm at the college. The low bid, by the Turgeon Construction Corporation of Cranston, was $2,244,500 or approximately $1,000,000 below the $2.4 million allotted for construction.

Dr. William H. Lopes, executive assistant to the president, said at What's News went to press that the college would seek approval by the board to proceed with construction plans.

He declined to speculate on what the board's action might be.

Lopes said that after certification of the low bid was complete (to assure the firm can handle the job) awarding the contract would be automatic if approved.

Should board approval be forthcoming, construction could start by the middle of this month, said Lopes.

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

(continued on page 4)

More RIC Graduates Getting 'Career' Positions

The number of 1980 graduates from Rhode Island College securing career placements "significantly increased" over 1979, according to the annual placement survey done by the Office of Career Services.

The survey shows that of the total Class of 1980, 40 percent are in career positions, with five percent in graduate school. The survey for 1979 showed 41 percent had found career placement at the time.

The means "80 percent of the total Class of 1980 are known to be satisfactorily placed," said Frankie S. Wellins, career services director.

Some 81 percent of the class of 864 graduates responded to the survey which was completed last July.

"It is likely that information about the 18 percent of the class not responding to the survey would increase the 65 percent known to have found career positions," said Wellins.

A comparison of the total number of graduates by academic unit (Education and Arts and Sciences) with the 1979 graduates "shows a significant increase in career placements in virtually every area," it was reported.

This increase could be accounted for by the fact that a much greater percentage of the Class of 1980 responded to the survey and/or by the fact that the survey was done a year after graduation rather than four to six months afterwards as has been the practice in the past.

"This survey shows that our graduates are getting jobs, but in many cases it may take up to a year for satisfactory career position," Wellins said.

The director was scheduled to present the results of the survey to the state Board of Governors for Higher Education at its meeting last Thursday.

The survey also showed that never before have so many people had to go into business for themselves in order to do the kind of work they wanted to do for which they were trained.

Of the 346 graduates in Arts and Sciences, 12 are self-employed and 35 work out of state.

Of the graduates in education, none are self-employed, and 35 are employed out of Rhode Island.

A breakdown of career fields entered into by the Class of 1980 shows: 136 in education, 146 in hospitals or allied health fields, 155 in business, 39 in social service, 26 in government, and 4 in the military in addition to those self-employed.

(continued on page 2)

Her Best Job Offer Was Postmarked ' Providence'

By Adline Alass Fleming

One day last spring, Pamela Mesore decided that wherever her theatre career might take her, she would go.

Pamela had grown up in Rhode Island — in Johnston — and was ready for new neighborhoods, unfamiliar grocery stores, and most importantly, a new job experience.

Nine months in Washington as a national fellow in performing arts management with the Seattle Repertory Theatre was her first rather large leap out of Rhode Island.

The experience was good, but it was temporary — she knew that from the start. So six months into her stay, she started applying for jobs nationwide.

She waited for the most challenging job offer to arrive. When it did, it was postmarked Providence.

"Well, I said I would go wherever the job was," she laughed. Ms. Mesore, a 1977 RIC graduate, is the new producing director of Looking Glass Theatre, a children's troupe which has been in Rhode Island for the past 17 years.

The position at Looking Glass Theatre allows Mesore to combine her penchant for management with her fascination for theatrical artistry. "So I would have been crazy not to accept the job," she laughs, "but oh, coming back to Rhode Island!"

Though she was ready to fly off to new places, the task of branding Looking Glass Theatre is adventurous itself. The company doesn't have an office filled with secretaries, managers, artists and fundraisers. In addition to the Board of Directors...
Deadline for Grants, Sponsored Projects Announced

The Radcliffe Foundation recently announced the availability of funds for summer internships and academic grants for the fall semester of 1982. The purpose of these grants is to provide opportunities for women of Latin American origin to pursue advanced study and research in the United States. Awards range from $100 to $3,000.

The deadline for applications is March 15, 1982. For more information, please contact the Bureau of Grants and Sponsored Programs.

