Governor Garrahy at RIC:

Air's 'state's economic blueprint'

As a special Governor's Convocation at Rhode Island College, a distinguished audience of students, faculty, and staff listened to Gov. J. Joseph Garrahy on Oct. 18 as he addressed the highlights of the new Strategic Development Commission's report and its significant impact on the state's economy. Garrahy read from a prepared speech on the plan which he termed "Rhode Island's economic blueprint." The plan, known as the Murray plan after its chairman J. Terrance Murray, is an unprecedented $750-million program to revitalize the state's sagging economy and has been unveiled to the public the day previous.

After an introduction of distinguished guests, including Dr. Eleanor McMahon, commissioner of higher education; Albert Carlotti, chairman of the state Board of Governors for Higher Education; Edward McElroy, president of the Rhode Island Federation of Teachers; and Iris Magaziner, chief of staff of the commission, college President David E. Sweet introduced Garrahy as "one of the best friends of education anywhere in the United States.

The audience stood and accorded the four-term governor a prolonged and enthusiastic ovation. With this kind of reception, I'll come up here every morning," quipped Garrahy.

The governor's speech itself, which took less than a half hour to deliver, made note of the college's 25th anniversary celebration of its move to its present site in Mount Pleasant, the importance of the role higher education plays, in maintaining the state's economy, and continued on page 12

Hugh Leonard at RIC

Irish playwright Hugh Leonard will be in residence at Rhode Island College for three weeks beginning today (Oct. 24) during which time he will participate in the fall conference of the New England Committee for Irish Studies which will be hosted at the college Oct. 28 and 29. The conference, to be conducted in the college Faculty Center, will feature a Hugh Leonard college and scenes from his plays under the direction of Dr. P.W. Hutchinson, professor of communications and theatre, at 8:30 p.m. on Friday, Oct. 28. This segment will be free and open to the public.

Then on Saturday at a luncheon buffet, Leonard will read from his latest play, "Scroogies," with the assistance of Barbara Blossom of the Trinity Square Department.

Halloween Special

Michael Bell, the director of the FolkLife Project for Rhode Island, will be speaking on "This Terrible Thing" in "Vampires in Rhode Island" at noon on Halloween day in the Student Union Ballroom. Bell has been unearthing a local folk belief crediting vampires with the unexplained deaths in South County through the years. The belief in "this terrible thing" has been generated by the sudden and unexplained deaths of members of certain families, so we're told.

In addition, to vampires, Bell also has found belief in other magical forces in various parts of old Rhode Island. He will be illustrating these, citing specific examples, and explain how local myths fit the generalized pattern for such things. In conjunction with his talk, the anthropology department and Student Activities are providing two make-up artists—Joe Tutoc and Mark Copeland—before and after the talk for any students who want expert assistance in dressing up for the scary day. Make-up booths will be set up outside the ballroom. All make-up will be provided.

The event is being sponsored by the anthropology department, RIC Office of Publications, Mary G. Davy, director of public relations and alumni affairs committee, all of the faculty and staff who were present 25 years ago and who consented to share their anecdotes which are sprinkled throughout the section, and the office of news and information staff and all the others who contributed ideas and time.

Laurence J. Sasso, Jr.
Editor
Finding grant funds:

AASCU’s office of federal programs

by Richard N. Keogh
Interim Director

There are right and wrong ways to go about getting funded. Generally, you would be advised to spend hours developing a full-blown proposal prior to locating a promising source of funds for your pet project. There are many prizes, even some truly ingenious ones, for which funds simply cannot be found. And even if some federal agency or foundation is interested in your idea, such organizations often wish to guide the writing of your proposal.

The best approach is to spend a few moments sketching out your proposal in outline form (we can help you at the Bureau), and then to submit the outline to the one or two agencies most interested in your concept.

But how do you find those one or two “most likely” agencies? One method involves using the Catalogue of Federal Domestic Assistance, described in the preceding article of this series. A second method involves the Office of Federal Programs, a branch of the American Association of State Colleges and Universities (AASCU), located in Washington, D.C. Dean Kleinert, an Office of Federal Programs staff officer, helps the faculty and staff of about eight American colleges and universities find sources of funding for research or special interest projects - RIC is one of those colleges.

Dean currently is searching for funding sources for two RIC faculty members, and is prepared to help other interested college personnel. However, all correspondence to Dean must be fun-
1958. You could get a "ready-cut" home for $2456 and you could build a new campus for the 144 year old state teachers college for $5,650,000.

It was an era which has been termed "the age of anxiety." Tension among the world powers was high. Fallout shelters were in vogue. That is not the most noticeable result is the handsome new $5,600,000 campus in the Fruit Hill section at the edge of the city. Beneath the contemporary facade of brick and glass there is literally a new institution. The authority for this forecast is Dr. William C. Galer, the institution's 48-year-old president. "I believe it is in the interest of the College of Education to follow the pattern of state teachers colleges nationally and gradually evolve into a state college," he declared. "By this I mean the addition of a liberal arts program to supplement the teacher education program and help the state meet its responsibilities to the increasing numbers of students desiring higher education."

If this change does take place it will come in the latest in a series of shifts that began in 1953, when the New England Association of Colleges and Secondary School refused to accredit the college on the grounds that its campus, program and faculty were not up to association standards. Last month the association invited to look once more, revised its opinion and readily voted the college into membership.

The history of the last five years at R.I.C.E. is one of organized change. Its most noticeable result is the handsome new $5,600,000 campus in the Fruit Hill section at the edge of the city. But beneath the contemporary facade of brick and glass there is literally a new institution.

Bitterly disappointed by the failure to achieve accreditation, the faculty organized itself for an extended study of the curriculum. In groups of nine or ten, it members spent months in justifying issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues. By early 1958 they had a list of issues.
Nostalgia for the old was inescapable

In a last gesture of nostalgia, the Rhode Island College of Education class of 1958, whose members would never set foot on the new campus except as students, did choose to dedicate their yearbook, not to a faculty member but to the old building on Capitol Hill. The dedication reads: "We, the class of 1958, dedicate this yearbook in loving memory of the name of the yearbook in those days."

