



# BRYANT'S BUSINESS

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ANNIVERSARY  
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to business leadership.  
1863 - 1988

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## Highlights of 1987: A very good year

by David Penn

Public Information Aide

**It's the start of a new year. Time to store holiday decorations, write resolutions you won't keep, and look ahead. Time also to reflect a bit and recall the memorable events of 1987. So here's a peek at some of Bryant's '87 highlights.**

- The Heritage Room opened in the Bryant Center last January. It ushered in a new level of dining for faculty, staff, and guests.

- Bryant's Athletic Hall of Fame was inaugurated at a dinner for the 10 initial inductees last February. Plaques bearing the inductees' names and likenesses now hang in the Gymnasium.

- The Bryant Faculty Federation celebrated in April the 20th anniversary of its founding with a day-long celebration in the Bryant Center. It featured New York Times education editor Edward Fiske as keynote speaker.

- Commencement 1987 saw the awarding of honorary doctorates to five more distinguished business leaders: executive-etiquette expert Letitia Baldrige; Dun and Bradstreet chairman and CEO Charles Moritz; Nortek founder, chairman and CEO Ralph Papitto '47; Paul Arpin Van Lines owner Paul Arpin, and New World Broadcasting chairman and CEO Robert Bennett.

- Bryant's 125th Anniversary celebration began September 16 with a gala Fall Convocation in the Gymnasium and a Flag Run preceding it from downtown Providence to Smithfield. The convocation featured *USA Today* editor John Quinn as speaker, and included the awarding of honorary degrees to Quinn, Rhode Island Governor

Edward DiPrete, and Florida business executive Kyle Lockeby.

- The conversion of the former student union into the Koffler Technology Center was completed in September. It was rededicated and opened officially on September 22.

- Bryant held its elegant 125th Anniversary Ball at Rosecliff Mansion in Newport in November. The event attracted a host of state leaders to dine, dance and mingle with faculty, staff, students, and alumni.

- Bryant continued to attract prominent Americans to campus to speak. Among the more notable guests were Pulitzer Prize-winning journalist and author David Halberstam, a Bryant Forum speaker, and the Rev. Leon Sullivan, author of the Sullivan Principles for doing business in South Africa, an Anniversary speaker.

- The Small Business Development Center was named one of best in the country by the association of such centers, which granted it a certification last fall.

- The Country Comfort, Bryant's student-run pub, reopened last fall after securing liability insurance and establishing new operating guidelines. It had closed in early 1986, a casualty of the insurance-liability brouhaha.

- The men's golf team won the New England intercollegiate and first Northeast 10 Conference championships, and the soccer team rolled to an 8th-place national ranking.

- The tradition of students walking around the Archway to assure their graduation became institutionalized when the Class of '87 donated a walkway to be built around it as its class gift.

## Thurrow to speak at Anniversary symposium

One of America's leading economists discusses "Doing Business Internationally" at the first 125th Anniversary Bryant Faculty Symposium on February 10.

Lester C. Thurrow, dean of the Sloan School of Management at MIT and a professor of management and economics at the Cambridge university, speaks and is the featured member of a panel discussion on international trade at the luncheon symposium. It begins at 12:30 p.m. in the Bryant Center's North Dining Room.

A prolific writer and lecturer, Thurrow is a widely quoted and highly regarded economist. Among his 30 books are "The Zero-Sum Solution: Building a World-Class American Economy," "Dangerous Currents: The State of Economics,"

and "Generating Inequality." He has served on the New York Times' editorial board, and has been a Newsweek contributing editor.

Thurrow has been teaching at MIT since 1968. In 1983, he was named the Gordon Y. Billard Professor of Management and Economics. Thurrow has taught also at Harvard.

Thurrow is a former member of the President's Council of Economic Advisers and has served on the U.S. National Commission on Manpower Policy and the NAACP Economic Advisory Council. Among his principal interests are international economics, labor markets, fiscal theory and policy, and income-distribution economics.

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## Alumni offer career advice

Four Bryant alumni returned to campus last semester to offer career advice to management students. Returning for the "Careers in... Management" program were (left to right) Maureen Michaud '86, audit management trainee, Connecticut Bank & Trust; Diego Jones '83, assistant manager, New England Telephone; Scott LaFond '82, personnel manager, Tons of Toys, and Albert Bergeron '87 M.B.A., materials manager, C&M Manufacturing. Among the topics they discussed: time demands, work-place culture, probable career paths.



