

Chapter 9 A Second Growth 1982-1991

As a prelude to the last decade of this history, it is most essential that we see the identity of our mission today as it was envisioned by Catherine McAuley in 1831 while she and her Sisters dedicated their lives to the poor. Her study of the Gospels gave her an intuitive penetration into the mystery of the poor. She was convinced that in dealing with poverty in whatever form one communicates the Gospel message that God is present in the world.⁷⁰

It is not difficult to make the transition from Baggott Street in Dublin to Salve Regina College in Newport, Rhode Island. It is Monday, January 18, 1982. The occasion is a faculty workshop. The speaker is Lucille McKillop, RSM. The message in part is as follows:

Our plans as teachers doing the best work possible is an expression of one of the counsels given to the Apostles and through them, to all of us who are teaching in a Catholic|Christian school. "Go, sell what thou hast and give to the poor - to poor fishermen." What did they have to give? They had two things -- they had a worthwhile message and they had time. We have a message to give and we have the time to give it.

The transmission of knowledge and values from one human being to another is indeed part of the same message; and this same Biblical passage gives us new insights into both the responsibility and the role of teacher. The poor whom we are privileged to serve are not usually poor in an economic sense, but rather they are the impoverished in an intellectual and, sometimes, moral sense. The root of this impoverishment is based in inexperience, unfulfilled potential, limited opportunity. "Our" poor need the environment of learning, and the time we can give to help them experience the richness of the intellectual life, to fulfill their potential, and to broaden their opportunities.

It is then not hard to realize that "the quality of Mercy is not strained," that the spirit of Catherine McAuley still lives, that the Alpha and the Omega meet.

In the world of education during this decade every such institution has been called by the federal government in particular to examine its place within the given economic, social, and political exigencies of the nation. For all practical purposes, then, suffice it to understand some of the demands that colleges and universities face in terms of policy and procedures, curriculum and cutbacks:

1. Colleges and universities no longer exist "in an ivory tower." College presidents are urged to make sure that they are listening to public criticism and take action to address the matters that have provoked public concern.

⁷⁰ Regan and Keiss, p. 77

2. Higher education must lobby Congress; the problems are too serious for "business as usual."
3. Academic research should be more closely linked to the needs of the nation and should demonstrate accountability to the public community.
4. There is a call to improve the quality of education across the country in math, science, education, literature, and writing.
5. Scientific illiteracy is said to threaten the conduct of research and our economic vitality.
6. The quality of teacher education must be reviewed.
7. Reform of undergraduate education requires the integration of Liberal Arts and Professional Studies to restore balance to a college curriculum.
8. Accrediting agencies should be tougher on the institutions they accredit.
9. Because of the rise of inflation, colleges must fight hard to get any major increase in federal support, particularly in regard to student aid.
10. Since 1988 there has been a steady decrease on the part of many corporations and private foundations as well as the federal government to provide long-term assistance with fellowship funding in both the arts and the sciences.
11. The Library Improvement Act of 1988 would consolidate many programs and would no longer reserve any money specifically for college libraries.⁷¹

In a sense, the above picture is not entirely detrimental. It calls upon us to redefine who we are, why we are, and how we are. It urges us to preserve our integrity as an educational institution and rededicate ourselves to the awesome responsibility of opening young minds to the fullness of truth in terms of today's world.

In this final review of the curriculum, it seems advisable to consider areas which have manifested an unusual growth as well as those which have come to be because of their viability in terms of the times and the needs of the students. Perhaps the most visible example of the revitalization of the academic programs in the College is to be found in the growth and integration of the Fine Arts, namely, music, art, and the theatre. In the diversity and quality of their offerings they have a record of phenomenal growth. In their close, mutual interrelationship, they have also given evidence of the integration within the curriculum of a strong liberal arts component.

The Art Department, with Jay Lacouture, F.P.A. as chair of curriculum offerings for studio art majors, art education majors, and art minors, is also a leading cultural resource for the College and the wider civic and art communities.

⁷¹ *Chronicle of Higher Education*, 1988-1991

Within the College curriculum, the department has structured several three-credit courses to meet the general education requirement. It has provided several one-credit workshops featuring a particular artist, medium, period, or style as possible electives. In addition, in close correlation with the Music Department it has designed a course exploring the stylistic developments in art and music.

The McKillop Gallery, dedicated on November 28, 1983, has opened the door to featuring the work of outstanding artists as well as providing the proper format for student exhibitions. It also serves as a point of contact for visiting professional artists in their interaction with the students.⁷²

The Music Department, under the combined direction of Dr. Thomas Day and Brother James Loxham, FSC, also brings to the students a cultural heritage that is both rich and diversified.

Its degree program, divided into Music History, Theory and Education, Instruction in Voice or Instrument, and Performance, make up the requirements for either a major or minor in music.

In 1982, in order to accommodate the number of students enrolled in the various aspects of the music program, the College renovated a section of Carey Mansion, a leased facility serving as a residence hall. This wing, now called Cecilia Hall, houses the musical instruction areas, choral practice space, the music library, faculty offices, and storage rooms.

It is well adapted to classes relating to instruction in voice and instruments, for the work involved in the various performing assemblies, and for public performances.

