

Chapter 8 A Second Sowing 1973-1981

As we move into the last decades of this history, we look once more to Mother Catherine McAuley for an all-embracing, unifying image which reflects all that our mission signifies. "We should be as the compass," she said, "that goes around its circle without stirring from its center."⁶⁶ That is to say that the fullness of the charism of Mercy is never diminished; it remains all that it is. It is both stabilizing and dynamic. It moves us to recreate and renew the present; to chart new paths for the future; to face difficulties with courage; to respond to all in any need with compassion. It gives its unique character to all it touches. It may express its message in a new idiom, but its signature is indelible. Its enduring power has sustained us and challenged us from the earliest years of this history. The summation of its meaning, founded on all the experience of the past, came to be articulated in the mission statement of the College adapted and formulated during these years.⁶⁷

As a result, it is now possible for us to see within the continuum of this history the relationship of the parts to the whole. The traditions of the past condition the present and make the future possible. What has been, what is, and what will be come together in a dynamic unity and common identity.

Within this perspective the College prepared to seek a new president. Upon receiving Sister Mary Christopher's letter of resignation on January 3, 1973, Dr. John Quinn, chairman of the Board of Trustees, reported that the membership of the Executive Committee would be chosen from the following groups:

- One member of the administration selected by the Administrative Council
- Three members of the faculty chosen by the Faculty Senate
- One student representative chosen by the Faculty Senate
- One student representative chosen by the Student Congress
- One representative of the alumnae, to be President of the Alumnae Association
- One representative of the Corporation, to be chosen by the Corporation
- Four members of the Board of Trustees, including Sister Mary Mercy McAuliffe, RSM, who was designated chairman of the Search Committee.

⁶⁶ Regan and Keiss, p. 106

⁶⁷ Catalog, Salve Regina College, 1978-1980, p. 9

It was suggested to the committee that the president should perhaps be a Sister of Mercy (though not necessarily so) because of the image of the College and the religious body that sponsored it.

By February 7, 1973, the membership of the Search Committee was determined as follows:

Administration:

- Sister Mary Christopher, RSM

Board of Trustees:

- Sister Mary Mercy, RSM; Chairman
- Sister Mary Joesetta Butler, RSM; General counselor of the Sisters of Mercy
- Mr. Jeremiah Lynch, Jr., a Newport lawyer
- Mr. William A. Perry, president of the Newport National Bank

Corporation

- Sister Mary Rosalia Flaherty, RSM

Faculty:

- Sister Mary Noel Blute, RSM
- Mrs. Catherine Graziano
- Dr. William Burrell

Alumnae:

- Miss Mary Connelly, Alumnae President

Student:

- Miss Ann Harmon, a nursing student

They immediately conducted a nationwide search. Thirty-five candidates who applied were given serious consideration by the committee. This number was eventually reduced to three candidates as requested by the Board of Trustees. Sister Lucille McKillop, RSM, Ph.D. from the Chicago Province, was offered the position by the Trustees. Sister Lucille accepted and on April 27, 1973, was formally appointed by the Board of Trustees and Members of the Corporation as the fifth president of Salve Regina College.

At the moment she was on the faculty of St. Xavier College in Chicago. Her vita gives evidence of her competence and versatility. With a Ph.D. in mathematics and philosophy from the University of Wisconsin,

Sister was chairman of the mathematics department at St. Xavier College in Chicago and a part-time faculty member of the graduate school of the Illinois Institute of Technology. In her fifteen years on the faculty of St. Xavier College, she was also director of the federal aid programs as well as the summer session. As chairman of the Liberal Arts and Humanities Departments, she had an overview of the curriculum. Her experience on several committees, among which were Rank and Tenure, Educational Policies, Faculty Affairs, Committee on Financial Aid to Students, and Faculty Member of the Finance Committee of the Board of Trustees gave her experience of an important role in the life of the College. Her work on the budget also gave her a practical knowledge of budgeting systems. Furthermore, her interest in minorities led her to institute a creative and effective remedial program for disadvantaged students.

On June 15, 1973, Sister Lucille McKillop began her tenure as the fifth president of Salve Regina College. For the sake of clarity, it seems advisable to consider the early years of Sister Lucille's presidency in two parts, that is, from 1973 to 1981 and from 1982 to the present.

