Translating ‘De animalibus’ means 600-page book

by George L'Tour

Dr. James J. Scanlan, M.D., of Providence, director of Rhode Island College Student Health, has translated from Latin Man and the Beasts or De animalibus (Books 22-26) by Albert the Great (Albertus Magnus) which will be released in both hard and soft cover editions this August.

Publisher of the resultant 600-page hardcover book in Medieval and Renaissance Texts and Studies, University Center at Binghamton (SUNY), N. Y. The paperbound is their Pegasus edition.

It will be available in bookstores at Rhode Island and Providence colleges and, perhaps, at Brown University and other sites, reports Scanlan, one of whose hobbies in translating medieval Latin scientific works.

De animalibus, written about 1250, consists mainly of Albert’s commentary on Aristotle.

However, after completing his Aristotle commentary (Books 1-19) and adding repetitive notes that are detailed in particular issues (Books 20-21), Albert wrote five books of his own (Books 22-26) in which he arranged the animals by general groups, according to Scanlan.

“These last five books are replete with his personal observations, meticulously collected and organized into brilliant little studies of each animal, constituting, in effect, a medieval encyclopedia of animals,” according to the publisher’s catalog.

“It is these unique books which Doctor Scanlan has translated into English for the first time from the Hernmant Student’s massive critical edition based on the original Latin manuscript at Cologne.

“Scanlan’s graceful, lively rendition and detailed textual notes make this volume a great pleasure for all readers,” say the publishers.

The volume has a complete introduction, fully annotated translation, a selected bibliography, a list of authors cited by Albert, and an index to the entire work.

The frontispiece is an original illustration by Fritz Eichenberg.

Scanlan, who by his own admission has had “a love affair with Albertus Magnus” since his undergraduate days at Providence College, had translated parts of the work for years “but didn’t really concentrate on it until 1975” after having suffered a heart attack which confined him to home for a time.

Over the period it was the “translation was the least difficult,” relates Scanlan, explaining that annotating, looking up footnotes, library research and the writing of an extensive introduction on the life of Albert “and his position in world esteem as a naturalist” was much more demanding.

(continued on page 4)

Distinguished professor at Mississippi State named dean of education here

Dr. Robert F. Schuck, a distinguished professor at the College of Education at Mississippi State University, has been named dean of the Rhode Island College School of Education and Human Development by President Carol J. Guarino.

In announcing the appointment, which takes effect August 3, Guarino commented that “we have confidence that Dr. Schuck will give vigorous and imaginative leadership to our education programs, and fully expect to see our School of Education and Human Development in the forefront during this time of resurgence in education.”

Schuck replaces Dr. James D. Turley who resigned to take on the deanship of the Center for Educational Management at Rhode Island College. Turley, who had joined the college faculty in 1967 as an assistant professor of English, had served as dean since 1982.

Holder of advanced degrees in early and secondary education as well as in general science, Schuck, 49, has held faculty positions in education and medical education.

He has done extensive research and writing in these fields and served as editor of the National Community Resource Workship Journal and president of the Association of Teacher Educators.

Schuck became a high school general science teacher upon completion of his bachelor’s degree in elementary education in 1959 at the State University of New York at Oswego. He continued teaching in the general science field while obtaining his master’s in early elementary education, also at the State University of New York.

He obtained a second master’s degree—in general science—from Syracuse University in New York, and his Ed. D. in secondary education from Arizona State University in Tempe.

Postdoctoral fellowships in medical education and psychosocial history followed at the University of Southern California in Los Angeles and the Free University of West Berlin in Germany, respectively.

In 1965 he became a research associate at Stanford University in Palo Alto, Calif., a faculty associate at Arizona State, 1966-67; an assistant professor of education at the (continued on page 4)

Freshman orientation begins July 6

Rhode Island College Orientation '87 will begin on July 6 and run through July 28 in a series of two-day cycles.

Cycles will run every Monday and Tuesday and Thursday and Friday, beginning at 8 a.m. the first day and ending at 5 p.m. on day two. More than 130 students will participate in each cycle.

Directed by Dolores Pascarella of the Office of New Student Programs, orientation is designed to enable new students and their families to become familiar with the people, programs and services at the college.

All new freshmen are required to attend one of seven cycles and spend two days on campus. The office will be assigning times on a first come, first serve basis. Arriving students will find their reserved rooms in Thorp Hall.

In addition to having discussion groups with faculty, staff and upperclassmen, students will be registering for their classes in the fall with the help of advisors.

The first day of each cycle will also have a “Parent’s Program,” to allow parents to raise questions about financial aid, housing or any other college-related subject, and to meet with faculty and staff.

Call 456-8083 for more information.

‘Cabaret’ again offers summer of light musical entertainment

Rhode Island College Cabaret Theatre, offering “a summer of light musical entertainment,” will begin July 3 at the college’s air conditioned Student Union Ballroom with selections from Hair and Godspell and songs by Gershwin and Porter.

This first show of the 1987 season will run until July 20. Opening on July 23, the second show will be a “Salute to Broadway!” featuring songs from Broadway musicals from those of Kern and Berlin to the more current hits, A Chorus Line, Les Miserables and La Cage Aux Folles.

The season will close August 9.