The performing assemblies, with Brother James Loxham directing, bring to the campus as a whole as well as to the outside community a variety of vocal combinations ranging from college chorus to madrigals, from chamber chorus to a cappella. These are supplemented by instrumental variations from Jazz Combo to Concert Band, from Brass Ensemble to Chamber Orchestra—to mention just a few.

These, together with the noon concerts on Wednesdays featuring a variety of professional artists, vocal or instrumental, share with the campus and community the rich experience and joy of good music.

Like the Art and Music Departments, the Theatre Department has had a remarkable renewal. No longer a program within the English Department, it has developed into a discipline with a whole spectrum of offerings both theatrical and practical, aesthetic and technical.⁷³

Under the capable direction of Dr. Bernard Masterson, the theatre curriculum provides the students with the opportunity to master the literary background of the theatre and to acquire the skills and techniques for professional theatrical careers or for educational theatre. To attain these goals a student may major in Theatre Arts, Technical Theatre, or Theatre Education, fulfilling the core requirements and a field of concentration. Provision is also made for a Theatre minor.

⁷² Salve Regina College Art Department, National Association of Schools of Art and Design Self-Study Report, April 1986

⁷³ Salve Regina College, New England Association of Schools and Colleges Self-Study Report, March 1991

The Children's Theatre and the Readers Theatre have been integrated into the overall curriculum as well as dancing as an art form.

Because of the space afforded in Mercy Hall for the Megley Theatre, dedicated to Sheila Megley, RSM, Provost, there is no longer any need to use an outside facility for the theatre productions, which have numbered fifty-one within a ten-year period. Like both the Art and Music departments, the Theatre has serviced the General Education requirement by means of a variety of workshops. Several of its offerings are cross-referenced with the Art, Music, and English departments, thus assuring a cohesiveness in the Fine Arts throughout the College curriculum.⁷⁴

Another facet of the curriculum which has also broadened the scope of student choices is that of Management. Since its inception in the early seventies, the Management Department now has close to two hundred students. Beginning as a general Management program, it is now possible for a student to obtain a degree in any one of the following: Financial Management, Human Resource Management, Marketing Management, or Health Service Administration. A fifth concentration, Operations Management, is in the making. All fields have excellent career potential.⁷⁵

In addition, the accreditation report of the visit made in 1989 by the National League for Nursing indicated the progress made in many areas by the Nursing Department. The fact that the College leased Pell School from the City of Newport for the use of the department has been a great asset in its development. This building has provided classrooms, offices for faculty, private areas for student counseling, and a much-needed resource center.

The overall curriculum for both generic and RN students was found to be well integrated. Visits to selected clinical agencies prove very positive in regard to student participation in a variety of clinical experiences and diagnoses. The instructional processes were varied and well-adapted to promote critical thinking and self-evaluation on the part of the individual student.

In the final assessment the committee listed among the strengths of the department the following:

1. The strong support of the administration to the nursing program as evidenced in the employment of well-qualified faculty in sufficient numbers.
2. The commitment of the chairperson and faculty to improve the program.
3. Collegial relationships between and among faculty in nursing and arts and sciences, and a supportive climate for student learning.
4. Student/faculty ratios conducive to attainment of program objectives.
5. Progress of faculty in attainment of doctoral degrees and involvement in scholarly work.

⁷⁴ Salve Regina College Theatre Department Handbook, Spring 1991

⁷⁵ Salve Regina College News Bulletin, April 8, 1991

6. The congruence of the nursing program with the instructional mission.
7. Current and anticipated institutional initiatives for expansion and enhancement of library, competitive technology, and audiovisual learning resources.

The chief areas of concern were the following:

1. Enrollment decline in both the generic and RN student pool.
2. Lack of application of computer technology at upper-level nursing majors.
3. Potential effect of College admission policies on the nursing program.⁷⁶

Within the time span of these ten years, other departments have also been expanding their offerings by reorganizing their structures. As a result, in addition to those already mentioned, the number of majors has substantially increased to include Accounting, Economics, Geography, Anthropology, Information Systems Science, and Social Work.

The Administration of Justice Department, formerly called Criminal Justice Department, has completely revised and broadened its curriculum to prepare students interested in any aspect of the justice system.

The History and Politics Department has been split into separate majors. The Politics Department continues to achieve national recognition for the accomplishments of many of its students. The History Department has been revamped to provide service to students through its *general education offerings*.

The English Department has introduced a writing major or minor with a concentration in creative, professional, or journalistic writing. Two courses in English as a second language have been introduced.

As part of the General Education Requirements a student must now take six credits in a modern foreign language distributed within the same language.

At present the Secondary Education Program is being coordinated to comply with the new state regulations for certification at the high school level in order to meet the needs of the increasing number of interested students.

