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What's News At Rhode Island College

Rhode Island College

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AIDS response guidelines are established by college

Eight member oversight committee is formed

Rhode Island College Debate Council tops at international debate tournament

by Lisa Marie Cashman

Rhode Island College has developed a set of guidelines for responding to Acquired Immunodeficiency Syndrome (AIDS). Formulated by an eight member committee, the guidelines were established for the education and protection of both individuals and the college community.

In conjunction with the creation of the guidelines, the committee which drew them up was asked to continue serving as an AIDS oversight committee.

"The overarching responsibility is to educate the population so that we may respond appropriately and when we have to confront the situation," observes Dr. Gary M. Penfield, vice president for student affairs and dean of students.

The on-going work of the oversight committee will be to assist in the educational efforts and to update the guidelines as new research becomes available.

The committee will also be helpful if and when a case or cases of AIDS is found on campus," explains the vice president.

"Commented in its closely spaced pages, the guidelines are based upon the most current available medical information from the Rhode Island Department of Health and the Centers for Disease Control.

There are four general guidelines and 18 specific guidelines.

The general guidelines say:

• A case-by-case approach will be utilized to consider each situation as it arises, in order to provide the maximum support to the person with AIDS and protection for the welfare of the community.

• Actions taken will comply with the laws relating to public health practices and rights of individuals to privacy and confidentiality.

• The usual college procedures for reviewing situations of illness/disability will be followed.

• The guidelines apply to students, faculty and staff.

The specific guidelines deal with the recommendations of the Public Health Service regarding the ways in which AIDS can be transmitted and what steps should be taken to reduce and/or avoid exposure to and transmission of the disease.

They also address questions of whether or not to restrict access by individuals diagnosed as having AIDS to college facilities.

For example, one of the points in the document says: "There is no medical justification for restricting the access of most students with AIDS, AIDS Related Complex (ARC) or positive HTLVIII antibody test to student unions, theaters, restaurants, cafeterias, snack bars, gymnasiums, swimming pools, recreational facilities, or other common areas."

Another guideline specifies that: "Consideration of the existence of AIDS, ARC, or positive HTLVIII antibody test will not be part of the initial decision for admission or employment."

A third point in the document says: "Faculty will not undertake programs of screening newly admitted or current students for antibodies to HTLVIII, neither will mandatory screening of employees be implemented. The college will not attempt to identify those in high risk groups and require screening only of them."

Other guidelines advise on safety precautions, call for the adoption of safety guidelines for handling blood and blood fluids, and/or address the questions of health care procedures and medical information policy.

The document was compiled and drafted by Mary McAdams, department head for health promotion at the college.

Much of the information contained in the specific guidelines was taken from the American College Health Association General Statement on Institutional Responses to AIDS (Dec. 2, 1985).

Olenn explained to What's News that the guidelines were developed in concert with an on-going effort to educate and inform the college community.

Last year there was a conference at the college on the topic of AIDS and in addition resident assistants in the college's housing department were trained prior to the opening of college in September.

"The program has been developed from the beginning to encompass the heterosexual population," Olenn observes, explaining that many other public education efforts are focusing on the homosexual and intravenous drug-using population.

Included in the educational program developed by Olenn is a health watch table which is set up weekly in the college's Donovan Dining Center to offer resources on matters of health to the Rhode Island College community. The table which is staffed by Olenn and for students who work with her has been providing information on AIDS since last spring.

On Feb. 17 the table included an educational display of condoms. According to Olenn the display generated a number of positive responses.
Prof's book on Islamic law published in London


The book is an analysis of Islamic personal status laws regulating Muslim marriage, divorce, child custody, alimony and support, inheritance and other family matters among Sudan's 70 percent Muslim population.

Professor Fluehr-Lobban conducted research for the book while on sabbatical leave from the college in 1979-80, and wrote much of the manuscript while a Mellon Fellow at the University of Pennsylvania in 1981-82.

This manuscript was accepted for publication in 1984 and went into production in 1986.