Rhode Island College Cabaret began in 1972 and, except for a two-year hiatus, has been considered by many “a summer entertainment highlight ever since,” according to Dr. Edward A. Scheff, managing director of Rhode Island College theatre and producer and director of this summer’s Cabaret.

Performers, selected by audition in March, include Anthony Cinelli, Kim Smith, Donna Doiron, Jonathan Schaffir and Karin Lunde. Pianist Tim Robertson will serve for the second consecutive year as musical director. Dan Scheff will be on percussion. Choreographer is Madeline Marshall; Douglas Cumming, set designer; John Boerner, lighting designer; Tony Cinelli and Doiron, costume design.

Light refreshments will be available as in the past. Parking is free.

Tickets are $6.50 Sunday through Friday and $7 for Saturday performances all of which are at 8:30 p.m.
Focus on the Faculty and Staff

Donald C. Smith, professor of art, is giving the final presentation of the 1987 Summer Program in Art and Music this month. He is presenting two lectures: "Concept as Appearance: Science, Education, Teaching, and Learning," and "The Use of Representation: The Latin Letter in Art." Elaine Foster Perry, assistant professor in the communications and theatre department, recently gave the 1987 service award by the Educational Theatre Association of Rhode Island for her contributions to furthering theatre in the state's high schools.

In addition to her adjudication duties for the Rhode Island College Theatre Festival in New England, Perry conducted a workshop on adjudication in conjunction with the New England College Drama Festival in Maine this spring.

Perry also has served as an adjudicator for the Connecticut High School Drama Festival and the Rhode Island Community Theatre Association productions.

Dr. Peter S. Allen, professor of anthropology/ geography, has been nominated to office in two professional groups, according to Anthropology Newsletter. He is candidate for one of the two positions of member-at-large of the Society for Visual Anthropology and a candidate for treasurer for the Society for the Anthropology of Europe. Elections will be held at the annual meeting.

Dr. Jodi A. Balasock, assistant professor of economics and management, was recently selected as a fellow for the Rhode Island School of Business for the 1987-88 academic year.

In Anne C. Lykens, assistant professor of political science, is the author of "The Measure of Alaska." The book is published under the aegis of the Alaska Council for the Humanities. The measure of Alaska is a volume of original poetry of member-at-large of the Society for Visual Anthropology and a candidate for treasurer for the Society for the Anthropology of Europe. Elections will be held at the annual meeting.

Dr. Frank J. Leacme Jr., assistant professor of political science, is the author of "A New Approach to Political Science." The book is published under the aegis of the Alaska Council for the Humanities. The measure of Alaska is a volume of original poetry of member-at-large of the Society for Visual Anthropology and a candidate for treasurer for the Society for the Anthropology of Europe. Elections will be held at the annual meeting.

Dr. Francis E. Bowers, assistant professor of the arts and humanities, is the author of "The Measure of Alaska." The book is published under the aegis of the Alaska Council for the Humanities. The measure of Alaska is a volume of original poetry of member-at-large of the Society for Visual Anthropology and a candidate for treasurer for the Society for the Anthropology of Europe. Elections will be held at the annual meeting.

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New emeriti additions announced

Three more Rhode Island College professors were appointed to the rank of Professor Emerita and Emeritus.

In recognition of their distinguished careers at the college, President Carol I. Grebe awarded the rank to Marion I. Wright of the anthropology/ geography department, Nancy Sullivan of the English department and Roy Frye of the educational leadership, foundations and technology department.

The decision is based upon the unanimous recommendations by the departmental advisory committees and endorsements by Dean David L. Greene and Provost Willard F. Em- mott.

Marion Wright joined the college faculty in the spring of her graduation from here. She has been a full professor for 22 years and been given the honorary title Dean of the College, by the late President David E. Sweet for her long involvement in all aspects of the college.

34 high school students graduate from R.I. College Upward Bound

Some 34 students from Shea, Mount Pleasant, Central Falls, Central and Hope high schools successfully completed the 1987 Upward Bound program at Rhode Island College and were presented certificates at a dinner May 21 in the college's Faculty Center. All have been accepted by a college or university for fall entrance, according to Mariam Z. Bosajian, director of the program at Rhode Island College which is one of 400 federally funded Upward Bound programs nationally whose purpose is to prepare economically disadvantaged and first generation students for college.

Keynote speaker was Donald Brown, director of the African, Hispanic, Asian, Native American (AHANA) student programs at Boston College. He spoke on the "Challenges Awaiting Graduates."

Kelly Ashley of Providence, who attended Mount Pleasant High School was winner of the second annual Thomas F. Lavery Scholar Award in the program which prepares disadvantaged/first generation college students for college. Some 34 seniors from five area high schools completed this year's program. (What's News Photo by Gordon E. Rowe)
Colleges eye Buffalo murder trial

Could mean muddled admissions, new student behavior rules

by Lisa Jean Silva

(CPS)—In a case that colleges throughout the nation are watching intently, a New York court will decide next month if the State University of New York College at Buffalo is liable for a student's murder of another student.

If the Court of Appeals—the state's highest court—rules against the college, it could force colleges nationwide to become more responsible for their students' actions, greatly complicate admissions procedures and maybe even lead campuses to impose tighter rules on students.

"This," wrote the American Council on Education (ACE) in a friend-of-the-court brief, "would force colleges radically to change their admissions procedures" and impel them to take greater control over students' lives.

