5-11-1987

What's News At Rhode Island College

Rhode Island College

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More than 1,000 students will receive degrees at Rhode Island College commencement on Saturday, May 23, at 10 a.m. Approximately 50 undergraduates and almost 300 graduate degree candidates will get their diplomas at the ceremony.

Honorary degrees will be conferred upon Dr. David Elkind, a well-known professor of child study, Eileen Farrell, considered by many as one of the great dramatic sopranos of this era and John Noble Willford Jr., a highly acclaimed reporter of science.

Weather permitting, commencement will take place on the esplanade in front of Welsh Health and Physical Education Center. The faculty will be led in the processional by Dr. George M. Eppe, chair of Council of Rhode Island College, the college’s faculty governance organization. He will carry the DelSesto Mace.

The college’s wind ensemble, directed by Dr. Francis M. Marek, will start with “ Prelude” by Malcolm Arnold and will play “Floridus for Wind Band” by Ralph Vaughan Williams and “Marche Militaire” by Peter Dyck Tchalikovsky.

During the recessional Joseph A. Neri, president of the college’s alumni association, will carry the DeStefo mace and lead the faculty and platform guests.

Eppe, as chair of council, will open and close the ceremonies. Dorene David, a graduate student from Cranston, will sing the national anthem.

Receptional music will be “National Spirit March” by S. E. Himmel.

Dr. Astin, who will be given a Doctor of Pedagogy degree, is a professor of higher education at the University of California, Los Angeles, and director of the Higher Education Research Institute at UCLA. The author of 16 books and numerous publications, he has served as director of research for both the American Council on Education and the National Merit Scholarship Corporation. For the last 20 years he has been directing an ongoing national study of some six million students, 50,000 faculty and 1,200 higher education institutions.

Among Dr. Astin’s studies was the “Value Added Project,” a qualitative study of what a student actually learns from his college education other than facts and figures. Rhode Island College has since adopted the project for its own students.

Dr. Astin has received many awards and grants for research from professional organizations as well as honorary degrees from colleges across the nation. He received his Ph.D. from University of Maryland and has held several teaching positions—and lectured extensively—at distinguished colleges and been a member of many advisory boards and panels.

Dr. Elkind, who will receive a Doctor of Science degree, is currently a professor of child study and resident scholar at the Lincoln Filene Center at Tufts University in Medford, Mass. Recently elected as president to the National Association for the Education of Young Children, he is the author of numerous scholarly books and journalistic articles on early childhood as well as children’s fiction. He is also the contributing editor to Parade magazine.

He received his Ph.D. from UCLA. A National Science Foundation Senior Postdoctoral Fellow in Geneva, he studied perceptual, cognitive and social development theories and has built his research on the developmental theory of Jean Piaget, famed Swiss psychologist. He also taught at University of Rochester, N.Y.

A number of several professional associations and a frequent lecturer, Dr. Elkind is also a consultant to many state education departments and private foundations.

Eileen Farrell, who will receive a Doctor of Fine Arts degree, first reached public recognition via radio in the early 1940s, initially as a soloist on CBS programs, later as the star of her own network program. She started singing in opera in 1955 and made her Metropolitan Opera debut in 1960. She has starred with almost every major opera company and symphony orchestra in the United States and has received critical acclaim from the press and praise from the public.

She had her first music lessons from her mother, and later studied with voice teachers in New York. She auditioned for, and got, a

(continued on page 6)
Dear Editor,

On April 29 and 30, 1987, students, faculty and staff of Rhode Island College came together in support of the homeless during the Rhode Island College Rally for the Homeless.

In all, 4,000 letters were signed and delivered to the offices of Governor DiBiase, Rep. Smith, Speaker of the House, Sen. Reeves, Senate Majority Leader and Rep. Chief of staff, House Finance Committee.

We would like to take this opportunity to thank EVERYONE who helped to make the Rally a success, the administration and staff, especially the people who spent the night without a home, planning committee and supporters of the rally. We also thank the establishments in Providence who donated food for the people who spent Wednesday night in the cardboard city.