One of the most significant changes is the life and character of the college. Even in the darkest days of the old school, there were students, faculty members, and faculty secretary who charged the teaching profession. It was a pride that for many of them had to substitute for green lawns, ivy, elm trees and the cultural excitement of other colleges.

Today, too, is subject to change. "We now have an intellectual ferment developing on the campus," Dr. Gage said. "It is still trivial compared with a major liberal arts college, but it exists and it is growing."

The intellectual revival also affects the faculty. A special committee now envisions a liberal arts college in which professors read papers in their fields. There is an active program to increase scholarly production. More and more faculty members are associating with men in their own fields at Brown University, where Dr. Gage said has been "actively involved."

More changes are in prospect. The college plans to publish an alumni newsletter. Dr. Gage and the faculty is working on the Arts, or more fully Master of Arts, in the College. The Teaching Degree is to be offered as a separate degree, and in the School of Education to professional education was continued from page 3

250. These were put into categories and the faculty went to work on them. Ex-

porters in teacher education were brought to the old dormitory for consultation. One day officials and faculty members from Brown University, Providence College and the University of Rhode Island met with the main committee to talk over the place of liberal education in teacher training. In a series of meetings the faculty as a whole debated all the issues.

By January, 1956, the faculty had approved a new curriculum, reducing the requirements from 180 to 130 hours. The proportion of liberal education to professional education was raised from 30 to 60 per cent for elementary education majors and from 60 to 70 per cent for secondary education majors. Every elementary education major had an academic field of concentration. The total number of courses in the cur-

riculum was drastically reduced, and the professional courses were organized into large "practices" and combined with the practice in the laboratory school.

In 1953 there was one faculty member for every 18 students. This has been reduced to one to 15. While the student body has increased by 84 per cent the faculty has increased by 117 per cent. In 1953 there was no graduate school. There is one today. It is small but grow-

ing. In 1952 only 10 members of the facult-

ey earned doctorates. Today 21 faculty members hold the degree. The Board of the 20 teaching faculty members who were on campus in 1952 are all still at Brown. Some had a semester's leave for study and travel. In 1956 a new faculty apprentice to coordinate the professional faculty, the laboratory school and the practice teaching program.

The library has undergone vast changes since 1953. The first move was to turn out 4,000 old textbooks stored in the college basement. These had nothing in the collection of seven years. A move of little use less than $1,000 was spent on books in 1952. This year an average of five books that.

In 1953 and 1954 the college operating budget nearly doubled increasing from $603,652 to $1,233,329.

Campus embraces North Providence

It wasn't long before the relocated Rhode Island College opened its arms to embrace portions of neighboring North Providence. The college building, symbolic of teacher education, was built on a site chosen by the late Dr. Gage and other civic and business leaders. The original house had been destroyed by fire and now by local fire fighters of the time had used it for a practice school. Other buildings that were to be erected in the town of North Providence included the James P. Adams Library, the School of Education building, the Ralph J. Riggs Library, John Clark Science Building, the Walsh Gymnasium, and the college's second dormitory.

An article on the 200th Anniversary of the town, published by the local newspaper, talked about the college as a course of work at almost all of the college's 1,700 undergraduate and graduate students. The Providence North Providence line on campus, and never lost its charm for those who go down the North Providence residents know that R.I.C. "belongs" in their town, too.
College's new campus:

Six buildings in a sea of mud

by George LaTour

There seems little doubt. It was a time of mixed feelings, a passing of the old... an awakening of the new. It was a time of melancholy and excitement when the relatively small student body and faculty moved from its limited (two-building) facilities near the State House to Providence to the spacious Mount Pleasant campus it now occupies.

That move, 25 years ago, according to the consensus of some of the current faculty and staff members who were there, marked the beginning of a drastic change in the life of the college.

Emphasis was shifted from a predominantly students and faculty to students and faculty on a more liberal arts college setting. Even the same was true from Rhode Island.

The student body in its entirety -- last century -- would grow twelve-fold.

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The move itself was "a mark of the increased support the state was giving us," said Wright. She recalled the support of Dr. James P. Adams who had been a vice president at Brown University and who, at the time of the move, was chairman of the Board of Trustees of State Colleges.

She noted his "impact on the state's legislature, plus we had a dynamic young president -- William Gaige." Others interviewed for this anniversary tour remembered the combination, including former Governor Roberts. Roberts, in turn was mentioned by others for his obvious support in that capacity.

"Gaige was one of the people who spearheaded the movement (for change)," reported Governor Roberts from his Providence office the last day.

The former governor said there was at the time "a need for a liberal arts college outside of the university." The move in academic and administrative mind to try to bring teachers' colleges to liberal arts college setting. It was a time of substantial change in the history of Rhode Island Higher education.

The College has expanded -- creating and securing full accreditation for its graduate program in Social Work, adding its undergraduate major in computer science, developing a new General Education program, recruiting an ever-higher proportion of the state's high school graduates each year, increasing the visibility of the College, seeing more people attend and appreciate activities and events associated with the College's visual and performing arts programs.

Nothing has been more satisfying, however, than the success which the College has begun to think about and plan for its next twenty-five years.

For several years various committees and individuals have thought, done research, and written about the next phase in the development of the College. These ideas and proposals have been brought together into a single draft of a plan which is currently receiving widespread attention and thoughtful responses from across the College community.

An important document itself, no draft such document could come before us without a sound debate. The issues involved are important. It is to be expected that students, faculty and departments involved with the College's future and any attempt to incorporate plans for that future within a single document.

What's exciting and satisfying, however, is that all across the campus in this year of our 25th anniversary celebration, people are talking with one another about important issues, discussing and are growing more people the more they participate in the debate. The issues involved with the College's future are something the Provost, about the meetings in which he has been involved recently with various committee chairs and others.