Jason Lindower, controller at St. Mary's College in South Bend, Ind., is "extremely alarmed" by the case.

The Buffalo case revolves around ex-student Larry Campbell, who was admitted to the college in 1975 through a program designed to let disadvantaged people—including parolees—get an education.

But in 1976, Campbell raped and murdered student Rhona Eiseman, whom he knew socially, according to defense attorneys.

Two lower courts already have agreed with the parents, ruling SUNY should have checked with Campbell's prison psychiatrist and consequently denied him admission to the school.

In recent years, Syracuse, Indiana, Illinois, Penn and Clarkson University in New York, among others, have been sued by relatives of students who had been killed on their campuses.

Lawsuits over student injuries are even more frequent. During the last year, students or their parents have sued The Citadel, Northern Iowa, Iowa State University of San Jose and Ohio State, among other schools.

While the verdicts in the cases that have been resolved varied, the Buffalo case frightens administrators more because it more clearly holds colleges responsible for students' behavior.

Buffalo State, Judge Dolores Denman wrote in her opinion, should have had "intuitional criteria for screening" applicants who were "incorrigible." Denman suggested Buffalo should have checked the psychiatric records of the applicants it got through the special admission program, but admissions officers say they can't do it.

"Most of us don't check the psychological background of entering students," notes Dr. Greta Mack, dean of admissions at Arkansas State.

Moreover, a Campbell-like tragedy "could have happened anywhere. Psychological problems are not limited to ex-cons."

Such information also is hard for admissions officers to get.

"A lot of times you can't collect," says J. Douglas Conner, head of the American Association of Collegiate Registrars and Admissions Officers in Washington, D.C.

"There are a lot of prohibitions by regulation and law as far as getting certain information," he adds. "You can't ask age, sex, marital status, race or handicap status."

"You can't really use (criminal background information) in the admissions decision anyway," complains ACE lawyer Sheldon Steinhub. "What would you do? Put all convicted rapists in one dorm?"

It's, in fact, the lack of answers that alarms St. Mary's Lindower most.

"It's recognizable for security here," he says. "Conceivable that students would hold St. Mary's liable if an intruder got into a dorm, "we're always closing and looking doors that students leave open."

"And yet it's the students who are the very ones who cause the liability to arise."

In April, 1986, review of 600 student suits filed against colleges between 1970 and 1985, University of Louisville Prof. Donald Gehring blamed student "egocentricity" for what goes on off campus as well as on campus.

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The small white building behind the School of Social Work on campus looks at best like a storage facility for the college. But in it “lives” a famous ballerina who has turned this old barn into a home for one of the most accomplished dance companies in the state. Her life evolving from the love of ballet now centers around teaching it here.

Besides teaching at Rhode Island College, Christine Hennessy instructs the professional dancers of her company, The Festival Ballet, in this dance studio. She also oversees the classes of company’s official school, the Dance Academy. All of this has come about after a “wonderful gypsy life,” touring around the world as a principal ballerina.

A native of Providence, Ms. Hennessy left her home state at 15 to study ballet at Ballet Russe School in New York. After joining Ballet Rome de Monte Carlo, she later toured Europe with groups such as the American Concert Ballet and American Festival Ballet. Upon returning to the United States she joined Joffrey Ballet of New York as a principal dancer. When dancing for the Royal Winnipeg Ballet as a ballerina, she won the Best Dancer’s Prize at the Paris International Festival in 1969.

She has been teaching at the college for almost seven years, first as an instructor of an 8-week ballet class, later as a part-time teacher of beginning and intermediate ballet courses.

This diminutive woman of striking elegance is a walking definition of a ballerina. In the words of Agnes De Mille, “she is slight, tiny, exquisitely proportioned as delicately articulated as a flowering branch.”

Defying her elf-like image, she has a deep, husky voice that exudes authority and self-confidence.

Yet, 50-year-old Hennessy hardly fits the stereotype of a formidable ballet teacher. Although she admits not giving much praise or encouragement to her students, she firmly believes in training a committed dancer in a positive manner.

“There is too much joy in movement, too much fun to be had,” she says stressing the words. “The reason I teach kids enthusiastically, “the motivation to move is out of joy,” and it is up to the teacher to enforce that joy in training a dancer.

Given the nature of classical ballet training which requires a rigorous long-term commitment, “it is hard to teach an 8-week course at the college,” she remembers. There were many students who were not out of love for the art but got easy credit. “But that has changed in the past two, three years,” she affirms. “The level is better now and the students are better. I feel comfortable teaching there.

“But I would dearly love to see the day they offered dance major at the college,” she says of the dance program here, which offers dance only as an independent study.

“I’d love to see the program go somewhere positive,” she says. “There’s no other college in the state that really has a better program or that is close to what is being offered here.”

She has been talking to the department chair about adding a new ballet course between the beginning and intermediate levels. “I have encouraged to bridge that gap,” she says. “When they start a beginning class in September, some of the students are not ready for intermediate by Christmas. And to lower the standards is not fair to those who are.”

Her conviction in developing the program here comes not only from her devotion to ballet, but also from a her philosophy that the foundation of all dancing is ballet training.

“Classical ballet training is the only training that allows you to do it all,” she says challenging the popular belief that ballet is a stiff and unyielding dance form. “It builds the most solid background,” a basis from which to branch out to other forms of dance.