The above is only a suggestion of the progress made in all departments in refining and upgrading their respective programs. Indeed a journey through the catalogs from the beginning to the present would be a thoroughly interesting historical addendum.⁷⁷

While some students still spend a semester or a year studying abroad sponsored by their respective departments, it was not until 1986 that our first International Studies program was launched. At that time fifteen students were chosen out of seventy-five applicants to study in Kenya for a period of eight weeks. The program

⁷⁶ Accreditation Report, National League of Nursing, December 5-8, 1989

⁷⁷ Salve Regina College Catalog, 1990-1992

was designed by two faculty members, Reverend John Meade, CSSP, and Reverend Michael Malone, CSSP, who have lived and worked in Africa. Prepared with some knowledge of Swahili beforehand, the students study philosophy, literature, geography, history, and the culture of the region. Since the program is experiential as well as theoretical, the students have a personal knowledge of the tribal life, the religious traditions, and "the terrain." Up to this point, forty-four students have been enriched and some changed by this experience.

In 1988 a European Studies program based in Dublin was established, combining the history of Modern Europe and Irish history with the focus on the economic and political issues of the European economic community. The course work was supplemented by visits to the key cities of Europe involved as well as by the exploration of the works and locale of modern Anglo-Irish writers such as Joyce, Yeats, O'Casey, and Kavanagh.

An annual cooperative scholarship program has also enabled students to spend a full year at Trinity and All Saints College in Leeds, England.

In 1990 the College, under the direction of the Anthropology and Spanish departments, opened a two-week program in Mexico blending a study of language, history, culture, and archaeology.

A Study Abroad Office serves to communicate international study opportunities and to coordinate the follow-up required to ensure an experience consistent with each student's major program and general education requirements. When possible, College personnel visit the students in these programs.

Consideration is now being given to devising an International Studies program that would provide an opportunity for our students to take a semester abroad in a Salve program designed to mesh with requirements for graduation. At present students are matriculated in programs sponsored by other colleges and universities.

On the other hand, the College has at present twenty-five international students from sixteen foreign countries. Since 1986 a Foreign Student Advisor has been working with them to make their transfer to college life less difficult. An International Student Organization had already been formed in 1983-1984 to support the growth and development of its members.

Planning for graduate education began in 1969 and extended into January 1974, resulting in the offering of a degree program in Human Development, which is administered by the Dean of Graduate Studies assisted by the Graduate Council. Its membership includes administrators, faculty, representatives of the community, and graduate students. The directors of each graduate program serve as an executive committee of the Graduate Council.

Master of Arts degrees are now offered in Human Development with specializations in Gerontology, Holistic Counseling, Human Development, and Organization/Management as well as in Liberal Studies and International Relations.

Master of Science degrees are offered in Administration of Justice, Financial Management, General Management, Health Services Administration, and Information Systems Science.

In addition, the College provides a non-traditional program called Graduate Independent Study (GIS). This program reaches out to people who cannot study on campus because of their jobs, a job transfer, an illness in the family, or other responsibilities. Most need a graduate degree to advance their professional careers; others

participate for personal enrichment. The fact that two hundred students are enrolled at present justifies Graduate Independent Study program.

These students may earn a graduate degree in International Relations, Liberal Studies, and Management with a specialization in Information Systems Science or Human Resources. Having received the textbook, the syllabus, the course objectives, and the outline of assignments, the student is in regular contact with the instructor and the GIS office. The feedback in regard to the program has been very positive from both the instructors and students.

It cannot be denied, then, on the basis of this rather incomplete overview that the College has been true to its commitment, so well epitomized in the following statement taken from the introduction to the 1990-1992 catalog:

Together, the faculty concentrates on support to students to enable them to participate in the educational opportunities the College is convinced must be provided within the Catholic educational heritage in its vision of the future.

At present, this commitment to learning is supported by the Learning Resources and the Library, which are essential to maintaining the quality of both the curriculum and instruction. Among these Learning Resources are the Academic Computer Laboratories and the Munroe Center.

The Munroe Center, named for Martin Munroe, Trustee, his wife Rita, and their family, was opened in 1986. It is the nucleus information supply for the College. Every major building on the campus is connected to this host system by fiber-optic cabling.

Moreover, three state-of-the-art computer laboratories are available to students and faculty seven days a week. They are directed by four full-time computer lab staff members assisted by students especially trained for this purpose. Operating, word processing, spread sheets, software systems are standardized throughout the College. Together they serve the individual student as well as each department.

Among all of the resources available at any college none is more vital than the library. The completion of the New Library and its opening on March 25, 1991, is symbolic of the spirit and vision that, from the very beginning, has continued to inspire and to empower all who, in spite of almost insurmountable obstacles, believed in the authenticity of their mission and the heritage entrusted to them.

From the nucleus of books that Mother Hilda began collecting at St. Xavier's Academy in the 1930's, the first library collection found a home at Ochre Court in 1947 with 2000 books. Upon the acquisition of McAuley Hall in 1956, the library facilities and staff expanded radically in all respects, with the result that in 1990 the book collection alone numbered 64,635 volumes.

As the College curricula continued to be enlarged and enriched in its offerings on both the graduate and undergraduate levels, the need for a larger, modernized library became a priority.

The \$8,000,000 library, strategically located in the center of the campus within the Wakehurst grounds, is the realization of the combined efforts of two persons in particular, Sheila Megley, RSM, and Therese Antone, RSM.

Every detail of the structure, from the Gothic simplicity of its exterior, the natural lighting of its spacious windows, the complexity of its technical resources to the custom-designed tables with their comfortable study chairs, to its offices and seminar rooms—all bear the indelible mark of Sister Sheila's remarkable singleness of purpose, keen insight, and sensitivity.