Safety Tips

1. Lock your car door when parked, even if you are just making a quick stop.
2. Keep your car windows rolled up when parked, especially at night.
3. Avoid leaving valuables in plain sight inside your car, such as laptops or backpacks.
4. Use a car alarm system and consider a steering wheel lock.
5. Park in well-lit areas and avoid deserted streets or alleys.

Deadline Today

Because of the holiday (Veteran's Day), deadline for receipt of all material for What's New? is Monday, November 15, at 4:30 p.m. instead of Tuesday.
Her Best Job Offer Was Postmarked ' Providence'

PAMELA MESSORE, a 1977 RIC graduate, is the new head of Looking Glass Theatre in Providence. The Johnston native recently completed a nine-month fellowship with the Seattle Repertory Theatre.

"It's good for me, it's good for my career," she says. "I don't advise theatre students who are looking ahead in their careers "to be willing to leave. Living here is nice, but you have to also see what's out there. Don't settle for just staying here. But then, coming back is fun too," she concedes.

Looking out the window at the RIC campus, Pamela talked about how smoothly things have worked out for her since that first day when she arrived backstage in Roberts Hall.

"It's all come so easy. If I didn't come to RIC, I might not be a professional theatre person today."

She credits several college professors for providing her with "professional associations."

It's not Broadway. Familiarity glazes over the city streets where she grew up like memorized lines from a nursery school play.

But her telephone bills will perhaps be smaller and home-cooked meals are just an arena away.

These goals set for this new job at Looking Glass Theatre are indeed adventurous enough. Every day, she'll be able to hear a child laugh and watch as fairytales unfold.

"It's hard for me, it's hard for my career." She does advise theatre students who are looking ahead in their careers "to be willing to leave. Living here is nice, but you have to also see what's out there. Don't settle for just staying here. But then, coming back is fun too," she concedes.

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Sen. Robert J. McKenna, chairman of the State Government Internship Commission, announced that Prof. Victor L. Proflugh of the RIC Political Science Department will serve as the State Government Internship program's academic coordinator in 1982.

The program is a joint effort between the state legislature, all colleges and universities in Rhode Island and representation from several Massachusetts collegiate institutions and functions during the spring semester of the academic year.

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Collegiate students apply and compete for approximately 70 internships in the executive, legislative and judicial departments of state government. Selected interns devote a minimum of eight to ten hours weekly from February to May working with field agency/sponsors.

Additionally, they attend weekly academic seminars and a lecture series designed to probe issues in state government.

The program is designed primarily for but not limited to, college and university students who expect to pursue careers in law, government, journalism, public service, management and computer science. All cooperating schools, except one, award credit for the successful completion of the program's academic components which include book critiques, research, seminar participation and a final exam. Students receive a $100 stipend for the commission.

RIC students receive four credits by registering for Political Science 327. Applications for the program are available from Prof. Proflugh. Deadline is Dec. 3.
University of California-Santa Cruz, who is the chair of the Board of Trustees. The seminar outlined the ways and means used by American universities to secure the resources they require. The goal of the seminar was to help Brazilian universities determine if there were any American principles and techniques they could apply.

Dr. Kuhnle invited me to join a group, which included himself, Fr. Joseph A. Sellinger, S.J., the president of Loyola University in Baltimore, and Ms. Collette M. Seiple, the assistant chancellor for university relations at the University of California—Santa Cruz, who is the chair of the Board of Trustees of CASE.

QUESTIONS: Where did your travels take you?

ANSWER: I left the United States for Brazil on the evening of Oct. 29, landed in Rio on the morning of the 31st, and immediately flew over to Brazilia, the capital of Brazil, which is where the seminar was held. The seminar was the 21, 22 and 23. That weekend I visited some personal friends in the city of Curitiba, in the state of Parana, south of Sao Paulo, Brazil. Subsequently I visited four other cities as part of my involvement with the CASE project. Altogether, I estimate that I traveled about 10,000 miles in Brazil and another 10,000 miles to get to Brazil and back.