Essay Contest
Rhode Island College Women's Center is sponsoring an essay contest. Topic is "A winning choice: voices made or are making the world better for other people?" The essay must be typed and no more than 500 words. Entries should be submitted to the Women's Center in the Dynamic Dining Center, Mall entrance, by noon, Monday, March 2. First prize is $50. Other prizes will be announced later.

Unity Lunch set Feb. 25
The fourth annual Black History Month Unity Luncheon will be held Wednesday, Feb. 25, from noon until 2 p.m. in the Rhode Island College Faculty Center dining area.

The luncheon, which is open to all, is being sponsored by the African American Studies Program, the Asian Student Assn., Harambee, the Latin American Student Organization, and the office of Student Life/Minority Affairs.

Entries should be submitted to the Women's Center in the Dynamic Dining Center, Mall entrance, by noon, Monday, March 2. First prize is $50. Other prizes will be announced later.

Lecture Alert
Rhode Island College art professor Lawrence F. Sykes, who used the traditional Sudanese technique of weaving to create a woven food cover called a "tajiy" in his tapestry, "The Sudanese Man, Woman and Child," will speak at Rhode Island College on March 2.

The lecture, free and open to the public, will be held in the Multicultural Center, Mall entrance, at noon on Monday, March 2. Anyone interested in becoming a resident assistant must attend one of these two interest sessions:

Monday, Feb. 23 at 10 p.m., Willard Rec Room
Tuesday, Feb. 24 at 10 p.m., Browne Upper Lounge

The Resident Assistant – Student leaders of today, successful leaders of tomorrow!!!

Frankly Speaking

"SO... YOU WANT TO BE A COWBOY."
Open forum with president draws large audience

Guardo calls Blue Ribbon Report 'careful work'

President Carol J. Guardo (I) responds to suggestion offered by Prof. Marion Wright of the anthropology/geography department at open forum held Feb. 13 in Student Union ballroom. (What's News Photo by Gordon E. Rowley).

Rhode Island College president, Dr. Carol J. Guardo met with more than 100 members of the Rhode Island College community at an open faculty forum sponsored by the Council of Rhode Island College on Friday, Feb. 13.

The 2 p.m. meeting took place in the ballroom of the Student Union. Dr. George Epple, associate professor of anthropology/geography, chair of council, introduced the president and acted as moderator.

Four questions had been forwarded to Guardo in advance by the council and served as the basis for her remarks. Other questions were asked from the audience.

Guardo began her remarks by reporting at length on the work of the Blue Ribbon Commission to Study the Funding of Public Higher Education in Rhode Island Including Compensation of Faculty. Calling the report "a careful piece of work," the president told the gathering "it deserves our attention."

Guardo reported to the faculty that the commission agrees there is a problem in the area of faculty compensation.

She told the forum that it is not yet known how the monies recommended by the commission to address the issue of faculty compensation might be divided among the state's three institutions of higher education. The commission is on record as recommending a "one-time compensation infusion program" totalling approximately $1.4 million.

The program would be implemented over two years with an appropriation of $600,000 in Fiscal 1988 to be allocated by the Board of Governors to the faculties of the three institutions on the basis of performance and with an additional $400,000 appropriation in Fiscal 1989 that would only be available if matched by savings generated by the three institutions. The savings would come about through "continued improved academic and administrative productivity and efficiency," according to the report.

Calling the commission's work a good starting point, the president responded to several questions from the floor regarding the gap between what the commission is recommending and the amount of increase in faculty compensation advocated by the president in her remarks to the commission one year ago.

Declaring that the college must adopt a positive attitude about the compensation question, Guardo declined to go into further detail at this time regarding the administration's strategy for possibly increasing the funding available to Rhode Island College for faculty compensation. She cited the unknown elements in the funding process and the role of collective bargaining.

Guardo also discussed what has come to be known as the "merger question."

The Blue Ribbon Commission, among its recommendations, suggests that either the Board of Governors for Higher Education or a legislative commission should retain an experienced national expert (with vested interest in Rhode Island) to review and to suggest the most appropriate educational and cost-effective organizational relationships that could exist between Rhode Island College and the University of Rhode Island as well as Rhode Island College and the Community College of Rhode Island.

