What's News @ Rhode Island College

Rhode Island College

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At RIC:
Upward Bound program nearing 20, stronger than ever

by Laurence J. Savio Jr.

Back in 1965 when it started at Rhode Island College, Upward Bound was perceived by some people as a way to make the walls safe from graffiti and to keep city street corners free of kids who wanted to hang out.

"We need to break down some of the myths that still exist about Upward Bound," observes Mariam Boyajian, assistant director of student development in charge of Upward Bound.

"When it first began it was seen as a program to keep kids off the street. Playtime."

Funded by the federal government, the Upward Bound program had its origins in the social ferment and political unrest of the sixties. That it still functions and has evolved into a mature, stable educational delivery system seems to be evidence of its effectiveness. Durable projects wear well.

If the testimony of Boyajian and some of the faculty and staff involved with Upward Bound is reliable, RIC's Upward Bound (UB) operation is a major success story.

"RIC's program was ranked in the top 20 percent in the country last year when applications for re-funding the grant went through, says Boyajian.

RIC's Upward Bound program is one of approximately 400 projects similar in nature funded by the U.S. Office of Education. For 1984-85 RIC received $221,690.

The major goal of any UB program is to generate in selected low-income youth the skills and motivation necessary for success in completing high school and in enrolling in post-secondary education. RIC is no exception. The UB program at the college is contracted to service 100 youth from six target high schools. The schools are the Alternate Learning Project, Mount Pleasant High School, Hope High School, Central High School, all in Providence, Shea High School in Pawtucket, and Central Falls High School in Central Falls.

To be eligible for the program a student must be in the 10th or 11th grade at the time of enrollment and if positively evaluated, he or she will be continued in the program throughout high school.

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Family get-together is automatic RIC reunion

by George LaTour

Gerard J. and Helen Larivee of Pawtucket never attended Rhode Island College, but as sure as God made little green apples they have been an integral part of the college community and tradition.

You see, Mr. and Mrs. Larivee have 10 children, nine of whom have attended the college. The tenth is as yet too young for college, still being in Our Lady of Providence High School. And while young Michael is presently pondering the possibilities of attending M.I.T., it would come as a surprise to no one if in the end he chose RIC, too, thus making it 10 for 10!

All told, the Larivee family has about 33 years of college education at RIC commencing in the late 1960s when the first of their children, Pauline (Larivee) Noury, now of St. Cloud, Minn., broke ground and enrolled in science education. She graduated in 1973.

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BELOW: Just in time for spring and the commencement season the campus mall gets a new carpet of turf. Instant green grass appears as the rolls of sod are laid down.

RIGHT: Kenneth Clark speaks at dinner in his honor at Biltmore Plaza. Seated is William Wiley, long active in civil rights causes in Rhode Island. (See pages 6 & 7 for more photos.)
Focus on the Faculty and Staff

DR. ROBERT W. ELAM, professor of philosophy, has two works performed in the Rhode Island Composers Festival on May 7 at 8 p.m. in the Trinity Repertory's Lederer Theatre, The Grass Harp Suite, a prepared tape work for string quartet, flute and synthesizers, and If I Have Made My Lady Jezebel Murderous, a one-act play. Robert Currier, viola, and Arlene Cole, piano.

These are products of a sabbatical leave and were presented at the University of Rhode Island Fine Arts Center Recital Hall on April 27. A panel discussion with the composer will follow the performance. Admission charge is $2 at the door with free admission to students and faculty. Call 792-2431 or 421-2286 for reservations.

CHESTER E. SMOLSKI, professor of anthropology/ geography, attended the annual meeting of the Association of American Geographers in Washington, D.C., from April 21-26, at which he presented a paper on Senate Redistricting in Rhode Island: Geographic Boundaries and Their Mission Charge.


DR. HERBERT R. WINTER, professor of political science, has been elected to the governing board of the New England Political Science Association.

KENNETH P. BINDER, assistant director of transfer admissions (acting), was elected to the office of president-elect of the Rhode Island Conference of Admissions Officers on March 14 at a meeting in the College of the Holy Cross.

WILLIAM H. HURRY JR., director of the Rhode Island College Foundation, has been named to the Board of Directors of the National Association of Student Financial Aid Administrators.