Rum Antenelli and Carol Brotman
Organizers of R.I. College Rally for the Homeless


Focus on the Faculty and Staff

English majors get career advice

Get involved in volunteer work and "most of all, be responsible." Rhode Island College English majors were told at an annual English Department Careers Day April 29.

Speaking before a group of 40 students and faculty members were Craig Loe, Hall 525, Dr. Lois A. Cuddy, Class of 36, and a professor of English at the University of Rhode Island.

"The best way for English majors to "take job experiences before you graduate, leaving time for graduate work, especially how to deal with people," and "never give up," "If you give up," she warned, "you won't ever have a job!"

Cuddy was one of four former English majors who came back to make successful careers for themselves, who were invited to visit the college to advice English majors about career options. In addition Dean W. Martin, a current English major here who is employed as a para- trainer at a Providence law firm, added his own advice.

Sharon E. Mazzuchetti, coordinator of career development in the Office of Career Services, was panel moderator.

Frank McGoff, Class of '75 and co-owner of an insurance agency, told the students that they should to see a professional directly related to their English studies (teaching, for instance), then must have a specific skill to offer an employer... "something he/she needs."

In addition, indicated McGoff, a little enthusiasm on the part of the prospective employer wouldn't hurt. "You must look the employer not just that you want to help him/her, but that you want to enjoy your career," he said.

Dean Chatty, Class of '85 and general manager of a wine business, seemed to agree with McGoff that enthusiasm was a key element in selling a product. He also said that dealing with diverse audiences, "effectively communicate with diverse audiences.

Job Fair for disabled

There will be a job fair for the disabled Tuesday, June 2, at the Providence Civic Center from 9:30 a.m. to 3:30 p.m. Rhode Island College students are being encouraged to attend.

The fair, designed for "handicapables," is sponsored by the federally funded state agency Job Project and industry.

More than 60 companies from the area will be accepting applications for a variety of jobs.

During the day job skills workshops will be conducted, which will include resume writing, job search and interviewing techniques.

If enough interest is shown, the college will provide transportation to the job fair and back.

To sign up for workshops call 892-4400. To find out more information call Sara Weiss at the Student Life Office, 456-9661.

Letters ...
You are cordially invited to attend a reception in honor of Rhode Island College faculty members who have recently been promoted or honored with emeritus status.

Friday, 4:00 p.m., May 15, 1987
Adams Library

Hosted by President Carol J. Guardo.

Educators visit, evaluate ‘all aspects’ of academic quality

Four prominent educators recently visited Rhode Island College to evaluate all aspects of its academic quality. Individually appointed by the college’s president, Carol J. Guardo, and Provost William F. Enteman to the External Committee for Academic Quality at Rhode Island College, they were asked to advise the provost on their findings of the academic programs, policies and facilities here.

“The Office of Higher Education has requested a report on academic quality from each [state] institution of higher education,” said Pat Soletter, assistant to the provost. This request came as a result of “a continuing effort to inform the Board of Governors about the procedure for program reviews and assessment of academic quality. We at Rhode Island College agreed to go first.”

To approach this project comprehensively, in addition to the internal committee of educators, the four-member committee of outside educators was invited to submit its findings of the overall academic quality of the college, Ms. Soletter said.

The chair of this committee, Dr. Martha Church, is the president of Hood College in Maryland. Other members are Dr. William Vours, academic vice president at State University of New York at New Paltz; Dr. Patricia Plante, academic vice president at Towson State University in Maryland and Dr. David Dixon, former president of Montclair State in New Jersey. The committee met here May 8-10, the committee members met with all the deans, department chairs and other executive officers of the college. Faculty and students were also given the opportunity to meet with them. They toured the library and other facilities on campus.

Other meetings took place between the committee and RICACPT, Committee on General Education, Institutional Research, the Honors Committee as well as the dean of admissions and director of financial aid offices and the Internal Committee on Academic Quality.

The internal committee, chaired by Dr. Richard Green of the elementary education department here, the Academic Policies and Procedures Committee of the College Council. It has been appointed to advise the provost in the formulation of this report.

The Office of the Provost expects a written report from Dr. Church’s committee by late May. Combined with the findings of the Internal Advisory Committee, the provost’s office then will present an overall report to the Board of Governors in August.