Sister Therese's consistent organized campaigns to obtain grants and gifts from foundations and trusts, or pledges from corporations and businesses together with the substantial support of trustees, alumni, and faculty, made the blueprint a reality. Sister's favorite slogan, "We are right on target," testifies to her persistent but quiet dedication to the everyday demands of her office as Vice President of Institutional Advancement.

In the planning of the structure of the building, professionals were consulted in the fields of architecture, of construction, of library planning, of academic buildings, of information systems, of landscaping, and of historic preservation.

Designed by Robinson, Green, Beretta Corporation, its three stories, besides accommodating 400 people and having a capacity for 230,000 volumes, also incorporates the AudioVisual Center, the Publishing Department, and an Information Communication System.

The present director of the Library is Dr. David Kim, a native of Korea with nine years' experience as a library administrator at Sam Houston University in Texas. He also has Ph.D.'s in both Library Science and Information Science from Indiana University. He is assisted by five other librarians with a supporting staff and student assistants.

The Library is the keystone to the further development of the College programs as well as a cultural resource for the civic community. In itself, it is a monument to all at Salve Regina who, in the course of the years, have been "committed to excellence," all who have found it not "too late to seek a newer world" and who were "strong in will/To strive, to seek, to find, and not to yield" (Tennyson's "Ulysses").

An invaluable asset to the general growth of the College has been that of student services. All of them have shown a remarkable expansion in terms of the continued education of professional personnel and the creation of procedures consonant with the current needs of students, all of which has been implemented and updated by ever advancing technology.

The staff of the College Health Services has been increased to include four nurse practitioners who, as such, are authorized, in collaboration with a physician, to make diagnoses and prescribe medication. A consulting physician who sees patients three mornings a week, a full-time administrator, and two secretaries make up the rest of the staff. Health education and healing are available in the waiting room and the residence halls by means of videotapes assisted also by computer technology. The services, open to the whole College community, net about 4,000 patients per year.

Both the Counseling Services and the Residence Life Office are integrated with the Health Services as part of their healing and educative roles. Personal Counseling as well as crisis intervention, communal referrals together with workshops on alcohol, drug abuse, and AIDS combine to complete this corporate endeavor.

The cooperative dedication of these three components of health and healing together with the supporting roles of faculty and administration insure the universal truth of the ancient proverb: *Mens sana in corpore sano.*

Indeed from the time the students have been accepted by the College, they are subjects of concern beyond the walls of the classroom. Their first experience is that of the Summer Orientation program begun in June 1981. It is divided into six sessions in groups of fifty or sixty students together with their parents. Thus, they together have the opportunity of becoming acquainted with the mission and objectives of the College, the nature of the curriculum, and the College services.

At the same time, the students complete placement examinations, meet their academic advisors, and register for their courses. Before they leave the campus, they know where they are going to live, and they have both their mailbox and meal numbers. This is followed up in the Fall semester by a one-credit course called the New Student Seminar, an extension of the Orientation program.

They also have at their disposal each year the continuous assistance of the Academic Advising Office, the help of the Tutorial Services, without extra cost, as well as the Placement Office. Through the years this office has been an invaluable source of information and direction for both students and graduates in the planning and development of their careers. It offers information concerning internships, student employment/work-study, part-time work, and summer jobs.

In addition, the office also coordinates programs that include career days and career luncheons with professionals, as well as initiating contact with the alumni. Students are also given the opportunity to learn techniques in resume preparation, job search, and interviewing.

The combined efforts of these services, besides removing the barriers to the learning process, also create a caring atmosphere through which the students can come to know themselves and realize their own gifts and personal worth.

Not less important to the growth of the College has been the advancement of both the athletic and physical education programs. The Gardener's Cottage, situated in what was formerly the Wakehurst Gardens, now centralizes the offices of the Athletic Department and also provides a weight-training center and athletic-training room. The surrounding property has been developed into a two-hundred-meter track. An athletic field, Wetmore Field, has been completed for use of soccer, baseball, and softball teams. Additional tennis courts supplement those in the rear of Mercy Hall.

For the further expansion of athletics and physical education, the College has rented facilities from St. George's School, Middletown, the Boys and Girls Club of Newport, Sail Newport, the Newport County YMCA, and the Newport Equestrian Center. Provision is thus made for a gym for basketball games, a planetarium in support of the science curriculum, an ice hockey rink for the hockey team, dock space for the College's ten new sailboats, and riding ring space for a physical education elective and the College equestrian team.

Apart from the mainstream sports, the Physical Education Department offers four one-credit courses that students may take to fulfill their graduation requirement. Scuba diving, ballroom dancing, bowling, aerobics, sailing, golf, slimnastics, and horseback riding are some of the options. The director, Mr. Andy Andrade, has sparked the student interest in sports to such a degree he often has to add new sections to certain sports to meet the demands. The possibility of a major or minor in physical education is in the offing.

In these years when the College continued to expand, much consideration had to be given to providing adequate housing as well as making the best use of other facilities as the occasion might demand.