The College is in a better position than ever to be able to plan its past triumphs than by planning in future conquests.
The beginnings of extensive faculty recruitment and development

Dr. Joseph F. Kaufman was president from 1968 to 1973. His presidency coincided with the dramatic broadening of access to RIC for minorities, the disadvantaged and adults. He was a vigorous advocate of the development of non-traditional "ports of entry" to the college and the inception of part-time undergraduate study for older students. He continued the expansion of program offerings and faculty development begun during the Gaige years.

Charles B. Willard is the only alumnus of RIC ever to serve as its president. His term was from 1973 to 1977.

What would you most hope to be remembered for from your tenure as RIC's president?

President Kaufman:

There are two related responses I would like to make to this question. First, I think my effort to get both the college faculty and the state to raise their expectations about the potential and the importance of RIC to the people of Rhode Island; secondly, relating the college to the urban area it serves by welcoming part-time students, minorities and those previously unaware of the opportunities to attend. This also meant strengthening the arts and sciences and creating new programs, beyond teacher education, including nursing, social work, urban-related studies and moving toward becoming a comprehensive institution.

I was proud of the significant growth that occurred as a result of the above changes. Most of all, I was pleased with the way we opened up RIC to its new possibilities.

President Gaige:

I was fortunate to be president of the college during an exciting and dynamic period in America's higher education. I think I would like to be remembered for the fact that I presided over the resurgence of the college from a small teacher training institution outside the mainstream of higher education into a dynamic general purpose state college (university) with a transformation of its basic motive from fundamental and ethical to intellectual and varied.

I hope the ethical motive has continued. The second fact is that I presided over the moving of the college from its old, limited and outmoded campus in the center of Providence to the unplanned new campus on Mt. Pleasant Avenue. I located the land and helped to persuade the board, the governor and the legislature to initiate the move and to put before the people the bond issues necessary to support it. I played a principal role in the planning, not only of the original campus, but of its transformation from the original buildings to the mall and its many additional buildings.

President Willard:

The history of American education reveals several periods of high tension between those working in the colleges and universities and the schools and those interested in the future of the general public. The period following the Second World War was one such period. In it I participated in the international comparisons, especially Russia's "Speznauk" accomplishments. As today the issue of money in the arts, music and other non-traditional "ports of entry" to the college and the inception of part-time undergraduate study for older students too, came under attack and reaction. There was a retrenchment of support and growth.

Such institutions as the National Science Foundation and the National Defense Education Acts and agreements were created to aid and finance the institutions and individual students. As today, mathematics and social science graduate students, and the arts and other disciplines too, came under attack and reaction. There was a retrenchment of support and growth.

President Willard:

During my presidency, most institutions like Rhode Island College were seeking means of expanding program offerings to replace those, especially in education, which no longer led to employment after completion. Then as now -- as always, indeed -- the issue of a college's responsibility to prepare primarily educated students for their responsibilities in the workforce and for self-sufficiency broadly applicable, was widely debated; but the soaring cost of education made the public and governing boards insist that the college and its students prepare for employment.

The issues stemming from funding needs were numerous: how to maintain existing programs; the responsibilities of state and federal government in aid to students and institutions; the governmental pressure on helping private institutions; the problem of government control that financial aid engendered.

Could you briefly discuss the most important or key educational issues of your time in the presidency, and in light of the national dialogue in progress relate those issues to today's issues?

President Gaige:

The academic subjects, the liberal arts and sciences majors developed. The development of the curriculum underwent radical change and the arts and sciences majors developed. The development of the curriculum underwent radical change and the arts and sciences majors developed.

President Willard:

In preparing for the celebration of the 25th anniversary of Rhode Island Co­llege's move from the foot of Capitol Hill in Providence to the 12 acre Mt. Pleas­nant campus, it became apparent almost at once that the corner stone of any observance must be recognition of the contributions of leadership provided during that quarter century by the three living former presidents of the college. Their combined service in the office equals 23 years. It was a pleasure to consider their contribution to RIC's development and to better comprehend the changes which were entailed during their terms. What's News at RIC asked the three former presidents to each respond to the same series of questions. All three practitioners of the art took the time to make carefully prepared, thoughtful replies.

Dr. William C. Gaige was president of the college from 1952 to 1966. His term bridged the move from the old Hayes Street campus to the "new" one on Mt. Pleasant Avenue, and it also included the preparation for the move, the mar­shalling of public support, the successful presentation of a bond issue to the voters, the transformation of the college from a teacher training facility to a general purpose college. He was the first president to use the name from Rhode Island College to Rhode Island College, and during that quarter century by the three living former presidents of the college.

Their combined service in the office equals 23 years.

President Willard:

I will probably think of my part in developing a strong and broad faculty and administrative staff; in establishing means for continuous faculty review and improvement of the curriculum; and in stimulating and supporting a humane academic community marked by harmonious and satisfying productive relationships among faculty, students, and administration.

Specifically in the presidency I suppose the initiation of refined programs in music and the arts, and of new programs in social work and management will be remembered.
What was your greatest challenge as president? Your greatest contribution to RIC?

President Kauffman:
I suppose, in retrospect, that one will recall the challenge of coping with the despair and anger over the war in Viet-Nam and, especially the events of May, 1970. As president, I faced the reality of the deaths of students at Kent State and Jackson State universities precipitated protests, strikes and disruptions on campuses throughout the nation. I believe we met that challenge peacefully and lawfully at RIC and, at the same time, released some constructive forces that helped to improve our sense of unity and community. In short, I think we handled student concerns rather well.

As to my contribution, I would like to think that I opened RIC to increased diversity of students, faculty and programs -- and new visions of their possibilities.

President Gaige:
My greatest challenge is stated above as that for which I wish to be remembered: the transformation of the college from a teacher training institution to that of a general purpose state college and the moving of the college to a new and adequate campus. Perhaps under the broad major headings is the building of a well endowed and excellent faculty and developing that faculty into a corporate faculty - one that took unto itself a rapidly increasing share of the governance of the college, particularly in academic matters. (I am inclined to think that the growth of teacher unions and rigid contracts has gone too far and limits the growth of excellence and imaginative programs.)