Guardo told the gathering that the college is open to a study which would consider all the options in the report including joint programming.

"The president pointed out that the report does not define the concept of "merger," she observed that there is a great deal of difference between full programmatic merger and administrative consolidation with each campus retaining its identity and function.

The president addressed a number of other topics including administrative organization, governance, the general education curriculum and the maintenance of campus buildings.

Among her observations she drew the gathering's attention to her address at the Aug. 27, 1986 opening convention in which she set forth her agenda for the academic year.

She reminded the group that each unit in the college community needed to review the agenda and apply its elements to their own area, department or program.

She told questioners that the program for improving the campus and its facilities was progressing according to a planned schedule, but urgent problems should be reported for immediate attention.

Guardo told the audience that consistent with her remarks on Aug. 27 she felt the general education curriculum needed to be examined with the goal of better fitting it to the college's current mission.

Prof. Marion Wright of the anthropology/geography department rose to suggest that the college bring an expert or experts to campus some time in the very near future to speak to faculty, interact with departments and create a dialogue on the matter of general education from which the college might generate some specific recommendations for change.

Guardo termed the suggestion a good one.

Before the president took the floor at the beginning of the forum there was a brief confrontation at the podium between Eppe and Dr. T. Steven Tegu, professor emeritus of modern languages. Eppe took the microphone and after an exchange with Tegu made a statement regarding Portuguese language instruction at the college. The meeting continued without further incident.

The forum concluded with a social hour at which refreshments were served and the people in attendance had the opportunity to speak informally with President Guards.

New fad: some states may let parents 'pre-pay' tuition

7 states may adopt 'pre-pay' laws, some cool to idea

by Lisa Jean Silva

(CPS) - Just since Jan. 5, legislators in seven states have proposed creative new programs to let moms and pops "enroll" their infants and children in college years in advance.

The programs - arguably now a fad among administrators - vary in detail, but generally let people prepay tuition for their children up to 18 years before the kids get to college.

While as many as 60 private, generally small campuses have adopted such programs since 1984, in recent weeks whole states moved toward applying them to vast public college systems.

Michigan adopted a prepaid tuition plan two months ago. New Florida, Illinois, Indiana, Maryland, Missouri, Pennsylvania and Texas lawmakers have jumped on the still-untested idea. As many as 35 others have expressed interest in it.

Yet some financial advisers are unwilling to endorse it. Still others voice dismay about it.

They argue the programs may be risky for students, parents and even the states that finance them.

"Like with any investment, there is some risk," says Ralph Hodel of the Illinois Board of Higher Education, which expects to adopt a prepaid tuition plan of its own by April 1.

Here's how a state college program would work:

Parents pay a lump sum of money - say $5,000 - to a college fund when their child is very young. The fund administrator manages the fund and invests the money, which earns interest. In theory, the interest will multiply into enough money during 15 to 18 years to pay for tuition by the time the child gets to college.

Parents get a guarantee they won't have to pay more in tuition even if prices rise, and don't have to pay taxes on the interest money their lump sum investments earn through the years.

"It's like buying a service contract on an appliance," explains Robert Kolt of Michigan's Treasury Department. "You might pay $50 today for what may be $200 worth of service in the future."

In Michigan's program - called BEST (Baccalaureate Education System Trust) - parents of a five-year-old child today would pay $3,484 to the fund. By 2005, when the child would be a freshman, that money will have multiplied into enough to...
Behind the scenes at the RISD Museum

By Laurence J. Sasso, Jr.

It was an opportunity to be seized. The Rhode Island School of Design Museum invited the faculty of Rhode Island College's art department to a reception and a chance to go behind the scenes at the museum, a chance to see some of the holdings in the RISD collection which are not on public display.

Beginning in the Medieval Room with refreshments and a welcome by the museum's director Franklin W. Robinson, the Feb. 12 event was something an art lover dreams about.