For three years, 1981-1984, the College leased Eastgate in Portsmouth, making it necessary to bus its sixty students back and forth to the campus. This no longer became necessary with the purchase and completion of the Watt-Sherman Residence, housing up to eighty students.

The Ochre Point Residence complex, opened in September 1986, on the grounds of Moore Hall, provides campus living for 146 students.

During these years the College introduced the House/Apartment Residence program under the supervision of the Housing Office. The Office coordinates the leasing and utilization of privately owned apartments. These residences are College-supervised and offer mature students an experience of an independent life style while accepting responsibilities as representatives of the College in the local Newport community.

Between the years 1987 and 1990 modifications in the use of other buildings include in particular the following:

Tobin Hall (1987) and Marian Hall (1989) were converted from faculty residences to office space for education, special education, and English facilities. Wakehurst (1988) became the Campus Center housing the mailroom, a dining room, and offices for Student Services.

Taken all together, the campus embraces twenty-three buildings which accommodate evolving needs. They are maintained by a staff which takes pride in cultivating an environment in which all may find a place to learn to love "the better things."

The Mercy ideal of education for service still continues to be realized in these times although not mediated through the same channels as in the earlier years. Under the overall direction of the Dean of Students, the Office of College Activities, the Student Life Senate, Sigma Phi Sigma, and the Campus Ministry work together, along with the creative efforts of the various departments, to prepare the students to reach out to others, indeed to acquire another "skill to live by."

This "spirit" has been developed through the years into an art, the art of giving channeled to meet many community needs.

The response has taken many forms. Some involve direct contributions to agencies like Oxfam America or raising money for heat to help families pay their heating bills. Others take the form of bike-a-thons against cancer, pursuing interest in the Island Hospice or inaugurating dance marathons for the Heart Association or Lucy's Hearth. The annual Hunger concert supplies funds for area soup kitchens. The Feed-a-Friend program sponsored by the Martin Luther King Center finds students engaged in a neighborhood food canvass to alleviate hunger.

Still others are more individualized and personal. As part of a state-wide substance abuse prevention program, five student athletes work with third graders both in Newport and Bristol in a series called "The Feeling Game" to help them explore positive ways of diffusing strong feelings of disappointment, envy, or anger as part of a state-wide substance abuse prevention program.

In a program called Learning Unlimited, functioning through the Special Education Department, twenty-three student volunteers teach basic learning skills and give cultural enrichment to disabled adults, too old

for school and unskilled for the work force. Their curriculum plan constantly evolves, shaped by the interest and abilities of the volunteers and students.

Likewise, ten senior Art Majors designed the course curriculum and team-taught a series of five-week workshops in illustration, graphic design, painting, and photography for the Boys and Girls Club of Newport County. The class size varied from 5 to 12 youngsters ranging from 3 to 11 years.

As an expression of service within the College itself, one student originated a unique volunteer group called START (Students Together for Alumni Relations Today). They are a support group for the Alumni phonathons for welcoming graduates back to campus, for the Governor's Ball, as well as for numerous other social activities.

Another student, a nursing major, saw the need for another type of support group for students unable to deal with grief at the loss of a loved one or struggling with any painful situation. The result was the launching of what is called TLC - Tender Loving Care. Facilitated by the Office of Campus Ministry, the College Chaplain and the Counseling Services, activated by interested students, this is a unique example of what might be called peer ministry.

These and several similar examples reveal a remarkable network of services within and outside the College Campus. Its peculiar character today as compared with the past is its flexibility and universality. It is no longer the prime responsibility of the Sodality, Action Core, or the Christian Life Center, all products of their times. The expression of Christian service, often student-initiated, has taken on a quality of diffusiveness that is truly Catholic in its most genuine connotation.

The special activities of the College reach out to the outside community as related to its mission and primary task of teaching and learning. The source of some of these activities emanate from within the College itself or from external agencies through the Campus Conference Center.

Many non-credit curricula workshops have been sponsored by several departments, among which are the "Concerts at Noontime Series" of the Music Department, the "Woman's Connection Series" by the Social Work Department, the Newport Institute's workshop on the "NATO Dilemma" by the International Relations Department, and "Inner Wisdom and Healing" by the Department of Holistic Counseling.

In addition, several organizations make use of our resources for programs not usually open to the general public. The Newport Institute has brought together eminent specialists and scholars for weekend discussions on such topics as "Facing the Apocalypse" and "Nuclear War."

The Atwood Lecture Series, subsidized by the Donaldson Charitable Trust, are free and open to the public as is the O'Hare Lecture Series. Both are a forum for the exchange of ideas on the humanities as well as topics ranging from "Family Life and Global Values," "Soviet Ideology," to "Anti-Semitism" or "Lies: the Government, the Press, and Foreign Policy."

During the summer the College also plays host to a variety of religious, educational, scientific, and artistic groups. Among these in particular is a group of scientists involved in the field of molecular genetics. Known as the Gordon Research Conferences, the meetings are by invitation only, and press coverage is not allowed in order to promote freedom of expression within the group. The conferences extend from the last week in June until the last week in August, each week being open to a new group with a new subject of research.

Not only is the College identified with several programs and activities of the Newport community, such as Christmas-in-Newport, Irish Heritage Month, and the Newport Music Festival; it also is alert to many day-to-day community needs.