QUESTION: As I understand it, you went to Brazil to give them some information and advice on fund raising. Just what did you tell them about fund raising?

ANSWER: The basic thrust of my comments was that we have found in the United States that the acquisition of resources for a university depends on a clear understanding of the purpose or mission of the institution, the ability to communicate the sense of that purpose and mission to people who had resources for the university to acquire, whether those people were government officials or private philanthropists of various kinds. I also emphasized that the acquisition of resources was a major responsibility of the institution's chief executive, and that to carry out that responsibility, it was important for the chief executive to have a strong professional staff assisting her or him. This is not something that could be done casually but requires well-informed and capable professional staff.

And, finally, I stressed that no one ever raised money or acquired resources for a university in a single phone call but actually asking someone to give them money or to share the resources. It is very important for institutional chief executives to do just that.

This seminar needs to be understood in the Brazilian context. Public universities in Brazil have relied on the government to provide all of the resources they require. There's much resistance to turning in any other direction to acquire the resources.

In the private-sector institutions, of which there are many, there is a very heavy reliance on tuition as the source of the resources which the institutions require. There's considerable resistance in the minds of leaders of private institutions to look in any other direction, except to the government.

The basic thrust of our presentations in Brazil was that in the United States institutions have successfully turned to philanthropists of various kinds, including foundations and corporations as well as individuals and alumni, to provide substantial support for both public and private higher education.

QUESTION: Why is it that they asked the United States for help in fund raising as opposed to asking Canada or the European countries?

ANSWER: Throughout the world, it's recognized that American higher education has done more to get support from private philanthropists than have the institutions in any other part of the world. I think that that accounts for their willingness to at least listen to what the United States experience has been.

Also, I think it's fair to say that within the nation of Brazil, there's much interest in the United States, and its methods of doing things, generally. There's no desire simply to imitate what we do, but there's an awareness that there are some similarities between Brazil and the United States and that the United States has gone through an evolutionary process of development which may have some significance for the development of the Brazilian nation.

QUESTION: Did you find many similarities in the universities of Brazil with Rhode Island college, or many differences? Could you outline for us what the similarities or differences might be?

ANSWER: One of the points that I made in my presentation is that cultures of nation-states are different and that you can't make simple comparisons. As a result of my presentations at the seminar that I was invited to visit five universities in Brazil.

I spent brief amounts of time conducting seminars or delivering lectures on the campuses of these institutions and interacting with faculty, students, and administrators.

I came from the experience with a great affection for the Brazilian institutions of higher education and for the people that are responsible for them, and, I think, with some understanding of their problems.

In many ways I think that those institutions which I visited do have much in common with Rhode Island College. In particular, like Rhode Island College, they are under tremendous financial pressure.

The government of Brazil which has put millions and millions of dollars into the creation and support of new federal universities in each of the states of Brazil is no longer able, or believes it is no longer able, to continue to provide this kind of support.

At the same time there is tremendous enrollment pressure on these institutions. Moreover, even with the truly outstanding development work which has been done in Brazilian education, there are substantial areas requiring improvement, especially improvement in the salaries of faculty and in the professional development of faculty.

I think that Rhode Island College has points in common with these areas of concern to Brazilian institutions.

Also I think that we have much in common in the make-up of our student body. Many of the Brazilian universities are attempting to serve first generation college students, even as Rhode Island College attempts to do.

QUESTION: You mention that you visited a number of universities, who are some of the people you met at these universities?

ANSWER: I did not go to Brazil expecting to visit universities. I went there to attend and make presentations at the seminar in Brazilia. Then I expected to visit the young woman that Mrs. Sweet and I refer to as our Brazilian daughter. She lived with us for a year in Minnesota. We have stayed in close touch with Beatriz ever since. In fact, in the 10 years since she lived with us I've been down to Brazil one other time, our older daughter has been down there once, and
Beatrix has been back to visit us once. So we've been very close to her. The other expectation I had was to visit the Brazilian state of Sergipe, which is the state in which Rhode Island is linked in the Partners of the Americas program.