It occurs to me that the tribute given by the AAUP uniquely highlights the matters discussed immediately above. (President Gaige refers here to a tribute presented to him by the RIC chapter of the AAUP upon his retirement from the college presidency. The tribute, dated Oct. 21, 1966, speaks of President Gaige's contributions to faculty welfare and development as well as college governance. - Ed.)

My statements above seem to suggest bragging. My opportunities were unique in that my 14 year term straddles the issues which are the subject of this celebration. Of course many shared with me in this remarkable transformation of the college on its splendid new campus.

President Willard:
I have constantly believed that the existence of Rhode Island College as a separate, well-supported and maintained in excellence at the center of the state's educational system is a valuable asset. As acting president and as president I have strived to encourage a more current view of the opinion that the college should be taken over by the University of Rhode Island. These proposals, usually sincere but sometimes self-serving, required concerted response which the Rhode Island College community, the alumni, and the public provided.

My greatest contribution? As I remember it, the years of Rhode Island College's great development in the 60's and 70's provided a vigorous, productive, exhilarating intellectual environment; Planning buildings; getting to know and work with new faculty and staff; expanding dramatics, music, art activities; development of dance programs; expansion of athletics; increasing cultural opportunities on campus -- lecturers, visiting scholars, art exhibits, the Fine Arts series, developing faculty government and committee functioning; working out satisfactory procedures for union-administration relationships; the fascinating growth of new curriculum offerings, faculty research, and service grants; the activity in off-campus developments such as the Urban Educational Center, etc. -- there were wonderful opportunities and wonderful people to accept them. Life here was challenging, busy, exciting, and productive; but it was a fine pleasant life. People were good to each other and worked well together. Many people -- students, staff, faculty -- made the college a place where achievement was possible. I believe my contribution was being one of them.

I have stressed the satisfaction of the academic life at Rhode Island College. The social tone that made life pleasant arose in large part from the activities of the Women of Rhode Island College. Helen N. Willard, Ed.).

Who were the major decisions that you were asked to make as president?

President Gaige:
It is difficult for me to discern "major" decisions. I'm sure the decision to press for the initiation of programs in business management and social work (especially at the graduate level) were major. The constant effort to keep tuition low resulted from a belief in the need to keep higher education available to all who can profit from it.

President Willard:
I believe, in my case the question of major decisions, or rather the answer, must be redundant. I think that Rhode Island made possible the almost exact concurrence of the decisions I have already made with what actually occurred. Those decisions must be considered as meaning leadership which I shared with many.

President Kauffman:
In both this and the next question there is an expectation that I keep in close touch with developments at RIC since I left in 1973. I confess that the expectation has not materialized, but for doing that. However, despite my infrequent contact with RIC, I have continued to press on its path towards becoming a more comprehensive institution and that in quality and directions are sound.

As with other institutions, academic preparation for teaching and the critical profession has declined. The demographic realities and the economy have contributed to this. Yet, it seems to me that the dignity of the teaching profession is challenged as never before.

RIC has a unique heritage, with its Normal School beginnings. I hope it will take some responsibility for not only maintaining a strong education program, but for asserting its leadership in improving the public schools and the noble status of teacher. I believe this mission will become crucial by the end of this decade.

In my last year as president I was responsible for the initial collective bargaining agreement with the AFT, for faculty. I hope that successive contracts have enabled some flexibility and that the faculty and administration are not so adversarial as to preclude the warm relationships I experienced.

How has the evolution of Rhode Island College compared with the vision of it you had while president?

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Do you care to comment on the development of the RIC faculty which has occurred during the 25 years at the "new" campus?

President Kaufman:

Again, I only have impressions rather than first-hand knowledge, since leaving RIC in 1973. In recent years, the supply of faculty in many fields has exceeded the position openings. My impression is that RIC has strengthened its faculty in many ways as a result.

President Gaige:

I have commented upon the development of an excellent faculty in the third question. I consider that we did a remarkable job in relation to our nature and history. The resources made available to us were remarkable when one considers the wealth of the state and the nature of its educational history and institutions. I must credit the administration, of the quality that we acquired, not just because it was there, but because of the positive action and encouragement we received from our faculty and particularly from President Keeney.

I have not studied the qualifications of the present faculty, but my impression is that it has continued to be excellent and to improve. I would like to interact a comment above. We were able to attract such an excellent faculty in relation to other state colleges around us, some of which had greater financial resources, because we were not part of a bureaucracy; we had almost complete freedom to use the funds we had, and I was able to persuade our faculty to "hang onto the university's coat tails" where salary schedule was concerned.

I have spoken of the development of near consensus in the planning and daily operation of the college, and I have alluded to the support of President Keeney of Brown. Even more importantly I should list the wonderful help, cooperation, and administrativo support of the presidents or to the new commissioner, who was involved with both higher education and the elementary schools. My experience with RIC students was totally affirmative and I have no reason to doubt that my successors will have had the same experience.

President Willard:

Some of the responses above provide comments on faculty development. In 1958 the faculty was small in number, but excellent for the task of the college at that time. The development has been phenomenal in quality, scope, preparation, and variety. In the early '60's, when the college became a liberal arts institution, competition for faculty was acute. The college needed not only more faculty for the expanding environment, but more varied and more highly trained specialists. We needed Ph.D.'s in all fields. It is hard to imagine the difficult time college deans had in acquiring Ph.D.'s in mathematics, physics, chemistry, economics, etc. (What a great day it was for Rhode Island College when Phil Whitman, however cantankerous, decided to accept a professorship here).

But the college was usually fortunate as faculty with master's degrees worked toward and acquired their doctorates, vigorous recruitment each year attracted fine faculty at all levels. Few remember the sit caused by the employment of Foster Jean as a psychology professor in the early '60's, but the college welcomed her stimulating teaching and fine scholarship as well as her Ph.D. The assembling and development of the splendid faculty that the college now has was an impressive achievement.