A member of the Art Department opened a five-week painting seminar for senior citizens at the Middletown Senior Citizens Center.

The Accounting Department faculty, together with some students, in cooperation with the Internal Revenue Service, offered free tax preparation assistance to low-income and elderly residents.

The Administration of Justice Department promoted a Cliff Walk Cleanup Day.

The Community Outreach Program aims to educate local non-profit organizations in computer technology. Thus far the Martin Luther King Center has benefited by this program. Some members of the Newport Fire Department have completed computer training sessions and a workshop on fire science software. Plans are in the making to assist the Newport Regional School and the Church Community Housing Company.

Project Life Arts is a joint City and College activity consisting of a series of workshops in the Arts offered by the college faculty to select high school students from Newport and Middletown high schools.

A workshop for a nominal fee was organized by the graduate department of holistic counseling on "Structured Play for Adults" to help participants mobilize their inner feelings.

Still another under the direction of the Career Planning and Placement Office offered two courses in resume writing and interview technique.

Both the Wednesday Noon Concerts at Cecilia Hall and the variety of exhibits at the McKillop Gallery add another dimension to the cultural opportunities open to all members of the Aquidneck Island community.

All in all the College is not an ivory tower isolated from the community of which it is a part. Rather, it finds there another source by which its mission can be further realized and its Mercy presence felt. Its growth is also sustained and strengthened, its spirit renewed and energized by its alumni.

In the interest of linking both the past and the present and showing the transition from what was once the Alumnae Association to what is now the Alumni Association, we must return to our origins.

On June 4, 1951 the first organizational meeting of the Salve Regina Alumnae Association was held at the College. Present at the session were Mother Mary Hilda, RSM, Sister Mary James, RSM, and Sister Mary Martina, RSM.

Miss Jayne Mycroft, president of the class of 1951, was the presiding officer. The Association's Constitution was unanimously adopted. Officers were elected as follows: Eleanor Testa - President; Jayne Mycroft - Vice President; Jean Judge - Treasurer; Alice McAuliffe - Recording Secretary.

The years 1951-52 were a series of firsts. The First Annual Alumnae Ball with Patricia Dooley as chairman was held on November 17 at the Metacomet Golf Club. On February 15, 1952 Lucy Roberts chaired the First Annual Bridge and Fashion Show for the benefit of the scholarship fund. In May 1952 the *Alumnae News*, two typed sheets, inaugurated the association's effort "to keep in touch," as it were. The first venture gave rise to various printed copies such as *Alum Notes*, *S.R.C. Alumnae News Letter*, *Salve Regina College Alumnae News*. At

present *Report from Newport* endeavors to capture the ever-growing progress of the College together with chapter reports and class notes.

On June 2 at the Senior Alumnae Communion Breakfast, the class of 1952 was welcomed into the Alumnae. At the business meeting the following officers were elected: Florence McLaughlin - President; Lucy Roberts - Vice President; Jane Murphy - Treasurer; Norma Haronian - Recording Secretary; Patricia Dooley - Corresponding Secretary; Marjorie Ackroyd of the class of 1952 was elected representative from her class for *AlumNews*.

From that time the Alumnae Association of Salve Regina College, through the untiring efforts of its officers and executive committees and the guidance and support of Sister Mary Augustine and Sister Constance, has played an essential role in the growth and development of their Alma Mater.

By various and sundry means, the organization has endeavored to keep alive its relationship with one another as well as at the same time supporting the growing needs of the College. Within fifteen years, its membership increased from 53 graduates in 1951 to 1000 in 1966. By this time six alumnae chapters had been established according to geographical areas extending from Newport to Washington, D.C. The treasurer's report also recorded that the amount of \$8,647 had been raised for the College, exclusive of matching grants and chapter gifts.

However, the first annual giving fund and the first graduating pledge fund had already been established in 1960. What had been initiated in 1963 as Alumnae Family Day became in 1965 the first Alumnae Homecoming day.

Over a period of less than twenty-five years, the Alumnae Association has endeavored to preserve the spirit of its alma mater, to promote its educational purpose, and to share in its remarkable history. What is more, these members of the classes of the fifties, sixties, and early seventies have provided a paradigm for what became in 1974 the Salve Regina College Alumni, a necessary adaptation because of the male element of the student body.

By this time the Office of Public Relations, and later the Office of Institutional Advancement, had assumed the direction of the activities of the Association together with the moderators, officers, and executive boards. The first officers of the newly formed Alumni of Salve Regina College were these:

- President: Ruth R. Toolan (Ruth Rogers, '64)
- Vice President: Karen Dionne (Karen Downes, '61)
- Corresponding Secretary: Victoria Almeida, '73
- Recording Secretary: Janet Blank, '74
- Treasurer: Michael Sheridan, '73

During its formative years the officers and executive committees succeeded in merging the full membership into a unified whole. The names of older members as well as newer members appeared in the roll of officers, on executive boards, Ways and Means Committees, as class agents, and chapter coordinators.