By 1973 the governance of the College was administered under a revised set of by-laws. The revision continued to place the responsibility of policy-making and management of the College in the Board of Trustees. Specified retained powers were exercised by five Sisters of Mercy from the Province of Providence. The intent of this revision was to define the relationship between the College and the sponsoring body, the Sisters of Mercy.

At this time the following were the members of the Board:

- Sister Mary Joesetta Butler, RSM
- James C. Colton
- Mary E. Connolly
- Felix DeWeldon
- Willard H. Gage, Jr.
- Michael A. Gammino
- Jeremiah C. Lynch, Jr.
- Sister Mary Mercy McAuliffe, RSM
- Very Reverend Charles H. McKenna, O.P.
- Sister Mary Lucille McKillop, RSM
- William A. Perry
- George H. Piltz
- Dr. John F. Quinn

- Dr. Isador Schaffer

When Sister Lucille assumed her responsibilities the country was struggling with conflicts attendant upon the issue of desegregation and was torn not only by the exposure of Watergate but also by the impeachment of its president, all of which had a deteriorating effect upon the moral stability of society.⁶⁸

In addition, the task of education and the role of education became more complex in view of the advancements in all the fields of human knowledge. This situation demanded on the part of the schools a creative response open to the new insights of the present without sacrificing the wisdom of the past.

The technical complexity of the age with its information overloads, together with the web of interdependence transforming global happenings into local events, made it increasingly difficult for institutions like Salve Regina "to redeem the time."⁶⁹

Consequently, Sister Lucille came to her task with a clear understanding of both the temper of the times and the urgency of the needs of the College. Indeed, in a letter to Sister Mary Christopher, dated May 3, 1973, she spelled out areas of coordination and review to implement the orderly transfer of authority of the presidency.

One of the first areas of concern was the need to increase the enrollment, a situation that might be met by establishing the College as coeducational. Historically, the College was in fact coeducational. Since 1948 the College had admitted men through its Community Education division. Because of the increase in these numbers, in 1969 the Salve Regina Long Range Planning Analysis, including every constituency of the College in its study, recommended that Salve Regina consider moving formally into coeducation. On June 2, 1970, a special meeting of the Faculty Senate and faculty at large was convened to consider the Long Range Plan. At this meeting the faculty present unanimously voted that Salve Regina College become coeducational. On June 11, 1973, the Board of Trustees recommended the following:

That appropriate procedures be followed to study and implement the advisability of accepting full-time men students as soon as feasible. This study should be done in cooperation with the other constituencies of the College, and the committee should report back to the Board of Trustees no later than September 30.

In view of this historical sequence, Sister Lucille immediately proceeded to implement this recommendation. She asked Dr. Ascanio DiPippo to organize a College Community Committee on Coeducation. This committee was made up of twenty-nine members taken from the Board of Trustees, Administration, Faculty, Alumnae, Students, and the Security and Maintenance Departments.

Supported by the unanimous vote of the Faculty Senate, the Committee went on record as approving coeducation at Salve Regina College and recommended to the Board of Trustees that the philosophy of the

⁶⁸ Leonard, Thomas, Cynthia Crippen, and Marc Aronson, *Day by Day in the Seventies*, 2 vols. (Facts on File, 1988), pp. xv-xvii.

⁶⁹ Leonard, vol. 2

College be stated in terms which acknowledged the College as coeducational. On July 24, 1973, at a special meeting, the Board of Trustees accepted the recommendations of the committee and asked that the College begin immediately to accept male students on a regular basis. On August 2, 1973, the College Community Committee on Coeducation met and assigned tasks to various subcommittees to investigate the modification of all areas in light of this change.

The second mandate given to Sister Lucille by the Board of Trustees was to reduce the College deficit. At their meeting on September 9, 1974, the Board voted to accept the 1974-1975 budget with a maximum deficit of \$178,322 and with a strong injunction to internally reduce the deficit to \$150,000 by the end of the fiscal year.

On February 26, 1975, Sister Lucille gave to the faculty a summary of the steps she took to facilitate this change. Through her negotiations with the regional offices of HEW and HUD the College received a one-year moratorium on the principal and interest on the loans for both Miley Hall and O'Hare Academic Center, thus lowering our deficit to \$61,322. By seeking the aid of the Administrator General of the Sisters of Mercy of the Union, Sister Lucille succeeded in borrowing \$400,000 at 8% interest as opposed to the 12 1/4% paid to the banks in Rhode Island on a loan of \$500,000. At the same time by the sale of some of the paintings in Ochre Court the College was able to pay off \$100,000 of this debt.