What sort of support did you receive from the governor, the legislature and the board during your time in office?

President Kaufman:

I was appointed President of RIC by the Board of Trustees of State Colleges, while John H. Chafee was Governor. On the day before my inauguration in 1968, Governor Chafee was defeated in his re-election bid. The Board of Trustees was soon replaced by a new Board of Regents for Education. (That board has since been replaced.) My recollection is that both Governors Chafee and Licht were supportive of me and RIC. The legislature generally went along with the governor's budget recommendations. My personal relations with elected officials were excellent. However, their decision to freeze salaries in 1971-72 was most discouraging, and it precipitated the advent of collective bargaining in all three public institutions shortly thereafter.

The role of the governing board in Rhode Island higher education has been uncertain at times. While I always felt supported by both of the boards under which I served, the Board of Regents seemed to have a clearer view of its responsibilities than did the Board of Regents for Education. The latter board did not seem to know what it wanted to delegate to the presidents or to the new commissioner, who was involved with both higher education and the elementary schools.

My experience with RIC students was totally affirmative and I have no reason to doubt that my successors have had the same experience.

President Gaige:

I have commented upon the support above. It was remarkable at all levels. I have never talked with another college president who could say that his institution received from the board, governor and legislature all that it requested for 10 consecutive years. Rhode Island College achieved that remarkable accomplishment. The support at the State House was not only financial, but extended to executive orders, legislative acts and legitimate favors.

President Willard:

Excellent! During my years in the administration at Rhode Island College, the institutions received splendid and frequent visits from both the governors, the legislature, and the governing board.

While occasionally we did not get all we requested (including one year when legislative action seriously reduced salary increases), the state through the agency list above was anxious about our needs and met them generously. The governing boards (trustees and regents) gave the college strong support and worked with us to solve our problems, suggesting means to achieve our more ambitious goals.

What is your sense of the student population? How has it changed since your term as president?

President Kaufman:

I have not had enough contact with RIC in recent years to know how to characterize the changes in the student population. My impression is that the student body is more diverse than there are more adult students attending a part-time basis; and that there are fewer students committed to a career in the education professions. RIC students were always oriented towards careers and vocations. Today, that is true for the vast majority of college students.

President Gaige:

I am tempted to say that I am not qualified to comment on the current ‘student’ population. But I gained a sense of the student body of Rhode Island College, and it is my guess that the student body is still a splendid entity in its own kind of way. It is friendly and a bit conservative - above all likeable.

President Willard:

I imagine the student population is much the same, although larger. During my first term as acting president Dr. Willard served as the President of Rhode Island College from 1966 when Dr. Gaige left until 1968 when Dr. Kaufman retired and was named President Emeritus - Ed.). The enrollment included representatives of all general education major groups from the late '60's who gave a special excitement to campus life on occasion. By 1973 these movements were dying out. By the mid-seventies, the liberal education majors had dropped significantly, and liberal studies and nursing majors were numerous. Management majors were also increasing.

I think the same type of student is attracted to the college now as when I was there. Most of them are students who want a good college education, but must acquire it at minimal expense and in most instances by combining did working part time. The glory of the college is that this can be achieved in such an excellent school.
Moving out was not without incident

Dr. Renato Leonelli, professor emeritus of elementary education and current president of the Rhode Island College Foundation, recalls an incident associated with the relocation of the campus which is not without humor in retrospect, but which was pretty painful at the time.

That year to moving day—the college engaged large commercial moving vans to accomplish the change over. Leonelli had his classes help him pack up all of the physical science materials. There were 70 cases of the stuff... recalls the congenial longtime RIC affil­iate. "I can’t forget the dust—they filled a whole room."

It was a Friday. Leonelli secured the classroom and went home for the weekend. Dr. Leonelli: "On the day before I had a call from Dr. Gaige. "He told me that we had had a fire in the building," Leonelli recounts. "It was my room."

Appropriately, as best it could be reconstructed (though no-one could ever completely determine exactly what happened), another college which had use of the classroom facilities on Friday evening had students who smoked. It is theorized by Leonelli to the day that one of them tossed a cigarette which hadn’t been fully extinguished into a wastebasket. There had been excess packing material in the moving day preparation—the staff they call ex­citement—and some of it had been discarded in the wastebaskets. He thinks that that is how the fire got going.

When he got to his classroom and began surveying the damage, he was puzzled that not one of the 70 cartons of scientific materials or its remains could be found.

"Dr. Gaige was looking out the window where we smoked," Leonelli remembers. "I looked and I could see the fire. It was 78 cartons of stuff..." referred to the congregational RIC affil­i­ate. "I can’t forget the dust—they filled a whole room."

Moving day: Leonelli walked to three metal "fireproof" storage cabinets where he kept teaching equipment like a plantarium and scale. He opened the door to each one and inside each "Fireproof" locker he found the same thing— "little puddles of metal melts."

"I wish now that I had saved some of those little puddles," he says with a chuckle, the passage of 25 years having softened the edges of what at the time was a horrifying experience.

"It’s too bad in a way that he didn’t." What unique souvenir paper weights they would have made on the 25th an­niversary of the relocation of the campus.

What did the faculty think of the move? Generally, they agreed it was a positive and well received step in the right direction. "Dr. Gaige was really high," related Leonelli.

For many of us, it was coming to a delightful new campus. I didn’t have any regrets, but I didn’t have a personal attachment, noted White, who added, "The transition was relatively painless.

"It was like moving into a new house. No questions — everyone was pleased with the new facilities," related Kelly. "It was a fresh new campus and new equipment. We were like ex­plorers coming to the new campus," attested Wright.

"We were very excited about it. It was a very small space downtown. Coming to over 50 acres of land at that time was unbelievable," recalled Smolski.

For Dr. Ridley S. Shinn, who join­ed the faculty after the move, and who served as the first chair of the history department, the physical facilities were not as noticeable as the quality of the students and the faculty and staff.