“Do the classical ballet is not rigid, but that’s because, as I progressed through my professional life, I have used my technique as a tool, as a way to express what was demanded of me. Because of my technique,” she says, “I felt free.”

Although serious training years are between 10 and 16, beginners at college could very well pursue professional dancing. “It is amazing what they can do,” she affirms, “if they apply themselves.”

The professional life of a dancer can be as long as 20 years, she says, “depending on the stress your body can take. Some people dance well into their 40s while others have to stop much before that.”

She started dancing when she was 35, though it was neither related to health nor performance. “Shortly after I had my daughter, I was invited to do a tour in South America with some important people. I thought ‘Great! I’m going to dance with mous dancers, do a great tour.’ I even made arrangements for my daughter to be taken care of. But I realized I couldn’t leave her. Once I realized I couldn’t leave her, the decision to stop dancing evolved from that.”

Following this decision, she eventually formed her own company and started training professional as well as recreational dancers.

Ever since she started dancing, she also had been teaching ballet. “Teaching came naturally to me,” she says. “Although once I started doing it on a day-to-day basis, I realized it wasn’t that easy.”

After giving up professional dancing she became a woman wearing many hats. “My title at RIC is part-time faculty, my title at Dance Academy is co-director, my title at Festival Ballet is artistic director and my title at home is MOM.”

After years of focusing only on dancing, it was hard to adjust to “real life,” she confides. Along with the daily responsibilities of raising her children and worries of meeting mortgage payments came the hard work of creating a dance company in a state where “there is no great dance audience” but a need to build interest.

Although the 26-member (with eight dancers on the payroll) company is still not a household name after nine years, she believes “hopefully in time [recognition] will come.” But the local media have responded positively and beer supportive of their efforts.

By the end of this year they will have had 21 performances ranging from classics such as Nutcracker to more modern pieces.

“A well-organized ballet company can do it all. They can give storybooks classics, they can do modern choreography, they can do Twyla Tharp, and they can go back, put on their pointe shoes and give a Balanchine.”

CHRISTINE HENNESSY teaches at her studio at 5 Hennessy Ave., North Providence. “The purpose of this school was to pass on what I knew to train a new generation of talented dancers.” (What’s News Photo by Gordon E. Rowley)
Commencement '87: All Smiles!

It was a day of all smiles when more than 1,000 Rhode Island College graduates received degrees on Saturday, May 23. Approximately 800 undergraduate and almost 300 graduate degree candidates received their diplomas on the esplanade in front of Walsh Health and Physical Education Center. (From left to right) Kathy Bouvier waits in anticipation for her big moment; Lisa M. Cashman smiles with joy as she receives her diploma; Richard Housman hugs his girlfriend Sue Golomb who hired an airplane to relay her message. One of the four honorary degree recipients soprano Eileen Farrell applauds the speaker of the day, also an honorary degree recipient Dr. Alexander Astin.

What's News Photos by Gordon E. Rowley
CONGRATULATIONS RICK HOUSMAN LOVE SUE
Who Got What

WASHINGTON, D.C. (CPS) The federal government provided $5.6 billion to universities for research in 1984, and 86 percent of that money went to the top 100 universities. The top 20 campuses—an even more elite group—received 42 percent of all federal money spent in universities and research development, 46 percent of all National Science Foundation (NSF) research money and 44 percent of all National Institutes of Health funds. The top 20 recipients in 1984, followed by their 1967 ranking, were:


Growing number of colleges nationally getting impatient with system which makes 'rich get richer'

WASHINGTON, D.C. (CPS) — Some schools, claiming they are getting shut out of lucrative government research grants, met in Washington recently to try to get some of them.

A group of campus leaders from across the country met here to try to keep the old system of handling out research grants—some $5.6 billion was distributed in 1984—from devolving into a chaotic competition between individual colleges around the country.

A number of campuses have grown increasingly impatient with the system, which seems to funnel most of the money to the Johns Hopkins, Stanford and Massachusetts Institutes of Technology of the world.

One hundred campuses—including a total of 3,300 in the country—get close to 90 percent of the grants the federal government makes each year.

The government normally gives the money to the National Science Foundation (NSF) to distribute, but crises of NSF favoritism and hopes of getting some money have led some schools in recent years to ask Congress for grants directly, without going through the NSF first.

One observer called it a "highly biased" system that excludes many small colleges.

The system does tend to favor the same universities year after year.

In a report released just before the campus leaders convened in Washington, the General Accounting Office (GAO) found the same few universities still are getting most of the money.

Sixteen of the 20 universities that received the most federal research money in 1967 also got the most federal research money in 1984, the GAO found.

"That NSF listing is not completely illegible," concedes Charles Kaars, director of sponsored programs at the State University of New York at Buffalo, which came in 99th on the GAO's list of the 100 top recipients.

"Schools that are successful at this have the top-quality people, who attract more top money. Once a department is established, it's very competitive in getting federal research money."

Richard Benhoff of the NSF argues all its decisions are based on "merit," and that the money goes to the best schools that have the "ability to conduct basic research."" Others agree the top schools get the most money because they are the top schools.

"History speaks for itself," says Joe Bogen, assistant director of the State University of New York's Board of Governors Conference Room, an advocacy group for southern colleges.