I have been serving as interim chairman of the Rhode Island Partners of the Americas Committee and attempting to expand and improve the Partners relationship with the state of Sergipe. I had intended to visit Sergipe. But at the seminar in Brazil, the leaders of the universities were very eager to have me visit their institutions. The principal sponsors for the seminar, USICA and CASE, were eager for me to respond to these invitations if I could.

Thus, I agreed to visit a public university in the city of Aracaju, which is in the state of Sergipe; a private university in the city of Aracaju, which is in the state of Bahia; and a public university which is something like our state land-grant universities in the city of Sao Luis in the state of Maranhao.

Finally, I visited two public universities in the city of Rio de Janeiro, the Federal University of the city of Rio de Janeiro, which is the oldest and perhaps the most firmly established institution, and the State University of Rio de Janeiro, which is also a very large and well-established, but somewhat newer institution.

At all of these institutions, except the State University of the city of Rio de Janeiro, I met with groups of administrators and faculty, and in one or two instances the groups included students as well. I talked with them in a seminar or workshop format about the topics that we had discussed with the representatives of the various universities in Brazil, essentially focusing on how their particular institution might be able to acquire resources which it needed through adaptation of the various fund raising methods and techniques which have been used successfully in the United States.

QUESTION: Although it may be obvious as to why CASE and USICA sponsored your trip, can you tell us in your own words why you think these two organizations sponsored your trip to South America?

ANSWER: When I was the founding president of Metropolitan State University in Minnesota, I did substantial fund raising for that institution, particularly among foundations and other private and some public sources of support. Early in my administrative career in higher education in the mid-60s, I established the offices and procedures used for all fund raising at Illinois State University, except fund raising from the state legislature. My work at BU was done as a member of the staff of Dr. James J. Fisher, who is currently president and chief executive officer of the Council for the Advancement and Support of Education.

It was the judgment of Dr. Fisher and Dr. Kunhle that my experience in starting new fund raising programs at developing institutions, together with the work which we've been doing here in Rhode Island to expand the resource base of Rhode Island College, provided useful experience to institutions in Brazil. The Brazilian universities have never really tried fund raising in the United States.

I think that there are certainly many, many institutions in the United States that have very large and very successful fund raising programs, much larger and much more successful in terms of quantity at least, than anything that I have been associated with.

There are institutions, the magnitude of whose efforts are so far beyond anything that the Brazilian institutions can aspire to at this time, that probably in the view of CASE it was good for the Brazilian institutions to hear from people who knew what it was to start, who knew what it was to ask for the first gift, who knew what it was to be turned down many times, because that's, in fact, how you get started in this work.

Also, I think you get started in fund raising by very, very careful planning and particularly by a careful attention to the conceptualization and articulation of the institution's mission and purpose. That's something which we have been working on diligently here in Rhode Island College, not only focusing our mission and purpose but communicating it within the area that is served by the institution. That's something important for our colleagues in Brazil to hear about.

QUESTION: You indicate that the Brazilian universities are really just getting into fund raising efforts at this time, is that just a recent development, or are they relatively young universities?

ANSWER: Both. They are relatively young universities. One that I visited, the Federal University in Maranhao, the week I was there was celebrating its 15th anniversary. Many of the Brazilian universities are really not very old. But it is also true that the traditional sources of support are the ones that I have indicated; that is, in the case of the public institutions, it has been the federal government of Brazil which supplies the funds they require, both capital development and operating expenses, including faculty salaries.

In case of private institutions, there is very, very heavy reliance on tuition, both for capital development and for operating expenses. Both of those sources of support are tightening up dramatically, and yet the cost of operating the Brazilian institutions continue to rise, as they do in the United States.

The need not only for funds to sustain the current effort, but the need for funds to make substantial improvements, is very great.

There is considerable worry. Many of the people that we talked to expressed the view, pretty firmly, that education in general, and higher education in particular, was actually the responsibility of the state, that is, of the Brazilian government. They feel the Brazilian government is morally required to come up with the funds they needed and that any effort on the part of the university to come up with funds from other sources would simply encourage the Brazilian government in a failure to do its duty.