Faculty are invited to contact the Office of the Provost for further information, suggestions and questions, Soletter said. She can be reached at 456-9872.

‘Private’ loan aims to keep middle-class students in college

by Jean Rubin

(CPS) — Some private companies and colleges have come up with a new kind of student loan that, they hope, will help keep middle-class students in college.

Last week, a group of colleges and private financial firms — calling itself the Consensus Conference on College Access and Financial Aid — introduced a new loan called "Consensus Loans." Students nationwide can borrow up to $15,000 a year under the program, which carries a higher interest rate — up to 8 percent — than the federal Guaranteed Student Loan (GSL) it is meant to supplement.

Many students from families earning more than $30,000 a year can no longer get GSLs under new regulations that went into effect this year.

The Consensus Loans, in fact, are aimed at the "middle 70 percent" of students who now have trouble getting GSLs, explains Jane Moyser of the company that organized the project.

"The 15 percent at the top don’t need financial aid," she says. "The lower 15 percent have access to other programs. This leaves the middle 70 percent, which has difficulty. This is the alternative for the family that would otherwise have to take out a second mortgage to pay for college."

It’s not the only program aimed at making up for strict new federal aid regulations and cutbacks that first made it harder to get grants, and now have made it harder to get federal loans.

"Several supplemental programs have been developed to fill the gaps that the federal programs can’t meet," notes Jean Frohlicher of the National Council of Higher Education Loan Programs in Washington, D.C.

The new programs, she says, "are in response to the changes and limitations in the federal laws."

Massachusetts, Texas and several other states have developed their own programs designed to help students being eliminated from federal aid programs.

The U.S. Department of Education, moreover, also is pushing similar programs — called the Income Contingent Loan and Parent Loan programs — which, unlike the GSLs, carry a high interest rate, require a credit-worthy co-signer on a loan and have the student begin repaying the loan 30 to 60 days after getting the money.

But the Consensus Loan is different, Moyser says, because it is national and less cumbersome than the Department of Education program.

"Consensus is the only program at this scale," Moyser claims. "It’s a unique approach as far as we know."

Even so, Frohlicher predicts Consensus and the other private programs will remain much more expensive than federal loans, and that "GSLs will remain the backbone of the student financial program for the foreseeable future."

She graduates from R.I. College after coming…

From the killing fields

by George LaTour

From the killing fields of Cambodia a flower has sprung which blooms today in Rhode Island College in the person of Vanna Sun.

Having wisdom born of suffering, the 27-year-old refugee from the horrors of the Khmer Rouge can now also be called "educated."

On Saturday, May 23, she will receive her bachelor’s degree in computer science and mathematics from Rhode Island College, bringing to fruition a dream she shared with her father.

"I never thought I would ever be able to get an education because so much damage was done to…my mind, my thinking," she said, struggling to find words adequate to explain the effects of long-term exposure to deprivation, torture and murder, and the outright attempts at brainwashing by the Communists under the infamous Pol Pot regime.

Sun related how, in 1975 when the Communists took over in Cambodia, she was "locked out in the country" where she and millions of her countrymen were forced to grow rice or clear jungle growth.

"There was no more schooling" or anything of life familiar to her during her first 15 years in the capital city of Phnom Penh.

Basically healthy now, although suffering from recurrent scourges of malaria which she had contracted while performing slave labor for more than four years, Sun had feared that disease, too, might prevent her from ever acquiring an education.

"My father encouraged me to try again when we got here. I had always been a good student in Phnom Penh. He had been a professor there and always placed much emphasis on education," Sun related.

Having married and raising the family, she and her husband, Bunly Sun, and their young son and other members of her immediate family, including her parents, "escaped from Cambodia to Thailand where we stayed in a refugee camp for one year."

A brother already had been killed before they fled.

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Then, except for her parents who proceeded on to the United States, the family, including Vanna’s three brothers and a sister, was transferred to a camp in the Philippines for another six months. Her husband’s family had not fared so well.

"My father-in-law had been the mayor of a town in the capital area. When they (Khmer Rouge) found out, they killed him. His wife got sick and died. A lot (of people) in my husband’s family were killed… and their children, too," Sun explained with eyes searching for understanding/comprehension on the part of the listener.