In 1981 the first phonathon was initiated and the first Outstanding Alumni Award given to Jane Murphy Farley of the class of 1951. Furthermore, closer relations between the students of the College have been made possible by the activities of a volunteer group called S.T.A.R.T - Students together for Alumni Relations, by student, faculty, and staff involvement in the phonathons, and the Career Alumni Network Program. This outreach program sponsored by the Career Planning and Placement Office together with student coordinators from S.T.A.R.T. matches students with alumni in their fields of concentration. Within a given month about 30 students were given real life career lessons and the alumni felt they were still part of the College.

The 1990-1991 report of the Alumni office confirms the fact that during the past decade it has doubled its membership and extended its geographical boundaries. At present it numbers 9,515 former students in 50 states and 27 foreign countries.

Sister Lucille, in her remarks to the alumni, May 3, 1987, reminded them that "their sturdy allegiance in the past gives us confidence that we are doing God's work."

While the loyalty of its members is particularly demonstrated through their financial support, it should be noted that the mission of the College becomes universal as it finds its expression in the professional and personal lives of its graduates. It is in them, our living witnesses, that the full realization of all that Salve Regina stands for comes to fruition.

Yet all that has been written in these pages, whether of origins and growth, of programs and curricula, of presidents and deans, of faculty and staff, of students and alumni, all is subsumed in one enduring name, ever ancient, ever new, Salve Regina.

At this time it seems advisable to establish the historical continuity of the movements in the past which, over a period of twenty years, have brought about the change of the name of the College to Salve Regina University.

The name Salve Regina is of ancient origin. It is inherent within the religious and cultural heritage of the Church both as a prayer and as an expression of scholarship and learning prevalent in the monastery schools of Europe and the British Isles. It was also the evening prayer offered by Columbus as he sailed the unknown seas to our shores. The name itself was chosen by Mother M. Hilda Miley, RSM, President of the College from 1948 until 1964.

It was not until 1969 that there was any consideration given to a change in name. A long-range plan (1970-1980), prepared as a reaccreditation report, suggested such a measure to insure the positive growth and development of the College. The target date was set for 1970-71 with implementation by selected faculty students, administration, trustees, and alumnae. There was also an effort to relate such a change to the recruitment office.

In the summer of 1970, a Summer School brochure carried the name "Salve Regina, the New England College by the Sea" and in 1971 "Salve Regina by the Sea." The question of name change surfaced again in the summer of 1973 when coeducation became a serious consideration. In 1973-1974 "Salve Regina, the Newport College" appeared on College literature. In the fall of the same year, the College hired the firm Creamer, Trowbridge, Case and Basford to review the needs of the College. Their first recommendation was that the College change the name. Such a measure, they felt, would result in the broadening of educational programs and would increase enrollment. All of this would add up to a new image.

The subject was discussed by the Board of Trustees at the meeting of March 18, 1974. The members agreed that at this time in its history there was merit in examining the feasibility of modifying the name. The President was asked to name a committee composed of representatives from the total College community.

The committee met as a group four times between May and August 1974. Two committee subgroups were formed and met several times to synthesize the poll and collect data for presentation to the committee for the purpose of discussion and for organizing the final compilation to be presented to the Board of Trustees.

It was felt that it would be in the interest of the College to prepare statements to be given to the press rather than to respond to inquiries directed from the press. In general, the press distorted the official news release. As a result, much adverse criticism was received from the alumni that was directly related to news articles as they appeared in some local papers.

The College and University Department of NCEA provided a listing of twenty-one colleges which had changed or modified their names. Responses were received from fourteen colleges with reasons centering around legal and financial implications and public relations. These colleges had become coeducational and former names had become irrelevant. Every answer indicated there were no legal problems and that the financial cost was minimal in the changeover in regard to materials such as stationery, signs, the seal. Some alumni groups resisted.

However, the Name Change Committee felt there was sufficient reason to explore the issue since the question had been raised three times since 1969 without any serious effort to ascertain opinions or gather data. The Name Change Committee presented the results of their research to the Board of Trustees with the final conclusions and recommendations as follows:

1. Evidence does not support a complete change of the name Salve Regina at this time.
2. There is sufficient evidence that a non-legal extension of the name "Salve Regina, The Newport College" presently appearing on the letterhead does serve to identify the College with its unique geographic location and at the same time enhances the present name, Salve Regina College.

Therefore, the committee recommends to the Board of Trustees the following:

That it accept this report and consider it an historical documentary of the College. If at any future date, a change in name again becomes an issue, that reference may be made to the research done by the present committee. Any future consideration of a name change may be considered in the light of subsequent history of the College, postdating 1974.

It was not until the fall of 1984 that, as a result of some of the discussions of the Graduate Directors Committee and the Graduate Council on ways of promoting the graduate programs, the feasibility of a name addition to the College surfaced. Hence, a special committee of the Graduate Council was appointed by Dr. William Burrell, dean of graduate programs. Its membership consisted of Father Eugene Hillman, CSSP, chairman; Sister M. Mauricita Stapleton, RSM; Brother John Childs, FSC; and Dr. James Hersh.

In its final report of April 18, 1985, the committee proposed to retain the name Salve Regina College, eliminating from it the additional title "The Newport College" and adding "Newport University." Thus, the

name: Salve Regina College-Newport University, the former title designating the undergraduate program and the latter, the graduate program as done in several institutions such as Vanderbilt, Duke, and Columbia.