LAURENCE J. SASSO JR., director of News and Information Services, and George Latour, public information officer, recently served as a panel of judges for the community action programs of the states' Veterans of Foreign Wars posts. Winners of the programs were submitted to the Veterans of Foreign Wars National Headquarters for recognition.

ROSE C. MEINER, visiting professor of biology, has been selected for inclusion in the 1984 edition of Who's Who in Modern Mind, edited by Robert F. Schoel. The purpose of the work is to acquaint the reader with "some of the revolutionary changes which have occurred in the biological sciences of our tradition."

The chapter in Keogh's book was newly written for the fourth edition of Keogh's book, Keogh, a member of the biology department for the past 17 years, currently directs the Bureau of Grants and Sponsored Projects.

Letters ---

April 17, 1984

Dear Larry,

I must thank you so very much for seeing to it that we had good coverage in What's News about the Louisville Shoppin' son's visit during the last two weeks. It seemed to me that it worked quite well for us to conduct that interview virtually on his first day here. But news about him was available on days during the time he was still on campus. I thus helped him out by passing the little box that noted his further publications appearance.

He enjoyed giving his talk. He was glad to hear of the print and the photographs that appeared in What's News. He is a collector of various things and so enjoyed having the tape to take back with him.

Many thanks for your help.

Cordially,

Ridgway F. Shinn Jr.
Professor of History

What's News @ RIC, Monday, May 7, 1984

The Bureau of Grants and Sponsored Projects will be providing information about requests for proposals (RFPs) on a regular basis in this column. Anyone interested in obtaining funding for research or other applications and guidelines need only circle the number listed. RFPs in the coupon below and send it to the Bureau in Room 410.

1. American Institute for Indian Studies Fellowship Program: A variety of fellowships and awards are available in the humanities, social sciences, and natural sciences as they relate to India. Supportable activities include research and training, library services, professional development fellowships, travel grants and translation projects.

DEADLINE: July 1.

2. National Science Foundation Presidential Young Investigator Awards: Up to 200 new awards will be made to outstanding young faculty in science and engineering. Faculty awards are for those who received or are about to receive doctoral degrees. Candidate awards are for graduate students nearing their doctoral degrees, post-doctors or other recent doctors with faculty status. Doctorates are to have been received after 1/1/80. A minimum of $25,000 per year will be awarded for up to five years.

DEADLINE: July 1.

3. National Institute of Mental Health Behavioral Sciences Research Program: This program supports basic and applied research in psychology and related fields that psychosocial factors that influence behavioral development and maturation, especially those factors relating to mental health. Applications are invited for research; cognition and learning, psychoanalytic approaches and personality, emotional processes and problems, interpersonal processes and problems, and family processes and mental health.

DEADLINE: July 1.

4. American Nurses Foundation Competitive Grants: Approximately 12 awards are made each year for projects on biomedical and behavioral aspects of disease confronted by nurses. Applicants must be registered nurses, with faculty appointments. Preference is given to doctoral degree candidates.

The maximum award is $2,100.

DEADLINE: July 1.

5. American Nurses Foundation Research Grant: This program funds research on the social, psychological and cultural factors that affect the aging process and the interplay with biological and physiological aspects of aging. Program interests include: aging and bereavement, minority social networks and support systems, and learning and memory changes with aging.

DEADLINE: July 1.

6. Fulbright Scholar-in-Residence Program: This program's purpose is to strengthen the international dimension of teaching programs at institutions with limited opportunities to receive foreign scholars, and to develop or enrich established area studies or international programs.

Grants cover international travel for the scholar; maintenance stipends of $1,200 - $2,000 per month, limited funds for books and educational materials and basic medical insurance. Applications may be made for one quarter, a semester or a full academic year. DEADLINE: Nov. 1.

PUBLICATIONS

— Of Note —

Gavin Knott, the son of GENE KNOTT, former publisher of The Providence Journal-Bulletin at Rhode Island College, died on April 25 at the age of 37. Knott is currently associate director of counseling at the University of Rhode Island.

— What's News @ RIC College —

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DEADLINE: April 18, 1984

What's News carries classified advertising as a service to its readers. Items printed must be of direct interest to the college community as judged by the editor. No charge is made for the ads which may be run up to three times, although due to space requirements, each item may be limited in length. What's News will not knowingly publish any ad that is false, misleading or discriminatory.