In addition to the quality of the peo­ple (there), the students were very similar in lots of ways to today’s students. They had much more ability than they gave themselves credit for," he said.

"It was, apparently, an exciting time. The move marked the birth of what was to become an even more exciting land development for the college—today’s Rhode Island College.

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Dr. Gaige (right foreground) is welcomed by student leaders as he prepares to speak at a bond rally in support of new campus. Students, staff and faculty worked to get voter approval for the Mt. Pleasant campus.

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Dr. Gaige (right foreground) is welcomed by student leaders as he prepares to speak at a bond rally in support of new campus. Students, staff and faculty worked to get voter approval for the Mt. Pleasant campus.
In 1965 Dr. William C. Gaige published his first annual report of a Rhode Island College president. Being the first, it covered only one year, but the decade 1952-1962, the most change-filled era in the history of the college up to that time, is covered. A section of the report detailing the development of the new campus is worth reprinting here despite the fact that inflation and escalating costs make the figures quoted seem quaint.

A campus of 4,000 students and a budget of $17,500,000, the development of Rhode Island College’s new campus is fascinating. It began in 1953 with Governor Roberts’ timely decision to halt the remodeling which was already underway on the old buildings and to recommend to the legislature that the College be moved to its present location. It is the story of four bond issues totaling $5,600,000 and of a false start corrected before money was spent. It is the history of the Commission to Study Higher Education and its recommendations that the campus be expanded to accommodate an eventual student body of 4,000. It is the story of a 20-year development plan prepared by Blair Associates. It is the story of land negotiations and condemnation proceedings resulting in a campus of nearly 100 acres. It is the story of good planning, distinguished architecture, excellent contracting and splendid cooperation from various departments of the state government.

The initial six buildings occupied and dedicated in the fall of 1958 were simple, well-planned structures of concrete slab, brick and glass-screen wall construction costing $18 a square foot. The cost is well within the range of many high school buildings. The building housing the 97-seat auditorium and the main administration facilities was named after former Governor Dennis J. Roberts, whose vision and leadership played so great a part in the movement for the Thorp Dormitory. The new laboratory school building is named in honor of Dr. James Roberts, whose vision and leadership during the time support for the new campus was gained and while it was built. Roberts Hall is named for the former Governor.

The handsome new Donovan Dining Center and the James P. Adams Library, facilities in the Student Center are being remodeled to provide snack bar and short order service for up to one thousand students. The building will continue to house lounge facilities and the Bookstore. The former library space is being remodeled to provide additional student lounge space, offices for the Dean of Students and the counseling personnel under her, offices for the College Testing Service, the Office of Institutional Research, and finally, several offices for student activities.

In the fall of 1961 the College opened its unique new dormitory for 144 women, which is named the Mary Tucker Thorp Hall in honor of Dr. Thorp, former Principal of the Henry Barnard School and present director of laboratory experiences. The dormitory is made up of 18 suites of eight individual rooms which surround an attractive living room and shower and lavatory facilities. It has less space devoted to corridors and stairwells than any other dormitory that had been financed through the Housing and Home Finance Agency up to 1960.

The handsome new Donovan Dining Center has kitchen facilities to provide food for 3,000 students, in addition to the 1,070 students cared for in the Student Center. Its main floor and mezzanine will allow 1,000 persons to be seated at one time. Unusual movable wall partitions under the mezzanine make possible the breaking up of dining space to accommodate any combination of diners up to 200. The Dining Center is named after Fred J. Donovan, professor of education since 1918 and vice president since 1944.

The new library of the College, occupied in February, 1963, is large enough and has specialized areas to take care of an ultimate seating of 1,000 students and an ultimate shelving of 300,000 volumes. This impressive building is named in honor of Dr. James P. Adams, chairman of the Board of Trustees of State Colleges from about 1955 to 1960. The third building on the campus is the new science laboratory building housing ten laboratories, a classrooms, faculty offices, facilities for the industrial arts program, a 300-seat lecture hall and a 100-seat demonstration room.

In the fall of 1962 the people of the state voted funds to provide a new Health and Physical Education Center, which, with the present Whipple Gymnasium, will provide the teaching stations and other facilities for a student body of 4,000. The Board of Trustees has named this new Center after Dr. Michael F. Walsh, Commissioner of Education and Member of the Board of Trustees of State College from 1947 to 1963. The 1962 bond issue also carried funds for an additional science laboratory building which, when completed in 1965, will bring the campus capacity to 2,500 undergraduate students.

In January of this year, Dr. Pietro Belluschio, Dean of School of Architecture at Massachusetts Institute of Technology and distinguished architectural consultant visited the campus. Following the visit, he wrote in part, "You have indeed reasons to be proud of having succeeded in creating such an excellent environment within such a short time, and particularly with such economy of expenditures. Many colleges would do well to study your plans and the way you have executed them." Dr. Belluschio singled out for praise the plans for the Thorp Dormitory, the architecture of the James P. Adams Library and the appearance, inside and out, of the Fred J. Donovan Dining Center.

For the buildings and the campus itself just described the people of the State and the Legislature have authorized the expenditure of $10,700,000. These funds have purchased all of the land required for the campus. In addition to paying for classrooms which will eventually accommodate a student body of 2,000, they have built a library which will eventually have space for a student body of 4,000 and will build physical education facilities to do the same. The people of Rhode Island should be proud of what they have already spent or appropriated tax sources for a student body of 5,000 in 1960. In addition to $300,000 eventually needed for additional administrative, maintenance and music facilities and $300,000 for equipment for the Federally financed buildings mentioned above, there remains only the need to build an additional classroom building at an approximate cost of $500,000 for each 500 students beyond the 2,500 already provided for. The $13,150,000 divided by 4,000 students will result in a per student cost for facilities of $3,300. 100 less than the estimates of $3,500 per student used by the Commission to Study Higher Education in 1959. Another way of looking at it is that after 1962 the construction of the facilities needed to complete the campus will cost from tax sources about $1,900 per student.