I've heard similar arguments in the United States. In fact, many of the arguments that we heard in Brazil against what we were proposing are arguments that are heard every day in the United States against fund raising activities by American colleges and universities.

QUESTION: You have given us indications of why we were chosen and what benefits the Brazilians received from your visit. What is Rhode Island College going to get out of this?

ANSWER: I was asked that same question in Brazil, interestingly enough.

"Why are you here? What's in it for your institution?" I think I can identify two or three benefits for Rhode Island College.

First, it is, in my judgment, good for Rhode Island College to have contact with institutions of higher education in other countries. A major purpose of higher education is to make students and faculty, all of us, much more aware of the world in which we live, and of the ways in which that world impinges upon us, and in the ways in which we impinge upon that world.

From my visit to Brazil, I was able to lay the groundwork for substantial interaction between Rhode Island College and several of the universities of Brazil, provided the college community is interested in following up on those contacts.
In fact, if I had been willing to spend more time down there, I could have visited a dozen or more universities. They are eager for this kind of interaction, not only to hear about American techniques in fund raising, but because in some states higher education is recognized as a legitimate and important institution like RH. There are student exchanges, faculty exchanges, and to share programmatic information.

It is something that the college should give serious attention to.

It happens that we have several thousand Portuguese-speaking people in the state of Rhode Island and nearby. Brazil, many people do not realize, is a Portuguese-speaking nation. In fact, over half the people in continental South America speak Portuguese because half of them live in Brazil.

Maine is slightly half of the land mass of South America. That country is larger than the 48 continental United States.

It is a major nation. It has about 120 million people. Its population is continuing to expand. It has major mineral resources that are only beginning to be developed, mineral resources which are going to be of a great strength to Brazil and which can make a substantial contribution to the United States.

I think that it is very important for people in the United States to come to Brazil, to come to appreciate that country, to come to understand, to be able to work better harmoniously with those people. Rhode Island College can contribute to those objectives, if the members of the college administration want to do so.

I also think that it's useful for me, as president of the college, to accept invitations like this because they compel me to re-think what it is I am doing, what it is the College is doing, and how we're doing it. Whenever one is out of the country to explain what he's doing and how and why, it causes one to reflect on it, think about it. While on the trip I was very anxious to think through our own objectives and our own methods in the whole area of fund raising.

For all of these reasons, it is advantageous for the college, not only for me, but for the people of the state of Rhode Island. It is by no means impossible that there might be some advantage to the University of Rhode Island.

The only relatively optimistic note was that if the new mood of fiscal austerity has not only been extended to the state, which has the lowest wage rate and the highest unemployment, but to the federal government, that state strikes oil somewhere.

Above all, she said, "I hope that the legislation will do something." The only relatively optimistic note was that if the new mood of fiscal austerity has not been extended to the state, which has the lowest wage rate and the highest unemployment, it might be that Rhode Island will strike oil somewhere.

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Summer Workshop, Autumn Exhibit

By Arline Aissis Fleming

Up on the second floor of Gaige Hall, in a non-descript classroom, a small exhibit of primitive art also doubles as a display of student ingenuity.

Intricate beadwork, exquisite basketry, strong woodwork and lovely renderings in paint and fabric are the results of a "Workshop in Primitive Art" which began late last summer. Unlike most classes which end at a specific date, these students agreed to extend the class so they could bring together the exhibit and open it to the public.

And unlike many exhibits, this one is small. But the depth of the work exceeds the size of the show. There's only one piece of Dakoata clothing, but it holds hundreds of tiny beads. There's only one Hopi basket, but it was woven from scratch — a long, delicate process.

The workshop was held under the direction of Dr. George Epple, who also teaches a course in art, sociology and culture. That class, says he, often attracts a lot of art students, so as an experiment, he decided to conduct a workshop which combines both academic areas.

The workshop attracted a mixture of RIC grads, undergrads, a continuing education student and graduate students. Some had a background of art. Others had a background in anthropology. What Professor Epple offered the students was not only the background information on primitive cultures but also a chance to explore a kind of apprenticeship in actually creating what these societies produced.