## Getty-upping way to Holiday Party

It wasn't over the river and through the woods in an open sleigh. But the horse-drawn carriage transporting employees and guests who attended Bryant's Holiday Party in December definitely added a new flavor to the annual festivities. The carriage ran from the parking lot to the Rotunda.

## Thurrow to speak

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The economist holds B.A. and M.A. degrees from Williams College, an M.A. from Oxford, and a Ph.D. from Harvard. Thurrow also has been awarded six honorary degrees.

Thurrow's speech begins at 1:15 p.m. The panel discussion follows at 2:15 p.m.; it includes senior executives Brian Guck, Rhode Island Hospital Trust, and Russell Boss, A.T. Cross, and Bryant finance professor Hsi Li. A social hour follows the discussion.

Lunch reservations are needed. There is a \$7 fee for non-Bryant guests.

## CALENDAR

MONDAY, JANUARY 18

**Martin Luther King Day**  
No classes

FRIDAY, JANUARY 22

**Wintersession Classes End**

SUNDAY, JANUARY 24

**Dorms Open**

MONDAY, JANUARY 25

**Orientation**  
Bryant Center  
8:15 a.m. - Noon

TUESDAY, JANUARY 26

**Spring Semester Classes Begin**

SUNDAY, JANUARY 31

**Eucharist**  
Bryant Center Room 2A-B  
Noon & 9 p.m.

**Protestant Services**  
Bryant Center Chapel  
12:30 p.m.

## SPORTS

SATURDAY, JANUARY 23

**Women's Basketball**  
Bentley  
5:30 p.m.

**Men's Basketball**  
Bentley  
7:30 p.m.

TUESDAY, JANUARY 26

**Women's Basketball**  
St. Michael  
5:30 p.m.

**Men's Basketball**  
St. Michael  
7:30 p.m.

## Thanks

Rita Picard thanks everyone at Bryant for her retirement "gift, party, and everything."

Chris Raether thanks the Bryant community for the many cards and thoughts on the death of her father.

## State treasurer, annual fund chair named Trustees

Two alumni—Rhode Island's general treasurer, and the national chair of the Bryant Fund—have been named to the Board of Trustees.

Roger N. Begin '76, now in his second term as treasurer, and Barbara Auger Papitto '83, '86 MBA, now heading the annual giving campaign, were elected at the December board meeting. They began their terms immediately.

Begin, of Woonsocket, served six terms in the state legislature before assuming the office of treasurer in 1985. Elected first as a 19-year-old student, he is the youngest person ever to serve in the legislature. He was re-elected treasurer in 1986, and has announced that he is seeking the Democratic nomination for lieutenant governor.

A former assistant vice president with Woonsocket Savings and Trust, Begin chaired the Committee on Government Relations and the Legislative Oversight Commission, and served on the House Committee on Finance and the State Investment Commission while in the legislature. His community activities include the United Way, March of Dimes, and mental health, the arts, health care, and youth development. The Woonsocket Jaycees elected him Outstanding Young Man of the Year in 1978. The Kiwanis Club chose him Citizen of the Year in 1981.

Papitto, of Hope, has been very active as an alumnus. She has served as a member of the



Barbara A. Papitto '83,  
'86 MBA



Roger N. Begin '76

Alumni Association Executive Board, the Graduate School Advisory Council, and a 125th Anniversary Ball planning committee.

Papitto's community activities include serving as president of the Nickerson Community Center in Providence and as a United Way volunteer and speaker. She also headed Nickerson's successful \$1 million Centennial Capital Campaign in 1984, and has been a member of the United Way allocation committee.

## Presidential Scholars react to Bryant

Eleven freshmen Presidential Scholars met with President O'Hara in December to discuss their reactions to Bryant, according to professor Nora Barry, chair of the Presidential Scholarship Committee.

Among their reactions, said Barry: the honors algebra and English courses are "challenging" and "real honors" courses, and the athletic program is excellent. Each scholar receives \$1,000 a year from Bryant.

When asked by the President for a message he could deliver to the Board of Trustees from them, Barry said, "the students encouraged the development of international business courses."

One freshman, who has studied Russian for four years in high school, was interested in seeing a broader language program, she added. Several students indicated interest in Russian, Chinese, and Middle Eastern languages.

After the discussion, said Barry, the students met informally at a sit-down lunch with the scholarship committee, Vice President for Academic Affairs Jim Robinson, and President O'Hara.

## Obituary: G. William Dick

G. William Dick, associate professor of economics at Bryant since 1985, died on Christmas day after a long bout with cancer. He was 55.