DEADLINE: April 18, 1984

DEADLINE: May 7, 1984


Please send me the information on the following programs: (Circle programs of interest to you.)

1. 2. 3. 4. 5. 6.

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Deadline: May 7, 1984

DEADLINE: July 1.
A new approach: ‘Everyday Life History’

by Filomena Trombino

What would you do if your history professor told you there was no need to memorize any dates, to remember what exactly Napoleon did, or where he fought whom in the Civil War? You’d probably ask, “Is this for real?”

That was exactly the response of students of Dr. Kenneth F. Lewalski, professor of history at Rhode Island College. “ Everyday Life History,” or History 337, is one of a new series of courses designed to approach history in a different way.

“It’s history without dates, facts, and events,” is how Professor Lewalski describes this novel, unconventional course.

The difference in this course is that it stresses experience rather than events and studies the lives or ordinary people rather than the elite. The past is studied by uncovering experiences of the past through material wants and needs, social interaction, and collective mentalities, i.e., emotions.

This new approach in social history began in the 1930's and only recently began to filter into American education. “Social history was delayed in this country,” explains Lewalski. “History was focused on politics. After the Vietnam War, changes in education and social history came into being.”

There is no textbook as of yet and it’s just as well according to Lewalski. He feels that the history curriculum is in danger of being too text-oriented. The sources used are vast and diverse.

He finds it a “challenge to pull together material” from songs, news articles, poems, films, and a reservoir of 200 overhead projectors transparency slides as some examples of the sources used daily in his class.

Lewalski became interested in this new approach several years ago. “I had been reading European material for many years and everything came together in my mind (and also) how it should be done,” he said.

He feels that “the students” responses have been positive and that some still can’t believe the types of things they are studying in a history class. Toilet paper and the invention of forks and knives, or the wearing of corsets are not your typical history questions.

Traditional historians have found this approach superficial and way out of date. Lewalski and his colleagues have exposed its existence. Lewalski feels that an experienced student that “if you have a conceptual idea, fit it in a pattern.”

For instance, forks, knives, and spoons were not used in earlier periods and men were expected to today’s “fancy foods.” Traditions form a pattern and are the logical pattern in time perspectives.

“Everyday Life History” stresses continuity and innovation. Students come into contract with primary sources and integrate what they learn in their studies. Those in the new history curriculum are required to take two thematic courses (which are based on a theme rather than an event or period in time) of which “Everyday Life History” is one.

Lewalski, and have opposed its existence, Lewalski feels. He teaches his History 337 “Everyday Life History” stresses continuity and innovation. Students come into contact with primary sources and integrate what they learn in their studies. Those in the new history curriculum are required to take two thematic courses (which are based on a theme rather than an event or period in time) of which “Everyday Life History” is one.

The “breathalizer” test, as it is more commonly known, is given by a certified paramedic such as Leveille. A reading of .10% or more is the level at which one is considered impared by law.

Pandolfi, weighing 155 pounds, drinks one beer (12 ounces) one hour prior to being tested. The reading was already .06%. In some states, .08% is considered to be the level of impairment.

Tallo pointed out that on a chemical test, refusal, however, is punishable by law and a violator will be facing two counts instead of one.

Penalties for the first offense of refusal to submit are: $300 minimum fine; 10-60 hours community service; $150 highway safety assessment and alcohol or drug treatment or drunk driving school. Penalties increase for each additional refusal.

According to Olenn, traffic accidents are the leading cause of death for people aged 16 to 34 years. Alcohol is related in over 50% of the 30 deaths. Three people die and 80 are seriously injured every hour. Two figures represent victims as well as drunk drivers.

Cape Verde minister visits RIC

The committee to follow-up on the visit to Rhode Island College by His Excellency, Aristede M. Perras, President of the Republic of Cape Verde, was held on Tuesday, April 17, to Manuel Veiga.

Mr. Veiga, director of culture for the Ministry of Education and Culture, was host on Tuesday, April 17, to Manuel Veiga. Professor Lawrence Sykes, professor of art, was scheduled to make a tour of the campus, Mr. Veiga met at the college’s Bannister Art Gallery with assistant librarian for special collections, and Veneta Laiobon (r), director of student development at RIC. Others in party not identified.