He wanted them to discover why certain objects were created and how the artist felt while actually creating them. The result, for Epple, were students who were so enthused, they volunteered to return in the fall to mount this show.

"It really felt as though I didn't have to work very hard to motivate these students," he said.

Among the crafts included in their display, in addition to the Hopi basket and the Dakoata clothing, is an appliqued cloth, a large wood sculpture, a hand-carved mask, a silk drum, a skull, a Hopi Kachina, an earthenware of a 15-foot totem pole, the original being too large to bring to school.

The student erected it in his backyard, but it was woven from scratch — a long, delicate process.

The exhibit includes many examples of traditional designs, and according to Epple, the designs of non-western cultures were all relatively fixed. Ideas were passed down through the generations.

"They produced replicas usually with some innovation of their own," he explained. Each exhibit includes background information on the societies involved, giving viewers an idea of what the object was used for, and what the designs meant, symbolically.

"The primary intention of the course was to bring the students to the realization that you really cannot go out and simply copy or duplicate or incorporate ideas about art from a totally different culture without really learning about that culture.

"When you look at art of non-western cultures, you often look at it from your own western perspective," he added.

Three major areas of primitive art were explored, North America, Africa and Oceania.

Epple noted that while his students made attempts to create the objects as naturally as possible, avoiding the use of modern utensils, in some respects, it was impossible. The Hopi basket, for example, needed plants ready for harvesting several months after the project's completion date.

The label "primitive art", to those not familiar with its specific anthropological definition, is misleading. The exhibit reflects cultures and societies which are still in existence today.

Epple laughed at the connotation the word "primitive" usually evokes: "It's a problematic word," he concurred.

"It really identifies a type of society; one that produces the food that it needs. It also means those societies which are relatively small, those in which most of the activities the people engage are regulated by ideas of kinship. These are living societies that exist today," he stressed.

"We're not talking about primitive groups that lived thousands of years ago," he explained.

"Some of these objects are still being produced in places such as Arizona."

Among such objects often seen in western states is the Hopi basket, created by Jane Yacovone. The basket is quite unlike the kind found in wicker and rattan stores today.

It is coiled and includes colorful designs woven into the pattern. The basket was a very important part of American Indian culture as it was used for cooking and gathering and also in ceremonial rituals.

The students who participated in the project, which is on display in Gaige 254, are Trudi Coli, Amy Dworman, Matt Manoe, Laurie McGinn, Karen Murphy, Dan Oswald, Caroline Oswald, Donna Wagner and Jane Yacovone.

The work will be on display through Thanksgiving and is open to the public on Monday and Wednesday, noon until 2 p.m., Tuesday and Thursday, noon until 4 p.m. or by calling Professor Epple for an appointment at 456-8005.

STORYTELLER William A. Small weaves some Halloween magic with his telling of "Mr. T. Meets Spoofer the Spook," a children's story he wrote for Grade Teacher magazine. His listeners, from the RIC Co-op Play Group, were making the rounds for Trick or Treat.

"We're not talking about primitive groups that lived thousands of years ago," he explained.
Lunch-Time Dance Concert on Tuesday

Lunch-hour at the Rhode Island College campus will be a little less routine on Tuesday when the RIC Dance Company presents a free Mini-Concert in Roberts Auditorium at 1 p.m. The event is open to all.

Artistic Director Jennifer Cooke said that the 20-member troupe will present four dance selections, ranging from a modern/rock piece to a small ballet.

The company has been touring area elementary and high schools since Oct. 1 and school groups will also attend performances on campus next week. But the 1 p.m. performance is specifically for the campus community, she said.

The program includes a piece choreographed by Daniel Maloney called "The Bomb," another by David Hatch Walker called "Triad," two selections from "Four Small Pieces" by Clay Talia Ferro and "Celebration," also by Mr. Ferro.

The mini-concert is one of two campus performances that the RIC Dance Company offers each year.