In the Report of the President for the years 1973 to 1977, Sister Lucille pointed out that the balance of operational expenditures and operational revenues were hairline, indicating that the base of financial support needed to be widened. At the same time in 1973 to 1974, a salary scale based on academic rank, education, and experience was established as well as an equitable pay scale for the salaries of other employees of the College—this with the promise that a conscious effort would always be made for increases in the same areas, as possible within the limitations of a balanced budget.

Although the enrollment and finances were of momentous importance at this time, no less vital was the proper understanding of the goal and mission of the College by all concerned. Thus, it was at the first faculty meeting of the academic year, September 5, 1973, that Sister Lucille laid the groundwork for the future interaction of the Academic Community, the key to which she interpreted as follows:

This working together involves a mutual understanding of our mission and of our power. Our mission is spelled out beautifully in the By-laws of the Corporation and of the Board of Trustees. We are here first to promote the formation of students relative to their ultimate goals and dignity as persons, and also to serve their proximate goals as members of society; second, to establish a curriculum which will assist the students to cultivate their intellects, to ripen their capacities for right judgment and to prepare them for specific professional goals; third, to encourage and provide means whereby their knowledge of their cultural heritage is deepened and they are prepared for family and civic life; fourth, to fulfill the Salve Regina College commitment of service directly to the larger community with which we operate. It was the statement of these goals as the objectives of this institution which had most to do with my coming here, and I am sure the same is true of all of you who are truly interested in education. So we agree, I know, on mission.

"I look forward rather," she concludes, "to the creation of an atmosphere in which students can learn, teachers can teach, problems can be solved -- whether academic or financial -- in which a committee structure will

be devised to make possible the examination and implementation of the ideas of each of us, in which administration will facilitate by ministering, and in which Salve Regina College will flourish after these initial months of change and all the frustrations consequent upon changes."

The following data, taken from the President's Report 1973 to 1977, affords a very practical assessment of the progress of the College within these years.

The first category treated was the curriculum, the examination of which is based on the assumption that any curriculum must be ordered to the needs of the students. During these years the revitalization of the curriculum became a priority, a work which involved certain preliminary overall adjustments as well as the introduction of new programs in academics.

I Academics

In order that there be greater cohesiveness within the elements that made up the curriculum and a closer identification of all students with the College, the continuing education program became integrated into the College program. Thus, all students followed the same procedures and could be participants in all the student services and activities of the College. The ongoing evaluation of the curriculum came to be a task of the newly organized Educational Policies and Curriculum Committee, working with the heads of the departments and the Academic Dean. Each department, as well, pledged to update its own five-year plan, thus identifying its strengths and weaknesses. Its changes were subject to the approval of the E.P.C.C. (Educational Policy Curriculum Committee).

The curriculum was further revised in 1974 by replacing the four-credit courses with three-credit courses, thus reinstating the basic requirements in theology, English, science and math, the social sciences, and the humanities. Among the new programs introduced were:

- Religious Studies now offered as a major.
- The Criminal Justice program, with its emphasis on justice in law rather than enforcement of law, was now a part of the regular College program. The Business Management Program was serviced by management professors from the Naval War College.
- The Baccalaureate program for registered nurses who graduated from three-year nursing programs allowed a registered nurse to accelerate his or her college work as a result of testing options built into the admissions procedure.
- An American Studies major was developed through model cooperation of faculty from every discipline.
- Introduction of a double-major rather than major and minor became a possibility.
- Gerontology program, a training program for geriatric patient care, was funded for \$10,000 from Title I.
- Graduate program in Human Development was initiated in the Spring Semester of 1974 with specializations in Human Development, Reading, Special Education.

- Master of Science program in Criminal Justice was introduced in 1977.