As if anyone COULD comprehend the purposeful killing of millions.

A further indication — and perhaps the most telling — of the horror inflicted upon the Cambodian people was the nearly insane fear by the Khmer Rouge of anyone educated. "They didn’t trust educated people," said Sun, and someone wearing eyeglasses for instance, gave indication enough of intelligence. They were killed on the spot.

Reaching Rhode Island at age 21, Sun tried Hope High School. She succeeded and was named class valedictorian upon graduation. She enrolled at Rhode Island College where she has achieved outstanding results scholastically with about a 3.5 average (out of a possible 4.0), despite having some difficulty with the English language. She speaks Cambodian and French fluently.

"I hope to get straight A’s this semester," she confided softly, with just the hint of a smile.

Last Wednesday at the college’s Cap and Gown Day ceremonies she was awarded the Richard A. Howland Computer Science Award for outstanding achievement in her studies.

Come June 29, Vanna Sun and her family, which now includes another child, a six year old daughter, will move again, this time to Stamford, Conn., where she has landed her first career job as management information systems (MIS) analyst for Pinney Bowes.

Summer Session Registration Continues

Session I: May 18 — June 26
Session II: June 29 — August 8
Register at the Bursar’s Office in Alger Hall, Room 133.
Cap and Gown Day offers

Cap and Gown Day ceremonies at Rhode Island College this year were held on May 6. The day began with a breakfast for the honorees hosted by President Carol J. Guardo. It was a day marked by academic regalia, scholastic recognition, bright smiles and an increasing awareness on the part of the graduating seniors that their undergraduate college experience was drawing to a close.

A final day of pomp and circumstance yet awaits them and their loved ones — commencement on May 23.

In photo below happy faces meet the photographer’s lens while below that more happy faces watch President Guardo as she sets a student’s cap. On far right Dr. Albert Stecker, associate professor of economics and management and the seniors’ choice as speaker, offers remarks.

At bottom right faculty and staff who are Rhode Island College alumni join in song on the Roberts Hall stage. It was quite a day!

What’s News Photos by Gordon E. Rowley

AT THE CAP AND GOWN Day were recognized with honors:
right: Front Row; Danielle Toglia Polycletti (Sigma award in Industrial Sociology); Ellen Morris (Award in Special Sociology); Danielle Gribb (Awards); Maureen Cattaneo; SEONCD ROW: Marie Harrington; Harold Burgoyne (Espiritus Award in Special Sociology); Thomas McDermott (Awards); Maureen Cattaneo; THIRD ROW: Michelle Pray (Helen Murphy Award in Music); Kim Viall (Mordaunt Award); Jane Close (Awards); Vanna Santos (Awards in Academic Excellence); FOURTH ROW: Leon Lough (Phi Kappa Phi History); Joseph Ferris; Christina Andrews (Awards); Walter DeLaur (Faculty Award in R.N.)
academic robes, recognition

ceremony seniors with outstanding academic performances
This year's recipients and their awards are from left to
Valeriani (Nelson A. Guertin Memorial award in Spanish
Modern Languages); Robin Clarke (Epsilon Pi Tau, Beta
Education); Veronica Fazio (Lauris Whitman Award in
Elementary Education Faculty Award and Josephine A. Nil
dentist); Marjori Feltri (Lauris Whitman Award in
Bertha Christina Andrews Emir Outstanding Achievement
in Studio Art award).

- Sascia (Nursing Faculty Award in General Nursing);
- Pi Tau, Beta Sigma Award in Industrial Education); Jenni
- Award in Political Science); Cynthia Mastrubuono (Yetta
- Michael Corvaro (American Institute of Chemists Award
- Piccoli (R.I. College Theatre Award); Mary Jane Fiese
- Award).
- Jean Garrigue Award in English); Sharon Hall
- Deirdre David (Cantor Jacob Howland Computer Science Award); Mark Moretti (R.I. College
- Christopher Mitchell in Mathematics/Computer
- A. Howland Computer Science Award); Anne Marie
- Service Excellence); Jennifer Selman (BSW Award for Aca
- Harmon (John E. Hetherman Award in Athletics); David
- Award); John Figuereido (Casimir Drl. Pell Award in
- Evelyn Walsh Prize in History); Clifford Bacon (Bertha
- Scholastic Excellence and A. Howland Computer Science
- Air Force Leadership Award); Janie Wheeler (Nursing
- Grandchamp (Theodore Lemeshe Award in Biology).
DEGREES (continued from page 1)

Job in the CBS chorus, which later led to a successful career with an average of 60 concerts a year.