What's News

DEADLINE

Tuesday 4:30 p.m.
Family get-together is automatic RIC reunion

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Robert enrolled in chemistry before Pauline graduated and Rita joined him shortly thereafter in the pursuit of higher education. He graduated in 1976 or 77. Rita studied mathematics and math education, was instrumental in the establishment of the Math Learning Center, was a member of the RIC Math Club and after receiving her bachelor’s degree in 1977 went on to obtain her master’s from RIC also. She then taught mathematics here for a time as a part-time instructor. Rita fulfilled all her requirements for both her bachelor’s and master’s degrees in five years’ time.

Rita was no sooner involved with her studies when Denise arrived to study math and chemistry. She eventually became president of the Math Club, graduated in 1979 and is currently a captain in the U.S. Air Force stationed in New Mexico.

Denise didn’t have to wait long for family companionship on the college campus. Therese (Larivee) Focht soon joined the college scene, took up studies in physical education and became a member of the tennis team. She graduated in 1982 and now resides in Levittown, Pa.

A scant year later Jeannette arrived at RIC (one assumes the Larivee family had installed a revolving door in their home by this time and, perhaps, another at the college). Jeannette studied nursing, performed on the gymnastics team, graduated in 1983 and is now a 2nd lieutenant in the U.S. Air Force in Sacramento, Calif.

Before Jeannette could become lonesome, George arrived to study mathematics. He was president of the Math Club also and will this month upon graduation receive the Mitchell Award in mathematics.

George was quick to pass the torch to Irene who’s now studying industrial arts and is a member of the track and cross-country teams. She plans to graduate in 1986.

Let’s see... there was Pauline (that’s one); Robert, two; Rita, three; Denise, four; Therese, five; Jeannette, six; George, seven; and Irene, eight. Where’s number nine?

Oh yes, that would be Normand. Normand cheated a little and got his bachelor’s degree at Framingham State in Massachusetts, but so as not to tarnish the family record he came to RIC for a master’s degree in psychology which he is in the process of acquiring now.

Now eleven pair of eyes are focused on poor Michael who exhibits remarkable courage everytime he mentions the possibility of attending M.I.T. Of course, should the “misguided” youth actually attend M.I.T. (not a bad college, so we’ve been told), he could always come to RIC for his master’s as did Normand. Good ole Normand.

How, you might ask, (especially if you are a parent), does Mr. and Mrs. Larivee manage financially to put nine children through college one right after the other? It would be a little easier to comprehend if Mr. Larivee was the president of General Motors with a staggering salary to match the staggering task of giving college educations to nine children over a space of 15 years. And even that’s not going to be the end of it what with Michael coming along.

Mr. Larivee is a Brown University-educated draftsman. Mrs. Larivee, in addition to being a homemaker, does volunteer teaching of reading and catechism at St. Cecilia’s School. Where then, does all the money come from?

“Everybody pitches in to get money,” assures George. It’s a family project to say the least.

And, why did they all chose Rhode Island College?

There are generally two factors: cost and quality.

George and Irene, both of whom stopped by the News Bureau last week, explain that economy had to be practiced. “Money was a big factor,” notes George who was quick to add “we’ve all received a very good education for the money... in fact, an excellent education whether you consider money or not.” The fact that most of the Larivee family studied education and/or science was another factor. RIC is the place to study education in Rhode Island and the science facilities and faculty are “first rate” in the Larivee book.

They’ve all been or are good students and “a lot of us have been tutors” to other students in their respective disciplines, notes George.

He and Irene report that the family is a close one and “always keeps in touch” with one another despite the distance away from home of some of them. “We get together and compare notes about RIC and the faculty,” says George, who adds, “we mutually know all the math faculty.”

The last time the entire Larivee family was together was at Christmas in 1981 and, of course, everytime they do get together its automatically a RIC reunion!
RIC student is cartoonist:

**Don Asmussen draws on his interests**

by Lawrence J. Sasso, Jr.

When he was just a little boy Don Asmussen used to go to the movies and come home and draw the entire script in animation panels. “I've been drawing since I was a little kid,” says the disarmingly informal Rhode Island College senior. An art studio major with a minor in English, Asmussen of Providence Pike, North Smithfield, is unswerving in his ambition. Unlike many his age (21) he is not troubled by any confusion about his goals. He knows what he wants to do and is pleasantly aggressive about making himself an opportunity to succeed at it.