A performance by the RIC Jazz Ensemble, originally scheduled for the same day and time, has been canceled.

Oriental Art Sale, Exhibit

A special exhibition and sale of original Oriental art will be presented at RIC's Art Center on Thursday, Nov. 12, from 10 a.m. to 5 p.m.

More than 800 pieces from Japan, China, India, Tibet and Thailand will be exhibited for sale by Marson Ltd. Included in the sale will be Japanese woodcuts, Indian miniature paintings and manuscripts with master works by such artists as Hiroshige, Kuniyoshi and Kuniyada. Woodcuts, etchings, lithographs, serigraphs and monotypes will also be offered.

A representative will be present to answer questions about the work, the artists and the various techniques.

The exhibit is free and open to all.

Symphonic Band Plans Nov. 22 Concert

The Rhode Island College Symphonic Band, under the direction of Francis Marciniak, will present a concert in RIC's Roberts Auditorium on Sunday, Nov. 22, at 3 p.m.

The concert is free and open to all.

ANN CAREY, a member of the RIC Dance Company, rehearses for the upcoming Mini-Concert to be held on Tuesday, Nov. 10, at 1 p.m. in Roberts Auditorium. Admission is free.

They'll Bring Broadway to Seniors

A group of Rhode Island College students are doing more for local senior citizens than just baking cookies.

They're bringing them a taste of Broadway — without the glitter perhaps — but also without the $35 tickets.

"Workshop in Theatre for the Elderly" will visit three local homes for the elderly during the next month, singing, dancing, playing musical instruments and generally lifting a few spirits.

The 15-member class has been studying all semester about the specific problems facing elderly citizens and have in turn developed a program to make them forget their problems for awhile.

Under the direction of theatre professor Joseph Graham, the students are a mixture of gerontology and theatre department members. They will open their travelling act on Tuesday at the Golden Crest Nursing Center, 100 Smithfield Ave., North Providence.

On Nov. 24, two days before Thanksgiving, they'll travel to the Summit Medical Center in Providence. On Dec. 8, they'll add a little Christmas cheer to their repertoire when they travel to the DeAngelis Manor for Retired People in West Warwick.

The four-hour show will bring original sketches, either improvised by the class or written by the teacher especially for their audience.

A good joke is worth more than a platter of cookies.

Calender Of Events

November 9—November 16, 1981

[Events listed on separate lines with times and locations]

SUNDAY, NOVEMBER 15
10 a.m. Student Union, Lounge F.
1-2 p.m. International Students Meeting. Student Union, Room 305.
1-2 p.m. Student Council for Exceptional Children Arts and Crafts Program. Student Union, Chambers.
1-2 p.m. Student Union, Gamesroom.
1:30-2:30 p.m. Winnie Smoking Clinic. Student Union, Lounge F.

THURSDAY, NOVEMBER 12
9-11 p.m. International Students Meeting. Student Union, Room 305.
1-3 p.m. Jewish Students and Faculty Meeting. Student Union, Room 304.
7-10 p.m. Calender of Events. Student Union, Lounge F.
11 a.m.-1 p.m. Student Union, Gamesroom.

SATURDAY, NOVEMBER 14
10 a.m.-2 p.m. Student Council for Exceptional Children Arts and Crafts Program. Student Union, Chambers.
10 a.m.-2 p.m. Student Union, Gamesroom.
1:30-2:30 p.m. Winnie Smoking Clinic. Student Union, Lounge F.
2-4 p.m. Student Union, Gamesroom.
10 a.m.-2 p.m. Student Union, Gamesroom.
1:30-2:30 p.m. Winnie Smoking Clinic. Student Union, Lounge F.

MONDAY, NOVEMBER 16
10 a.m. Student Union, Lounge F.
1-2 p.m. International Students Meeting. Student Union, Room 305.
1-2 p.m. Student Council for Exceptional Children Arts and Crafts Program. Student Union, Chambers.
1-2 p.m. Student Union, Gamesroom.
1:30-2:30 p.m. Winnie Smoking Clinic. Student Union, Lounge F.