"If a college has a strong liberal-arts program, it will receive federal money. If it has a good science program, it will receive federal money. If a college has a strong black program, it will receive federal money."

"The federal government," SUNY-Buffalo's Kaars explains, "needs to say, 'we want to see this facility built, and we're taking bids on the project.'" Quite often, such a system would see that facility built at one of the top 20 schools, but they would make the best use of it.

The panel, commissioned by several higher education lobbying associations, also suggested college lobbyists should encourage schools to accept some rating system by which Congress can screen their requests for funds.

"Anything would be better than a chaotic system of individual colleges lobbying in Congress on their own," Kaars says.

"Direct lobbying is a worse problem, especially for building research facilities," he says. "Some places don't have the power to support the facilities they want to build."

Kaars believes schools can improve their chances of winning federal grants without lobbying directly.

SUNY-Buffalo moved from 98th on the 1984 list to 54th in 1985 through "hard work," Kaars explains.

And some southern schools recently have moved into the top 100. Banks adds: "Those that commit themselves to better students and better research can improve their chances of winning.

"Here, a large percentage of students are graduate and professional students studying medicine and engineering, and they don't qualify for aid. Under the new GDL regulations they can't get loans, so they're dropping out.

"And the trend away from grants and the increase in loans makes aid policy that asks many to take out college money—which grants and scholarships are not available."

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To a scruffy kid playing in the backyards of the three-decker wooden tenement houses in the heart of South Providence in the early 1940s, one of the most exciting places possible to visit via a short walk was Willard Avenue. Just a street name, but it had connotations of so much more. It stood for an area vaguely defined then as that bordering Willard Avenue which runs between Broad Street and Prairie Avenue. It was a wondrous place...quite different from the rest of his world.

Willard Avenue, heavily populated by Jewish immigrants and their offspring, immigrants who had come mostly from Russia and Poland at or around the turn of the century and who remained as a community within a community for some 50 years thereafter.

The sights were different. So were the sounds and even the smells. There were—to him—a preponderance of old men with long white beards and black skull caps, dressed in white shirts and black trousers which were always, it seemed, held by suspenders. And, they often talked among themselves in a language unfamiliar to him.

There were horse-drawn wagons with large cracking wheels, butcher shops with fresh-slaughtered chickens hanging upside down in the display windows, fruit and vegetable stands and pushcarts, and the aroma of baking "Jewish rolls" coming from places like Snell's, Perler's and Kaplan's bakeries.

The youngsters would spend hours collecting old newspapers throughout the area. These they would deliver by the tons—one wagon load at a time—to the rag men—men who would pay them about 10 cents a hundred pounds, a generous amount in those days...substantial enough to gain the enterprising daily and to which they proudly brought visitors to see and experience.

"It was a world unto itself. A place to which people from throughout the city came daily and to which they proudly brought visitors to see and experience. It was the lower east side of New York with pushcarts and peddlers and whatnot," according to Beatrice I. Batll of West Greenwich who had operated a generous amount in those days...substantial enough to gain the enterprising daily and to which they proudly brought visitors to see and experience.

"What was original (natural ingredients). No substitutes were used like margarine," assures Robert "Reve" Kaufman who had grown up in the area. "As a young man he would meet and marry a young lady named Rosemary who was working at Snell's. There was Sugarman's dry goods store where the adults in a little boy's life often stopped; City Hall Hardware where a boy could filld just about anything imaginable and, of course, synagogues where the Hebrew congregations gathered to worship.

"Like lower east side of New York" Other congregations of men and women of diverse ethnic origin from the surrounding city neighborhoods had felt "completely safe walking even after dark"...unlike streets in most cities today) to gather in Berry's Cafe. There were "rag men" and "junk men" (collectors and sellers of scrap metal, rags, glass and the like) with whom neighborhood kids had a special rapport.

The children, already having been told a "detailed story framed on existing documentation" on the area, and having been taken on a walking tour of the neighborhood, participated in an archaeological study. Under the supervision of Dr. E. Pierre Morison, director of the college's archæological program, several college archæological students and Flyum teachers guided the youngsters in an archeological dig of the surface ground on the site.

They dug carefully, poured the dirt and debris over screens and watched to see what filtered through, hoping for clues as to a way of life now vanished. A piece of an ice pick (whatever that was!), a shied of leather, perhaps from an old high-button shoe, a button, chunk of glass, portion of dinner plate, a piece of window glass with paint on it were all details collected through archeology to help third graders "appreciate the richness of the historical landscape."

"The items they found were what you might expect," relates Morison, "coal, bricks, nails, ceramic pieces." And they do tell a story, he assures. Take the window pane with paint on it: it told the youngsters what color—at least in part—was Harry Fish's house.

Other artifacts discovered added to the picture of life in what had been a vibrant ethnic community. Its members would gradually disperse to other locales around the state and beyond. Had the Flyum third graders known, they could have asked Reve and Rosemary Kaufman, now retired and residing in Rumford, they remember. "Everybody was friendly. There was no hatred." In the era of neighborhoods "Blacks, Jews, Poles, Irish kids played together."

"The people (of South Providence, including the Willard Avenue area) were one family. "It was great!"

ARCHAEOLOGICAL INVESTIGATION by 3rd graders gets underway with guidance of Dr. Pierre Morison and Janet Freedman of Rhode Island College.