After the group of some 30 Rhode Island College faculty members, students and their guests chatted with Robinson and others from RISD, the director led a tour through the labyrinth of corridors, galleries and storage areas which make up the buildings the museum occupies.

In one room with drawers bearing labels such as "Velvet Before 1700" Robinson showed the gathering a price of Peruvian cloth which is 1500 years old. It is one of the 63,500 items in the RISD Museum's collection, Robinson explained.

He told the group that there are ever only 1500 objects on view at any given time (five percent of the museum's holdings).

As the tour continued Robinson treated the visitors to a look at the museum's Rembrandt, a Van Gogh, several Degas and a running commentary which gave his audience some idea of the excitement and challenges inherent in managing an art museum.

Robinson explained that some works in the collection are so valuable and so sensitive to environmental factors such as sunlight they cannot be put on view. A Degas drawing is quickly returned to its dimly lit place of rest to illustrate his comment.

In another storage room he continues in confident and comes on with a mysterious key. He holds it up for all to see.

"The power of a museum like this is everything can be beautiful," he says. In a moment he is pulling out a drawer to reveal a collection of keys.

"Isn't it wonderful—master keyhole," he says, delighted.

And so it went. Furniture from early American, a wooden leg splint designed during World War Two by Charles Eames, guns, knives, Chinese artifacts and Roman glassware.

During the part of the tour when the Degas works were shown Robinson remarked, "You see the first thing you learn in life is to put on armor. The first thing you learn in art is to take it off." On Feb. 12 the Rhode Island College Art department faculty had the unusual opportunity of seeing the RISD Museum with its armor off. It did not disappoint.

Franklin W. Robinson (far left), director of the Rhode Island School of Design Museum, holds up landscape by Rembrandt in museum's collection for Rhode Island College Art Department faculty to view. In other photos guests (left) gather for reception in museum's Medieval Room in front of 12th century Spanish wood sculpture "The Crucified Christ" (right). Robinson (below) shows women's shoe used by the Chinese on bound feet of females in ancient times. In photo at right Prof. Sam Ames of Rhode Island College enjoys a chance to look closely at Frank Gallo's Running Girl, a 1960's sculpture cast in polyresin and painted. Behind Ames the head of St. James The Greater, a 13th-14th century Spanish wood sculpture by an unknown artist serves to ponder the scene. Gallo's work is part of the Albert Pilavin Collection of 20th Century American Art at RISD.
Debate

(continued from page 1)

school of Ireland. Dolan and Loms were the only team of 57 entries to go undefeated in the seven rounds of competition spread over two days.

Olnsted termed the victory a “pleasant surprise” considering the Rhode Island College team was the first (from the United States) to win this, the oldest parliamentary debate tournament in North America, since Harvard won in 1976.

The McGill University Tournament is an international event which attracts teams from Canada, Great Britain, Ireland, Australia, New Zealand and, for the past 11 years, the United States.

AIDS

(continued from page 1)

serious questions and thoughtful responses. She feels it was a successful educational effort.

Her office also makes presentations to groups or in classes upon request. The presentations include a speaker and the showing of an 18 minute film entitled, Sex, Drugs and AIDS. Handouts are also distributed.

Olenn explains that the presentations are made by a staff of five senior students. There are three nursing majors, a work study student and a health education major who work with Olenn on the speaking engagements.

“I don’t think anyone else is using the student to student approach on this,” she says, observing that the use of peer presenters is very effective.

Olenn points out that she can provide speakers who have medical credentials, if desired, as well.

The members of the committee which worked to produce the guidelines and who then became the oversight committee are: Dr. Audrey Olmsted, the Debate Council’s faculty advisor (I) looks on, (What’s News Photo by Gordon E. Rowley).

Tuition

(continued from page 3)

pay tuition at one of the state’s colleges.

Kolt says the plan will help “middle-class and low-income workers,” even if they have to borrow the money to pay now.

But there are risks.

Deanna Malone of Merrill Lynch Co., isn’t sure it’s a good investment. Her brokers, she says, “might say ‘No way. Why should you pay tuition when 10 or 15 years down the road your kid might decide not to go to college?’”