“I'm more interested in writing than cartooning, actually,” he says. “It's just that I'm able to draw.”

He explains that that is why he is minoring in English in college. It shows in the story lines he develops for Looper’s World.

One recent strip, for example, had as its theme “Fun with presidents.” It included a panel in which he rather outrageously pans on the name of President James A. Garfield and the widely popular contemporary comic strip, Garfield.

“I'd like to write and illustrate children's books and possibly be a political cartoonist,” he asserts. “I've been drawing since I was a little kid.’”

Asmussen claims he has hardly ever opened a copy of the venerable humor magazine. Instead he lists as his influences people like Woody Allen and the Monty Python show.

Asmussen, as it happens, hates Garfield. He calls it “recycled Hopkins anecdotes from 10 years ago.”

“I don't want to be another Heathcliff,” he says pointedly, referring to another popular cartoon featuring a cat.

Asmussen says that in all likelihood it would do a cat strip, “I don't see things as visual puns. I get ideas and illustrate them.”

To create a typical edition of Looper’s World he simply keeps a notebook handy and jots down ideas for the weekly strip as he walks around the RIC campus. “I usually write them first then I have to draw them. I don’t see things as visual puns, I get ideas and illustrate them.”

Refreshingly candid, the blond, open-faced Asmussen cheerfully states that he draws his strips on the dining room table. No fancy environment for him. A studio isn't a necessity.

“Spontaneity is lost if you draw it too many times,” he observes. Asmussen will graduate from RIC next January. At that time he is considering going to graduate school to further study illustration. He says he would like to do his graduate study at the Rhode Island School of Design.

Yet, in reflecting on the worldly direction in which he has channeled his talents, he will say directly, “I don't have the artist’s mind. That's pretty shallow as far as artists are concerned, but I'm proud.”

There is no evidence of inhibition about using his ability to draw to make a living. He creates T-shirts for a company called Rainbow Designs in Warwick and has long earned money doing posters for businesses.

This summer he plans to set up a booth at the Narragansett and Wickford Art Festival and do caricatures for pay. Currently the Providence Eagle newspaper is reviewing his portfolio, and there in a good chance they will soon start using Looper's World, Asmussen says. “Might it be a case of tomorrow King Features Syndicate? Stay tuned!”

**DONALD ASMUSSEN OF RIC** says ‘I overdosed on Looney Tunes when I was a kid.’

Asmussen, 21, produced this rather irreverent piece. Panel below is detail from a recent Looper's World strip.
KEYNOTE SPEAKER for the conference was Kenneth Clark, the sociologist whose research convinced the U.S. Supreme Court that separate-but-equal schools were damaging to black children's self image. At right he prepares for press conference. With him is Willard Enteman, RIC provost. At dinner the preceding evening (May 1) Clark reminisces with Mr. and Mrs. William Wiley, long-time Rhode Island civil rights figures (below). At May 2 press conference Clark, James Nabrit and Jack Greenberg of the NAACP Legal Defense Fund answer queries (bottom).
Board of Education - 30 years later

The conference was months in the planning. Then all at once it was here. Rhode Island College with help from the Sperry Hutchinson Foundation brought Kenneth Clark to campus to commemorate the 30th anniversary of the Brown vs. Board of Education case which ended school segregation.

It was a time to renew old ties and to forge some new links. Panels discussed the significance of the decision and speakers talked of where the drive for complete equality must go from here. The photos on these two pages give a sense of the event and how its principal figures contributed.

What’s News Photos by Peter P. Tobia
WAITING FOR CAP & GOWN DAY to get underway, communications majors Sallyanne Santos, Kim Kruger and Bonnie Baggesen enjoy a moment of levity at left. Student speaker Michael Montecalvo delivers his talk above. RIC President David Sweet applauds vigorously after students are invested with academic regalia below. Sweet and wife, Arlene, receive students at reception under campus pines at far right. Panoramic view of reception on southeast lawn of Robert Hall is seen below right.
Cap & Gown Convocation kicks off spring

It is a ritual. Always about the same, but always different, a renewal. The ceremony, the music, the words have echoes from previous years, but the students are always a new bunch, and their hopes are always somehow specific to their own time. Cohort after cohort the rite has been part of the RIC commencement season for years.