On May 11, several classes were taken to a vacant lot adjoining the school on Gay Street, known to be the site on which stood the house of Harry Fish, a shoemaker in the 1920s and 30s.

Portions of a foundation now put out from the ground which is covered with grass and brush and a smattering of more modern debris. The children, already having been told a "detailed story framed on existing documentation" on the area, and having been taken on a walking tour of the neighborhood, participated in an archaeological study.

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"It was great!"

SECTION OF CITY SIMILAR to Willard Avenue at turn of the century is Charles Street area. Both were sites of Jewish immigrant communities. (Photo courtesy of R.I. Historical Society)
Bills would let ‘do-gooders’ delay repaying student loans

BY SUSAN SKORUPA

WASHINGTON, D.C. (CPS) — Students who want to “do good” after graduation may get a break in repaying their student loans if two new bills pass through Congress.

Harvard's John F. Kennedy School of Government raised eyebrows two years ago when it said it would forgive all or part of the loans of graduates who choose to go into “community service” jobs after graduation.

The theory was that students, often graduating thousands of dollars in debt, would pass by lower-paying civic jobs for jobs that pay more, and thus help them repay their loans faster.

Harvard's law school — as well as law schools at Columbia and Stanford — have similar “forgiveness” programs.

The new bills, if passed, would open them up to all students across the country.

“The rich schools can offer loan deferment without government support, and a few are big enough to offer loan forgiveness,” says Chuck Ludlam, an aide to Sen. Dale Bumpers (D-Ark), who introduced the new bills last week.

“We don’t think students are unwilling to participate in the program, we just don’t think many know about it,” Ludlam says.

“And they need to know about it early in their college careers, so they can choose the deferred positions as employment possibilities,” Ludlam adds.

The Department of Education estimates as little as one percent of money it loans each year to students goes to graduates who are working for nonprofit organizations.

While schools monitor yearly status reports, all loan deferments — including those for graduate work, military service, unemployment and public service — are lumped together.

“You don’t think increased publicity will make a lot of difference,” says Faye Chaucer, University of Tennessee student loan officer. “Currently, that option is noted on all of our financial aid prominence notes, and covered in both entrance and ongoing interviews for all financial aid students.”

“We have very few people who use it. More take advantage of internship or armed forces deferments. I don’t think increased publicity will make a lot of difference.”

But only a few schools have the financial means

Chance worries that the second bill, which forgives some debt burdens for graduates working for tax-exempt organizations, could deplete schools’ financial aid allotments.

The second bill could provide a “break,” she says. “Loans that are forgiven, even loans that are deferred, could mean less money available for current students.”

But Ludlam contends the only way the loan forgiveness program will work is if Congress allocates special funding so schools won’t lose aid funding.

“New money will have to be appropriated,” he says. “No money will be taken from current financial aid programs.”

And that additional programming the bill’s chances of passage, Ludlam adds.

“Right now, the idea of money for anything new is not likely to go over with Congress. We’re in the process of trying to save the programs we’ve got, so this plan may have to wait for the next round of reauthorization (in 1989).”

“But the program has been in existence for seven years, and hardly anyone uses it,” Ludlam says.

Financial aid experts, however, aren’t sure students would respond even if they knew about it.

Cleveland State University aid director William Bennett, for one, thinks students are so far in debt that they may “do good” just to avoid bankruptcy after graduation.

Private contributions to higher education soared last year

(CPS) — Private contributions to higher education skyrocketed last year, an increase partly fueled by stagnant state funding of public colleges and universities.

And most of the money is coming from private pockets, not from corporations, the Council for Financial Aid to Education (CFAE) reported recently.

In 1985-86, colleges took in an estimated $7.4 billion in contributions and gifts, a 17.1 percent gain over 1984-85, the New York-based Council found.

Alums gave $1.83 billion of the total, a 25 percent jump over the previous year, and gifts from non-alum individuals rose 23.8 percent to $1.78 billion.

Corporations, many saddled with sluggish profit outlooks, gave only eight percent more after a 25 percent increase the prior year.

The figures indicate many public colleges, facing drastic state budget slashes or spending freezes, are pursuing contributions more aggressively.

Traditionally, independent campuses have been the most aggressive fundraisers in academia.

“There’s a really unprecedented increase in individual giving,” says Paul R. Miller, Jr., spokesman for the CFAE. “Without questions, colleges are now going out to solicit individual funds. There’s an increased commitment from college presidents on down to making schools’ fund raising enterprise very aggressive.”

The University of Minnesota Foundation, for instance, last year embarked on a campaign to raise $300 million in three years to partially fund the university’s $1.7 billion Facilities Master Plan.

For the first year, the drive raised $250 million.

“Sure, there’s much more aggressive posture among public institutions these days,” says Steve Rossell, executive director of the UM Foundation.

“Three years ago, no one in the Big Ten was running a major capital or endowment building campaign. Now at least nine are in the midst of such a campaign or planning one.”

Rossell says public colleges finally have discovered what private schools have known for years: alumni can be prime donation sources, but they must be reminded to give.

“Public colleges don’t work their alums as well as private colleges do,” he explains. “And they should, because there’s lots of market potential there.”

Unlike private schools, which have always relied heavily on alumni donations, “public colleges didn’t used to keep track of their alums,” Miller adds.