The committee felt that the term "university" broadened our public image and was consistent with the increase of foreign students and students studying abroad, where the term "college" means either a high school or a "select" school having grades from kindergarten through high school. The term would also clarify the image of the institution as no longer a small college for girls.

Furthermore, the committee also in its extensive research found at this time there was a current trend in such a change of name. Fairfield University was designated as such from the beginning of its undergraduate program. In recent years a number of Catholic colleges have decided to call themselves universities; for example, Barry College in Florida, La Salle College in Pennsylvania, and several other small colleges.

In an extensive survey of eighty-five small institutions entitled university, only fourteen offered doctoral programs and eighteen did not even offer master's programs; only four had more master's programs than Salve Regina, the Newport College.

The proposed change of name to Salve Regina College-Newport University was supported by an overwhelming majority of full-time faculty with some reservations. This vote did reflect that the name of the college should include the words Newport and University in some appropriate combination in relation to the present name Salve Regina College. The committee also affirmed that there would be no legal complications involved. In fact, the Charter itself authorized the conferring of "such degrees as usually conferred by colleges and universities."

As a result of that report, Sister Lucille appointed a special committee of the Board of Trustees to develop further information. The membership included the following:

- Mr. Raymond Caine, Jr., Chairman
- Sister Rosalia Flaherty
- Sister M. Therese Antone
- Dr. William Burrell
- Father Eugene Hillman
- Dr. Robert McKenna

The first two meetings were held on August 1 and September 11, 1985, during which the fundamental issue was raised as to why we should have a name addition. Among the reasons advanced were the following:

1. We are already in fact a university.

2. Recruiting for both undergraduate and graduate students would be enhanced as reflected in the strong support of Admissions Personnel.
3. The use of the name "university" would project a very positive image of a growing graduate program.
4. Formal applications for grants from Federal, State, and other government agencies as well as foundations and cooperations would be more acceptable to those agencies.

Upon reviewing the report of the name change committee of the Graduate Council on October 15, 1985, we find that the committee agreed that the use of two names, one for the undergraduate program and the other for the graduate program, would be confusing. It became evident that one name would have to be selected in order to project a clear image of the College.

Throughout the discussions there was also a concern that within the Rhode Island community the term "university" might appear pretentious. The increase in the numbers of foreign students, recruitment of students outside the college in both undergraduate and graduate programs, as well as the degree of development of the College were seen as arguments which would dispel any misgivings. It was noted, too, that many well-known colleges do not have professional schools, such as law or medicine.

In the report of the committee at the Board of Trustees meeting on October 24, 1985, Sister Lucille indicated that the report was presented simply as informational. The work of the committee was to determine how to move the College to become known as a university, which it is. We may conclude that then no positive action was taken at that time to change the name of the College.

However, at the meeting of the Board of Trustees on June 23, 1989, Sister Lucille, in reporting on the concerns of the President, gave a concise summation on the growth of the College, indicating that "the time was ripe to work for the future of this 'university' which we call Salve Regina College."

In late September of 1990, members of the faculty requested that the Faculty Senate investigate the possibility of changing the word "college" to "university." The matter was referred to the Issues Committee of the senate, which urged the Senate to take positive action in this regard. Having unanimously voted to change the word "college" to "university," the Senate decided to refer the matter to a vote of the full-time faculty, after providing the rationale necessary for its consideration.

On November 7, 1990, Sister Rosamond Ethier, President of the Faculty Senate, presented to the faculty a clear, comprehensive, and conclusive paper. She elaborated on the meaning of the term "university," its application to various types of institutions, and its origin from within the institution itself in terms of its growth and comprehensive approach to education. This was followed by a very concrete substantiation of the factors within the college which justify the public recognition of a reality that already exists.

The following motion was then made and seconded for the faculty vote: *That a letter of support from the Faculty Senate for changing the word college to university while retaining the name Salve Regina be forwarded to President Lucille McKillop, RSM, for presentation to the Board of Trustees.*

The results of the voting were overwhelmingly in favor of the motion (95 ayes, 8 nays, 1 abstention)

The Board of Trustees then requested that the Issues Committee of the Board review the history of the name change, research the legal ramifications, and outline the steps to effect the change. The committee met twice and presented its findings to the full board at its meeting on February 28, 1991. The board voted unanimously that the name be changed to Salve Regina University.

In a special news release to the college community on April 9, 1991, Sister Lucille made the following statement:

This change in status represents the normal evolution of a progressive institution. The university title builds on the traditional strength of our undergraduate college and the intensive scholarly emphasis will continue to enhance our basic studies. This name modification is a formal recognition of the impact of graduate education on Salve Regina. We have, in a reality, been a university for some time.

So it came to be that the providential coexistence of the names Salve Regina and University testify both to its growth as an institution and its unchanged identity and mission.

Since its enunciation on the lips of Mother Hilda Miley and its first official recording in the Charter in 1934, the fullness of its meaning has evolved with the years. It has become a symbol of the realization of a dream, a vision, and a hope. Its syllables have measured the struggles and successes of its history. Its future lies in the hands of the Providence who has always guided it and in the hearts of those who will inherit the spirit that has always inspired it.