The people should understand that our remarkable new dormitory and our excellent new dining center are paid for out of funds borrowed from the Federal Government. Student fees will pay off these loans. Essential self-amortizing expenditures for a total of four dormitories and an enlarged dining center, including student union facilities and a faculty center, will be an additional $4,000,000. Thus the eventual cost of the campus, including the self-amortizing funds will be about $17,500,000.
Hugh Leonard at RIC

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Reperatory Company and Carol Cullen, David Pittman and Susan Moniz, all of Rhode Island. Tickets for the luncheon are $30 and had to be purchased by Oct. 21. Registration for the conference is $15 and will be accepted until the first day of the conference.

While in residence, Leonard will con­duct three colloquia which will be free and open to the public.

On Oct. 25 at 12:30 p.m. in Craig Lee 255 he will read from and open to the public "Modern Ireland: A Quarter Century of Change" which saw the visit to this cam­pus of the Hon. Jack Lynch, former prime minister of Ireland. Leonard was at that time awarded an Honorary Degree of Doctor of Letters by the college. After a 1 p.m. registration for the fall the Irish Studies conference, various speakers will ad­dress the topic of "Irish Folklore and Myths" after which the Hon. Patrick Curran, consul general of Ireland, will offer greetings.

Between 4 and 5 p.m. a series of speakers will address the topic "Seven­teenth Century Ireland."

After the Hugh Leonard collage at 8:30, a social hour is planned until 11 p.m.

At 9:15 p.m. Saturday the subject of "Fictionalising the Traveller" and other speakers addressing the conference. A business meeting and poetry reading will proceed the 12:15 p.m. luncheon at which Gov. J. Joseph Corrally is scheduled to provide the greetings of the state of Rhode Island. Leonard's readers from Scorpions will follow. From 2:3 p.m. a panel will discuss "The State of Theatre in Ireland Today" and from 3:15 to 4:15 p.m. speakers will address the "Aspects of the Irish Land War, 1879-92." From 5 to 6:15 p.m. "The Economic Transformation of Ireland, 1959-83" will be discussed.

The New England Irish Studies Program for 1983-85 was the subject of the opening colloquium of the conference which was presented by Dr. James E. White, professor of English at RIC, is president of the New England chapter and chairman of this fall's conference.

Leonard gained initial recognition with his 1976 play "The Playboys" which was produced in 1976 at the Gate Theatre in Dublin in 1962. Leonard gained international fame with his "Date in 1973 which won the New York Drama Critics Award. Other significant works by the man called Ireland's leading playwright are "Summer" produced in 1974; "A Life," pro­duced in 1979; "Kill," produced in 1982 and "Scorpions" in 1981.

Born in Dublin in 1926, his name was originally John Byrne as he relates in his autobiographical volume, "Home Before Night." He was adopted soon after his birth and later on called himself John Keyes Byrne, using the name of his adoptive father as his middle name. He grew up in the vicinity of Dublin, won a scholarship in 1941 to Presentation College Glasthule and in 1945 joined the Irish civil service.

During his time as a civil servant he became involved in the theatre and began to write for as well as about the stage. His second play, The Big Birthday, he submitted to the Abbey Theatre which accepted it for production in 1956. With this play he used the pseudonym Hugh Leonard which was the name of a character in "The Irishman (1954), a play that the Abbey had rejected earlier. Since 1959, Leonard has been suc­cessful at combining the career of a serious dramatist with the breadwinning aspect of a commercial writer. Leonard commented in 1973: "Being a playwright and writing plays for two different kinds of audiences who have been conditioned to expect formulas and parochial subject matter; helps, because the writer can utilize a vigorous and poetic idiom which enables him to com­bine sutilly with the serious drama." Leonard is in his subject matter, but only to the degree in which I can see it as a microcosm; this involves choosing themes which are typical of the problems and politics, both of which I detest, and which deprive one's work of applicability outside Ireland."

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FELIS

by Diana Tocco was one of the distinguished entries in the recent Alumni Art Exhibition at RIC's Bannister Gallery.

Win alumni art awards

Seven Rhode Island College alumni were recognized at the Alumni Art Exhi­bition reception that was held recently in Bannister Gallery.

Best-of-Show awards went to Christopher Terry '78 for pencil and oil on color series, "Woman at Window" and Larry Come '80 for ceramic "Raku "Steps."

Special mention went to Jeanne L. Stewart '84 for ceramic "Raku "Boullabaisse," Gerry Perrino '80 for oil on canvas "Kichen Still Life," Lin­da Sampson '83 for oil on acrylic on canvas "Untitled," Michele Riccitelli­Loezi '76 for Terracotta "Collabora­tion No.1." and IIm Blunckover '82 for Mixed Media "Identity, Direction In­tent."

The Best-of-Show artists received a $100 cash award presented by Dr. David D. Sweet, president. In addition, all award winners received a 25th Anniversary commemorative mug.

The selections were made by a jury that was chosen by the department of fine arts. Jury members were John Helfer of Bridgewater State College and William Lote of the University of Rhode Island.

Psychological questionnaire series

Psychology Department Colloquium Series, a program presenting activities of the psychology faculty at Rhode Island College, will begin this academic year with a retirement reception for Sheehan Gilmore on Oct. 25 from 2-4 p.m. in Roberts Hall Alumni Lounge.

All members of the college commun­ity and other interested persons are in­vited to attend this reception as well as other series events. Most events are scheduled within the college free period. Refreshments will be served.

Other events in the series include a presentation of "Social Skills in Psychopathology". A presentation by Dr. Frederic C. Agarstein, assistant professor of psychology, in "Consentaneous of Self-Consciousness" from 1-2 p.m. in RNS Hall, Room 202.

A presentation on "Studies of the Stroop Phenomenon" by Dr. Michael J. Zajonc, associate professor of psychology, from 1-2 p.m. in RNS Hall on April 10.

For further information contact Pro­fessor Fingeret at 456-3010.