The Internal Revenue Service, moreover, hasn’t approved the plans yet.

If it doesn’t, parents would have to pay federal taxes on the difference between the money they originally invested and the higher amount of tuition it eventually would buy.

Colleges, too, don’t absolutely guarantee they’ll admit the students later.

If they don’t, they’d refund the original amount and keep the profits it earned in the years since, or let the student use the guarantee for another school.

Some financial aid administrators, including Katharine H. Hanson of the Consortium on Financing Higher Education, worry families will overburden themselves making lump-sum payments, and that the programs could force students to forgo financial aid later.

Harry Sladich of Gonzaga University in Spokane, Washington, doesn’t think anyone would have to forgo aid, but worries about “the pressure on the admissions office down the road” to admit prepaid but borderline students.

Critics also point out college programs can deteriorate through time, meaning parents who thought they were paying for a liberal arts education program might find a shoddy one 18 years later. Illinois’ Hodel wonders if it’s such a good idea for states, since they lose the taxes parents would ordinarily pay on the money used to prepay tuition.

“Tuition increases in the long run, so the legislature will have the money,” she says, “but that’s a lost opportunity.”

Most aid officials, though, like the idea.

“The (prepay) concept is good,” says Dartmouth aid director Harland Hoxton.

“People don’t save for their kids’ college, and then they’re stunned by what it costs when it’s time to go.”

Doubts and unsettled tax questions, in fact, haven’t stopped anyone from adopting the idea, which Duquesne University in Pittsburgh pioneered in 1984.

Under private Duquesne’s plan, which was set up by the Fred S. James Co. insurance brokerage, a toddler’s parent pays the university $8,837 now for a college education that will cost an estimated $76,685 in the year 2001.

Since 1984, the James Company has set up prepaid plans for 11 more private colleges, and collected letters of intent to do the same from 45 more.

Colleges like the programs, says Lois Folino of Duquesne, because they help keep enrollments high and aid administrators plan what kinds of buildings, equipment, facilities and faculty they’ll need in the future.

So far, Folino says, middle- and upper-income families have been most likely to sign up for plan.

While they “haven’t had too much trouble with paying tuition,” she notes, “they still can’t just write one check for it.”

Parents seem to like it so far.

Michigan’s BEST now gets 4,000 inquiries a day from private citizens, while 42 states have requested information about it, Kolt reports.
**D'Alessandro sets new mark**

Senior guard JoAnn D'Alessandro became the school's all-time woman's scoring leader when she made 19 points in a 52-48 victory over the University of Southern Maine Feb. 12.

That performance raised her 1,335 points for her career, surpassing Christine Doniol who had compiled 1,333 from 1979-1983.

D'Alessandro has now scored in all but one game for three straight seasons and has been a ma­jor part of the squad's success, especially last season when she played a major role in the squad's first women's basketball championship, the 1986 ECAC New England Division III title.

She was named to the New England Women's Division III All-Star team then as well as being named All-New England. Two seasons ago, she led the Anchormen in free­throw percentage in Division III with an 89 mark for the season.

The SMU victory was a big one because it kept the Anchorwomen at an even pace with the University of Southern Maine for the Little East Conference title.

The squad has just a tri-meet with Bow­doin College and the University of Bridgeport, two of the finest teams in New England.

JoAnn D'Alessandro

**Principals' dual task questioned: Teachers have leadership role**

by Albert Shanker, President

American Federation of Teachers

History is about to repeat itself. Most recent books on achieving excellence in business are calling for greater employee involve­ment and participation. They ask that those responsible for doing the work be given “ownership.”

These studies of successful businesses also point out that there is a strong new position to greater employee participation from ranks of middle management. If employees are no longer merely told what to do, but are now given responsibility for managing, executing, and evaluating their work, it’s not surprising to find that the old foreman or plant manager believes that a new scheme just won’t work unless he’s on top of it all—unless he’s supervis­ing.

Also, there’s fear that, in a system which involves all employees fully, there may be no role, or a much smaller one, for manage­ment. Middle managers feel there’ll be a lot of committees, status for everyone.