“We’re trying to change the track of them.”

And what was, in the 1950s, a fairly small base of individual private donations, has shown one of the largest increases ever. The bulk of the gain in donations has been from individuals.

And colleges are approaching this big-bucks potential with lots of fire power, says another funding expert.

“There’s been a tremendous explosion in telemarketing and mass mail solicitation of alums,” says John Mitler, vice chancellor for university advancement for Cal-Irvine and spokesman for the National Society for Fund Raising Experts.

“Universities are just realizing that 85 percent of all philanthropy is from individuals.”

Mitler says even small community colleges are bolstering their development staffs to chase funding.

“They’ve identified this important source of money and are finding it’s fairly flexible,” he explains. “Resources from individuals can be applied to a college’s priorities, but they can also be used as leverage with legislators and with other funding sources.”

“Corporations just aren’t making those big contributions anymore, and schools must provide individuals with good reasons to want to contribute more.”

Experts say the trend toward increased individual contributions will continue.

“For all the problems higher education has with public relations about increasing costs and the quality and cost of education,” Miller says, “the American people remain persuaded that education is a useful and charitable use for their contribution.”

Girls' fast-pitch softball camp offered here

Rhode Island College is offering a girls' fast-pitch softball camp from June 22-26 for girls entering grades 7-12 in the fall.

The camp will be at the college playing field from 9 to 3 each day and will be taught through an “innovative . . . easy approach,” according to camp director Cindy Neal, who coaches the RIC Anchormen softball team.

“Teaching staff includes all previous star players and an athletic therapist. Head coaches at Eastern Connecticut State University, Bridgewater State College and Brown University will serve as guest instructors.”

The camp is limited. Registration is June 22 at 8:45 a.m. in the lobby of Walsh Gymnasium. For more information contact Neal at 456-8077.

HBS 'artists' display at RISD

Four Henry Barnard School students have their art work hanging in the Rhode Island School of Design Museum this month.

The art of Nicholas Sciotto, first grade, Mikki Wosencroft, fourth grade, Anna Beckman, fifth grade, all from Providence, and Chris Brody, fourth grade from Cranston, was selected among some 200 works by children displayed in RISD's Schoolart show.

The exhibition of children’s art, “created by budding talents” from grades K-12 in public and private schools in Providence County, is a first for RISD according to its publication, Cannibus.

All the Henry Barnard artists are students of school art teacher Mrs. Margaret Lachut.

The Schoolart exhibit runs until June 26.

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456-8474
The institution of banking in the United States has less than a popular image in the mind of many Americans and, to a lesser extent, in the minds of many Europeans. 

"For our banking system to be served, for our banking system to endure, our banking system must change. Banking is trapped in a Catch 22. It cannot adapt now because in 50 years men who wore spats and carried walking sticks believed commercial banking, if not a criminal, as a second-class citizen, if not a criminal."

American banking itself to task in an eye to the military one—stands for "situation intensely read by American bankers at the highest level."

...As a commercial banking, ...because you fail... because you fail... Americans would be classified."

"I knew the stupid things they did..." King explains. "The U.S. banking system—without the free enterprise system in the U.S., regulations, etc.—is the most highly regulated in the world.""..."

But the key to understanding banking in any country is to understand the relationship between the regulators and the industry," she explains. "Although, she says, "would think with the free enterprise system in the U.S., banking would have more freedom than in other countries, just the opposite is true.""

"The U.S. banking system—with the exception of the Japanese—is the most highly regulated in the world," King says. "...she asks, "is the banking team playing when it has 53 coaches?" King explains that U.S. banks are controlled by separate laws and regulations in each of the 50 states and those of three federal agencies. Some of that regulation came about in the early 1900s in efforts to curb an astronomical float" which King explains. "...she explains. Other controls came about as banking practices left much to be desired. Poor management and weak investments tent banks under for years...altering deposits, many of whom lost their life savings prior to discovering their mistake."

Banking and higher education, King's interests had centered on music, journal writing. The bank—Western Bank Corp. —was planning to install an electronic system in their operation of 25 banks in 11 western states. "They wanted someone who hadn't been brainwashed by banking. You see, bankers had never been in this before, so there was a bias against it," says King. Her job was to convince smaller banks to adopt an electronic system. "...bankers really are, she says."

"You'll find bankers still making state..." King says. "...they are interested in teaching music, she relates. A "good writer," herself, she married a journalist, and landed her first job as a merchandising manager for television stations in Denver and did some magazine and newspaper writing."

"I was disappointed. I decided if I couldn't really be in the top rank I didn't want to bother at all, and I wasn't interested in teaching music," she relaxes. "A "good writer," herself, she married a journalist, and landed her first job as a merchandising manager for television stations in Denver and did some magazine and newspaper writing."

After her marriage broke up, she went back to school while working fulltime. She developed a P.O.'s Wright who was earning her bachelor's degree. "It took me forever to get my B.A.," con- sideres King, adding, "I'm like a lot of stu- dents here (who study parttime and work fulltime). I can empathize with them." Later she became a public information officer for a regional office of the Small Business Administration and began work on her master's of business administration at the University of Denver. "...I was fascinated by it but dismayed by the fact that different laws prohibited the full utilization of links through electronic technology. "...banks are regulated in the world, she explains. Although, she says, "you would think with the free enterprise system in the U.S., banking would have more freedom than in other countries, just the opposite is true.""