Soviet speaker cancels

The first forum of a four-part series by the World Affairs Council of Rhode Island on "50 Years of Soviet Relations" was cancelled due to the cur­rent international situation involving the recent downing of the Korean airliner by the Soviets and a substitute forum ar­ranged.

Georgy Arbatov, a top Soviet advisor and director of the Institute of USA and Canada, was scheduled to speak at that forum on Oct. 5 and give "A Soviet Perspective." Arbatov canceled his visit to the United States in the week of the airline incident.

The council has arranged to have Alexander Dulles, professor of history and government at Stanford University, open the forum series on Oct. 24 at Brown University, and a substitute forum arranged.

For further information contact Pro­fessor Fingeret at 456-3010.

SEN. CLAIRBOURNE FELI spoke at RIC on Oct. 14 on the topic "Will Lebanon Become Another Vietnam," after receiving a standing ovation from some of his classmates in the Student Union Ballroom. His appearance was sponsored by the RIC Political Science Club. What's News Photo by Peter P. Tobin

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some background on the development of the concept of this plan.

"The report clearly shows that unless Rhode Island takes some decisive steps in the next few years, the quality of life in Rhode Island would be in peril," Garrahy said. He specifically cited this state's average wage and said it has slipped from 20 percent above the national average to 20 percent below that average and, if unchecked, could be nearly 35 percent below by 1990.

"This is a situation we cannot allow to occur," Garrahy said. "Rhode Island should be exporting goods and products, not our best and brightest minds," he said. He noted that education and education-based research is the second largest industry in the state, second only to the jewelry industry. Almost 14,000 persons were employed by the state's 12 institutions of higher education in 1982, with 70,000 students enrolled. These institutions contributed $475 million to the state's economy in the 1982-83 fiscal year, of which RIC's contribution was "significant - more than $29million," said the governor.

Garrahy noted that at a time when education and education-based research is the second largest industry in the state, the next seven years "to reverse a decline which began more than 40 years ago . . . which began more than 40 years ago '"

"This has to be the economic blueprint," he specifically said. He told the commission's recommendations to undertake the revitalization of Rhode Island's economy is "a one-time income tax increase to raise $15 million. The tax would cost the average family another $21."

Other items voters would be asked to approve in a referendum would be a $25-million payroll tax and a $90-million bond issue.

After the governor's speech, members of the press buttonholed Magazine outside of Roberts Hall and pressed him on this point. He was asked specifically how they planned to get over the "hump of higher taxes." Magazine said the commission would be going to the people to sell them on the plan. He said the initial response has been "pretty good" and added "people need time to digest this and we have to sell it over a period of time. He said the 40 $4 week for one year that the average Rhode Island family will have to pay in taxes "will help give us the ability to create jobs and raise incomes.

Magazine was asked why some specifics hadn't been given by the governor in his address in the college, particularly regarding how the millions generated by the plan would be spent. "It is very difficult at a large forum to get into details," Magazine said.

What's News

DEADLINE

Tuesday

4:30 p.m.

Calendar of Events

October 24 - October 31

Monday to Thursday

Oct. 24 - 3 p.m. . Career Services Resume workshop. Craig Lee, Room 203.


Oct. 24 - Noon - Job search and resume workshops. Craig Lee, Room 304.

Oct. 24 - 2 p.m. - Sexual Orientation in Relationships, sponsored by the RIC Women's Studies group. Adams Library, Honors Lounge, Room 401.

Oct. 24 - 4 p.m. - Psychology Department Colloquium Series to feature Deadham's "Ireland," Feida Salladin to speak. Sponsored by the Women's Studies program. Craig Lee, Room 204.

6 p.m. - Women's Volleyball. RIC at Salem State with the University of Lowell. Allston Lounges, Roberts Hall.

6 p.m. - 8 p.m. - Performance Based Admissions Program. Information session. Alumni Lounge, Roberts Hall.

6:30 p.m. - "Voicing" original works. A multimedia concert by pianist and composer Doris Haym. In honor of RIC's 25th anniversary. Tickets $4, Roberts Auditorium.

Wednesday, Oct. 26


12:15 p.m. - Birthday Celebration. Cake-cutting ceremony. Donovan Dining Center.

12:30 to 1:30 p.m. - The Headshop Workshop. Coping with study procrastination. Thomas F. Salladin. Student Union, Ballroom.

2 p.m. - "Women and Work in Rhode Island." Feida Salladin to speak. Sponsored by the Women's Studies program. Craig Lee, Room 204.

3 p.m. - Men's Soccer. RIC vs. Eastern Connecticut College.

Friday, Oct. 28

1 to 4 p.m. - Irish Studies Conference: College Faculty Center. Discussions of fiction, poetry readings, documentary film. Speaker: Hugh Leonard. Other topics for panel discussion include The State of Theatre in Ireland Today, Aspects of the Irish Land War, and The Economic Transformation of Ireland.

7 p.m. - Protestant Student Service Union, Room 304.

Saturday, Oct. 29

10 a.m. - Boys' State. Mass. Student Union, Ballroom.

7 p.m. - Women's Cross Country. New England Championships.

8:30 a.m. to 3:30 p.m. - Irish Studies Conference: College Faculty Center. Discussions of fiction, poetry readings, documentary film. Speaker: Hugh Leonard. Other topics for panel discussion include The State of Theatre in Ireland Today, Aspects of the Irish Land War, and The Economic Transformation of Ireland.

3 p.m. - Men's Soccer. RIC vs. Plymouth State College, Away.

Sunday, Oct. 31

10 a.m. - Student Mass. St. Matt's Union, Ballroom.

7 p.m. - Student Evening Mass. Brown Hall Upper Lounge.

Monday, Oct. 31

Noon - Mass. Student Union, Room 304.

4 p.m. - Film: "She's Nobody Baby: American Women in the 20th Century", sponsored by the Women's Studies program. Craig Lee, Room 203. 6 p.m. to 8 p.m. - Performance Based Admissions Program. Information session.