These reactions from the business world are not surprising in terms of many of our school systems where teachers are asking for greater responsibility and showing a will­ingness to take on new roles. In many school systems principals argue that teachers should stick to their traditional role—teaching students—and should not be permitted to take on new ones like helping to train new and underexperienced teachers.

Some supervisory groups have been cool to the new shake-up in the business world because it calls for an expanded role for those teachers certified by a national pro­fessional board.

Recently, school principals in Rochester, N.Y., went to court to deny state funds for a mentor teacher program which would in­volve outside, experienced teachers in giving help to their colleagues in the Rapid City supervisors’ union in New York City has strongly blocked a similar program.

These are signs that we’re about to have a national debate on the proper role of teachers and principals.

A recent article throws a good light on the issue. Sharon F. Highsmith, a research assistant in the Center for Evalua­tion and Research, Rhode Island College, and Martha C. Highsmith, director of research in the Connecticut Department of Higher Education, recently authored “The Myth of the ‘Great Principal’: Questions of School Management and Instructional Leadership”—an article in the December 1986 issue of Phi Delta Kappan.

According to the authors, there are two different tasks now required of school prin­cipals. The first is the job of school management: smooth building operation, coordination of activities, provision for sa­fety for students and teachers, etc. The second is to provide instructional leadership—visit classrooms, develop educational programs, train teachers, etc.

Recent literature has stressed the impor­tance of the principal as the instructional leader of the school, but Rallis and Highsmith “question whether it is practical for the principal to perform both functions well. We suggest that the first realistic step in school improvement is to recognize that school management and instructional leadership are two separate tasks and cannot be per­formed by the same individual.”

At the same time that principals have been urged to become instructional leaders, teachers have been seeking a greater role in main­taining high academic standards and expanding our knowledge of what works in the classroom. Teachers often point out that school instructional leadership and decisions can come from those who are no longer in the classroom.

“Why, oh why,” the authors point out, “decisions are made by untrained principals and non-teachers using ad hoc evaluation checklists to standardize teacher behavior or by school boards with their eyes on the bottom line of the school budget.”

To other words, teachers desire instructional leadership and recognize the need for it, but they are beginning to demand that it come from within their profession, not from without.

Rallis and Highsmith point out that, “In a good school, management and instruc­tional leadership exist simul­taneously. Management means keeping the nuts and bolts in place and the machinery working smoothly. Leadership means keeping sight of long-term goals and steering in their direction. If the machinery breaks down, the job of the leader, though perhaps not impossible, becomes vastly more com­plicated and difficult.”

On the other hand, a well-oiled machine can continue to operate without a leader, but it may never get anywhere—except by accident.

The authors point to the fact that there are very different roles required for leader­ship and for management. Leadership re­quires vision, a willingness to experiment and change, the capacity to tolerate imprecision, the ability to take the long-term view, and a willingness to revise systems. That’s quite different from the maintenance manager, who requires oversight, the use of proven methods and routines, orderliness and daily attention.

The authors suggest that the two jobs be divided.

They give lengthy descriptions of the large number of important jobs the prin­cipal must do and they ask that the instruc­tional leadership role be provided by outstanding teaching principals.

“We do not see that an overhaul of the system is necessary; instead we propose that schools recognize existing resources and use them to the fullest—specifically, the management skills of principals and the instruc­tional leadership of master teachers.

“Establishing peer-based programs of in­structional leadership will not only give new principals to concentrate on the demands of managing their buildings but will also improve teaching by returning ownership of professional growth to the teachers themselves.”

Well-manged schools that enable real in­structional leaders to empower teachers can create more of the effective schools that reformers are seeking.”

But, will it really work? Until it’s tried, we can’t say. But, the lessons of other suc­cessful enterprises tell us that it’s worth trying.

(Reprinted from the Jan. 27, 1987, New York Times with permission.)

**What's News Deadline**


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**Keeping Score**

with Dave Kemmy

England last week and although its record didn’t improve, its performance did. They scored very well in their meets.