She has done voice recordings and has been a guest on several TV variety shows. John Noble Wilford Jr., who will receive a degree in Letters degree, is a science correspondent for The New York Times and a science commentator of WNYC.

A 91st Pulitzer Prize recipient for national coverage of scientific topics, he has reported on space exploration as well as developments in geology, paleontology, archaeology and anthropology fields.

He is the author and editor of several books, articles, and reviews on science-related topics. He has lectured at several universities and natural history museums on science policy and science writing.

He is a member of professional associations and advisory boards of various science writing boards.

He received his master's degree from the University of Pittsburgh in Political Science and worked as a general assignment reporter for major daily newspapers before specializing in science coverage.

Asbestos (continued from page 1)

have demonstrated that our air is safe to breathe. Not a single asbestos fiber was found in the air," he said.

Nazarian said that two areas on campus were cited as "potentially hazardous. The other area, in addition to portions of Craig­Lee, is the basement of the Alumni House. He said that most of the asbestos is in mechanical rooms that are off limits to unauthorized personnel. "Even I can't get into these areas," he said.

Because it involves a major task of temporarily relocating offices and personnel, Nazarian said that the removal will be undertaken in Craig­­Lee Hall first and in the Alumni House later on.

The Craig­Lee project is stated to begin in late May and will be completed in late July or early August, Nazarian said.

The first office to move will be Telephone Services to the Art Center. The next will be Microcomputer Lab will be closed (other labs are available and can handle the demand at this time of year), Telephone Services to the Art Center.

Nazarian emphasized that relocation sites are subject to change. The affected offices and personnel provide the list of areas.

- Upward Bound, Special Services,
- Counseling Center and Office of Student Life to the top two floors of Browne Hall
- Political Science and Modern Languages to the humanities wing of Craig-Lee.
- Reading Center to the Honors Lounge of Craig-Lee.
- Language Lab to the University Resources Center in Horace Mann Hall.
- Department of Industrial Education (new floor) to the floor of Craig-Lee with the rest of the department, where there is so potential asbestos hazard.

NOT A CRUSADER but he influenced lives of millions (continued from page 1)

By that time he had already begun his work in education, serving as principal of Oak Grove School in Lebanon. From 1945 until 1950 he was superintendent of schools in East Shore, Ill., and completed his studies for a master's degree in curriculum and administration.

It was in the 1950s while serving as an assistant professor of education at the University of Oklahoma that he became involved in "life education" as it was then called in Oklahoma.

He had some classes in my classes and they invited me back to their schools," relates Herman, who points out that was the beginning of his interest in the "separate schools for blacks."

Didn't like conditions he saw

"I didn't like the conditions I saw there," he affirms in the measured tones of the courtroom.

Later, in his University of Oklahoma extension course on curriculum for teachers at an Ardmore high school, "if blacks came in to enroll, the courses were closed down."

At one point the school even refused entry to black teachers "so we had to relocate the class to the courthouse."

"I felt badly about it, but I'm not a crusader," he assures, "but, by invitation, I gradually became a participant in black education in Oklahoma."

One invitation came from the NAACP Legal Defense Fund, or "some judge would call me to give expert testimony," relates Herman. In some cases, "just lay people" would contact him to testify. They were usually whites who were interested and concerned about black education.

"Ordinarily, I would spend anywhere from a full day to a full week testifying in court. Sometimes, a case would last for months," he explains.

Asked if there had been any courtroom disturbances when he testified on behalf of desegregation, Herman responded that "most of the time people were well behaved, but on occasion someone would call out."

Issues were 'very prominent'

"The issues in court (on desegregation) were very prominent. They received big press (coverage) and drew a lot of people."

While the "issues" got national and even international attention, Herman was involved mostly with local reporters in the various communities in which he had appeared in court.