II Student Services

The area of Student Services was both reinforced and expanded according to the needs of the students and the demands of the time. Among these services were the following:

- The Office of Academic Advising and the Center for Tutorial Services in all academic areas were both opened in 1974.
- The Financial Aid Office was reorganized in 1974 with tighter controls and procedures and was opened to graduate students.
- The Office of Veteran Services, originally founded in 1974 by the Department of Health, Education, and Welfare, through its program at the College and its outreach program, reached over seven hundred veterans.
- The College Health Services was expanded to include not only students but the entire College community, as well as providing services to the larger community.
- The Placement Office continued to orient students to job openings, career possibilities, campus interviews, resume writing, and so forth.
- Sports and Athletics: Because the College had become coeducational the athletic program was modified and expanded. In 1974 students made use of the Newport Boys Club with its gym and pool. In 1976 the gymnasium of Mercy Hall was renovated, a full-time Director of Athletics was hired, and an intercollegiate team of men and women as well as intramural teams were established under his direction.
- Student Activities: In June 1975 the Office of Student Activities was formed; the function was formerly administered by the Student Congress.

III Admissions and Enrollment

Among all the offices associated with the administration of the College none is more vital than Admissions. By 1977 its procedures had been refined and expanded to include an Admissions Committee made up of representatives from administration, department chairmen, faculty, and admissions counselors who reviewed and evaluated the data of each applicant.

IV Administration

The growth of the College demanded a corresponding extension in the membership and roles of the Administrative Council. In 1974, Dr. William Burrell, Dean of the College, was appointed Vice-President with the responsibilities centered on his roles as Dean of Faculty and Dean of Graduate School. Sister Sheila Megley, who served as Dean of Students in 1974, was appointed Vice-President in 1977 with responsibilities centered on her roles as Academic Dean and Dean of Students. Mr. James C. Colton, resigning as a member of the Board of Trustees, became full-time Business Manager of the College. At the same time, by decision of the Board of Trustees he retained his role as Treasurer of the Salve Regina Corporation. Reverend James K. Healy, CSSP,

director of Campus Ministry since 1974, became Associate Dean of Students in 1976. Sister Mary Audrey O'Donnell continued as Dean of Admissions, working with the newly formed Admissions Committee.

The Office of College and Community Relations was created in 1973 with Robert McKenna as director with the primary mandate at this time to counteract the inaccurate image of the College. A professional public relations counsel was engaged for ten months to assist this office. By means of a highly organized campaign through the media and personal contacts, an active awareness of the College's strength and potential was established. At this time, the Alumni, the Fathers Council, later replaced by the Parents Council, and the Gateway Club were the direct responsibility of this office.

In 1976 two offices were established as support systems to the administration, the Office of Development and the Office of Research and Planning. Sister Therese Antone became the Director of Development assuming as well the direct responsibility for the Gateway Club and the Alumni. The goal of this office was to lay the groundwork for a successful Capital Fund Raising Drive, to approach foundations for large gifts for specific support. Sister Therese drew up a plan known as Development for the 80's and scheduled for December 1977 the first annual Governor's Ball for the benefit of the College.

V Research and Planning

The Office of Research and Planning came into existence in July 1976 with a part-time director who was also the director of Public Information. In January these two offices were separated; Sister Mary Mercy McAuliffe became full-time director of Research and Planning, and Sister Esther Whalen, RSC, became full-time director of Public Information. The chief function of the office of Research and Planning was to locate necessary funding at state and federal levels for projects needed for continued development of the College. Dr. Charles O'Connor, Deputy Commissioner of Education in New York/New Jersey, as a result of the investigation of the Interpersonal Government Act of 1970, was assigned as technical assistant to Sister Mary Mercy for a period of two years.

This office monitored several projects on the national and state levels for the continued development of the College in terms of programs in the humanities, criminal justice, and education. It also opened avenues of communication with several local and state agencies as well as businesses and industries to familiarize them with the willingness and capability of the college to serve their respective educational needs.

VI Resources

Within the next four years, from 1977 to 1981, there was a continued evaluation of the curriculum in terms of the mission and goals of the College by a faculty who were kept informed of what Sister Lucille called "Present Realities and Future Directions," realities which concerned budget, proliferation of courses, enrollment, and admission policies.