Against Bridgewater State College on Feb. 12, the Anchorwomen scored 140.7, but Bridgewater scored 144.6. Junior Carly Couts continued her fine performance by capturing the all-round title with a 12.05 score. She took top honors on the vault and in floor exercise, and tied for honors on the uneven bars with a 7.9. Karen Charwood finished third all-around with a 28.30.

Feb. 14 the squad hosted Salem State Col­lege and the University of Bridgeport, two of the finest teams in New England.

Bridgeport won the meet with a score of 166.65. Salem scored 158.40 and the An­chorwomen scored 142.55, their highest score of the season.

Dusz finished third tied for third all-around with a score of 33.10, but took first in the floor exercise with a school record 9.05. That broke her previous high of 8.9 in the event, which was also the school record.

The Anchorwomen have one home meet left, Feb. 24, against Smith at 7 p.m.

**Anchormen Wrestlers**

The Anchormen wrestlers captured a tri­meet from Boston College and Amherst recently.

Against Boston, they pounded the Divi­sion II Eagles, 38-15. Scott Martin and Eric Schneiderhan both won by pin and Joey Amato and John Palumbo both won by technical fall. Senior Captain Bob Leper won 13-3; undefeated Wayne Griffin won 5-3 at 190 lbs, and Rick Swanson won on forfeit at 190 lbs, and Rick Swanson won on forfeit.

The squad is currently 2-6 in the Little East Conference with two games remain­ing. As it stands now, the squad will play Eastern Connecticut in the first round on Feb. 24 at Eastern. The squad is 5-13 overall this season.

**Women’s Gymnastics**

The women’s gymnastics team faced some of the toughest competitions in New
Rev. Sean Manchester  

College welcomes new chaplain  
by Johanna Bennett

On Jan. 20 Rhode Island College welcomed the Rev. Sean Manchester, college chaplain, to the college community. Reverend Manchester, 32, is ordained Episcopal priest who received his degree from Providence College.

Before coming to Rhode Island College, he was curate at St. Michael’s Church in Bristol and chaplain at Roger Williams College for one-Monday, Tuesday and Friday.

He was chaplain at Providence College.

Manchester “I am currently one of four chaplains at Roger Williams College. I enjoy the work very much. Working with students allows me more focus. When my contract at St. Michael’s expired, I was offered the chance to do more of the work I love.”

“The second reason is that I’ve always been extremely interested in college students—probably due to the chaplain I knew while in the seminary and at Providence College!”

Reverend Manchester is quick to add, “I don’t see my mission as to change people. I want to meet students and get involved in their lives. My goal for the semester is to be available. By being available and accessible I trust my agenda will take a back seat so I can learn about the college’s life and needs. I hope to be available to students, staff, professors and administration.”

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Calendar of Events

Feb. 23 - March 2

Monday, Feb. 23
Catholic Education Office to recruit Office of Career Services, Craig-Lee 054.
Creative Services, Inc. to recruit Office of Career Services, Craig-Lee 054.
10 a.m. - Mock Interview Videotaping Workshop to be offered by the Office of Career Services, Craig-Lee 054.
Noon to 1 p.m. - Alcoholics Anonymous meeting. Student Union 305.
2 p.m. - Interviewing Skills Workshop to be offered by the Office of Career Services, Craig-Lee 054.
2 to 4 p.m. - Disability Support Group to meet. Craig-Lee 127. Everyone welcome. For more information call 456-8061.

Monday-Thursday, Feb. 23-26
Noon - Meet Student Union 304.

Monday-Friday, Feb. 23-27
Photographers/Different Drummers exhibit to be on view at Bannister Gallery, Art Center. Photographers by former students of photography at Rhode Island College comprise the exhibition. Gallery hours: Monday-Friday, 11 a.m.-4 p.m., Tuesday and Thursday evenings 6 to 9 p.m. Show to remain on view through March 13.

Tuesday, Feb. 24
Metropolitan Property and Liability to recruit Office of Career Services, Craig-Lee 054.