"One TV station actually shot (film) footage of the hotel I was staying in ... just showing a brick wall up to the window in my room!" he says still in disbelief.

Public access to Herman and others testifying was, obviously, restricted for his protection. In several communities where he and others testified "federal marshals drove us anywhere we had to go without our relatives."

Modestly, the white-haired professor explains that "most of the testimony he gave was based on 'factual conditions." He adds: "It was not there to make decisions. That was the judge's job."

Judges asked his opinion

He admits, though, that judges had asked for his opinion "all the time."

Herman made more than 30 court appearances as an expert witness and consultant "during this time and/or developed desegregation plans—in addition to those already mentioned—for: Augusta and Richmond County in Georgia; Durham, N.C.; Eldorado, Ark.; Houston, Texas; Jackson and Lebanon and Wilson County, Tenn.; Muncie, Ind.; San Francisco, Calif., and Nashville, Tenn., the latter taking 10 years of litigation.

Compensation received from the NAACP he usually donated to aid other—"mostly black—groups."

After several more terms as an educator at Ball State, Yeshiva and Illinois universities, Herman joined the Rhode Island College faculty upon the encouragement of friend and colleague, Dr. Myron Leiberman and then college President William C. Gaige.

He was only at the college two weeks when he had to appear in the Durham case.

"I would commute back and forth to a case. I don't think I ever missed a class here," he says, while pointing out that his "students weren't aware of what I was doing at the time."

"I didn't say a great deal (to them) about it.

During one week, a colleague reported, Herman made three round-trips to Houston so as not to miss a class at Rhode Island College.

Some didn't know significance

Herman says he received "good support" from the upper level of college administration here at the time, but experienced "some difficulty with middle-level management at the college, who, one supposed, had failed to comprehend the ramifications of Herman's work.

Once at Rhode Island College, he recruited others partial to the cause of desegregation, including the late Dr. Robert Pappas, and Drs. Jack L. Larsen of Johnston, J. Howard Munzer of Warwick and John A. Finger Jr. of Providence.

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Upon closing of this academic year, Herman and his wife, Ruth, plan to relocate to Arizona where one of their four children resides. Three others live in Rhode Island.

Over the years he's had telephone conversations with some of the attorneys in those desegregation cases. On such occasions, he would inquire about the progress or lack of same on desegregation.

"But, after I retire," Herman assures, "I intend to visit some of those places to see what changes have taken place."

Minority Alumni Reunion

A REUNION of Rhode Island College minority alumni was held May 2 at the Marriott Inn in Providence. As they relax the elegant dinner, guests get to get a large number of reuniion and visit with (standing, left to right) Jay Grier, assistant director of student life for minority affairs and Gary Penfield, vice president for student affairs, with his wife, Kate.

The theme of the event was "Back to the Future: A Reunion of all Rhode Island College Minority Alumni." This was the second such event for Rhode Island College minority alumni. The first was held in 1984.

What's News, Monday, May 11, 1987 (continued from page 1)
In the opener the Huskies scored in the top of the first off starter John Silva for a 1-0 victory. Silva pitched a fine game, allowing just seven hits and the winning run.

In the nightcap freshman Steve Porello knocked in the winning run with a base hit in the bottom of the eighth, giving the Anchormen a 3-2 win.

Richardson came on in relief and shut the door on the Huskies who were leading 2-0 at the time. He allowed three hits in four and two innings to pick up his fifth win of the year.

The squad has just three games remaining.

The Rhode Island College Tournament is in limbo right now, as the schools are trying to get together on dates to finish the event. The Anchorwomen are in the finals of the tournament and are awaiting for CCRI and Brown to play. We will know Monday if the squad received an ECAC tournament bid.

Compete in championships

Several men’s track and field performers competed in the Eastern College Conference Championships at Westfield State College May 2.

Junior Jesus Berrios continued his fine running with a fourth place finish in the 800 meters and a time of 1:52.9 a new school record in the event. His time also left him just shy of the qualifying time for the NCAA Division III National Championships. If he can improve by half a second he will qualify for the event.

Junior Jim Boldow placed fourth in the 5K in 16:19.4. Mike Leddy placed fifth in the triple jump with a leap of 43’1/2 and seventeenth in the long jump with a jump of 21’11 1/2”.