Dick was buried at Otis Air Force Base National Cemetery in Bourne, Massachusetts. He lived in Orleans.

Dick, who taught until mid-November, came to Bryant from the University of Petroleum and Minerals in Saudi Arabia. He also taught at Harvard, Randolph-Macon Woman's College, and Hampden-Sydney and Sweet Briar Colleges.

The retired Coast Guard officer worked also as an economist for the U.S. Department of Transportation and an econometrician and design engineer in private business. He held a Ph.D. in economics and statistics from the Wharton School at the University of Pennsylvania, an M.A. in management from Rensselaer Polytechnic Institute, and a B.A. in engineering from the U.S. Coast Guard Academy.

## President taking sabbatical

President O'Hara is on sabbatical leave until February 15, when he returns to campus. He is studying alternate dispute resolution in the courts of Australia and New Zealand.

Acting as Bryant president during Dr. O'Hara's absence is Dr. William E. Trueheart, executive vice president.

# QUICKLY

...Bryant has been chosen to host the 1988 region I conference of the **Associate of College Unions-International (ACU-I)** in early November. The three-day affair is expected to attract 150-200 students and staff from colleges in New England, Canada and Great Britain, with most sessions and activities in the Bryant Center. Participants will be housed in Providence hotels and shuttled to the campus by bus...

...Professor **Frank Bingham** has had two papers accepted for presentation at 1988 conferences: "New Product Development: An Implementation Model," at the Academy of Marketing Science conference; "Principles of Price Determination and Cost-Price Analysis: A Seller's Perspective," at the International Purchasing Conference...

...Professor **Barney Raffield** also is presenting a paper at the Academy of Marketing Science conference. Titled "Consumerism and Marketing Management Revisited: Enduring Implications for Marketing Managers," it will be published in the academy's journal. Raffield also speaks Tuesday to the International Trade Club of Rhode Island on "Exporting to Third-World and Developing Nations: A Practitioner's Guide"...

...Professors **Bingham** and **Raffield** also have signed a contract with Times Mirror/Mosby Publishing of St. Louis to co-author a book. Titled "Industrial Marketing Management: A Contemporary Strategic Approach," it will be published in January, 1990...

...Professor **Lance Heiko** made a presentation at the Managing the High-Tech Firm conference at the University of Colorado last week. His topic: "The Role of Manufacturability in Managing New Product Development." Heiko also is chairing the Intergroup Relations Committee of the Jewish Community Relations Council of Greater Boston, which is holding an Asian-Jewish dialogue to explore areas of common concern...

...The 1988 edition of **Who's Who** Among Students in American Universities and Colleges will list the names of 112 Bryant undergraduate and graduate students. Students were selected based on their academic achievement, service to the community, leadership in extracurricular activities, and potential for continued success...

# The purposes of higher education

Chosen as the runner-up in Bryant's 125th Anniversary Convocation essay contest early this semester was this submission by English professor James O'Neill.

In his recent book *HIGHER LEARNING* (1986), Harvard president Derek Bok has characterized the changing scene of higher education in these terms:

The steady increase in the amount and complexity of knowledge, along with the pervasive uncertainty over what is permanent, what is worthy of belief, what is truly important, has affected the way in which faculties describe the aims of education and the intellectual qualities they hope to foster in their students. . . .

Earlier educators put great stock in what a student could gain by acquiring a sufficient body of information and by observing and emulating superior minds in action. Faculties today are likely to perceive a more difficult, changeful, complicated world in which there are many conflicting points of view and many questions without prospect of answers. In such an environment, knowledge alone is not enough; the ability to think clearly about complex problems becomes more and more important. A critical mind, free of dogma but nourished by human values, may be the most important product of education in a changing, fragmented society (46-47).

For an era filled with uncertainty and guided more often by winds of diversity rather than by a beacon of commonality, what kind of learning will enable higher education to retain its true value and to meet society's needs? I wish to maintain that such a system of higher education should have four principal—and unchanging—aims: (1) to provide the prospect of a better life; (2) to transmit a sense of our cultural heritage; (3) to prepare students to deal with the problems of contemporary times; and (4) to train well-educated men and women for positions of leadership in our rapidly changing world. These four goals will continue to commit higher education to its two fundamental purposes: the cultivation of the human mind and the education of the whole person. Why these? Because, first of all, learning—higher education's "chief product"—involves, as Howard Bowen notes in *Investment in Learning* (1977), mainly "changes in their knowledge, their characteristics, and their behavior"; and, secondly, because, as Bowen points out, "production" at an institution of higher education "is not the transformation of resources into tangible products; rather, it is the transformation of resources into desired intangible qualities of human being" (12).