Noon - Weight Loss Guidance Program meeting. Registered dietician Kit Gallagher will advise participants. Faculty Center Reading Room. Open to the Rhode Island College campus community. Free. For more information call the Office of Health Promotion at 456-8061.
1 p.m. - Job Search/Resume Writing Workshop to be offered by the Office of Career Services, Craig-Lee 054.

7 p.m. - Women’s Gymnastics. Rhode Island College vs. Smith College. Home.

Wednesday, Feb. 25
Noon to 1 p.m. - History Dept. Luncheon Colloquium. Prof. Lawrence Sykes of the college’s art department to present an illustrated lecture entitled “Roots—A Cultural Synthesis.”
2 p.m. - Four-Annual Black History Month Luncheon. Faculty Center. Open to the campus community. R.S.V.P. by Feb. 23 at 456-8061.
12:30 p.m. - AIESEC weekly meeting. AIESEC in the International Association of Students in Economics and Business Management. Alger 216A.
12:30 p.m. - Biology Department Colloquium. Dr. Theodore Robinson of North Carolina Agricultural and Technical State University to speak on “Human Chorionic Gonadotrophin and the Membranes of the Corpus Luteum.” Fogarty Life Science 123.
12:30 p.m. - Human Resource Management Club to meet. Craig-Lee 105.
12:30 to 1:30 p.m. - Al-Anon and Adult Children of Alcoholics to meet. Craig-Lee 105.
12:30 to 2 p.m. - Class of ’89 Annual Meeting. Student Union Ballroom.
12:30 to 2 p.m. - Preparing for the Artists’ Job Market, a special program for students interested in careers in art, to be offered by the Office of Career Services, Art Center, room 8. No sign up necessary.
1 p.m. - Graduate School Planning Program. Panel of representatives from the deans’ offices, Counseling Center and Financial Aid Office to discuss and answer questions on how to choose and apply to graduate schools. Craig-Lee 105. Open to the campus community.
1 to 2 p.m. - Anchor Christian Fellowship. Weekly meeting. Student Union 304.
2 p.m. - Chamber Music Series. Stephen Martorilla of the Rhode Island College music department to present a program of music of various styles and periods that will include Johann Sebastian Bach’s “Concerto in D minor” and “Variations on Mein junges Leben hat ein Ende.” by Jan Pieterzoon Sweerick. Martorilla will perform on the harpsichord and the organ. Roberts 138. Free and open to all.

Thursday, Feb. 26
Hartford Schools to recruit. Office of Career Services, Craig-Lee 054.
9 a.m. - Job Search/Resume Writing Workshop to be offered by the Office of Career Services, Craig-Lee 054.
8 p.m. - Black Mystery Month event. Paul Roberson Jr. to present a lecture on the life of his father entitled “With Malice Toward None.” at the Black Box. This theatre production is directed by Jay Blakemore and Donna Duffin. Roberts Little Theatre. Free and open to all. Seating may be limited.

Friday, Feb. 27
Hartford Schools to recruit. Office of Career Services, Craig-Lee 054.
9 p.m. to 1 a.m. - Jam Band to perform. Student Union ballroom. Cost: $5 Rhode Island College students with I.D., $5 general public.

Saturday, Feb. 28
Day of workshops for alumni to be offered by the Rhode Island College Alumni Association. Among the topics to be covered are: Adult Children and Aging Parents, Living with Teens: Survival Skills for Parents, Financial Rewards on the Small Investment and All Stressed up and Nowhere to Go: Productive Ways to Deal with Stress. Roberts Hall. For registration information call the Alumni Office at 456-8066.

Sunday, March 1
10 a.m. - Sunday Mass. Student Union 304.
7 p.m. - Sunday Evening Mass. Brown Hall, upper lounge.

Monday, March 2
11 a.m. to 4 p.m. - Photographers: Different Drummers exhibition to be on view at Bannister Gallery, Art Center.

Noon - Meet Student Union 304.

Noon to 1 p.m. - Alcoholics Anonymous meeting. Student Union 305.
2 to 4 p.m. - Disability Support Group to meet. Craig-Lee 127. Everyone welcome. For more information call 456-8061.