This year it happened on an especially pleasant day and it seemed to unfold like the petals of a hardy annual flower.

Naturally!

Speaker for the students in the class of 1984 was Michael Montecalvo. He told his classmates that while many people say that college is the best time of a person's life, "the best has yet to come."

"Graduates, we have to make our mark in society. Yet there is an eager world waiting for us to accept its challenges, hopes and dreams, and it is up to us to meet them."

Rev. Robert Marcantonio, Catholic chaplain at RIC, spoke for the faculty. In a talk which touched on many of the salient elements of undergraduate life he referred to everyday life and managed to involve the entire audience.

"As part of my mid-life crisis, I have learned that some of you will be able to do things that I have no chance of doing," he said.

He also said, "I hope we have done our best to help you become the best persons you can become, skilled and knowledgeable in your professional fields, able to overcome difficulties in life, and filled with enthusiasm for life, rulers of your own life."

He received a standing ovation when he finished.
Upward Bound program nearing 20, stronger than ever

continued from page 1

They may also participate during the school year in special programs related to college preparation.

"Upward Bound takes high risk students and provides them with experience which helps them," Boyajian points out.

An important element in the service which Upward Bound provides for its participants is the opportunity to work very closely with counselors. The students are guided in the selection of their high school curriculum and then monitored in their progress.

In the last three years only three students in the UB program have dropped out of high school. In that same span the program does not lose more than 30 students. The general high school drop out rate in the targeted areas is somewhere between 15 and 20 percent according to Boyajian.

One of the things which the administrators of the program took into account when they were zeroing in on the target schools was the ratio of guidance counselors to students.

GLENDA GREEN, a sophomore at Mt. Pleasant High School, attends a class in English.

They found that in the target schools the ratio of guidance personnel to students was at least one to 200.

"This is where Upward Bound can help," says Boyajian. "The program can address the anxieties and fears and provide special assistance."

"There are a lot of fears," she explains, citing examples: "I don't think I can do the math. I'm afraid of science."

Currently, non-American born students are more readily convinced that the program can help them than are students born in this country.

Boyajian wants to look at ways in which to educate or re-educate the communities in the targeted areas. She wants to make "American born" disadvantaged and minorities more aware of what the program offers and then she wants to get them to take advantage of it.

She describes one student who entered Upward Bound with the goal of becoming a secretary. Instead the young woman discovered she had potential to do something else and is currently persuading the college degree at Boston College.

"Don't slight yourself by setting goals that are easy," the student is quoted by Boyajian as saying by way of giving advice to others in the UB program.

Long the target of 13 or 14 seniors in the program 31 or 4 percent were accepted either at a two year or four year college and 30 of them planned to attend.

It is a rather impressive record. Of those who choose to go on, Rhode Island College will enroll about 50 percent. The remainder go to a variety of other colleges and universities. The nearest other Upward Bound program is in Boston, Mass., about 200 miles away.

In selecting students for RIC's program, the staff must meet a number of rigorous standards.

Each applicant must take standardized tests and some specific tests in math and writing which the UB program has developed. Upperclassmen (ESL) students must also take a special test to determine their ability to communicate in English.

Once admitted to Upward Bound the students find that the program has its own curriculum, textbooks, and criteria for success.

"We provide the students with an opportunity to improve but we hold them accountable," observes Boyajian.

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Jeff Kenyon is one of the counselors in the program. Along with Boyajian and Dane Anthony Costa, it is his job to talk to each student and his counselor, he completes the office staff of Upward Bound. There are also a secretary, nine part-time faculty and 10 to 15 tutors who work in the program.

Kenyon formerly was a staff member of Search, another nationally funded program which operated at RIC, and a recruiter for the Preparatory Enrollment Program (PEP) before joining Upward Bound as a counselor.

"The counselor's role is to help the students become aware of the choices available to them and to advise the students and their families in how to go about making those choices," says Kenyon.

Each counselor in UB works with no more than 50 students. The number in the target schools is much greater. Each counselor sees the students he is responsible for at least once each week.