At the same time the faculty were asked for "a scholarly and practical approach to self-study and long range planning which would give consideration to the challenge and privilege of 'futuristic thinking.'" The faculty response resulted not only in a continued evaluation of the curriculum within a given discipline, but also corporately combined new life into the curriculum as a whole. By 1980 five new major programs were added to the curriculum: accounting, comparative literature, computer science, economics, and social work. The total

number of disciplines increased from twenty in 1974 to thirty-two in 1980, while the total number of major offerings increased from nine in 1974 to twenty-five in 1980.

Between 1980 and 1981 the College was evaluated by two accrediting agencies. In October 1980, the department of nursing was visited by the National League for Nursing. Its thorough and detailed review of all areas directly and indirectly related to the nursing program was very favorable. One of the major concerns was the fact that there were no doctorally prepared faculty in nursing and that the part-time faculty were generally not prepared beyond the baccalaureate level. The committee also recommended that in the future there should be a policy of recruiting full-time qualified faculty only. They also saw the need for obtaining more space and equipment for the nursing skills lab as well as some modernization of the library facilities.

As a result of the report the nursing faculty indicated an interest in the following:

- Obtaining additional space for a nursing lab
- Focusing more attention on the education of registered nurse students
- Developing more electives for nurses and others
- Budgeting more time for research and publication
- Planning for advanced education of the faculty
- Planning more faculty development experiences for themselves
- Considering the development of a program in continuing education for registered nurses in the State.

In March 1981 an accreditation team representing the Commission on Institution of Higher Education of the New England Association of Schools and Colleges visited for three days. In giving an overall picture of the College, the committee noted in particular the coherence of all the components—faculty, staff, students, administration, and trustees—in the ongoing planning and evaluation of the progress of the College. Through this concerted effort, they considered that the mission and goals of the College were reviewed, refined, and clarified at every level. They commended, in particular, the primary effort within the arts and humanities at building strong basic programs, the ongoing developmental process at work within the Social Science areas, and the excellent physical facilities and equipment of the science program. Yet they were concerned about the adequacy of some majors in small departments, faculty overloads, and proliferation of courses.

They viewed the Instructional Technology Center as a very valuable support system for teaching. Only in its second year of operation, it was considered as having had a major impact as an instructional support for faculty and students.

In spite of the fact that the number of faculty with doctorates had increased from twelve to twenty-six, the team felt that some consideration should be given to increase the number of Ph.D.'s with a genuine commitment to teaching. At the same time, it recognized the faculty as well qualified and as a valuable asset to the College, and it encouraged the recruitment of faculty members of more diverse backgrounds.

One of their strongest recommendations dealt with the Library. The team found the main strength of the Library in the professionalism and ingenuity of the Head Librarian and Staff reflected in their various planning reports and their effective and efficient use of resources. Although the Library was seen as a program support library rather than a research library, the committee found the number of volumes in the collection below the national standard set by ACRL, the distribution of material uneven, and the reference section inadequate. It cautioned against keeping separate libraries in a college the size of Salve Regina College. The team found the student services of uniformly high quality and appropriate to the needs of the recipients. The Admissions Office, too, showed a conscious effort, at this time in particular, to work toward a more balanced male/female ratio in the student body.

The conclusion of their report summarized briefly both significant strengths and significant weaknesses of the College.

Significant Strengths:

- Mission of the College is clearly articulated, understood, supported by administration, faculty, staff, and students.
- Planning is thorough and involves all appropriate groups.
- Administration is competent, open, respected, trusted, communicates effectively, and inspires confidence.
- Faculty is dedicated, hardworking, concerned about their students.

Significant Weaknesses:

- Library deficiencies.
- Faculty's heavy workload, low percentage of doctoral degrees.
- Finances—debt, lack of endowment—almost totally tuition-dependent.

As a result of this report, the College was reaccredited for another ten years.

Meanwhile, the College was vitalized by several major programs and enriching activities. The first among these, chronologically, was the Bicentennial Celebration extending in both its educational and cultural aspects from 1974 through 1975.

Planned and organized by Sister Ann Nelson with the full endorsement of the Rhode Island Bicentennial Commission, the celebration was anticipated by a two-year program made up of three segments called "Education for our Bicentennial." Part I, "The Spirit of '76," offered from January 3 to January 23, 1974, emphasized the events leading up to the Revolution. Part II, "The Phenomena of Revolution," dealt with the Revolution from Concord Bridge to Yorktown, given in the summer of 1974. In 1975, Part III, "The Process of Nation Building," measured growth of the nation to the present.