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New video show to feature look at Japanese culture

Rhode Island College Communications Organization and FLICKERS, the Newport Film Society, have created a video magazine called "Between Takes" which will feature a look this summer at Japanese culture in America and Rhode Island.

The first episode, scheduled to air at 7 p.m. on the statewide cable Interconnect A on July 16 and 23, will feature a discussion of the upcoming Black Ships Festival in Newport by Mayor Patrick Kirby, festival chairman, and Charlene L. Rich, coordinator of the Guna Shopping Tent at the festival. The tent will offer booths selling Japanese food, crafts, clothing, toys, tools, etc.

The Black Ships Festival is a non-profit educational/cultural event held annually in Newport to celebrate the ties between the sister city of Shimoda where Admiral Perry's "Black Ships" landed in 1853, opening the doors of trade.

A second "Between Takes" episode focusing on Japanese culture—to air on July 23—will feature a discussion on Japanese gardens.

FLICKERS and the Rhode Island College Communications Organization will be videotaping this year's festival events in cooperation with the Sony Corp. and the Japan-America Society of Rhode Island, reports George T. Marshall of the Rhode Island College Department of Communications and Theatres.

Other programs and air dates—all Thursdays at 7 p.m.—this summer include: All Gone and the Rhode Island Handwoven, June 4 and 11; Winsor Taylor Creative Dreambuilding, June 18 and 25; Rhode Island College Debate Council, July 2 and 9; student filmmakers in Rhode Island, August 6 and 13; college theater at Rhode Island College, August 20 and 27; premiere of student film As It Stands, Sept. 3 and 10.

For more information contact Marshall at 456-2720.

Japanese culture is the topic of Newport Mayor Patrick Kirby (left), Charlene Rich of the Japan-America Society of Rhode Island (center), and Flackers of Rhode Island College Communications Organization and FLICKERS, the Newport Film Society, have created a video magazine entitled "Between Takes" which will take a look at Japanese culture this summer in conjunction with the Black Ships Festival in Newport. (What's News Photo by Gordon E. Rowlsey)

2nd annual Film Studies Scholarship winner announced

This year's Rhode Island College Film Studies scholarship goes to Phyllis T. Mulvey of Middletown, a shy, unassuming junior who is not used to this attention.

The annual $500 tuition scholarship was established last year by an anonymous donor. The award is given for the study in junior year to a student majoring in Film Studies who has demonstrated academic excellence in the program and has maintained a strong overall academic record during the first two years of the college, according to Joan Dagle, acting director of Film Studies.

"It was a total surprise for me," Phyllis says quietly. "I didn't realize I was ever being considered, though I must say it's most appreciated."

In addition to going to college, working two part-time jobs and raising a 4-year-old son, receiving this recognition was an assurance that it was worth all her efforts.

"I didn't go to college right from high school," she says. After taking several years off to decide what she wanted to do, she chose Rhode Island College for film studies.

Although small, "it's a terrific program here, backed by some incredible instructors," she says excitedly. "I'm very happy to be here," and to have waited to decide on film as her chosen career.

Her interest in film started with a photography course she took in high school and developed into a full-fledged pursuit of making independent films.

"I'd like to make instructional films, for example for elementary schools," she says. "Most of them are quite old and need to be updated. You know, those old films that still say 'One day man will visit the moon.'"

Film studies are not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it to make a living." Film is not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it to make a living."

"It's a uphill battle," she says. "But it didn't get much attention," she says, disappointed. "A big factor is that film is not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it for the money," she says. "It's a uphill battle," she says. "But it didn't get much attention," she says, disappointed. "A big factor is that film is not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it for the money,"

After graduating with a film studies major, she is hoping to go on learning more about the production side of filmmaking, more about editing, lighting, and camera work. As an independent filmmaker, "whatever I end up doing, I'd like to be in control of all aspects putting a film together."

She is hopeful that there will be enough career opportunities in Rhode Island. "There are so many talented students in film studies," she says about her classmates. "I see great film careers ahead of them, and I'm looking forward to working with them later on."

She adds quickly, "but if I must move to make a career, I'm willing to do that." Film is not an easy market to break into, she realizes. "Filmmaking is one of those careers you have to love. You don't do it to become a household name." Among her more immediate plans is to rejuvenate the now defunct Newport College Film Society in the fall. She was the secretary of the society's last fall, which showed a variety of classics and foreign films. "But it didn't get much attention," she says, disappointed. "A big factor was committee students. Most of them would not want to come back for a film. Also not many people know about it. I am hoping to advertise better, select films that would appeal to more people and show films that one may not get a chance to see in the movie theaters." She says there is a great need to have a film society here and "we need to get more students involved in this kind of activity.

Rhode Island College
Rhode Island's Center for
The Performing Arts

"DRUGS AREN'T COOL, no way, no sir!" rapped college's Henry Barnard School students. As part of a special drug awareness program, conducted by the school's health specialist Dr. Louise Buonomano, several 5th graders wrote a "rap poem" and sent a tape of it to Mrs. Nancy Reagan. The 4th and 5th graders also included in the mail pictures of the "Be Independent Just Say No!" T-shirt logo they made in art class. Scott Corrao plays the drums while Adam Stone caps.