The Saturday classes give the students a chance to see what college is like. They can visit the dorms and see other Upward Bound students who have successfully completed the program and get an idea of what the possibilities are." Kenyon notes.

"I think now students seem generally to be more serious about their role. Other programs such as CETA have been cut and I think that these students are aware that they need to be motivated for programs like Upward Bound."

"It's rewarding for the counselors to have this type of student. It allows the program to place students at private colleges and universities like Brown and Boston College as well public institutions. It keeps us going as counselors. You don't burn out because you can see the positive payout. We assist the students but their success is good for us. It helps to motivate the counselors." Kenyon notes. She instructs the pupils in her work.

"The students in Upward Bound are learning to make marvelous relationships between what they've experienced in life and what they are being taught. They're not just going through the high school door. We complement it. If they're not doing well in high school we don't teach them, we will help them."

"We want to make sure they have the study skills in all their subjects."

"I don't say that they are all A students, but they are all students. Some are C or D students who are willing to get in up the morning and go to school and be here."

Louis Toro teaches ESL classes in the Upward Bound program. He is also a recruiter for the Preparatory Enrichment Program (PEP) before being accepted into college.

"Without Upward Bound the majority of these kids would wind up in a factory," he says.

Toro says that there is a "mold" which must be broken. He refers to it as the idea that the current generation of immigrant kids will just go to work and leave it for the subsequent generation to go to college.

Ninety to 95 percent of the people who wind up in Upward Bound do not even have the idea of going to college without Upward Bound, according to Toro.

"It kind of opens the door for them. If there were no Upward Bound program they would be interested only in learning enough to get by. But those who get accepted are doing exceptionally well in all areas."

"That's not to mention changing their entire lifestyle in college. They realize their goals and objectives, turn around and become the most serious students in the college." For Toro, like Giorgio, Upward Bound provides a stimulus which makes teaching seem that much more fulfilling.

"The students here make me go through the whole week; you really teach here," says Toro, a teacher in the public school.

You don't play the parent/priest/teacher roles in Upward Bound but you play in everyday high school. It's strictly academics here.

"If these were like high school I wouldn't be here on Saturday. I find it difficult to believe anyone would be here to go through a sixth day like the other five. Upward Bound makes the rest of the week livable."

Dolores Davis is a sophomore at RIC. She came through the Upward Bound Program before being accepted into college.

"It's not a thing that really stood out. I learned how to be independent, and I also learned how to get along with other people, and I really think that's important!"

Perhaps these are the sorts of experiences which can make a program not only last 20 years, but grow stronger while doing so.

ANTHONY MILANO talks about English grammar in Upward Bound program.

YOUNG MI KOH, originally from Korea but now living in Providence, listens to a class in English. She attends Mt. Pleasant High School.
A thirst for knowledge, and couldn't get enough of its volcanoes and plane. "I always loved school, had tremendous teachers and there never seemed any question that I would become a teacher myself." It has been, she says, "a simple life:" a bachelors degree from Rhode Island College of Education in 1944, masters form Clark University in 1946, a short stint of teaching at Bryant College, then in the summer of '46 she received a call from Dr. Lucas Whipple, president of Rhode Island College of Education (now Rhode Island College). "We need someone to teach introduction to geography. Why don't you come and we'll try you out for a year," she recalls saying. That was 38 years ago.

Before going any further, I should say that I had the good fortune to be a student of Professor Wright myself several years ago. Unfortunately, it was for only one semester, but it was one of the highlights of my college career. I wasn't so much in the context of the course that made it exciting, but Miss Wright's interest in learning. I remember that if anyone asked a question and she didn't have the answer at her fingertips, she'd write a note to herself. And at the next class, she WOULD have the answer.

"I always promise my classes that I'll give them an itchy foot," she says.

Travel, she says, is not only the cheapest form of education, it's one of the best investments one can make. "Your investment in travel always returns interest over and over again."

ground with a stick. Then I turned around and the next thing I knew she was teaching them to play hopscotch," Mrs. Becker said.

Another time, in Portugal, Mrs. Becker recalls forgetting her hanger in the room, Mrs. Becker and Miss Wright spent the night. With great tears rolling down her cheeks, and their future address in Switzerland, the dress was there. You that Professor Wright is an outspoken woman. But one always open to change. On one of their eight year's the compilation, along other states in having its own atlas. The book is packed with information that Rhode Islanders find fascinating, even amusing. They learn, for instance, that Olneyville was formerly Tar Bridge, that Clayville in Scituate was named for Henry Clay, and that Pascoag was once Monkeytown.