Members of the faculty and prominent guest lecturers provided a long-range perspective on the Revolution—sociological, religious, economic, political, and cultural. Anyone, including high school students, could enroll in any or all segments. Four college credits were given for each part with the presentation of a thesis on the topic under study.

Some of the other features of the celebration included a Colonial Arts Weekend extending from January 18 to January 20, 1974. Featured were an exhibition of arts and crafts from the colonial period, a joint concert at Trinity Church of American colonial music, both vocal and instrumental, with the Providence Singers and the College glee club, as well as the presentation by the College drama club of the comedy "The Contrast," a satire on British and American life. This was historically America's first professionally produced native comedy.

In the summers of 1974 and 1975, the Spirit of '76 was recaptured by a series of presentations, some of which included the singing of folk songs and the telling of folk tales on McAuley lawn by Bill Schuslik, a well-known balladeer; a concert in Ochre Court of America's greatest hymns directed by C. Alexander Peloquin; and a Black Heritage Concert rendered by members of the Community Baptist Church. There was even a powwow of American Indians of eight different tribes with music and dancing and an exhibition of Indian crafts on the grounds of the Wetmore building. All of these were free and open to the public.

The Peace and Justice Symposium, a lecture series initiated in 1977, represented another long-time educative supplement to the regular course of studies. The genesis of this service grew out of a faculty concern for a forum in which the total academic community would be involved and by which the general mission and objectives of the College could be seen in relation to those social, economic, and political issues which were both contemporary and crucial.

A committee of faculty was formed with Sister Sheila Megley as chairperson and facilitator. The first of four lecture series entitled *Education for Peace and Justice* was launched with the help of faculty participants, the Student Congress, the members of Sigma Phi Sigma, and the Diocesan Media Center.

Within a period of three sessions, on March 7, 8, 9, 1978, themes of global significance were analyzed and discussed relative to the economic order, systems of political oppression, Marxism, and problems involving the Third World. All were seen in relation to the keynote lecture: "The Christian Vision of a Just World Order."

Each thesis was presented by persons nationally renowned in their particular fields. The discussion, in each case, was stimulated by two reactors, one from the College faculty, the other from the Naval War College. The second lecture of March 15, 1979, took the form of a workshop conducted by two speakers, Mrs. Ada Deer, a Menominee Indian and Fellow of the Harvard University Institute of Politics, and Mrs. Carmela Lacago, executive director of Asociacion Nacional Politicos, Pro Personas Mayores. The former spoke in the morning session on Native American Indian problems; the latter, in the afternoon, on legislation and public policy as it relates to minority groups. Each session was followed by group discussion.

The third, organized in 1980 by the Student Academic Senate, featured four students who submitted the best papers on any topic related to peace and justice and presented them before a panel of judges chosen from outside the College.

The last, a series of five lectures extending from October to April 1982-1983 was sponsored by the Atwood Lecture Series and dealt with such themes as

- *Technology and Freedom*, October 27
- *Technology and the Enterprises of Culture*, November 18
- *Technology and Medicine*, February 21
- *Technology and Justice*, March 24
- *Myth and Technology*, April 26

In contrast to the patriotic thrust of the bicentennial activities and the global dimensions of the Peace and Justice Symposia, the Fine Arts Department brought to the campus the weekend of November 9, 1976, a Renaissance Trilogy. It was a real festival of Renaissance music, dancing and drama, featuring in particular the Young Rhode Island Shakespeare Theatre and the Cambridge Court Players.

The areas of history, philosophy, literature, and art, together with a panel discussion, "The Concept of the Renaissance Man," were explored by members of the faculty, followed by a recital for guitar and voice given by guest artists Vincent Fraoli and Deborah Muselli. Likewise, the productions of the campus theater division kept alive during these years its usual reputation for excellence. Its repertoire included such musicals as *Brigadoon*, *West Side Story*, *Cabaret* and *Godspell*. *The Lark*, Lillian Hillman's adaptation of the play by Jean Anouilh, portrayed the life and death of Joan of Arc. It was so well done that many of the audience came to see it three times.

An interesting adjunct to communication arts was the introduction in 1973 of the Readers Theater by Robert J. Kulo, professor of speech communication. Professor Kulo described the Readers Theater as "a theater of the imagination." It demands audience participation because it uses no costuming, scenery, makeup, and few if any props.