Understood in these terms, that is principally as a humanistic process, higher education has personal, practical, social, and liberal components. In the aggregate, it does many things: it helps one develop career plans; helps one broaden his interests; helps one polish his communications skills; helps one understand his environment;

helps one refine his tastes; helps one become less rigid in his thinking; helps one use better judgment; helps one improve his problem-solving capacities; helps one realize his strengths and weaknesses; and helps one grasp what it means to be human.

Understood in these terms, too, higher education proceeds on the premise that human nature is, as the 19th-century thinker John Stuart Mill realized, "not a machine to be built after a model, and set to do exactly the work prescribed for it, but a tree, which requires to grow and develop itself on all sides, according to the tendency of the inward forces which make it a living thing" (*ON LIBERTY* in Buckler 275). To bring about such growth, higher education seeks, as Mill's contemporary John Henry Newman noted in what is probably the single most famous treatise ever written on this subject, "to open the mind, to correct it, to refine it, to enable it to know, and to digest, master, rule, and use its knowledge, to give it power over its own faculties. . . ." (*The Idea of a University* in Buckler 193). In *College: The Undergraduate Experience* (1987), Ernest Boyer has much the same in mind when he says that higher education helps students continue to "write more clearly, read with greater comprehension, listen with more discrimination, speak with more precision, and through critical thinking, develop the capacity to apply old knowledge to new concepts" so that they can become "more competent, more concerned, more complete human being[s]" (78, 1).

Hence I think higher education retains its true value and meets society's needs when its process of learning involves inextricably the growth of character and mind. When a student's mind is engaged in something more than just the passive reception of facts and figures, higher education produces higher learning. When a student's course work involves the pursuit of both knowledge-in-depth and knowledge-in-breadth and when such occurs with real attention, effort, and toil, higher education produces the highest form of learning. To say this is to recognize, moreover, that education and learning are not synonymous. Education, to wit, instruction, merely stimulates and sparks learning. The learning process consists of a student's individual reading, effort, observation, and peer interaction in an array of experiences on the college campus. As Woodrow Wilson once said about the learning process during his association with Princeton, "The real intellectual life of a body of undergraduates, if there can be any, manifests itself not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures" (Bowen *Investment in Learning* 33).

The learning experience in higher education encompasses all of the facilities, activities, and services provided by the institution for a student's personal, social, and intellectual development. All of these disparate yet interrelated parts provide an educational experience which blends preparation for a career with preparation for life according to a time-honored tradition dating back in our country to 1636 when Harvard University was

founded to prepare an "educated clergy" with a curriculum intermingling vocational and liberal studies. This climate of learning—these means of production—in higher education is what brings about changes in character. The "truly enriched educational experience" is one, as Ernest Boyer notes, wherein "all parts of campus life—recruitment, orientation, curriculum, teaching, residence hall living, and the rest—must relate to one another and contribute to a sense of wholeness" (8). An institution's land, buildings, equipment, supplies, student population, faculty, staff, and governing groups are all elements of the total learning environment. The "unseen" element or "culture" in this environment includes, as Howen Bowen observes, "the common values, expectations, standards, assumptions, traditions, general atmosphere, and behavior patterns of the people involved." (*Investment in Learning* 13)

Emphasizes Bowen,

The people and the culture are related in complex ways. For example, each student brings to his college or university a unique set of interests and traits. He interacts with his fellow students, exerting influence upon them and they upon him. Through such interplay, a student subculture evolves that becomes an influential source of change for all the individuals who are inducted into it. Thus, paradoxically, students are not only the objects of the educational process but also an important part of the environment in which instruction takes place. Similarly, individual faculty and staff members bring to an institution their unique interests and traits. Individually and collectively they create a subculture that influences their own members and also their students. The sum of the various subcultures, including the interactions among them, becomes a total campus culture (INVESTMENT IN LEARNING 13-14).

In conclusion, I believe that higher education achieves the two aforementioned purposes—the cultivation of the human mind and the education of the whole person—with its continued commitment to the climate of learning on our nation's campuses. As the 21st century comes ever faster upon us, we might wish to recall the following words of John Dewey: "Education is the fundamental method of social progress and reform. . . . Through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move" (qtd. in Bowen (*The State of the Nation* 82).