With these performances, all three earned spots on the All-Eastern Collegiate Conference Team.

In addition to Berrios, Bowden and Leddy, Lynn Couture, Mark Coutureman and Lennox Harmon will also be competing at the NCAA Division III National Championships at W.P.I. on May 9.

Freshman Maria Teoman continued her outstanding performance in the season finishing fourth in the discus at the Open New England Championships held May 2.

Teoman’s toss of 129’5” also set a new school record in the event. She has broken the record three times this season.

That translates into fewer opportunities for women. Of the 1,000 Empire State School Championships on the entering lists for women and American College Test scores, 67 percent were male while only 27 percent were female, a review by NYPIRG and a SAT critic group called Fair Test found.

The gender of the remaining seven percent of the winners could not be determined from the entering list data.

Nationally, girls average 61 points lower than boys on the SAT. 50 points lower in math and 11 points in verbal categories.

"SAT’s," Homer says, "are only nine percent better at predicting performance than pure chance."

Yet, says Fred Morino of the College Board, the agency that sponsors the SAT's and other standardized tests, "admissions officials know that they take the (dis)crapancy into account if they’re using (SAT scores) properly."

"The SAT is measuring developed learning to see how a student might perform in college. It doesn’t measure motivation or willingness to learn," Morino says.

"There is not a divided opinion" about the SAT’s usefulness in admissions, counseling and placement, he says. "We don’t agree that there is racial or sex bias in the tests, either."

He says the lower scores for women and minorities are "sociological."

"Women take less math than men. Girls are not very often encouraged to go into math and science. They tend to go into liberal arts, where they do very well," Morino says.

Any SAT sex bias would have to be explained, Morino says, since "slightly more women (than men) are making up the tests."

Whether Middlebury and Union have accelerated a trend away from SAT use is difficult to say, observers say. Some graduate schools have relaxed testing requirements in recent years, too.

Harvard, for example, two years ago stopped requiring Graduate Management Admission Test scores, and Johns Hopkins’ med school no longer requires applicants to take the Medical College Admission Test.

Morino notes that since 1978, 400 colleges have picked up the SAT requirement. "Now 75 percent of all four-year colleges use it," he says.

CRISSY ALNAS

Unfortunately, the Anchorwomen were unseeded by the ECAC New England Division III Selection Committee in their bid for a post-season berth.

The selection committee chose Bridgewater State as the top seed, a team the Anchorwomen defeated 6-5 on April 16.

Also chosen was S.M.U. who split a double­header with the Anchorwomen, and two teams Rhode Island College didn’t play, Westfield and Southern Maine.

Eastern Connecticut and Worcester State received the NCAA bids from the area.

In doubles play Dubois was the top performer with a 6-4, 6-4 victory. Remillard and Come on in relief and shut the door on the Huskies who were leading 2-0 at the time. He allowed three hits in four and two innings to pick up his fifth win of the year.

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Teoman’s toss of 129’5” also set a new school record in the event. She has broken the record three times this season.

That translates into fewer opportunities for women. Of the 1,000 Empire State School Championships on the entering lists for women and American College Test scores, 67 percent were male while only 27 percent were female, a review by NYPIRG and a SAT critic group called Fair Test found.

The gender of the remaining seven percent of the winners could not be determined from the entering list data.

Nationally, girls average 61 points lower than boys on the SAT. 50 points lower in math and 11 points in verbal categories.

"SAT’s," Homer says, "are only nine percent better at predicting performance than pure chance."

Yet, says Fred Morino of the College Board, the agency that sponsors the SAT’s and other standardized tests, "admissions officials know that they take the (dis)crapancy into account if they’re using (SAT scores) properly."

"The SAT is measuring developed learning to see how a student might perform in college. It doesn’t measure motivation or willingness to learn," Morino says.

"There is not a divided opinion" about the SAT’s usefulness in admissions, counseling and placement, he says. "We don’t agree that there is racial or sex bias in the tests, either."

He says the lower scores for women and minorities are "sociological."

"Women take less math than men. Girls are not very often encouraged to go into math and science. They tend to go into liberal arts, where they do very well," Morino says.