One of the most unusual presentations of the Readers Theater and perhaps the most timely was "Bronze Shades," an epic poem about war written by Burrows Younkin, a native of Woonsocket, Rhode Island, while he was a Marine lieutenant on duty in Vietnam. It was adapted and directed by Professor Kulo for presentation to the public March 20, 1974. The multimedia presentation featured six readers, sound effects, and slides taken by the author in Vietnam. It was followed by an open dialogue between the audience and the author.

Other major productions presented by the Readers Theater included J. R. R. Tolkien's *The Hobbit* and Edith Sitrvell's *Facade*, a collection of protest poetry. As part of its children's literature program, the Readers Theater also presented *Charlotte's Web* and *Jonathan Seagull*.

In response to the needs of the Newport community, the College also encouraged the efforts of the Newport Black Ensemble Theater in its apprenticeship program by providing in 1979 the theater and lighting equipment for its first summer presentation. Its co-founder, Paula Sanders, had previously won an award from the College for establishing contacts between black and white culture in the community.

Likewise, the opportunity for Newporters to learn the discipline and techniques of the theater became possible by the establishment of the Newport branch of the Young Peoples School for the Performing Arts under

the direction of Bernard G. Masterson, Visiting Assistant Professor of Fine Arts. It began its twelve-week Spring session at Mercy Hall, February 9, 1980.

In other areas, the College extended itself as a cultural asset to the community by hosting a series of lectures by renowned Irish scholars, sponsored by the Irish-American Culture Institute. It also continued to be the cultural center for the renaissance of Portuguese art, music, and history.

The Newport Institute, based at the College, brought distinguished diplomats, government personnel, and senior military officials to discuss present and future alternatives essential to procure peace.

The College took care to supplement the educational experiences of the students by providing for many other diversified opportunities. Besides the fact that some students at this time studied abroad in Spain, France, England, Ireland, and Denmark, the January Interim, with its time span of three weeks, afforded others the opportunity to broaden their intellectual and cultural horizons in other ways.

Dr. James Hersh of the philosophy department, together with Mr. Glenn Guittari and fourteen students, spent the Interim of 1975 exploring the Celtic heritage of England, Ireland, and Wales. The trip, taken for credit, encompassed mythology, music, archaeology, and art history. Called the "Druid's Legacy," it opened a world of symbolism, art forms, and musical sound patterns and related them to the twentieth century. In the Interim of 1977, Dr. Hersh offered another course called "In Search of the Holy Grail" as part of his seminar on Arthurian Mythology. All the discussions and readings abstracted from Malory's *Morte D'Arthur* came alive again as twenty students visited the ancient sites in Britain, rich in Arthurian lore and myth. The guide for much of the trip was the British author, Geoffrey Ashe, who, as one student remarked "brought us closer to Arthur than anyone could have." Another called him "an invaluable and precious guide and companion."

Besides their readings, the students were obliged to keep a journal and, upon returning, met with Dr. Hersh several times for discussion. For Dr. Hersh the value of both tours, the "Druid's Legacy" and "In Search of the Holy Grail," lay in the fact that "they touch the deep parts of oneself and add a symbolic depth to life."

Although much emphasis has been placed on the intellectual and cultural enrichment of the college program, another aspect of college life that should not be passed over is that of athletics.

Through the summer of 1973, the Athletics Advisory Committee did much to reorganize of an active intramural program. In 1974, with a nucleus of six members, Dr DiPippo took the first steps in developing the men's basketball team.

By 1975 the Newport Boys Club became the center for our basketball and swimming activities. Within two years' time, the varsity team extended to include men's and women's softball teams. In 1979 Salve Regina College was listed as a participant in Rhode Island College Super Sports Competition.

From then on, as we shall see, the story of athletics at Salve Regina has been one of continued growth.

The advent of men on campus brought a whole new set of possibilities into the overall program of the College as well as the acquisition of men's dorms in Carey Mansion, Narragansett Hall, and Seaview.

The summer sessions continued to offer graduate and undergraduate courses, workshops, certificate programs, seminars, and institutes. Two of these are of particular interest because they have continued to survive.