But the origin and meaning of place names is only a subheading under one of five major sections, that include a wealth of information on the state's physical characteristics, its economy and transportation.

In compiling the atlas, Professor Wright did the research and authored the text, while Professor Sullivan created the book's many maps and graphs. Some of these, such as the map that shows Rhode Island's American Revolutionary War fortifications and defense sites, can be found nowhere else. Although one might think that such a volume would be of interest only to residents of the state, such a treasurable, unsurpassable value in disseminating information about Rhode Island all over the world. One organization that was most eager to receive a copy was the National Geographic Society. Although Miss Wright has spent literally years traveling the backroads of the state to research the atlas, even her journeys to such faraway places as the Arctic, she has come back to the inn, a letter containing her story, she always followed herself.

"I always loved school, had tremendous teachers and there never seemed any question that I would become a teacher myself." It has been, she says, "a simple life:" a bachelors degree from Rhode Island College of Education in 1944, masters form Clark University in 1946, a short stint of teaching at Bryant College, then in the summer of '46 she received a call from Dr. Lucas Whipple, president of Rhode Island College of Education (now Rhode Island College)."We need someone to teach introduction to geography. Why don't you come and we'll try you out for a year," she recalls saying. That was 38 years ago.

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Another time, in Portugal, Mrs. Becker recalls forgetting her favourite dress in an inn where she and Miss Wright spent the night. Unbuckled by her lack of Portuguese, Professor Wright sent a letter back to the inn, a letter containing not words but drawings: three stick figures leaving the dress on a hanger. The next morning, Mrs. Becker arrived with great tears rolling down her cheeks, and their future address in Switzerland, the dress was there. Ask anyone who has served on a committee with her and they'll tell you that Professor Wright is an outspoken woman. But one always open to change. On one of their earliest trips together, Mrs. Becker remembers that Professor Wright was holidays to Europe and even to carry a camera. "I can't be burdened with that weight," she said. But soon after, Professor Wright was won over to the note-taking capabilities of the camera and now
Spanish Night Drama

"Tres Die Standing" or "Los Arbolos Mueren de Pie" by Alejandro Jaramillo, Claudio Montabani, Milton Ospina and Alfredo Travieso. Donations for the play are $2 in advance and may be purchased in the department of modern languages, or $3 at the door.

Director of the drama is Dr. M. Frances Taylor. It is being sponsored by the fine and performing arts committee and the modern languages department. There will be a Spanish and an English resume enclosed in the program.

Jaramillo, Claudio Montabani, Milton Ospina and Alfredo Travieso. The play will be presented in Roberts Auditorium at 7:30 p.m. on May 10.

Robert Rude and William Oehlders

Write book on reading problems

In an effort to improve students’ abilities to read, two professors from the department of elementary education at Rhode Island College, joined forces to write a different sort of textbook.

"Dr. Robert T. Rude, professor, and Dr. William J. Oehlders, associate professor, are authors of Helping Students With Reading Problems, published by Prentice-Hall, Inc. of New Jersey.

A book of some 340 pages and 12 chapters, it deals with such topics as: Understanding the Reading Process; Diagnosing Comprehension; Teaching Comprehension; and Motivating Students to Read."

"Most books are a hodgepodge (of information)," explains Oehlders. "We try to have a consistent message."

"Helping Students with Reading Problems is a matter-of-fact presentation of what teachers need to know about reading and how they can help disabled learners become better readers," write the authors in the preface to their book.

Together, Rude and Oehlders have spent 40 years working with teachers, administrators and problem readers. Their combined experiences and observations over the years influenced them to write this book.

"A reference book with sound theoretical underpinnings," said Rude, "Helping Students can be used long after it is used as a textbook.

Available in the RIC Bookstore, it is now being used in one of Dr. Oehlders’ classes at RIC.

The two professors plan to "take a little breather" before they return to another project.

"(We are) in the process of putting together a proposal for a computer program that will take what we know about computers and what we know about reading and put it in a disc form," says Rude.

This software will accompany Rude’s book and will parallel it.