Any SAT sex bias would have to be explained, Morino says, since "slightly more women (than men) are making up the tests."

Whether Middlebury and Union have accelerated a trend away from SAT use is difficult to say, observers say. Some graduate schools have relaxed testing requirements in recent years, too.

Harvard, for example, two years ago stopped requiring Graduate Management Admission Test scores, and Johns Hopkins’ med school no longer requires applicants to take the Medical College Admission Test.

Morino notes that since 1978, 400 colleges have picked up the SAT requirement. "Now 75 percent of all four-year colleges use it," he says.

CRISSY ALNAS

Unfortunately, the Anchorwomen were unseeded by the ECAC New England Division III Selection Committee in their bid for a post-season berth.

The selection committee chose Bridgewater State as the top seed, a team the Anchorwomen defeated 6-5 on April 16. Also chosen was S.M.U. who split a double­header with the Anchorwomen, and two teams Rhode Island College didn’t play, Westfield and Southern Maine.

Eastern Connecticut and Worcester State received the NCAA bids from the area.

In action last week the squad trounced Roger Williams 12-9 and squared past Salem 4-1.

Alnas struck out 10 and allowed just four hits in picking up her ninth win of the year against Salem.

The squad’s record is 10-8 with one game left to play. We will know Monday if the Anchorwomen are picked up an ECAC tournament bid.

Summer Session Registration Continues

Session I: May 18 – June 26
Session II: June 29 – August 9
Register at the Bursar’s Office in Alumni Hall, Room 133.
Can a museum be a classroom? Can the John Brown House be a textbook?

As a group of 45 kids from the Henry Barnard School shuffled through this 18th Century mansion, taking notes, following charts and their student teachers and sometimes shouting with excitement, it was better than a classroom.

And this posh house on Power Street, filled with exotic goods and decorative arts and crafts, was more fun than even a picture textbook.

A third grader checked herself in an old mirror, one of many in this wealthy colonial merchant's house.

"I don't know if I can stand these wall papers," contemplated fifth grader John Magyar, looking at the reproductions of the busy and cobalt-blue French imports.

"Look, an electrical switch," a third grader nudged his buddy. "They didn't have electricity then, you bimbo," declared his friend as they caught up with their "college teacher" who was telling the group about the use of light in the 18th Century.

Although the lesson was the John Brown House, the objective was to teach the kids to find not only how to use a museum, but also the different ways they can relate to history and give them a sense of "long ago," according to Dr. Patricia Lyons, an associate professor of elementary education here.

In a special project this term, the college's HBS and the Rhode Island Historical Society designed a new learning experience for both the social studies education class students, "college teachers," and their students.

They explored the potential teaching and learning that exist in non-standard classroom sites such as this museum house. HBS is known as a laboratory school on campus for future teachers, which enrolls students from kindergarten through sixth grade. According to Dr. Lyons, carefully designed and supervised classroom teaching is a hallmark of the teacher education programs.

In addition, "it is important for our prospective teachers to recognize that there are many learning environments beyond the traditional classroom," remarked Dr. Lyons.

The student teachers met with the JB House staff for background information, researched on their own and developed a series of lessons for third and fifth graders at the HBS to use the different aspects of JB House (such as the fabric, architecture and painting) as a "textbook" for learning.

Noticing a pair of odd-looking scissors, "Did they use to clip their eyebrows with these?" asked fifth grader Andrew Goldberg, likening them to eyelash curlers. "That's a good, ingenious guess," said the museum staff member. "But they're actually candle snippers."

In another corner, a third grader took notes on the oversized vest. "He was rich and he ate a lot," she wrote about the 300-lb. John Brown.

This kind observation was especially encouraged as a part of teaching the students how to see, document and draw conclusions.

"They are becoming more aware of historical detail," Dr. Lyons said. "Casual was not good enough any more."

Fifth grader Joey Castaldi, for example, insisted that the little sculpture labeled George Washington he noticed in one of the rooms actually looked like Benjamin Franklin. He turned out the sculpture was mislabeled.

Denise Lefebvre, a graduate student in teaching here, shows third graders Lauryn Magyar and Justin Chevalier details of carved marble mantel at the JB House.