The first, the New England Municipal Clerks' Institute, under the sponsorship of the New England Association of Town and City Clerks, held its first graduation on August 26, 1977. Sister Lucille presented certificates to thirty-two clerks who completed the curriculum of one hundred and five hours over three summer weekly institutes. For thirteen consecutive summers, each group has found the institute "making a fine contribution to the Municipal Clerks' profession and to local government in general."

The second, the annual twelve-day session of Orthopedists, was first brought to the campus in July 1979. At this time one hundred doctors, throughout the Western Hemisphere, were taught by twenty-five physicians from Harvard Orthopedic Faculty. It is chiefly through the interest of Dr. Howard Browne of Newport, resident director and coordinator of the program, that this group has come to be identified with our summer program.

Although much planning and effort was expended in expediting the programs and activities just mentioned, at no time was the development of all aspects of the spiritual life of the students neglected. Indeed, in the course of years, this service has always been an ongoing endeavor. Although it has been exercised under different names, it has been ordered to the same end. Before 1968, it appeared as a function of the Sodality; from 1968 to 1970 its role was assumed under the title Action Care, which, like the Sodality, was directed by faculty members with a corps of students. By 1970 it was reorganized as the Christian Life Center administered by the College chaplain, Reverend Christopher Johnson, O.P., together with Sister Marianne Postiglione, chairman of the music department.

With the expansion of the ministerial roles of the church, there was need for a more structured approach to the organization of the Christian Life Center. As a result, the Campus Ministry came into being under the leadership of Doctor Karen Dobson, its first dean and a member of the Administrative Council. The staff was made up of an administrative assistant, the campus chaplains, and students as work-study participants.

Besides the preparation for the liturgies at Ochre Court and in the residence halls, the members also direct the sacramental catechists for Baptism, First Penance, First Eucharist, and especially for Confirmation. The center also coordinates services for the poor in terms of food and clothing drives. It likewise provides an outreach to the sick and elderly. All in all, it encompasses all that pertains to the liturgical, the pastoral, and the apostolic.

Consistent with the mission of the College and as an extension of the apostolic endeavors of the Campus Ministry, several students volunteered their time and their talents in the education of those adults who were mentally and physically handicapped.

A program directed by Sister Charles Francis of Salve Regina College and Mrs. Alice Alexander of Maher Center offered adult education for handicapped persons over the age of twenty-one. They were tutored on a one-to-one basis by Salve students who majored in special education. As a result the handicapped person was aided both academically and socially to interact in society on a more cohesive level.

An additional effort to reach out to these members of society grew out of the inspiration and enthusiasm of one student, Raye Denkwicz, a sophomore and special education major. Through her efforts, together with a committee of students and faculty and the added help of two hundred volunteers, the first Newport County Olympics for the mentally retarded and physically handicapped was held on April 26, 1980, on the Wakehurst

grounds. Three hundred participants, age eight and over, competed according to their abilities in eight track and field events. Since then the Newport County Special Olympics has been an annual "celebration" for all concerned.

In like manner, student nurses in the Mental Health area worked with foster parents in the community. Each student was assigned a foster family and for one hour a week gave guidance as a resource person and opened avenues for the solution of particular problems. Through the initiative of one of these students a seminar program for foster parents was set up and met with much success. Others, student nurses in Community Health, together with the staff of Visiting Nursing Service, opened three clinics on Aquidneck Island for anyone over sixty or anyone with a chronic illness.

Apart from programs organized on campus, there were many students who, of themselves, volunteered their time and talents in the service of others in the community. Some spent a summer among the poor of Honduras or Appalachia. Thus, the Mercy ideal of service became a reality in many different ways.

In interpreting the factual data that make up this chapter there is no more valid source than that to be found in the message Sister Lucille gave at the faculty workshop of September 5, 1979. She said in part:

The entire program at Salve is based on wisdom to know what we ought to do if we continue to hope for a bright future for this College—both as a corporate body and for each of us individually.

The past six years of cooperative effort are remarkable—Faculty Committees, Departments, Administrative Offices—have worked together to set academic priorities and have pulled together to solve financial problems as well.

I expect us to continue to move optimistically to our truth based on facts, right judgement, and the convictions from which comes the courage this college needs to assume leadership and to uphold the best values in the '80's—freeing ourselves to know, to be, and to do what we ought as we move hopefully into the 1990's.